

Organizing Peace – World War II & Beyond

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Foreword

Written in memory of
World War II Veterans, especially
Talmage M. Heitman, Jr.
(U.S. Army Unit: 416th Squadron of the 99th Bomb Group,
5th Wing, 15th Air Force)
and
Kathryn Lee Fogleman Heitman
(Lieutenant-JG, Nurse Corps, U.S. Navy Reserve)

General Dwight D. Eisenhower once said, "I hate war as only a soldier who has lived it can, only as one who has seen its brutality, its futility, its stupidity." We must all take his words to heart. War, at its core, is an evil to be avoided, and World War II brought suffering to millions of innocent people across the globe. But war is not to be avoided at all costs, not at the cost of freedom and dignity and human rights. Terror, aggression, and repression did not go unanswered in the free and civilized world over a half-century ago. The answer was World War II, the largest event in human history.

In *ORGANIZING PEACE World War II and Beyond*, we honor the efforts of all those who sacrificed in the name of freedom, and we remember the cause for which they fought. But more than anything, we hope to convey another important message to students and teachers. Simply stated, the legacy of World War II was peace through change.

Between September 1939 and September 1945 the world changed completely and forever. American life changed in almost every aspect during the war years and would never again be the same. Women who had never before worked outside their homes stepped forward to fill the jobs left empty by men gone to war. The leaders of industry answered the nation's call and converted their plants to meet the demands of war production. The transformation of national economics was revolutionary. The biggest sustained economic effort in history continued after the war, switching from war production to making good the damage. The post-wartime experience made possible the extraordinary economic recovery of Western Europe, West Germany, and Japan. And most of all, it sustained the economic ascendancy of the United States. On the downside, World War II brought about drastic changes in the political composition of Eastern Europe, the consequence of which was the ensuing Cold War lasting over forty years.

Perhaps the greatest result of post-war change is that of "peace." In an undelivered speech by Franklin D. Roosevelt, written shortly before his death, the president said: "Today we are faced with the pre-eminent fact that, if civilization is to survive, we must cultivate the science of human relationships—the ability of all peoples, of all kinds, to live together and work together in the same world, at peace." With the demolition of the Berlin Wall and the reunification of Germany, with the withdrawal of Russian troops from Eastern Europe and the collapse of communist rule in the Soviet Union (1989-91), we can finally begin to cultivate a global community as the twentieth century draws to an end and a new millennium begins.

This newspaper activity book was designed so that teachers and students may discover the daily newspaper as a relevant, thought-provoking, and timely instructional tool linking past events of history with today's modern world. It is my hope that the lessons in this book will provide a foundation for the student not only in the study of World War II, but also by opening the door to a lifetime of education through a lifetime of newspaper reading.

CAROLL JORDAN HATCHER

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Estimated Loss of Life in World War II

Country	Military Losses	Civilian Losses	Total Losses
USSR (1941-45)	c. 8.7 million	c. 16 million	c. 25 million
Germany (1930-45)	3,250,000	3,600,000	6,850,000
UK (1939-45)	326,000	62,000	388,000
France	340,000	470,000	810,000
Poland	123,000	c. 6 million (1)	c. 6,123,000
Yugoslavia	300,000	1,400,000 (3)	1,706,000
Hungary			840,000 (2)
Greece			520,000
Romania			460,000
Austria			480,000
Italy			410,000
Czechoslovakia			400,000
All other European countries			425,000
Total all European Countries			c. 43 million
U.S.A. (All Fronts including the Pacific, 1941-45)			296,000
Japan			2 million
China			c. 15 million
Total All Fronts			c. 60 million

- Note:
- (1) Of whom c. 3 million were Polish Jews
 - (2) Of whom c. 540,000 were Hungarian Jews
 - (3) Including partisans

No other event in human history can compare with World War II in the number of participants, the cost in human lives and physical destruction, or the scale of its consequences. The scale of the physical destruction and loss of life of a war which extended to three continents and all the oceans defeats the imagination. The total number of lives lost (including those who were massacred or died in prisoner-of-war, concentration, and extermination camps) is put at about 40 million for Europe, with another 15-20 million for Asia, the Middle East, and Africa. For the first time the civilian loss of life (the majority of them women and children) exceeded the military. Many more millions were uprooted either by deportation, conscription for forced labor, or by flight from the war zones; this process continued after the fighting ended, when several million Germans and Japanese were evicted from their homes.

**When you go home
Tell them of us, and say:
For your tomorrow,
We gave our today.**

(inscribed on a WWII memorial at Kohima, India)

**"Never in the field of human conflict
was so much owed by so many to so few."**

Winston Churchill

**"Let me not mourn for the men who
have died fighting, but rather let me
be glad such heroes have lived!"**

General George S. Patton

"Uncommon valor was a common virtue."

Admiral Chester W. Nimitz

Adolf Hitler

Birth: April 20, 1889 / in Braunau, AUSTRIA

Education: Quit school at the age of sixteen

Branch of Armed Forces: German Army during World War I

Leadership: Fuehrer (leader) of The German Worker's Party (Nazi Party) after WWI, Chancellor of Germany (1933), Fuehrer of the Third German Reich (1934)

Purpose: Hitler called for the union of all Germans into one nation, including those Germans in other nations. (Ironically, Hitler was not himself a German, but rather, a German-speaking Austrian.) Hitler felt that a dictatorship was the only way to save Germany from Communists, Jews, and other so called "evils" of the world.

Death: April 30, 1945

Sidelight: Hitler married Eva Braun on April 29, 1945 in an underground bomb shelter of the Chancellery. The next day, Hitler swallowed poison and shot himself. Eva also swallowed poison. Their bodies were then burned by Hitler's aides. A week later on May 7, 1945, Germany surrendered.



Activity: Hunger for Power

Adolf Hitler ruled Germany as dictator from 1933 to 1945. Between 1933 and 1939, Hitler prepared Germany for war. He rearmed the nation, first secretly and then in open violation of the Versailles Treaty. Because of the fear of another world war, no nation moved to stop Hitler. In 1936, Hitler sent troops into Germany's Rhineland in violation of the Versailles Treaty, but France did nothing to stop him. In March 1938, Hitler absorbed Austria into Germany. In September, with the consent of France and Great Britain, he took over the German areas of Czechoslovakia. He then took the rest of Czechoslovakia in March 1939. When German tanks rolled into Poland on September 1, 1939, Britain and France declared war on Germany and World War II began. Hitler experienced overwhelming victories in the beginning of the war. He quickly overran Poland, Denmark, Norway, Belgium, Luxembourg, The Netherlands, and even France. But the tide turned in 1942, when the Allies began to turn the Germans out of Africa, Russia, and France, and move them back towards Germany.

Hitler's desire for *lebenstraum* (acquisition of additional land from other countries, land needed for the growing German population "to achieve its rightful place in the world") led to his eventual downfall. Hitler's desire to restore Germany to its pre-World War I prestige created a hunger for power that was too strong for the other nations to bear. Hitler was obsessed with a desire not only to rule Germany but to conquer the world.

Scan the daily newspaper for an article or a profile of an individual who has allowed power to control his or her sense of right and wrong. (Look in the comic section also.) Describe what the individual has done and suggest a way in which the person can change before it is too late.

Description of Individual	Suggestions for Change

The Terror of Blitzkrieg

Blitzkrieg is a fast-moving form of warfare meant to spread shock and panic among the enemy. In theory, the speed and surprise of the attack paralyzes the enemy so that they are easy to overcome. The element of surprise everywhere allows aircraft to raid cities, ammunition dumps, and communication centers, while tanks proceed ahead of the infantry, cutting supply lines and spreading confusion and terror in their rear.

The Germans first developed "blitzkrieg" in conjunction with their invasion of Poland. On the morning of September 1, 1939, Poland encountered the Blitzkrieg—Hitler's Lightning War. Hitler told his generals to be harsh and to act quickly with brutality, and this is exactly what they did. After a three week campaign, the German forces were able to defeat the Polish Army. The Germans continued to use the blitzkrieg strategy for the next two years as they stormed into countries like Belgium, the Netherlands, Luxembourg, Norway, Denmark, Holland, and France.



Activity: Shock, Panic, Surprise, Confusion

Although most of us have not or may not experience blitzkrieg in a military sense, some of us have experienced "blitzkrieg" in our everyday lives. Sometimes an event or circumstance can cause shock, panic, surprise, and/or confusion which may be overwhelming. Can you think of an example of blitzkrieg in your own life?

Look through the daily newspaper for examples of "personal" blitzkrieg, "social" blitzkrieg, "moral" blitzkrieg, or "military" blitzkrieg. Explain why you selected each example.

Personal Blitzkrieg	Social Blitzkrieg	Moral Blitzkrieg	Military Blitzkrieg

Sir Winston Churchill

Birth: November 30, 1874 / in Oxfordshire, England, GREAT BRITAIN

Education: Royal Military College graduate

Military Service: British Army lieutenant/war correspondent

Leadership: Churchill was appointed First Lord of the Admiralty in 1911 and again in 1939. He became prime minister of Great Britain in 1940 and again in 1951.

Famous Quote: "Never in the field of human conflict was so much owed by so many to so few." (Speaking in 1941 about the British RAF)

Death: January 24, 1965

Sidelight: In 1953, Churchill won the Nobel prize for literature. Yet, as a schoolboy, he had been the worst student in his class. Churchill spoke as he wrote — clearly, vividly, majestically. Yet he had stuttered as a boy.



Activity: Someone To Remember

Sir Winston Churchill became prime minister of Great Britain in May of 1940, just months before the German bombing of his country began. He told the British House of Commons on May 13, 1940, as he accepted the task of leading the commonwealth, "I have nothing to offer but blood, toil, tears, and sweat." In the difficult months and years to come, Churchill's leadership gave strength and courage to the nation, and his partnership with American President Franklin Roosevelt and the other Allied leaders played a major role in the defeat of Hitler and eventual Allied victory in World War II.

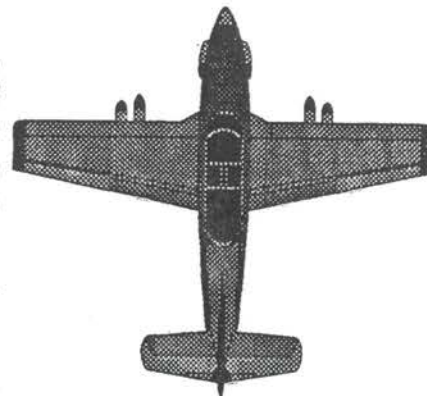
With his distinctive round face, his flamboyant style of dress, his dramatic, theatrical way with words, and his ever-present cigar, Churchill, the son of an American mother and a British father, was an unforgettable character. His determination and "never surrender" spirit rallied Great Britain and the rest of the free world. In 1963, Congress made Churchill an honorary U.S. citizen. This action reflected the American people's affection for the man who had done so much for the cause of freedom.

Do we have any outstanding world political leaders today? If so, who are they? Skim the pages of your daily newspaper to find news articles or information about these outstanding people. As you make one selection, write the person's name below, then identify the contribution for which you think the person will be best remembered. Be prepared to defend your selection.

Outstanding Political Leader	Most Significant Contribution

The Battle of Britain

"Operation Eagle," the German plan to destroy the Royal Air Force, was supposed to be the preamble to "Operation Sea Lion," the German codename for the invasion of Britain. Operation Eagle commenced in August of 1940 when the Luftwaffe (German Air Force) began an attack on British airfields and factories. In the beginning, the raids were conducted during the day, but when the Luftwaffe began to sustain extensive losses and damage, the air assaults became nightly rituals known as the *London Blitz*.



Although the British were outnumbered, they had newer aircraft. The British fighter Spitfires and Hurricanes were more advanced than the German aircraft. The British also possessed advantages in their ability to detect the movements of the enemy through the use of a radar warning system. They had also acquired an exact model of the German code scrambler, named Enigma. With the machine, the British soon broke the German military code and gained prior warning to attack locations by listening in on orders directed to Luftwaffe pilots. The abnormal amount of rain and fog that Britain experienced during August and September 1940 also granted enormous relief to the British. Without clear weather, Reich Commissioner Hermann Goering was never able to maximize the capability of his forces. Although the air raids lasted until the middle (May/June) of 1941, it was obvious in the beginning that bombing alone would never defeat the British.

Activity: Technological Advances

Although the British were outnumbered, technology granted them an advantage against the Germans. The Royal Air Force (RAF) had newer aircraft, the use of radar, and were able to intercept and decipher Enigma messages.

How does today's technology grant us an advantage in our daily struggle at home, at work, at school, or (on a broader scale) as a nation? Look in today's newspaper for specific examples. Select one newspaper example and use the chart below to analyze your choice. Compare the new technology with the old.

Analysis	New Technology	Old Technology
Benefits		
Drawbacks		
Changes		
Suggestions		

Selective Service

In 1939, the American Army ranked seventeenth in the world in total manpower and weapons. By law, it was limited to 375,000 men. In short, the armed forces of the United States were ill-prepared for war. This began to change in September of 1940, however, when Congress passed the Selective Service Act, which implemented the first peacetime military draft in American history. Opposition to the draft ran high, and some went so far as to call it an end to democracy in America; but the majority of Americans agreed with President Roosevelt that the building of our armed forces was essential in the face of the war that was moving ever closer to American shores.



On October 29, 1940, with the president and a packed auditorium looking on, a blindfolded Secretary of War Henry Stimson drew the lottery numbers that would determine the order of induction for the American men age twenty-one to thirty-five who had registered with their local draft boards. In the months that followed, forty-six new training camps were built as the American armed forces swelled to nearly 1.5 million strong. When the time came for the United States to enter World War II, the armed forces, though still building and training, were prepared to fight.

Activity: Military Service

Although there was strong opposition to the idea of a draft in 1940, there were more volunteers for service in the U.S. military during World War II than during any other war in the 20th century. Were Americans more patriotic during World War II? If so, why? How were things different during the Vietnam War when it was also necessary to rely on the process of selective service?

Write an opinion essay (editorial) explaining your own feelings of pride and patriotism as they relate to the draft. Scan today's newspaper for articles, advertisements, photos, or other examples that support your thoughts and feelings.

Opinion Essay	Newspaper Examples

The Flying Tigers

Throughout World War II, while the attention of most Americans was focused on battles in Europe and the Pacific, there was a third theater of war — the China-Burma-India theater — where American forces were positioning themselves for an air attack on the Japanese islands. Under General Joseph Stilwell, who led ground forces in fighting along the Burma Road, and General Claire Chennault, who commanded the Allied Air Offensive over China, American troops in China engaged in some of the roughest fighting of the war.

But none of this would have been possible if not for a group of pilots known as the Flying Tigers, who, before the United States officially entered the war, “flew the hump” over the Himalayas to bring supplies to China. The Flying Tigers were assembled by General Chennault, who was in China as an advisor to Chiang Kai-shek, the Chinese leader. In eight months in 1941, the Flying Tigers flew the skies over China with unmatched success, shooting down 300 Japanese aircraft and maintaining a life-sustaining flow of supplies to the Chinese people. The Flying Tigers helped keep China in the war and out of Japanese hands.



Although at the time he was said to be operating under the authority of the Chinese government, it has since been revealed that General Chennault had full American approval and support for his efforts to aid China in her fight against Japan. When the United States officially entered World War II, the Flying Tigers were merged into the Army Air Force.

Activity: Heroes Among Us

General Chennault and his Flying Tigers were regarded as heroes by the Chinese people. Military heroes often become well known for extraordinary things they do in battle or during a time of war. However, regular people become heroes often by doing things for others, or by working hard at something they believe in. Look in today's newspaper for people that you would identify as heroes. What special qualities or character traits do they have? Compare these everyday heroes to some of your heroes from American history, or to heroes of the World War II era.

Person in the News	Why is This Person A Hero?	Special Qualities & Character Traits	Compare to Other Heroes

Pearl Harbor

The American Pacific Fleet, under Admiral Husband E. Kimmel, was at anchor in its Hawaiian base of Pearl Harbor on Sunday, December 7, 1941 when a surprise attack by Japanese forces occurred. The 33-ship Japanese striking force that steamed under the cover of darkness to within 200 miles north of Oahu was led by Vice-Admiral Chuichi Nagumo. His carriers launched about 360 aircraft against the Pacific fleet at the naval base and against army aircraft at nearby military installations. The first bombs from the Japanese aircraft began falling at about 7:50 a.m. In less than two hours, the United States lost 8 battleships (including the *Arizona*, *Oklahoma*, *West Virginia*, and *California*), 3 light cruisers, 3 destroyers, and 4 other vessels. About 170 aircraft were destroyed, and there were approximately 3,500 casualties among United States soldiers, sailors, marines, and civilians. In the end, the United States managed to shoot down about 29 of the Japanese planes.



Although the Japanese had severely damaged the U.S. Pacific Fleet and Hawaii's air defense, the miracle of the attack was that all of the aircraft carriers in the fleet and most of the United States submarines were not at Pearl Harbor when the attack began. With the aircraft carriers and the submarines still intact, America maintained in its arsenal the most decisive weapons of naval warfare.

The attack on Pearl Harbor consolidated United States public opinion against Japan. Following the attack, the Japanese government declared war on the United States and Great Britain. The following day, President Roosevelt asked Congress for a declaration of war against Japan. Roosevelt referred to December 7 as "a date which will live in infamy." On December 11, four days later, Germany and Italy declared war on the United States, and Congress then declared war on Germany and Italy. In recognition of the losses endured on December 7, 1941, "Remember Pearl Harbor!" became the rallying cry for the United States in World War II.

Activity: Uniting with A Common Purpose

Just as the troops during World War II rallied together by remembering the losses inflicted upon them at Pearl Harbor, many organizations today use similar tactics to unite their members. For example, Pro-Life advocates emphasize the family unit and the rights of the child, thus enabling them to gain support from individuals with similar beliefs.

Look through the newspaper for information on any type of organization that unites its members with a rallying technique. Discuss the method used by the organization to motivate its members to act or believe in a certain manner. Describe the success the organization is experiencing in achieving its goals. Suggest alternative methods that might produce greater results for the group.

Organization	Rallying Technique	Alternative Methods

Franklin D. Roosevelt

Birth: January 30, 1882 / in Hyde Park, New York, UNITED STATES

Education: Bachelor of Arts, Harvard University-1904; Columbia Law School (three years); Admitted to the New York bar-1907

Military Service: None (During World War I, he requested active duty, but President Wilson insisted that he remain Assistant Secretary of the Navy.)

Quote: "Yesterday, December 7, 1941 — a date which will live in infamy — the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan."

Date of Death: April 12, 1945

Sidelight: Roosevelt was the first president since Lincoln to visit a battle theater, the first president to leave the U.S. during wartime, the first to go to Africa, the first to travel in an airplane, and the first to make a foreign language broadcast (it was to the French on November 7, 1942, concerning Operation Torch).



Activity: The Power of Public Opinion

Franklin Delano Roosevelt served as president of the United States for twelve years and forty days, longer than any other president. Four times the American people elected him as their leader. In fact, so long did Roosevelt inhabit the White House, and so full of crises and change were his years there, that when he died on April 12, 1945, a journalist remarked that it felt as if "history itself had died." Roosevelt was a master politician with a keen understanding of the power of public opinion. He knew that America's greatest asset in the war was its people, and he was ever aware of the need for their support for him and his policies. He also understood that America would have to depend upon and support the Allies if the war were to be won. A man with no military experience, Roosevelt filled the role of commander-in-chief during World War II with confidence, intelligence, and commitment.

Roosevelt made many informal reports by radio to the American people called "fireside chats." In a fireside chat on February 23, 1942, President Roosevelt asked the American people to take out an atlas and follow along as he described the World War II battlefields in the Pacific. With eighty percent of Americans tuned in, the president spoke of recent defeats in the Pacific and assured the people that the "government has unmistakable confidence in your ability to hear the worst without flinching or losing heart." Roosevelt spent days perfecting his speeches, carefully crafting the words that so many Americans relied upon for comfort and inspiration. He was the first president to use radio effectively to win public opinion.

How does the president shape public opinion today? Cite some examples from radio, television, newspaper, and other print media. Do you think our president today is as careful with words and information as was President Roosevelt? Explain.

Radio	Television	Newspaper	Other Print Media

America's Concentration Camps

In February 1942, President Roosevelt issued Executive Order 9066 which authorized Secretary of War Stimson and certain military officers to exclude anyone they felt necessary from designated military areas. The following month, the Commander of the West Coast Defense Area designated the entire West Coast, up to forty miles inland, as Military Area I. He ordered the exclusion of all persons of Japanese descent from the area.

These 110,000 individuals were evacuated from their homes without charges or trials into War Relocation Authority Centers located outside Military Area I. The only criterion for their removal was the fact that they had been born of Japanese parents. Fear of sabotage or espionage from among these people resulted in the uprooting of the whole Japanese American population from their homes in California, western Washington, Oregon, and Arizona, and their exclusion from these areas for nearly three years. Seventy thousand of these evacuees were American citizens, born on United States soil; the majority of the other 40,000, had lived in the United States for 20 to 40 years, but were ineligible for citizenship under the laws of the United States. The fear of sabotage or espionage proved to be wholly unfounded. Despite the many rumors to the contrary, not one case of any act of espionage or sabotage by any Japanese American was ever reported, either on the mainland or in Hawaii.

On January 2, 1945, there was a revocation of the exclusion orders. As most Japanese Americans began to return home, they found that it wasn't going to be easy. The few WRA Center residents who had retained title to their homes on the West Coast discovered difficulties in regaining possession of them. Others found that their property had been vandalized, and they encountered difficulty and delay in effecting repairs. The majority of returnees simply required some sort of shelter which they could rent. Morale began to rise when efforts were put forth by friendly groups in California to establish hostels that would provide temporary housing for returnees. The National Housing Agency assumed responsibility for housing returnees in Washington and Oregon. The War Relocation Authority also helped to obtain housing for returnees. In a way, the efforts by these groups provided some restitution for the property losses suffered by the evacuated citizens. Although the total loss to the evacuees was estimated at \$400,000,000, the government only authorized payment of \$38,000,000 to 26,560 claimants.

Activity: The American Way

Select a few editorial essays from the editorial section of your newspaper and read them. Note the style and technique used by the author to establish his/her views. With style and persuasive technique in mind, write an editorial expressing your thoughts on the treatment of the Japanese Americans during World War II.

Korematsu v. United States

Toyosaburo Korematsu was a law-abiding American citizen living in the San Francisco area who saw no reason to leave his home when Executive Order 9066 was issued by President Roosevelt in February 1942. When Korematsu refused to report for relocation he was arrested. His only crime was that he was from Japanese ancestry. It is significant to note that only Japanese Americans were "interned" during World War II, while hundreds of thousands of Italian and German Americans were not. When the case was brought before the Supreme Court, the Court upheld the military order, noting that "pressing public necessity (WWII) may sometimes justify the existence of restrictions which curtail the civil rights of a single racial group..." but added that "racial antagonism never can...[justify such restrictions]." Thus, the government could lawfully remove persons of Japanese ancestry from areas threatened by Japanese attack during World War II.



ARGUMENTS FOR KOREMATSU:

1. Executive Order 9066 violates the Fifth Amendment of the Constitution because it denied Korematsu liberty without due process of law.
2. The Constitution forbids a classification, i.e. the Exclusion Order, to be based solely on race.
3. Due to the fact that martial law had not been proclaimed in the area, the President had illegally granted to the military a power to govern civilians.

ARGUMENTS FOR THE UNITED STATES:

1. The denial of liberty to American citizens was warranted by the threat of sabotage and espionage.
2. This action did not constitute racial prejudice because it was legitimate that individuals of Japanese ancestry would be suspect following the Japanese attack at Pearl Harbor.
3. As commander-in-chief of the armed forces, the President had every right to issue such orders to military personnel, due to the fact that war had already been declared.

Activity: Constitutional Correctness

Scan the daily newspaper for an article describing a present-day court case currently in a local, state, or federal court. Use the chart below to sort the evidence about the case. (It might be necessary to track the case over a couple of days or weeks.) After you have established the evidence in the case, make a prediction on the ruling. Explain why you feel the case should be decided this way. Consult the Constitution to see if the procedures of the court and all persons involved have abided by the guidelines established in the Constitution.

Arguments For:	Arguments Against:
Prediction on the Ruling:	

Women at Work on the American Homefront

As American involvement in the Second World War became a reality with the attack on Pearl Harbor, a women's place was no longer considered to be "in the home." When the able bodied men left their jobs to join the armed forces, women were needed to fill their empty positions. Prior to the outbreak of the war, only a small number of American women worked in factories, but by the middle of the war they constituted approximately a third of the nation's total work force. By the end of the war, some six million women were engaged in factory jobs. Directly following the Japanese attack on Pearl Harbor, approximately 750,000 women had applied for factory jobs, but only about 80,000 were accepted. Employers felt that women were not as capable as men at operating machinery. This myth was soon dispelled as hundreds of thousands of women filled the positions of the men at war. Women proved to be capable of doing their jobs as well as, and sometimes better than, the men they were replacing. The symbol of the woman in the factory came to be "Rosie the Riveter." Posters of "Rosie" recruiting women workers, and newspaper and magazine stories about actual "Rosies" became commonplace on the American homefront during World War II.



Activity: Present Day "Rosies"

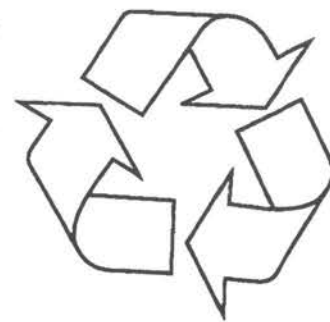
The Second World War changed the composition of America's work force forever. Women were capable and able to hold jobs that were formerly held exclusively by men. Today, both women and men are equally considered for most jobs in the working world.

Scan the classified employment ads in your daily newspaper for five (5) different job listings. List all the information you can find about each job (requirements, duties, salary, benefits, etc.). Determine if the jobs are open to application by both men and women. In each job situation does gender play any role? Explain.

Job Listing	Requirements / Duties	Explanation
1.		
2.		
3.		
4.		
5.		

Scrap Drives and Rationing

In an April 1942 address to the nation, President Roosevelt told Americans there was “one front and one battle where everyone in the United States — every man, woman, and child — is in action. That front is right here at home, in our daily tasks.” The president was speaking about a new program of rationing and resource conservation to support the war effort. The American people, eager to do what they could to support friends and family in the armed forces and speed the end of the war, accepted the president’s plans with a solemn, enthusiastic, sense of duty.



The basic rationing system assigned points to each rationed item — meat, butter, sugar, coffee, canned and frozen foods — and issued each citizen a book of point stamps. The points could be used for any rationed item, but when the month’s supply was gone, there were no more to be had. Fashions and clothing styles changed during this time period. Designed to conserve cloth, the “victory suit” for men featured cuffless pants and narrow lapels. Women were asked to give up their girdles in the drive to collect and conserve rubber.

Wartime put heavy restrictions on one of America’s favorite pastimes, driving! New cars stopped arriving in show rooms and were soon entirely unavailable. Gasoline was strictly rationed, as were tires, and new signs along the roadside proclaimed a “victory speed limit” of thirty-five miles per hour. While Americans learned to do without, they also learned the art of recycling. Tin cans, waste paper, aluminum, cooking grease, and more were collected in scrap drives, often in such great quantities that the supply outweighed the demand.

Activity: Homefront Help

Nearly 200 million copies of Ration Book Number One rolled off the presses in March of 1942. Rationing began with sugar and coffee and later came to include a long list of grocery items, as well as such essentials as shoes and nylon stockings.

If the United States were to engage in another massive world war today, how could Americans help the war effort through rationing? Look through the advertisements in today’s newspaper and clip examples of items you would suggest for rationing. Explain how each item would help today’s war effort.

Ration Item	Explain How it Would Help the War Effort

African Americans on the Homefront

The necessities of war forced the federal government to order the full utilization of all available manpower and an end to employment discrimination. While such action brought about some economic gains for black Americans, the greatest force of change was the general expansion of industry and the labor shortage as more men and women entered the armed forces. Although most discrimination remained, these shortages gradually forced white employers and workers to forget their prejudices and accept black employees. Between 1940 and 1944 the number of African Americans employed as skilled craftsmen, foremen, and semi-skilled operatives had doubled and by the end of the war, black men and women held positions in jobs which few had performed before.



The movement of blacks to the cities during the 1940s was part of a general population shift of 5.5 million people from farms and depressed areas. They sought work in towns and cities, especially in centers of war production.

Despite higher earnings, the buying power of black Americans was still limited by racial considerations. The prejudices of real estate agents and their clients prevented blacks from buying homes in new developments, most of which were in the suburbs. Between 1940 and 1950 approximately 2 million whites moved out of the central cities while 1.3 million blacks moved in.

In the city of Chicago, for example, the Chicago Housing Department attacked the problem of war housing for African Americans by attempting to house blacks outside the 'black belt' (80 percent of Chicago was estimated to be covered by racially restrictive housing agreements). These efforts were staunchly resisted by whites and violence and intimidation were often used to keep blacks out of white areas. In the face of this, public housing was the blacks' only hope, but with an increase in the number of African Americans in the city, the few war homes were little help. In January 1941 there were 19,000 applicants for one housing project of 1,658 units. It was not surprising then that the Mayor's Commission found that "most cases of racial friction...have occurred in relation to the housing situation."

Activity: The Hunt for Manpower

When the United States entered World War II employers found themselves lacking the manpower that they needed to run their companies. This led to increased employment for those individuals left on the homefront, especially African Americans and women.

Scan the classified section of your daily newspaper for employment ads. Imagine that you are the owner of a factory during World War II and you need eligible men and women to work in your factory. Write a classified ad detailing the type of workers that you are looking for (age, education, etc.). Explain the type of skills, if any, they will need, and the type of work they will be doing. Include any additional information that you feel is pertinent.

African American Soldiers

The fight for equal rights in the armed forces existed during World War II. The plight of the black soldier had scarcely improved between 1918 and 1940 because old prejudices remained. After World War I, the four black Army units were run down in strength and African Americans could only enter them as vacancies occurred. In 1939 there were approximately 3,640 black soldiers and only five black officers in the U.S. Army. During the same period, the Navy, which had restricted black servicemen to duty in the galleys, reduced the numbers employed in that capacity. Prior to World War II, African Americans were still excluded from the Marine Corps and Army Air Corps, and were limited in the Coast Guard.



President Roosevelt released a statement to the press on October 9, 1940. He promised the use of African American soldiers "on a basis proportional to the Negro population" and in "each major branch of the service." He stated that more opportunities were to be given to Negroes for commissions, but only in all black units. Moreover, segregation was to remain, as it had "proven satisfactory." Roosevelt felt that any other changes "would be destructive to morale and detrimental to...national defense."

Optimism developed after 1940 when an Army Air Corps training base was established at Tuskegee Institute in 1941 and the all black 99th Pursuit Squadron flew its first combat mission in 1943. Another advance was made in 1942 when African Americans were accepted to regular service in both the Navy and the Marine Corps. Although the number of blacks in the military did rise, the proportion of black soldiers did not equal that of blacks in the U.S. population, nor were they equally represented in all branches of the armed forces.

Racial violence did occur amid military camps in the North and South due to the segregation and discrimination which applied to on-base facilities such as theaters and canteens. The situation was worsened by the prejudices of white soldiers and officers. In the South, African American troops had to suffer the local Jim Crow laws, and refusal to accept such laws often led to jail, and sometimes a beating or death. Given the extent of the discrimination, black servicemen often wrote to the President discussing the contradiction of segregation within a democracy. In a letter to President Roosevelt, one soldier remarked that the "very instrument our government built (the United States Armed Forces) to fight for world democracy, is itself undemocratic."

Not all African Americans objected to their treatment because for many, military life, even with its racial restrictions, was better than civilian life. The uniform gave black Americans a measure of self-respect and authority. More importantly, black soldiers were taught skills and trades, given a certain amount of education, as well as food, clothing, and a pay check.

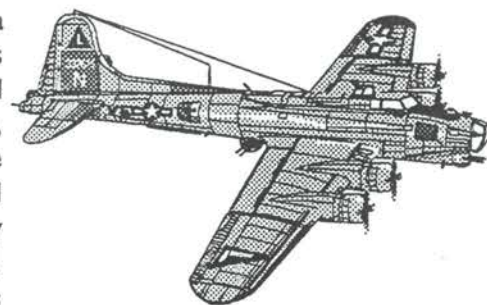
Activity: Distinguished Americans

During World War II, the Tuskegee Airmen distinguished themselves in Allied campaigns over North Africa, Italy, and Germany. One of the most celebrated Army divisions was the Red Ball Express, an all black unit which delivered supplies to the troops on the front lines during the Allied advance on Germany. Scan today's newspaper for articles about present-day African Americans who have distinguished themselves as role models and leaders. Describe and examine the accomplishments of these individuals. How have things changed for black Americans since the World War II era?

Distinguished Americans	Accomplishments

Thirty Seconds Over Tokyo

When asked about the origins of the sixteen B-25 bombers that completed a successful surprise raid on Tokyo, Japan, on April 18, 1942, President Roosevelt's answer was, "They came from a secret base in Shangri-la." The bombers did little real damage, but their mission gave a boost to sagging American morale, dealt a blow to Japanese confidence, and may well have turned the tide of the war. The United States had struggled in the Pacific since the attack on Pearl Harbor, and Japan continued to boast of its invulnerability to attack. In "thirty seconds over Tokyo," all this changed. Led by Lieutenant Colonel James H. Doolittle, the hand-picked pilots flew normally land-based bombers off the decks of the carrier USS *Hornet*, taking off 800 miles from the Japanese coast. The Japanese detected the *Hornet* but believed it to be too far offshore to be a threat since normal carrier planes had a range of only 300 miles; thus the American bombers reached Tokyo unscathed, dropped their barrage, and headed for an airfield inside China. When word of the raid reached the United States, Doolittle and his pilots were hailed as heroes, and Americans celebrated the first good news from the war in the Pacific. James Doolittle later received the Congressional Medal of Honor for his bravery.



Activity: Fearless, Brilliant, and Nearly Impossible

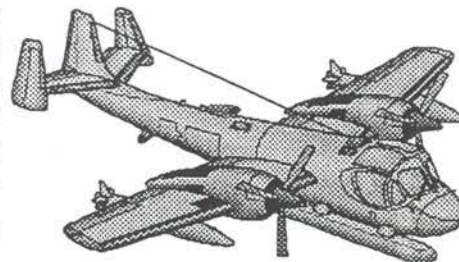
The Tokyo mission was classified as "nearly suicidal." One of the main problems in launching land-based planes from the decks of a carrier was runway length. If the bombers did not reach speeds necessary for takeoff before reaching the end of the deck, they would drop over the edge and be pierced by the front end of the ship. For a month in Florida, the pilots practiced the 750-foot takeoffs necessary for a carrier-based assault, but their takeoff from the *Hornet* was the first actual carrier launch for all sixteen men. When Lieutenant Colonel Doolittle, the first to take off, approached the end of the deck, a voice shouted that he would never make it; a split second later, Doolittle was in the air and on his way to Tokyo, as were all of the other pilots.

There are fearless, brilliant, and remarkable events going on in the world around us. Often, they go unnoticed or are taken for granted. Look through today's newspaper for news articles about interesting people or events contributing to significant accomplishment in military history, science, technology, medicine, education, government, sports, entertainment, the arts, or any other field.

Person / Event	Field	Contribution	Description	Significance

The Battle of Midway

After the shock of the American raid on Tokyo in April of 1942, the Japanese were determined to reassert themselves and expand their territory in the Pacific. They set their sights on Midway Island, the westernmost American possession in the Pacific. From Midway, the Japanese would have the capability of launching further attacks on Hawaii, just over 1,000 miles away. But Admiral Yamamoto, who led the Japanese attack, did not count on either the skills of U.S. naval intelligence or the cunning of American Admiral Chester Nimitz, commander of the Pacific Fleet.



Acting on detailed intercepted and decoded information about the impending attack on Midway, Admiral Nimitz quietly positioned his fleet — outnumbered four to one by the Japanese — a short distance from the island. Unmoved by a decoy attack to the north, Nimitz held his ground. At 9:30 a.m. on June 4, 1942, he ordered his men to strike. Torpedo bombers from the carriers *Enterprise*, *Hornet*, and *Yorktown*, followed by a squadron of dive bombers, launched a fierce attack on the invading Japanese fleet. The decisive battle was fought entirely by aircraft; Japanese and American carriers never drew within sight of each other. After four hard days of battle, the crippled Japanese fleet withdrew — awarding a monumental victory to the United States. No longer was Japanese naval power to be the ruling force in the Pacific.

Activity: Top News Story Headlines

At Midway, American losses included one aircraft carrier, 150 aircraft, and 307 lives. But the Japanese lost four carriers, over 300 aircraft, and 3,500 men — a terrible blow for Japanese naval leaders who believed themselves to be invincible in the Pacific. The news of the American victory at Midway produced banner headlines in newspapers across the United States and around the world.

Although banner headlines do not appear in newspapers every day, there are headlines each day for the most important stories. What are the headlines of the three top news stories in today's newspaper? Which of the three headline events became important in the shortest amount of time? Which of the three events will probably be forgotten by most people one week from now? Which of the three events will cause the greatest amount of change? Which of the three events is most important for people to know about? Explain why.

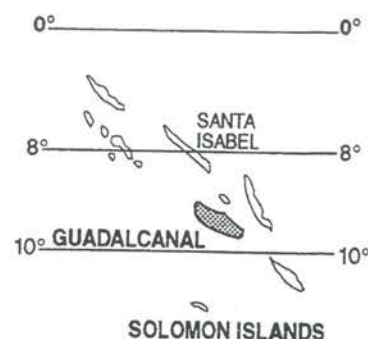
Headline #1:

Headline #2:

Headline #3:

The Battle of Guadalcanal

The Battle of Guadalcanal would not end as quickly for the Pacific Fleet as the Battle of Midway had. On Guadalcanal, one of the Solomon Islands, the Japanese were building an airfield from which they could attack American ships headed to Australia. Realizing the strategic importance of the island, American leaders planned to take Guadalcanal. On August 7, 1942, ten thousand United States Marines went ashore at Guadalcanal Island; within a day they had taken the airfield. But when their Navy support was driven away, the Marines were stranded. Fighting continued on the island for six months before American victory was secured in February of 1943.



The fighting on Guadalcanal Island was some of the fiercest of the war and was made worse for American Marines by the hot, rainy climate, the dense jungle, and the malaria which swept through their ranks.

Activity: Geography and Climate

To understand the difficulty on Guadalcanal Island is to understand something about geography and climate. Latitude, or distance from the equator, affects the range and seasonal variation of temperature. The closer a spot is to the equator, the more direct sunlight it gets, so it is warmer and has less seasonal variation in temperature than a spot farther from the equator. Proximity to the ocean also affects the temperature of coastal areas. They are warmer in winter and cooler in summer than inland areas equally far from the equator, because water takes longer to heat than land does. The effect of water temperature on land temperature is more pronounced if the ocean (or other large body of water) is to the west, because the prevailing wind over most of the earth's land masses moves from west to east. The air is more humid at the equator because there is more evaporation than at other latitudes. Precipitation and the saturation point of the air depend on topography, temperature, and the direction of the prevailing winds and the movement of pressure systems. In summary, the climate of any given spot is the result of its topography and its geographical location interacting with the sun, wind, and moisture in the air.

Investigate influences on precipitation patterns in your state or region of the country. Obtain a topographical map of the area and a record of average precipitation for various locations in the region. Using the weather page in your daily newspaper, chart the precipitation information for your region for this week (or month). Compare your current newspaper findings with the average record. Which cities have the most and least precipitation? On the topographical map, locate the city with the highest average precipitation and the city with the lowest. Are the precipitation levels in these two spots affected by their distance from the equator? By terrain? By temperature? By proximity to large bodies of water? Next, investigate and explain how these factors affect the Solomon Islands and Guadalcanal Island in particular.

Name and Latitude of City	Terrain	Temperature	Proximity to Water
With Highest Precipitation			
With Lowest Precipitation			
(Your City)			

Women in Uniform

One of the largest groups of women in service were the Army and Navy nurses, many of whom served in the midst of battlefields across the globe. Sixty thousand nurses served in all; nearly 1,500 were decorated for bravery. Their courage and skills gave the American public a new understanding of the crucial role of nurses in the medical community.

Women found opportunities expanding for them throughout the war in each branch of service. The women's reserve of the Navy (WAVES) enlisted 100,000 women, and the Marine Corps Women's Reserve, which began in February of 1943, twenty-three thousand. The Coast Guard began accepting women for duty during World War II as SPARS, some of whom had the unique opportunity of working with LORAN, or Long Range Aid to Navy, which sent radio signals to ships at sea. The Women's Army Corps (WAC) began as the Women's Auxiliary Army Corps (WAAC), which was not an official part of the U.S. Army. In 1943, the name was changed, and the group officially attached to the Army. In all, 150,000 women served in the WAC, in positions from typists and switchboard operators to truck drivers and mechanics. The WAC gave enlisted women the best chance for overseas duty. (The Navy, Marines, and Coast Guard limited women to service in the United States, except for Navy nurses.) Eight thousand WACs served in Europe, more than 5,000 in the Pacific, and hundreds in the China-India-Burma theater.



Activity: Fighting Discrimination

The mission of the Women Air Force Service Pilots (WASP) during World War II was to ferry military aircraft to pilots of the Army Air Corps, to test newly repaired planes, and to train anti-aircraft gunners by acting as moving targets for practice. It was not until 1977 that Congress acknowledged the WASPs of World War II as military pilots. In that year, the WASPs were given honorary discharges and listed as veterans, and women were finally accepted into Air Force flight training.

The women who fly for the United States Air Force today proudly trace their heritage back to the WASP pilots who battled discrimination along with the normal hardships of wartime flying to open the skies to American women. How have things changed for women since the World War II era? Are there any women's rights issues today? Scan your daily newspaper for information relating to today's issues of gender discrimination in any field or occupation.

News Items Related to Women's Rights Issues or Gender Discrimination	Pros and Cons	Possible Solution or Resolution

Radar

Although radar proved quite useful in World War II by providing early warning of enemy aircraft and ships, it was still a virtual newcomer to the scientific world. Radar was introduced in 1925 when two American physicists, Gregory Breit and Merle A. Tuve, determined the height of the ionosphere by bouncing short radio pulses off it and measuring the time taken by the reflected signals to return. Radar research was furthered in 1935, when scientists in Great Britain, France, Germany, and the United States began to develop advanced versions of the pulse technique in order to locate planes and ships at distances up to about 17 miles. But by the late 1930s, the growing threat of a world war stimulated efforts to improve radar technology. For example, due to the threat of air and sea attacks, the British built a series of radar stations along their east and south coasts for defense; and by 1940, the United States was producing pulse-type radar for tracking planes and controlling anti-aircraft guns. Also, in 1942, the British invented a cavitron valve, which enabled radar to function at 'centrimetric' wavelengths on a directional arc. These developments allowed a chosen sector of air space to be searched with increased image definition.



Activity: The Many Uses of Radar

Since the Second World War, the ability of radar to do so many tasks makes it useful for a wide variety of purposes. Radar is an important tool in aviation, both at airports for traffic control and inside the aircraft for proper altitude and weather detection. Radar is widely used as a navigation aid on all kinds of boats and ships. It is used by harbor masters to control ship traffic and for keeping track of vessels. Radar has a wide variety of military uses. The major uses include: 1) air defense, 2) missile defense, 3) space surveillance, 4) intelligence gathering, 5) range instrumentation, and 6) weapon fire control. Radar is vital in space travel: for launching, vehicle tracking, detection of space objects, and docking or landing.

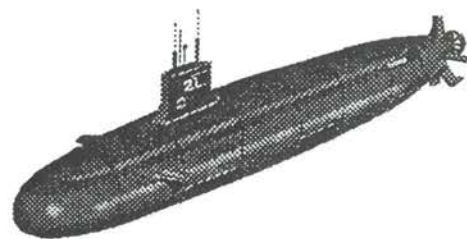
Scientists rely on radar, especially to investigate the earth's upper atmosphere. Weather observation and forecasting is made possible by radar. In more recent years, the Doppler radar system has helped to detect wind shears previously responsible for airplane crashes and other disasters. Police and law enforcement officers also use radar to enforce speed laws. Radar can detect speeding vehicles on streets and highways.

Scan today's newspaper for "radar connections." In other words, find examples of today's many uses of radar as evidenced through information, advertisements, or photos in the newspaper.

Radar Example	How It Is Used	Benefits

German U-Boats

U-boats, or German submarines, constantly menaced Allied shipping. Rear Admiral Karl Doenitz, the German submarine fleet commander, formed his U-boats into "wolf-packs" of 8 or 9, and sometimes 20 or more, to attack Allied ships. In one eight-month period in 1941, U-boats sank more than 300 merchant ships and seriously threatened the flow of supplies to the British Isles. By the spring of 1943, as many as 235 U-boats were in action. During the war, the Allies lost 23,351,000 gross tons of shipping. U-boats destroyed more than half of this total.



The tide began to turn in 1942 as improved sonar and the advent of ship radar made detection of the U-boats easier. The Allies fought the submarines by bombing U-boat bases and factories. They spotted U-boats with sonar and radar devices, and attacked them with destroyer escorts and escort carriers. Land-based aircraft attacks on submarines proved highly successful. During the last two years of the war, the Allies sank submarines faster than the Axis countries could build them.

American forces captured only one U-boat during World War II. Captain Daniel V. Gallery, Jr., and his crew on the USS *Guadalcanal* took the German U-boat 505 off the coast of the Cape Verde Islands on June 4, 1944. It was the first enemy warship captured by the United States Navy since the War of 1812. Taken by surprise, the crew of the U-boat brought their submarine to surface and abandoned ship. Skilled American sailors quickly boarded the submarine, disconnected the demolition charges set by the fleeing Germans, and seized the U-boat. The capture provided naval intelligence with valuable German code books and equipment. The submarine was towed by the USS *Guadalcanal* to Bermuda. After the war, German U-boat 505 became a permanent exhibit at the Museum of Science and Industry in Chicago, Illinois.

Activity: "Sighted Sub, Sank Same"

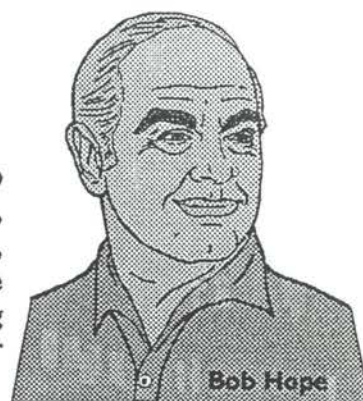
Although American forces captured only one German U-boat, they sank or destroyed hundreds of others. On January 28, 1942, a famous one-sentence radio message was transmitted by Ensign Donald Mason after sinking a German submarine: "Sighted Sub, Sank Same."

Ensign Mason's radio transmission was much like a newspaper headline: brief and to the point. Newspaper readers can absorb a great deal of information simply by reading the headlines of news stories. Sometimes, however, readers can be misled. Scan today's newspaper for interesting headlines, then read the accompanying news story. Did you find any misleading headlines? How many headlines were right on target? Next, create new and interesting headlines for any 3 stories in today's newspaper.

Interesting Headline	What Information is Implied by the Headline	Summary of the News Story	Was the Headline Misleading?

The Celebrity Connection: War Bonds & the USO

War bonds funded the fight for freedom and also gave American citizens a solid way to contribute to the war effort. Nearly \$50 billion worth of bonds were sold during wartime, a great majority thanks to the efforts of American celebrities—actors, actresses, singers, and others who used their names and notoriety to draw the crowds. Kate Smith was one prominent bond representative, as was actress Carole Lombard. Ms. Lombard, the young wife of Clark Gable, an actor turned Air Force gunner, lost her life in a plane accident after a war bond rally in Indianapolis during which she helped sell \$2.5 million worth of bonds.



On makeshift stages set up on truck beds or in jungle clearings, enduring poor lighting, terrible acoustics, and unpredictable weather, thousands of American performers—actors, singers, dancers, comedians, and anyone else who could put on a show—traveled the globe to bring a few moments of laughter and enjoyment to the men and women who were fighting on the front lines during World War II. The United Service Organizations (USO), with more than 3,000 clubs in the United States and countless traveling shows that made the rounds from the Pacific to Europe to China to Alaska's Aleutian Islands, brought such stars as Laurel and Hardy, Bing Crosby, Frank Sinatra, Fred Astaire, Ginger Rogers, Danny Kaye, Jack Benny, Dinah Shore, Marlene Dietrich, Rita Hayworth, Ingrid Bergman, Errol Flynn, and Spencer Tracy to the troops. Perhaps the most devoted performers were Bob Hope, who made USO shows the trademark of his career, and Ann Sheridan, who logged 60,000 miles on a performance tour through China, Burma, and India. Nearly 400 USO performers lost their lives while traveling to perform for the men and women of the armed services.

Activity: Lending a Hand

Thanks to the efforts of American celebrities during World War II, millions of dollars were raised for the war effort, and thousands of enlisted men and women were entertained on the front lines.

Are celebrities active today in the support of certain causes on a national or international level? Can you cite some examples from your daily newspaper? Is celebrity involvement today as wide spread as it was during World War II? Explain.

Entertainer, Performer, or Sports Celebrity	Issue or Cause Which They Support	Action Taken (Involvement)	Results (Benefits)

The Battle of Stalingrad

The Battle of Stalingrad, one of the most important battles of history, marked a turning point in World War II. The German defeat at Stalingrad ended the Nazis' eastward advance into Russia. During the Soviet campaign between July 1941 and February 1943, it looked as if Hitler would be successful. The Soviet military lacked experienced officers to lead a successful campaign against the German troops, resulting from Stalin's purges of the military. But Stalin's troops were somehow able to defeat the Germans in Moscow, which caused the German Sixth Army to march towards Stalingrad on the Volga River on August 21, 1942. The Russian army was able to completely surround the Germans as they entered the city. Fierce fighting followed as both sides tried to outmaneuver the other, but in the end the Russians proved triumphant as the German troops began to suffer from the severe cold weather and a lack of supplies and food. Although Hitler sent reinforcements, they were unable to break the Russian lines, and the Germans were forced to surrender on February 2, 1943. The other German troops retreated out of Russia.



Activity: A Sense of Determination

When the Germans invaded the Soviet Union, Stalin's troops lacked qualified officers, as well as, up-to-date armaments and equipment. Even though the Russians were the lesser equipped of the two armies, they stopped the invading Germans because they had a sense of determination: they were protecting their homeland.

Determination is an essential element in many aspects of everyday life. If an individual lacks determination, he/she will not have the drive necessary to overcome the hardships and conflicts that one is likely to face in life. For example, students need determination and drive to aid them in achieving good grades in school, and not allow minor setbacks, such as bad test grades, to get them down. Also, athletes need determination to overcome obstacles, so that they can strive to be winners.

Scan the sports section of the newspaper for information about a team or an athlete recovering from a setback, hardship, or loss. Explain how determination has helped the team or athlete return to competition. Also, discuss the position the team or athlete would be in if they had lacked determination and allowed problems to overwhelm them.

Sports Team or Athlete	Problem or Hardship	Result of Determination

The North African Campaign

The British fought a seesaw campaign against the Germans and Italians in North Africa, taking and losing ground over and over again. In May 1942, Rommel's Afrika Korps, aided by Italian troops, began a powerful offensive. Capturing Tobruk in Libya, they moved toward Egypt. By July, strong British resistance and Rommel's supply shortage had halted the Axis attacks at El Alamein, Egypt. In October, the British 8th Army under Field Marshall Montgomery took the offensive, and rolled on to Tripoli and southern Tunisia. This victory was a major turning point of the war.



Along with the British offensive in Tunisia, the Allies planned an invasion of French North Africa with the code name of Operation Torch. They hoped to force the Axis armies out of Africa, and also to relieve pressure on the hard-pressed Russian forces, which were reeling under a new German offensive. General Eisenhower commanded an Allied force that landed on the coast of Algeria and Morocco on November 8, 1942. About 500 troop and supply ships, escorted by more than 350 warships, transported Allied troops from the United States and the British Isles. The invasion caught the German high command completely by surprise.

The Allies made elaborate preparations to capture French North Africa with as little fighting as possible. Allied diplomats plotted with French patriotic groups, and U.S. General Clark secretly landed in North Africa from a submarine to plan with the French. French forces resisted the landings, but Admiral Darlan, the Vichy French leader, ordered them to stop fighting. As soon as Hitler learned about the Allied landings in North Africa, he ordered German troops to occupy all of France. The Germans tried to capture the main French fleet at Toulon, but, to avoid a defeat, the French sank about 70 of their own ships. In March 1943, General Patton took command of the U.S. 2nd Army in Africa, and won one of the first major U.S. victories of the war at El Guettar. While U.S. troops pushed eastward across Algeria, the British 8th Army advanced into southern Tunisia. On May 12, 1943, the last organized Axis army force in Africa surrendered. The Allies had killed, wounded, or captured about 350,000 Axis soldiers, and had suffered about 70,000 casualties in the North African campaign.

Activity: Interdependency

Allied control of North Africa in May of 1943 ended Axis threats to Egypt and the Suez Canal, and to British oil resources in the Middle East. Western nations today still depend on North Africa and the Middle East for oil.

Countries that lack certain natural resources depend on others to fill the void. This give-and-take is called interdependency. Countries are not only dependent on each other for natural resources, but for manufactured products as well (German cars, Japanese electronics, French wine). Look through today's newspaper for examples of natural resources or advertised items that originate in other countries.

Natural Resource	Country	Manufactured Product	Country

Operation Husky & The Invasion of Italy

The Allies moved swiftly to take advantage of their African victory. On July 10, 1943, the Allied invasion of Sicily, known as Operation Husky, began with the landing of General Alexander's Fifteenth Army. During the fighting, Mussolini fell from power in Italy. On July 25, Marshall Pietro Badoglio became premier of Italy. The Italian government imprisoned Mussolini, but a daring band of German paratroopers later rescued him. The Allies occupied all Sicily on August 17, after a 39-day campaign. Badoglio's government signed an armistice with the Allies on September 3, and announced it five days later.



British and Canadian forces of the Eighth Army used Sicily as a springboard for invading the toe of the Italian peninsula. On September 3, 1943, the British Eighth Army crossed the Strait of Messina and landed in Calabria in southern Italy. The U.S. Fifth Army, which had sailed from Africa, landed at Salerno on September 9. A German counterattack threatened to push the Fifth Army back to the sea. After intense fighting, U.S. troops swept out of the marshy beachhead and linked with the Eighth Army. Italy declared war on Germany on October 13. The Allies hoped that Italian soldiers would attack German garrisons. But most Italians allowed themselves to be disarmed by the Germans.

The Allied drive up the Italian boot proved to be a slow struggle against a 400,000 troop German army. The Allies also faced floods, mud, mountains, and winter cold. Early in November 1943, the Allies reached a line about 75 miles south of Rome, but they could not pierce the German defenses. Naples had fallen to the Allies after landings near Salerno. Late in January 1944, the Allies tried to outflank the German lines by landing troops near Anzio, 33 miles south of Rome. But the Germans held the high ground and hemmed in the invaders on a small beachhead. The town of Cassino stood about halfway between Naples and Rome. The Allies bombed the famous monastery on top of Monte Cassino. After the capture of Cassino, the Allies pushed northward. On June 4, Rome became the first Axis capital to fall. Two months later, the Allies captured Florence and finally reached the Gothic Line, a German defense system 4 miles deep across northern Italy.

Activity: Travel Destination

Study a topographical map of Italy. Trace the movement of the Allies as presented in this lesson. On the map, locate: Sicily, the Strait of Messina, Calabria, Salerno, Naples, Anzio, Cassino, Rome, and Florence. Explain how geography (climate and topography) influenced the Allied assault on Italy.

Focusing on geography, create a modern-day visitor guide for someone who will travel to Italy. Design the guide in brochure format using only clippings from your daily newspaper. Select photos, advertisements, and words that would describe Italy and entice visitors. Be creative!

D-Day: Operation Overload

Once the Allied planners decided that a full-scale invasion of Europe was to occur in 1944, they had to determine where the actual invasion would take place. The shortest route would be the logical choice, as it would mean less time at sea, faster resupply, and easier air support from airfields in England. That pointed to the Pas-de-Calais region of northern France. The Allies created a decoy plan of assault at Calais to mislead German intelligence, and it worked! The Germans focused their heaviest defenses there. Considering their options, the Allied planners eventually decided upon the relatively unfortified beaches of Normandy, some 150 miles southwest of Pas-de-Calais.



The invasion was planned for June 5, when tide and weather conditions would be ideal. But the weather was not cooperating. On June 4 the worst storm in twenty years struck the south coast of England. The weather led Eisenhower, Supreme Commander of the Allied Expeditionary Force, to remark that "the weather in this country is practically unpredictable." Conditions were so uncertain that Ike's chief weather forecaster, J.M. Stagg, reported that it was impossible to predict the weather more than twenty-four hours in advance. At 4:30 a.m. on June 4, Stagg reported that the seas would be calmer, but that heavy clouds would make airplane flight almost futile. Knowing that the landing troops would need air support, Ike decided to delay the attack for twenty-four hours. The new date for D-Day was June 6. By 9:30 p.m. on June 4, Stagg revised his forecast because there would be a break in the storm the next day. Outside, the rain was falling heavily, but Eisenhower decided that the invasion must go on as scheduled, and more than five thousand ships started toward France. When Ike awoke at 3:30 a.m. on June 5, a fierce rain was falling, and it looked as if he had made a terrible mistake. At a meeting with other military leaders before dawn, Eisenhower tried to decide whether to call off the invasion yet again. At that time the rain began to lessen, and Eisenhower said, "O.K. Let's go." At 6:30 a.m. the next day, Allied troops began their assaults at *Utah*, *Omaha*, *Gold*, *Juno*, and *Sword* beaches on the north central coast of France. D-Day was underway!

Activity: Relying on Weather

Plan an imaginary vacation to a certain part of the United States. Collect the weather page from your daily newspaper for one week (assume that this will be the week of your vacation). Study the predicted weather for the area which you plan to visit. Describe the weather and explain how differences in weather might alter your vacation plans. If your plans were to change, suggest alternate plans and activities for your vacation.

Weather Description	Alternate Plans

The D-Day Invasion: June 6, 1944

On June 6, 1944, the Allied Expeditionary Forces hit the beaches at Normandy, France. The attack, known as Operation Overlord, had been meticulously planned: aircraft would bomb German installations on the coast, paratroopers would land behind German lines, ships would open fire at a rate of 200 tons of shells per minute, and landing craft would deliver the men—from Europe, Africa, Asia, North America, and Australia—to the beaches. On five beaches known as *Sword*, *Juno*, *Gold*, *Omaha*, and *Utah*, the men fought valiantly and pushed inland. The Allies suffered heavily, particularly at *Omaha Beach* where German defenses had escaped the bombing and met the landing force at near full strength. The D-Day landing, however, was the successful beginning of the drive through France and into Germany that would drive Hitler to surrender and end the war in Europe.



Although Operation Overlord would result in the final defeat of the Nazi war machine, the cost to the Allies was huge. The invasion was mounted with 6,939 naval vessels, 15,040 aircraft, and 156,000 troops. After two months, the casualties at Normandy numbered 16,434 dead, 76,535 wounded, and 19,704 missing. Within five months, the Allies had taken 637,544 prisoners and were on their way to the Rhine.

The D-Day Invasion relied upon the courage and faith of hundreds of thousands of soldiers who risked their own lives for the greater cause of liberating Europe and the world from the tyranny of Hitler's Germany.

Activity: Dateline: Normandy

The D-Day Invasion of June 6, 1944 was certainly the most significant Allied operation of the war in Europe. It was significant for so many different reasons. Can you list some of these reasons?

Imagine that you are a newspaper reporter for *Stars and Stripes* (the American GI newspaper launched during WWII, still in circulation today). Write a news report or feature story about D-Day from your perspective, as one who experienced it. Remember, a well-written newspaper article contains who, what, when, where, why, and how. Be sure to include human-interest information so that readers will understand what it was like to be there. (Before beginning the project, if possible, interview a WWII veteran who was at Normandy on June 6, 1944.)

Dwight D. Eisenhower

Birth: October 14, 1890 / Denison, Texas, UNITED STATES

Education: Graduate, West Point U.S. Military Academy-1915; Graduate, Command and General Staff School-1926; Graduate, Army War College-1929

Military Service: U.S. Army: rising in rank from Second Lieutenant to Five-Star General (1915-1948 and 1951-1952); World War I: served as Second Lieutenant, First Lieutenant, Captain, and temporarily as Major, and Lieutenant Colonel (1915-1918); Served as Captain, Major, Lieutenant Colonel, and Brigadier General (1919-1941); World War II: served as Brigadier General, Major General and Chief of the General Staff's Operations Division, Commander of U.S. Forces in Europe, Lieutenant General (1941-1942); appointed Allied Commander-in-Chief for the Invasions of North Africa (1942); promoted to General (February 1943); named Supreme Allied Commander (December 1943); promoted to Five-Star General (1944); appointed Army Chief of Staff (1945); Supreme Commander of the North Atlantic Treaty Organization (1951-1952)

Quote: "I hate war as only a soldier who has lived it can, only as one who has seen its brutality, its futility, its stupidity."

Date of Death: March 28, 1969

Sidelight: Eisenhower had the official jacket for the Army redesigned from a long coat to a waist-length jacket, which was more comfortable and practical for the fighting man. Dubbed the "Eisenhower jacket," the style was even popular in women's fashion for the period.



Activity: A Beloved and Courageous Leader

General Dwight Eisenhower began World War II as assistant chief-of-staff to General George C. Marshall in Washington, D.C. With Marshall and President Roosevelt, Eisenhower helped plan the nation's global strategy for war. From Washington, Eisenhower traveled to London as the commander of the European Theater of Operations.

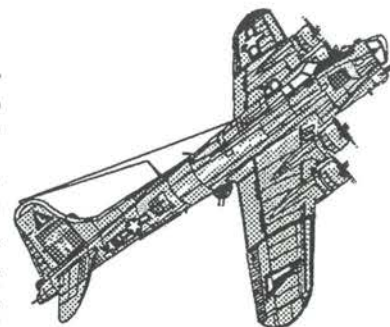
Dwight D. Eisenhower was a lieutenant general when he was entrusted with the command of Operation Torch, the Allied invasion of Morocco and Algeria in the autumn of 1942. Eisenhower went on to lead the invasions of Sicily and the Italian mainland; and in the spring of 1944, as supreme commander of the Allied Expeditionary Forces, he planned and led the landing at Normandy, France, on D-Day. General Eisenhower was respected by his colleagues and loved by his men. He was restrained and tactful, a master of compromise and efficiency, and a brilliant and courageous leader.

After the war, Eisenhower's popularity remained strong. So loved was "Ike" by the American public, that he was approached by both political parties for the presidential nomination. Declaring himself a Republican, in 1952, he was elected to the first of two terms as president of the United States.

Imagine working for the "I Like Ike for President" campaign! Create a newspaper advertisement for Eisenhower's campaign of 1952 or 1956.

The Air War

During World War II, advances in aviation technology made the air a vital battleground. In Europe, the Pacific, and China, American aircraft fought to rule the skies. Probably no other aircraft was as well known as the American B-17, nicknamed the "Flying Fortress." In 1943, the Allies began an unprecedented bombing campaign over Germany. By night, British bombers flew scatter bombing raids; by day, the U.S. 8th Air Force flew B-17s in strategic raids on military and industrial targets. The B-17s lived up to their nickname during these raids; stories abound of the massive damage they received while still making it home. Still they were not invulnerable; during raids on the Schweinfurt ball bearing works, and the Messerschmitt factory in Regensburg, Germany (in 1943), sixty B-17s and their crews were lost. After these losses, B-17s were equipped with machine guns for self-defense, thirteen on each plane by war's end. Along with the planes of the RAF (Royal Air Force), American B-17s helped weaken both enemy defenses and the morale of the German people. By the end of 1944, Berlin had suffered twenty-four major air raids and much of Germany was without water, lights, and heat.



The leading role in the air war, however, went not to the Flying Fortress, but to a plane nicknamed the "Liberator"—the B-24. More B-24s were produced than any other American combat plane. Used mostly in the Pacific, B-24s are best remembered for their bombing raids on the oil fields at Ploesti, Poland in August 1943. The B-24s and the B-17s, along with the rest of the aircraft, pilots, and crew members of the U.S. Army Air Corps, were indispensable to the Allied cause. In a war that reached nearly every corner of the globe, mastery of the air was a prerequisite to victory.

Activity: The *Memphis Belle*

The B-17 bomber was a rugged plane, heavily armed and armored and built to stand a barrage of enemy fire. The *Memphis Belle*, perhaps the most famous B-17 bomber, was herself proof of the aircraft's durability. Nine times Lieutenant Robert K. Morgan lost an engine during a flight and still managed to finish his mission. On one flight he lost a section of the plane's tail and on another, an enemy hit tore a gaping hole in the *Belle's* right wing. But Morgan was as tough as his Flying Fortress. In the words of one of his devoted crew members, "He always brought us home."

Create an action-adventure comic strip about the *Memphis Belle* (or any other aircraft from the World War II era). First, locate the comic strips in today's newspaper. Identify an action-adventure comic strip and notice how the creator has designed the strip. Develop four daily segments of your five-frame comic strip.

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The Liberation of France

In June of 1940, German forces marched into Paris, France, taking control of the French capital city along with the northern half of the country. The Germans left the southern portion in the rule of French Premier Henri Philippe Petain, whose government based in Vichy, France, collaborated with the occupation forces. In the years that followed — although exiled leader Charles de Gaulle and his Free French movement kept the vision of a free nation alive and devoted members of the French Resistance continued a sabotage campaign against the Nazis — France lived under a repressive and terrifying occupation. With the Allied landing at Normandy, however, hopes began to grow once more in Paris and throughout France. Churchill sent a request to Eisenhower: "Liberate Paris by Christmas and none of us can ask for more." The 1st Army, led by General Courtney H. Hodges, headed toward the Seine while General Patton's 3rd Army swept eastward through the countryside. As the troops pushed inland, the French Resistance in Paris grew stronger. In the late summer of 1944, Allied forces marched into Paris, led by General Jacques Philippe Leclerc's French 2nd Armored Division. On August 25, 1944, Paris was once again free; the following day, Charles de Gaulle rode triumphantly through the city.



Activity: Did You See The Movie?

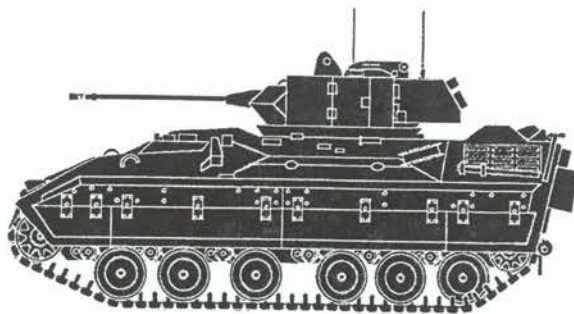
Adolph Hitler ordered his men to destroy Paris before they retreated, but German General Dietrich von Choltitz, out of respect for the city's beauty, refused to follow Hitler's orders; and Paris was saved. On August 24, 1944, von Choltitz actually stalled the demolition teams while negotiating with the French to surrender the city. Von Choltitz, who was portrayed in the 1966 movie, *Is Paris Burning?*, died the same year the movie premiered.

There were dozens of Hollywood movies made in the 1940s, 50s, 60s, and 70s portraying the people and events of World War II. Some of the most well-known films are *The Longest Day*, *In Harm's Way*, *Patton*, and *Tora! Tora! Tora!* Can you name any other WWII films? What about television movies, miniseries', and weekly television shows depicting World War II? List those below and note the significant event or circumstance portrayed by the movie or show. (*Is Paris Burning?*, for example, was about the German surrender of Paris.) Next, look through today's newspaper for the entertainment section. Locate the movie and television listings. Make a list of current movies and television shows having a historical connection. Explain the historical significance of each selection.

WWII Movies & Television Shows	Significant Event or Circumstance	Current Movies & Television Listings	Historical Connection

The Battle of the Bulge

In December of 1944, Allied forces in France were engaged in what General Eisenhower called "the dirtiest kind of infantry slugging." General Patton's 3rd Army had fought its way through the Siegfried Line, the concrete fortification built to stop the Allied advance through France and into Germany, and, after a week of street fighting, had captured the French city of Metz. At the same time, the Allied armies had gathered along the French eastern border ready to plunge into Germany. Allied plans for immediate advance were foiled, however, by a furious Nazi counteroffensive. The Germans reversed their retreat and pushed back against the Allied forces, creating the bulge in the Allied line that would give the ensuing battle its name: the Battle of the Bulge.



There followed one of the fiercest land battles of the war. The Allies found themselves trapped in the Ardennes Forest at Bastogne, Belgium. On December 17, the 18,000 men of the 101st Airborne Division, then 100 miles behind the lines, were ordered to Bastogne as reinforcements. The American situation, nonetheless, appeared hopeless. The thick cloud cover prevented both bombing and the delivery of supplies; the men were stranded and starving. On December 22, recognizing the Americans' desperation, the Germans presented a formal demand for surrender to General McAuliffe of the 101st Airborne. McAuliffe replied with the simplest of refusals: "Nuts!" The next day, the weather cleared and planes began dropping supplies and bombs. By December 26, 1944, Patton's 3rd Army had arrived, and Bastogne was saved. The Germans never again launched an effective counteroffensive.

Activity: Cloud Cover

If cloud cover had continued, it may have caused a much different outcome for the Allied forces in December of 1944. However, General McAuliffe and his staff knew something about weather forecasting. They predicted the weather would change. McAuliffe trusted his own judgment and refused to surrender.

Check the weather page of today's newspaper for cloud cover predictions. Find predictions for three different days. Weather forecasters describe the predicted cloud cover with special terminology (Fair = less than 40% of the sky is covered by clouds; Partly Sunny / Partly Cloudy = 40% to 70% of the sky is covered by clouds; Cloudy / Mostly Cloudy = 70% or more of the sky is covered by clouds). List the day and the cloud cover prediction on the chart below. Then, convert the cloud cover percentage (according to the range given above) into any 5 decimals that fall within that range. Next, express those decimals as fractions.

Day of the Week	Cloud Cover Prediction	Percentage Range	Convert to any 5 Decimals in Range	Express as Fractions

The Yalta Conference

The Yalta Conference was a meeting between the leaders of the “Big Three” Allied nations—President Roosevelt of the United States, Prime Minister Winston Churchill of Great Britain, and Premier Joseph Stalin of Russia—held in February 1945 at Livadia, an estate near Yalta, a famous Black Sea resort city in the Crimea.



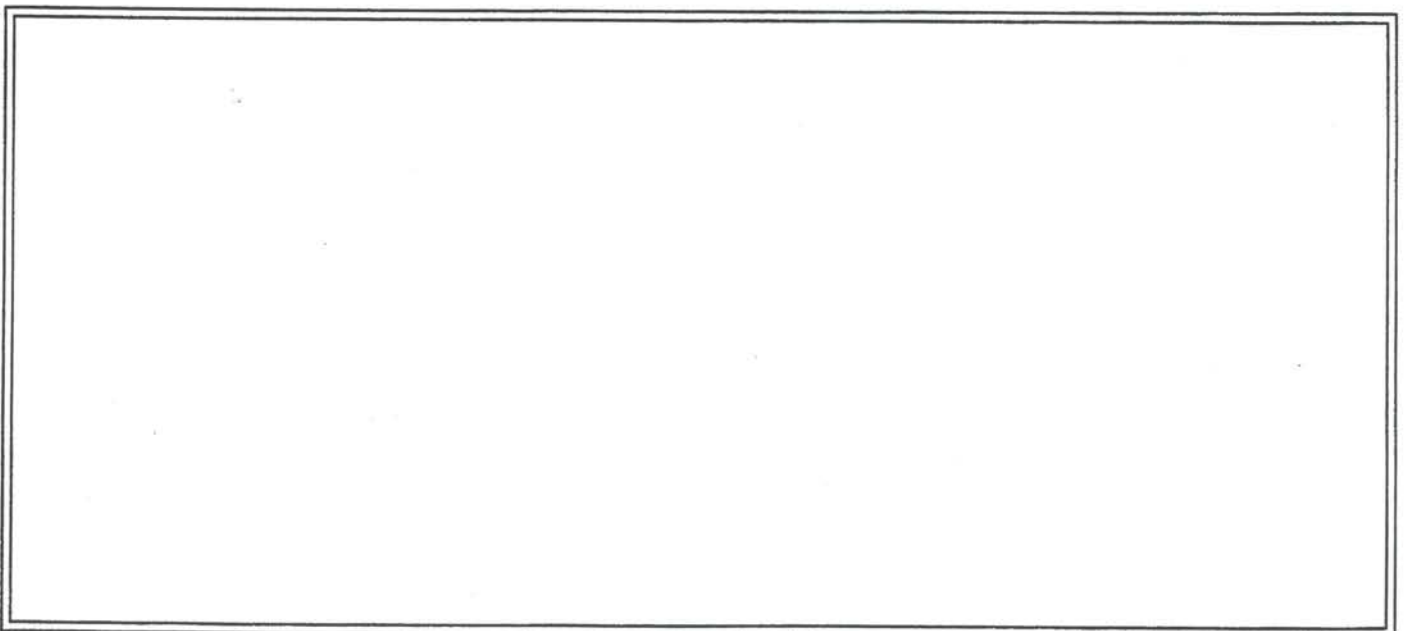
At the conference, the “Big Three” decided to assist the nations once under Nazi tyranny and solve their problems through democratic means and free elections. Churchill and Roosevelt consented to Stalin’s plan for the Poland frontier—roughly corresponding to the Curzon line—and to his proposal for compensating Poland by annexations to the west at Germany’s expense. It was also decided that the defeated Reich would be divided into four occupation zones and they agreed to allow France its own zone of occupation. Russia was promised the return of all lands and concessions lost in the disastrous 1904-1905 Japanese war and the domination of East Central Europe that Stalin had won by his pact with Hitler in 1939 and by his spheres of influence agreement with Churchill.

Within the conference there were also three secret understandings: 1) The “Big Three” agreed to exchange each other’s liberated prisoners and to repatriate each other’s civilians as they were rounded up in Germany; 2) They arranged a voting formula with a veto for permanent members in the Security Council of the proposed United Nations; and 3) Russia formally promised to enter the war with Japan within two or three months after Germany’s surrender.

Activity: To Honor an Agreement

Shortly after the conference, it became apparent that Stalin was not going to follow through with the Yalta agreement. Stalin did not hold free elections in Poland and throughout Eastern Europe. Also, Russia’s only attempt to enter the war against Japan occurred after the bomb had been dropped on Hiroshima. Stalin was beginning to show designs of his own concerning the place of Russia in the post-war world, which led to much political controversy in the United States.

Scan the editorial section of the newspaper in order to find the political cartoons. Examine the methods used by the artist to exaggerate certain features in order to prove a point. Create your own editorial cartoon about the actions taken by Stalin during and after the Yalta Conference.



Journalists & Photographers

More than 700 war correspondents covered the progress of World War II for American newspapers, magazines, and radio; the Allied landing at Normandy alone was reported by nearly 500 American journalists. On radio, men like Edward R. Murrow, who covered the bombing of London and flew as an observer in combat missions over Germany, became the voice of the war for American families. Robert Capa, Edward Steichen, and their fellow photographers created a visual record of war. (Edward J. Steichen, already an award-winning photographer at the onset of the war and beyond the draft age, nevertheless joined the U.S. Navy and assembled a top-notch crew to photograph the war.) Cartoonists like Bill Mauldin, who gave us the GIs Willie and Joe, and George Baker, who created the everyman infantryman named Sad Sack, gave Americans in the service and at home a glimpse of GI life that was real and touching and funny all at once.



In daily newspapers and weekly magazines, writers like the beloved Ernie Pyle honored the daily struggles of those in uniform. Ernie Pyle was a middle-aged gray-haired journalist who wrote about the experiences of the common soldier on the front lines of World War II. Pyle called the American GIs the “mud-rain-frost-and-wind boys.” To these men, Ernie Pyle was a hero and a friend. Pyle lived and traveled and even died with the troops. The men of the 77th U.S. Army Infantry erected a memorial to journalist Ernie Pyle, who was with them on the Japanese Island of Le Shima when he was killed by machine gun fire in April of 1945.

Countless radio correspondents, photographers, and journalists, many of whom will forever remain anonymous, chronicled the war in all its aspects. Their work now stands as a record of the great sacrifices and struggles of World War II.

Activity: Print v. Broadcast News

To Americans carrying on with their daily lives thousands of miles from the battlefields of World War II, the dedicated correspondents were their eyes and ears on the war. In the 1940s Americans received most of their news from newspapers, although radio broadcast news was also a daily necessity.

Today, many Americans get their news directly from television and seldom read a newspaper. Try the following experiment. Watch the news today on television and make a list of the TV news stories. Then, read today's newspaper carefully and list the major newspaper stories. How much of the television news is also in today's newspaper? How much of today's printed news is not on television? What are the advantages of reading a newspaper over watching television news?

Television News Story	NP	Newspaper Stories	TV

Crossing the Rhine

By the end of January 1945, General Eisenhower was ready to lead his Allied troops across the Rhine River into Germany. The Rhine was not only a formidable moat on Germany's western border—a half-mile wide in some points—but in the minds of the Allied men, the river had taken on great symbolic value. To cross the Rhine would be to take a giant step toward victory. As the German army retreated, they blew up the bridges over the Rhine, hoping to slow the Allied advance. But on March 7, after securing the German city of Cologne, the American 1st Army discovered the only intact bridge across the Rhine, thirty miles south of Cologne in a little town called Remagen. A volunteer from the retreating army had attempted to trigger an explosion, but the demolition wires had been severed; the resulting partial explosion made the bridge shudder, but did not bring it down. Seizing this unexpected opportunity, the American troops charged across the bridge. When General Eisenhower learned of the crossing, he described it as "one of the happiest moments of the war." The crossing at Remagen was a symbolic victory; the main Allied assault into Germany lay several days ahead.



Allied forces massed along the Rhine in careful preparation for the group crossing and the assault on the waiting German defenses; however, American General George Patton found it impossible to wait. Patton's 3rd Army came upon a riverside cove, piled six battalions into boats, and paddled across the Rhine. They found only one platoon of German soldiers guarding the opposite bank. The next morning, Patton telephoned General Omar Bradley with the news of his crossing and warned, "Don't tell anyone I'm across." Later in the day, however, Patton could contain his pride no longer; again he phoned Bradley: "Brad, for.....sake, tell the world! I want the world to know that the 3rd Army made it.....across." Days later, the gathered Allied forces followed the American 1st and 3rd Armies across the Rhine and into Germany—the days of Hitler's Third Reich were numbered.

Activity: The Geography Connection

Using the historical atlas of World War II or a 1940s map of Europe from your textbook, identify the geographic area mentioned in this lesson. Locate the Rhine River, the city of Cologne, and the town of Remagen. Identify also the area where General Patton's 3rd Army crossed the Rhine. How was the Allied assault into Germany influenced by geography?

The place or setting where an event occurs may have some bearing on why it happened. Scan today's newspaper to find one news item which you think was influenced by geography. Write the headline below and explain why you chose the news story.

Headline:

Explanation:

George S. Patton

Birth: November 11, 1885 / in San Gabriel, California, UNITED STATES

Education: Graduate, West Point U.S. Military Academy-1909

Military Service: U.S. Army: served in the 1916 Mexican expedition; World War I: commanded a tank brigade in France; World War II (rising in rank to Four-Star General): commanded American forces in North Africa and Sicily; commanded the U.S. 3rd Army in Europe

Nickname: "Old Blood and Guts"

Quote: "Let me not mourn for the men who have died fighting, but rather let me be glad such heroes have lived!"

Death: December 21, 1945

Sidelight: George Patton, an excellent athlete, placed fifth in the 1912 Olympic pentathlon in Stockholm, Sweden. He was the first American to enter an Olympic pentathlon. Patton was also known for his equestrian ability.



Activity: "Old Blood and Guts"

Hot-headed and profane, spirited and never predictable, General George S. Patton, Jr. was one of the most colorful, memorable, and successful leaders of World War II. He led the American forces in North Africa and during the invasion of Sicily, and he organized the decoy invasion force that helped distract the Germans' attention from the Allied landing forces at Normandy, France on D-Day. Patton then took charge of the U.S. 3rd Army and met up with the Allied landing forces as they broke through into the French interior. Leading his troops at record speed across the French countryside, Patton led the Allied defense at the Battle of the Bulge before his troops made their final push into Germany. A military man through and through, General Patton once declared that "compared to war, all other forms of human endeavor shrink to insignificance."

Toward the end of World War II, General Patton wrote to his wife, "Peace is going to be hell on me!" The military gave Patton his sense of identity and purpose. He was not to face life long after World War II was ended, however. Patton died on December 21, 1945, twelve days after breaking his neck in an automobile accident in Germany. While the world mourned his passing, Patton was buried in the huge American military cemetery at Hamm in Luxembourg, where he joined 6,000 other heroes of the 3rd Army. The inscription on the plain white cross reads simply:

Geo. S. Patton Jr.

General. 02605. 3d Army

Based on what you know about George S. Patton from this lesson and from your history textbook, write an obituary for the World War II general. First, locate the section in your newspaper containing the obituaries. If possible, select an obituary for a community leader, or someone well-known. News stories will sometimes accompany such obituaries. Use the newspaper selection as an example as you create an obituary for General Patton.

Important Details About the Person	Accomplishments of the Person	Generalizations Which Can Be Made About the Person

The Holocaust

The Holocaust was the mass murder of European Jews by the Nazis during World War II. The Nazi dictator Adolf Hitler planned to wipe out the entire Jewish population as part of his plan to conquer the world. The Nazi persecution of the Jews began after Hitler came to power in 1933. As Germany prepared for war, the government imposed laws and restrictions that deprived Jews of their rights, property, and possessions. For example, there were over 400 anti-Jewish laws that prohibited Jews from doing such things as owning businesses and attending universities. Jews were also forced to wear a yellow Star of David for identification purposes.



In 1939, the Germans invaded Poland and gained control over that country's approximately 3 million Jews. The next year, the Nazis conquered Belgium, Denmark, France, Norway, and The Netherlands, and hundreds of thousands more Jews fell under their domination. In 1941, the Nazis invaded the Soviet Union and began a campaign of mass murder against all of the Jews of Europe.

During Hitler's reign of terror, concentration camps became the holding ground for millions of Jews, political opponents, pacifists, homosexuals, gypsies, and Jehovah Witnesses. These camps were nothing but death traps—they included gas chambers in which large numbers of victims were killed with poison gas. Many prisoners were worked to death in factories, and many died of starvation and disease due to the terrible conditions they were living in. Others, especially those unable to work, the aged, sick, women, and children, met the fate of the gas chamber. Many Jews were severely handicapped due to the cruel experiments that doctors performed on them. By the end of the war in 1945, the Nazis had slaughtered more than 6 million Jewish men, women, and children—over two-thirds of the Jews in Europe.

Activity: The Face of Cruelty

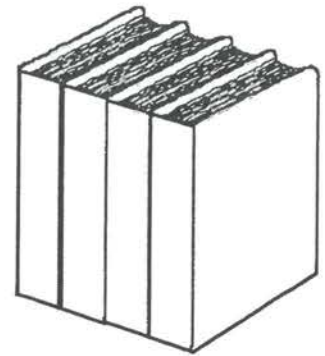
Although most of us cannot fully comprehend the reality or the atrocity of Hitler's actions against the Jews, we understand that the violent inhumanity of the Nazi regime at places like Dachau, Auschwitz, Treblinka, Buchenwald, and Belsen will forever leave a permanent scar upon the world.

Since World War II, have there been any other situations of "ethnic cleansing"? If so, explain the circumstances. Can you identify a situation in the world today where something similar is happening to any one group of people? Scan your daily newspaper for world news events. Select an example, and begin a newspaper clipping file. Compare the current ethnic conflict to The Holocaust.

	Current Ethnic Conflict	The Holocaust
Conflict Situation?		
Values Challenged?		
Solution? Resolution?		
(Predicted) Outcome?		

Anne Frank

The diary kept by Anne Frank (a German-born Jewish girl) during the two years that her family spent hiding in Amsterdam, to escape persecution by German Nazis, gives testimony to the trying times experienced by Jews during the Nazi reign of terror. In her diary she described how her family and four friends lived in one room above the warehouse of her father's food-products business from July 1942, when they first feared they might be sent to concentration camps, until they were discovered by the Gestapo in August 1944. The occupants in hiding could not make a sound during daily working hours because the warehouse had to operate as though everything was normal. During this time, some of the family's Gentile friends smuggled food and other supplies to them.



Anne always addressed her diary entries, "Dear Kitty." In the letters she described the difficulties of living as a family in cramped conditions and falling in love with the boy, Petr, who was also trapped. Precocious in style and insight, the diary traces her emotional growth amid adversity and records her assertion that "In spite of everything I still believe that people are really good at heart." After their arrest, Anne and her sister Margot were sent to Bergen-Belsen where they died of typhus just two months before the camp was liberated by the Allies.

Activity: A Private Conversation with the World

Anne Frank's diary was her only avenue of expression. For over two years, Anne observed the secluded world of confinement and transmitted her thoughts and feelings into her diary. Each individual that reads her words becomes enriched by the reality as well as the repulsion of seclusion and ethnic punishment.

Imagine that you are confined and placed in hiding for just one week. Your only connection to the outside world is through a local newspaper that is delivered to you each day with your food tray. Use your own local newspaper to familiarize yourself with the news that plays a role in your environment. In a week-long diary, comment on a variety of topics that are relevant in your life as you are in confinement.

Day #1	Day #2	Day #3	Day #4	Day #5

Navajo Code Talkers

Rapid, secret communication is as important to any military operation as weapons and ammunition. Those who plan strategy need up-to-the-minute reports from the front lines and the front lines need a constant flow of instructions. If any of this communication falls into enemy hands, the enemy can make plans to counter whatever is coming. It was understood that any advantage that could be gained in communicating secret messages could make the difference between winning and losing a war.

From the start, the war in the Pacific of 1941-45 depended heavily on the quality of secret communications. Unlike most large-scale wars, which have been fought on land masses, the Allied forces battled the Japanese on hundreds of islands spread out over thousands of miles of Pacific Ocean.

The Japanese were well schooled in the English language and proved quite adept at breaking American military code during the early months of World War II. On the advice of a missionary's son who had lived on a Navajo reservation, the Marines recruited Navajo men to help develop a code based on their unique, unwritten language. Navajo, spoken only by the tribes of the United States, had complex syntax and was nearly impossible to learn without extensive study and tutoring. The first Navajo Marine recruits, called Code Talkers, created a dictionary that combined existing Navajo words with new words created for certain military terms. Nearly 400 Navajos served in the Marine Corps as Code Talkers.

The Navajo Code lived up to all expectations and proved undecipherable to the Japanese. The accomplishment of these patriotic Americans was declassified and officially recognized in 1981, when President Ronald Reagan awarded them a Certificate of Appreciation.



Activity: A Secret Code

The Navajo Code proved extremely valuable to the Marines during World War II. The code was established by creating equivalents to 211 of the terms most often used in the field. Airplanes were given names having to do with the other occupants of the sky—birds. In order to include more words than just the 211 assigned terms, the code talkers added an alphabet code. They simply took the English letter, thought of something that started with that letter, and then used the Navajo word for that object. For the letter "A", they choose ant, which in Navajo is wol-la-chee.

Develop your own secret code using symbols, numbers, etc. Be sure to create special codes for some of the more common words you will use. Scan the comic section of your daily newspaper for a comic that you like, and translate the words in the comic to your code. After replacing the original words with your code, give the comic to a friend to see if he/she can translate your code.

Douglas MacArthur

Birth: January 26, 1880 / in Little Rock, Arkansas, UNITED STATES

Education: Graduated from the U.S. Military Academy at West Point, N.Y., in 1903. He achieved one of the highest academic records in the school's history.

Year of Enlistment: 1899

Branch of Armed Forces: Army

Highest Rank: Five-Star General

Most Prestigious Medal Awarded: Medal of Honor for his defense of the Philippines

Death: April 5, 1964

Sidelight: MacArthur's father, Arthur MacArthur, won the Medal of Honor for his heroism in the Civil War. The MacArthurs are the only father and son who have both received the nation's highest military award.



Activity: Famous Remarks

In July 1941, MacArthur was made commander of the Army forces in the Far East by President Roosevelt. Two weeks after the attack on Pearl Harbor, a major Japanese invasion began in the Philippines, and MacArthur led the defense. He focused the Filipino and American troops on Bataan Peninsula and Corregidor Island in Manila Bay. The troops were suffering severely from Japanese attacks, when in March 1942, under orders from Roosevelt, MacArthur escaped by torpedo boat to Australia. When he reached Australia, MacArthur made a pledge: "I shall return!"

Roosevelt then designated MacArthur as commander of the Allied forces in the Southwest Pacific, and an offensive against Japan began. In early 1943, MacArthur's troops forced the Japanese from southwest New Guinea. They then captured northeast New Guinea, western New Britain, and the Admiralty Islands. By September 1944, MacArthur had also recaptured western New Guinea and Morotai.

When MacArthur and his forces landed on the Island of Leyte on October 20, 1944, he had fulfilled his promise to return to the Philippines. His troops landed on Mindoro in central Philippines in December, and invaded Luzon in January 1945. When Japan surrendered in August 1945, MacArthur was appointed Allied supreme commander, and he took over as the commander of the Allied occupation forces in Japan.

MacArthur's quote "I shall return!" has become famous and is known by all who have ever studied World War II. The quote earned its fame for its directness, timing, and fulfillment (the fact that he did return to recapture the Philippines).

Scan today's newspaper for information or articles about today's celebrities, politicians, or military leaders. Have they made any comments, pledges, or predictions that are likely to be remembered in the future? If so, what are they? Explain the significance of each quote.

Celebrity	Quote	Explanation

Iwo Jima

The island of Iwo Jima is eight square miles of volcanic rock and ash located 660 miles southeast of Tokyo, between the Mariana Islands and Japan. Although the Allies could launch air attacks on Japan's home islands, with the Marianas and the Philippines in hand, more than 20,000 Japanese soldiers were in place on Iwo Jima, perfectly situated to shoot down Allied planes before they reached their target. In mid-February of 1945, a combined American Navy and Marine force led an assault on Iwo Jima, landing on the island's steep beaches just before 9:00 on the morning of February 19. The ascent up the steep, sandy beaches was slow and difficult, but the fiercest fighting lay ahead on Mt. Suribachi on the island's southern end.



In a network of tunnels and bunkers built within Suribachi, the Japanese took refuge and mounted a tenacious defense. The battle to flush them out and take the mountain was won on February 23, 1945. On that date, the American flag was finally raised on Suribachi's summit, creating one of the most memorable and inspiring scenes of the war. Fighting on Iwo Jima continued, however, until late March, when the island was finally secured.

Activity: Symbolic Photograph

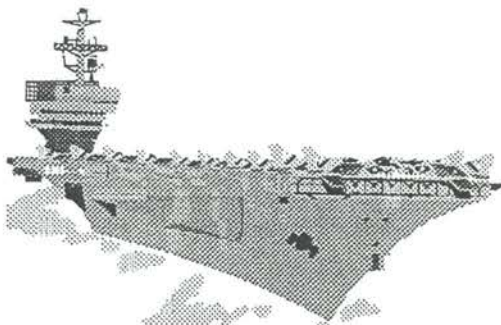
The photo taken of the Marines of the U.S. 5th Division raising the American flag on the scarred summit of newly captured Mt. Suribachi is considered one of the best pictures of World War II. Photographer Joe Rosenthal of the Associated Press won a Pulitzer Prize in 1945 for this picture. The United States Marine Corps War Memorial, which stands across the Potomac River from Washington, D.C. is based on the picture. It has since become a symbol of Marine Corps valor and virtue.

Look through today's newspaper for three interesting photographs. Without reading the caption or "cutline" under the pictures, use your imagination to determine a fictional who, what, when, where, why, and how for each photo. Then, write a complete news story to accompany each photograph.

	Who?	What?	When?	Where?	Why?	How?
Photograph #1						
Photograph #2						
Photograph #3						

The Battle for Okinawa

Sixty times larger than Iwo Jima and defended by as many as 100,000 Japanese, the island of Okinawa was the last stop on the way to Japan for Allied forces. It lay only 325 miles south of the Japanese island of Kyushu. The United States 10th Army, made up of Army and Marine divisions, landed almost unopposed on Okinawa on April 1, 1945. The Japanese had decided to let the attackers take the northern part of the island while the Japanese tightened their grip on the southern third. Hoping to lull the Americans into a false sense of security, the Japanese waited. But on May 4, they launched a massive counteroffensive. The resulting battle was deadly, and both sides suffered terrible casualties. At sea, the Navy support fleet fell victim to a series of kamikaze attacks. Not until June 22 did organized Japanese resistance cease on Okinawa; by that time the combined death toll was well over 100,000.



The United States captured the island and administered it until 1972, when it was returned to Japanese control. Under an agreement between the United States and Japan, U.S. military bases remained on Okinawa, but nuclear weapons were not to be kept on the island without Japan's consent. Okinawa has had great military importance for the United States because it lies within easy flying distance of China, Japan, the Philippines, Taiwan, and Vietnam.

Activity: Military Protection, Past and Present

Since the dissolution of the Cold War, the United States Department of Defense has been "downsizing" the U.S. military. This includes closing some of the military bases and outposts that have been held by the United States since World War II. Do you know if there is a U.S. military base on Okinawa today?

Scan your daily newspaper for articles or information about U.S. military downsizing. (Check the newspaper each day for several weeks and begin a newspaper clipping file on this topic.) What happens when a military base shuts down? Does it change the local economy? If so, how? Does it hurt or help people living in the area? In what way? Does it affect national security? Explain.

Downsizing the U.S. Military	Explanation

The Potsdam Conference

The Potsdam Conference was a meeting at Potsdam, near Berlin, Germany, following Germany's defeat. President Harry Truman, Premier Joseph Stalin, and Prime Minister Winston Churchill began the meeting on July 17, 1945. (Clement Atlee succeeded Churchill as prime minister during the conference.)

One of the main accomplishments of the conference was the division of Germany into four zones—the Russians in the east, the British in the northwest, the Americans in the south, and the French in a zone to the southwest bordering on France. At the same time, there was a similar four-way division of the City of Berlin—which was entirely surrounded by the Soviet Zone. The division of Germany into occupational zones eventually led to the creation of East and West Germany when France, the United States, and Great Britain united their zones, ultimately in opposition to the Soviet zone.



Also, during the conference, the British and Americans consented to, but never formally acknowledged, the boundary for Poland and the sum of ten billion dollars in reparations for the Soviet Union. Russia secured control of Europe east of the Elbe River at this conference, and agreed to go to war against Japan.

Activity: What's Wrong with This Picture?

Post-war Europe west of the Elbe River remained a polity of democratic states; countries east of the Elbe River lapsed into autocracy, conforming to a single political system dictated and dominated by Stalinist Russia. It was referred to as the Soviet bloc, until the unrest of the late 1980's split apart the Soviet Union and the Soviet bloc became nonexistent (November 1991).

Things do not always occur the way we intend. Roosevelt had envisioned the Eastern European countries as places with free elections and democracy, but Stalin saw them as objects to be dominated. Create a comic strip about an event in your life (or an event in history) that did not go as planned. (Refer to the comics section in your daily newspaper for organization and technique ideas.)

A large empty rectangular box with a double-line border, intended for a student to draw or write a comic strip.

Audie L. Murphy

Birth: June 20, 1924 / near Farmersville, Texas, UNITED STATES

Education: completed the 5th grade

Date of Enlistment: June 30, 1942

Branch of Armed Forces: Army

Highest Rank: First Lieutenant

Medals Awarded: Congressional Medal of Honor, Distinguished Service Cross, two Silver Stars, Legion of Merit, three Purple Hearts, and two Bronze Stars; When Murphy returned to the United States on June 13, 1945, he had obtained thirty-three medals and citations, including campaign medals, unit citations, and foreign decorations.

Death: May 28, 1971

Sidelight: When Murphy returned from the war, although he was not old enough to vote, he was America's most decorated hero of World War II.



Activity: The Bravest of the Brave

The Congressional Medal of Honor is America's highest award for combat valor. Since its origin during the Civil War approximately 3,400 people have earned the award. In order to receive the Medal of Honor, an act of the most conspicuous gallantry and heroism far above and beyond the call of duty, in the presence of an armed enemy and involving a risk of life, must be committed. The deed must be voluntary, and the type of act which would not subject the individual to undue criticism if he or she had not done it. In addition, at least two eyewitnesses must attest to the deed.

Over thirteen million Americans served in the military during World War II. Of these, only 433 individuals earned the Medal of Honor, and only 190 survived to receive their medals. Audie Murphy was one of those fortunate individuals.

Although acts of bravery are not simple deeds, men and women can be found displaying their bravery within our communities. For example, policemen and firemen risk their lives daily in order to protect their communities. Find an article in today's newspaper about an individual's heroic deed. Explain why you feel this individual's deed exhibits bravery. Did the individual receive any type of medal or honor? If so, discuss its significance; if not, suggest a possible medal or honor that you feel the person should receive, and explain why.

Outstanding Military Leaders

General Henry "Hap" Arnold headed the Air Corps in the days when it was still a part of the Army. He was an innovative and determined man. It was Arnold who pushed for the development of the B-29, one of the most important planes in World War II, with his insistence that the Air Corps needed a plane that could fly longer distances and carry greater loads than any other aircraft in the world.

General Omar N. Bradley, nicknamed the "soldier's soldier," was a modest, thoughtful, conscientious man, a careful planner who took charge of American troops as they pushed inward from the beaches of Normandy in the summer of 1944. A West Point classmate of Dwight Eisenhower, Bradley rose from the command of a single division to command of the entire U.S. 12th Army. On V-E Day, Bradley was a four-star general; his fifth star was awarded after the war. Far from the stereotype of the cold, hard military man, Bradley was always sensitive to the emotional burden of war.

General Benjamin O. Davis was the first black American general in the U.S. armed forces and the only black general in the U.S. Army during World War II. He was the grandson of a slave who had purchased his freedom in 1800. Davis was also father to one of the first five graduates of the Tuskegee Institute pilot training program for black Americans. His son, Benjamin O. Davis, Jr., would later become the first black general of the U.S. Air Force.

Admiral William F. "Bull" Halsey was one of the most aggressive commanders of the war. In a series of bloody battles, his forces defeated the Japanese in the Solomon Islands. This victory enabled American land forces to occupy the entire island chain. Halsey graduated from the U.S. Naval Academy at Annapolis in 1904, the same year his adversary Admiral Yamamoto graduated from the Japanese Naval Academy. The signing of the Japanese surrender took place on Halsey's flagship, the USS *Missouri*.



Activity: Decision Makers, Problem Solvers

The American generals and admirals of World War II were responsible decision makers and problem solvers. In the trust of America's military leaders was placed not only the fate of the nation, but the individual lives of each and every soldier and sailor who put on a uniform.

What kinds of problems confront today's decision makers? Find an article in your daily newspaper about a problem that has not been solved. State the problem below. List the people, positions, or organizations who are working to solve the problem. Propose at least one solution to the problem. What new problems, if any, does your solution create?

Problem Found in the Newspaper	People Working at Solving It	Your Solution	New Problems Created

More Outstanding Military Leaders

General George C. Marshall was chief-of-staff during World War II and one of President Roosevelt's inner circle of advisors. A quiet, patient, thoughtful man, Marshall made his greatest impact on world history after the war when his Marshall Plan dictated an American approach to the economic recovery of war-ravaged nations. The Marshall Plan earned Marshall the Nobel Peace Prize in 1953 and has shaped American foreign policy for more than four decades.



Admiral Chester W. Nimitz was commander-in-chief of the United States Pacific Fleet. A bold and confident leader, it was Nimitz who defeated the Japanese at Midway Island, a victory that may well have turned the tide of the war in the Pacific in America's favor. Nimitz was also a key man in the final push toward the Japanese mainland in 1945.

General Joseph W. Stilwell, nicknamed "Vinegar Joe," saw more front-line combat than any other American four-star general in World War II. As commander of all American forces in the China-Burma-India theater, he directed the two-year construction of the Burma Road that ended the blockade of China. Stilwell was a West Point graduate and World War I veteran.

General Jonathan Wainwright took charge of the weakened American forces in the Philippines when General Douglas MacArthur was ordered to leave the islands in 1942. Wainwright mounted a heroic and inspiring defense of the Bataan Peninsula against the larger and stronger Japanese forces. He eventually surrendered and retreated with part of his men to the island of Corregidor. Wainwright survived the Bataan Death March and three years of captivity at Mukden, Manchuria. He was awarded the Congressional Medal of Honor by President Truman.

Activity: Writing a Biography

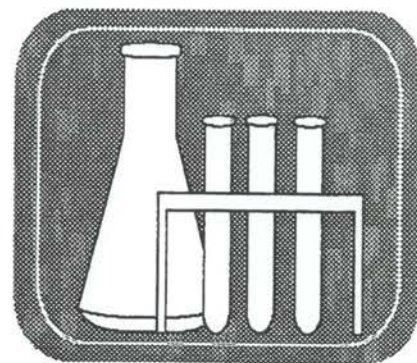
The brave and accomplished American generals and admirals of World War II plotted the strategies, planned the battles, rallied the troops, and helped lead the United States and the Allies to victory. If you read a biography on any one of these military officers, you would find it quite interesting. At retirement, these individuals could reflect back on very full and rewarding careers.

Find a news or feature story in today's newspaper that reviews the life of an older person who has recently retired. Based on the information given in the newspaper, write a brief biography on this person.

Information for a Biography	
Person _____	Age _____
Career Information _____	
Achievements _____	
Special Interests _____	
Family _____	
Other _____	

The Manhattan Project

In 1939, President Franklin Roosevelt gave his approval to the Manhattan Engineering District—the code name for the American efforts to create an atomic weapon. Roosevelt's approval of the Manhattan Project, as it became known, was in large part due to a letter sent to him by a group of scientists, including Albert Einstein, that warned of German progress in the area of atomic research and urged the United States to step up its efforts to produce the world's first atomic bomb. Drawing on the best minds of science and the leaders of industry, the Manhattan Project achieved its goal on July 16, 1945, when the first successful test bomb was detonated at the bombing range in Alamogordo, 200 miles south of Los Alamos, New Mexico.



Albert Einstein came to the United States in the 1930s to escape Hitler's regime in Germany. He accepted a position at Princeton's Institute for Advanced Study, where he continued his pioneering work in physics. Einstein's work was the foundation for the atomic research of the 30s and 40s, and he recognized the power and destruction promised by atomic weaponry. As a native German, he also understood the terrible potential of such a weapon in the hands of a man like Adolph Hitler. A gentle, peace-loving man, Einstein was deeply troubled by the ethical implications of atomic science.

Enrico Fermi, a brilliant scientist and refugee from fascist Italy, was also instrumental in the Manhattan Project. When he came to the United States in December of 1942, he had just completed the first self-sustaining nuclear chain reaction—a vital step on the road to the atomic bomb.

Activity: Dealing with Progress

Top secret weapons plants were operated in Oak Ridge, Tennessee; Los Alamos, New Mexico; and in Washington State. So compartmentalized and top secret was production at these plants that of the nearly 600,000 workers who toiled inside, only a very few had knowledge of their finished product. Do you think it was necessary for the federal government to keep this project secret? Explain your feelings.

Collect newspaper articles related to humankind's progress. What new discoveries, inventions, or products are reported in the newspaper? Compare articles of the same type from newspapers ten or twenty years ago. What stories indicate humankind's attempts to deal with progress? Predict articles related to progress that may appear in future newspapers.

New Discoveries	Dealing With Progress	Future Predictions

The Atomic Bomb

The atomic bomb delivered upon Hiroshima on August 6, 1945, by the American B-29 *Enola Gay*, killed an estimated 80,000 Japanese instantly and as many as 50,000 more over the next several months; all but 10,000 of the dead were civilians. Scientists who worked on the bomb had estimated a death toll of near 20,000. When the Japanese refused to surrender, a second bomb was dropped, this one by the B-29 *Bockscar* on August 9, 1945, on the city of Nagasaki, where 70,000 lost their lives.



An atomic bomb gets its energy from the fission of the nuclei of uranium or plutonium atoms. Natural uranium consists mainly of two isotopes: the heavier U-238, and the scarce, lightweight U-235 which fissions more readily. Plutonium must be made by bombarding uranium with neutrons. The neutron is the most effective particle to cause uranium fission, because only one is needed to split an atom which releases two or three more, in turn causing a chain reaction. An explosive chain reaction requires rather pure fissionable material, which in this case is uranium enriched in U-235.

In order to release a large amount of energy, the masses must be brought together rapidly and held together for a fraction of a second to wield the fissionable material together. The time between the successive fissions in the chain reaction is about 1/100,000,000 of a second. A nuclear explosion takes place in about 1/1,000,000 of a second. In this brief time, two septillion atoms of uranium split. The atomic fragments produced shoot about causing the weapon to reach temperatures of many millions of degrees. The explosion releases energy equal to that released by 20,000 tons of TNT, or 20 kilotons of energy.

Activity: Numbers and Measurement

Numbers play a vital role in an accurate description of the atomic bomb. The isotopes, chain reactions, explosions, and the amount of energy released are all measured with numbers.

Scan your daily newspaper for various ways numbers are used in correlation with other means of description. Find and cut out four different uses of numbers represented in the newspaper. Describe the way in which the numbers are used. How would the excerpt be different if numbers could not be used? Suggest other methods to communicate the same information without the use of numbers.

Numbers	Uses	Differences	Other Methods
1.			
2.			
3.			
4.			

Ending the War

"Let there be no mistake about it," President Harry S. Truman remarked about his decision to use the atomic bomb on Japan, "I regarded the bomb as a military weapon and never had any doubt that it should be used." The alternative was Operation Olympic, the planned Allied land invasion of Japan. Estimates put the number of men needed for such an invasion at one million; General George Marshall told President Truman to expect close to a quarter of a million Americans to lose their lives in fighting on the Japanese home islands. In all of World War II, not a single Japanese unit had surrendered; even in the face of certain defeat, the people of Japan would fight to the last man in defense of their homeland. A land invasion, all agreed, promised victory only after a long, deadly fight. With the full agreement of the Allied leaders gathered at Potsdam, Harry Truman approved the atomic bomb as the best military option available. The objective was not the destruction of Japan, but its surrender, and the immediate end of World War II.



On August 14, 1945, the Japanese agreed to an unconditional surrender. The atomic bomb brought an end to World War II, but it also ushered in a new and frightening era in world history. The devastation caused by these bombs was unlike anything the world had ever seen. In the words of President Truman, man had harnessed "the force from which the sun draws its power." It was, he acknowledged, "an awful responsibility." The advances of science had, in 1945, raised the stakes of human conflict to a terrifying level.

Activity: Passing Judgment

About the decision at Potsdam, in July of 1945, to use the American atomic weapon on Japan, Winston Churchill remarked, "The historic fact remains and must not be judged in the after-time, that the decision whether or not to use the atomic bomb to compel the surrender of Japan was never an issue. There was unanimous, automatic, unquestioned agreement around our table; nor did I ever hear the slightest suggestion that we should do otherwise." The question of ethics or the ethical implications from the use of atomic science have been a topic for discussion and debate in recent years. What is your personal opinion about this issue? What are the pros and cons?

Scan the editorial/opinion page in today's newspaper. Locate a commentary that explores a current ethical issue. Identify the facts and opinions presented in the essay. What is the author's viewpoint? Do you agree or disagree with the author? State your opinion.

Ethical Issue	Fact / Opinion	Author's Viewpoint	Your Opinion

Victory!

On May 8, 1945 (V-E Day) the war with Germany came to an end. Although Americans were grateful and relieved that the Allied victory in Europe put an end to unimaginable suffering for so many people, they had to hold on for three more months before total victory could be declared; only then would peace prevail throughout the world.

Japan's surrender on August 14, 1945 brought the true end of the war and with it an unbelievable feeling of euphoria. When word of the surrender was broadcast on the radio the following day, people (as if on cue) poured out of their houses onto the streets of cities and towns all over the country. Friends and strangers alike, greeted each other with tears and laughter; they were hugging, kissing, and back-slapping, releasing all the emotion that had been in check for so long. People were rushing from everywhere to celebrate, to laugh, to cry, and to give thanks that the long nightmare was finally over.



On September 2, 1945, aboard the battleship USS *Missouri* in Tokyo Bay, the Allies and Japan signed the surrender agreement. General Douglas MacArthur, as supreme Allied commander, signed for the Allied Powers. Admiral Chester W. Nimitz, commander-in-chief of the United States Pacific Fleet, signed for the United States, and Foreign Minister Mamoru Shigemitsu for Japan. President Truman proclaimed September 2 as V-J (Victory Over Japan) Day. Three years, eight months, and 26 days after Japan bombed Pearl Harbor, World War II officially ended.

Activity: Euphoria

It has been said that "a picture is worth a thousand words!" In perhaps the most well-known photo of the day, a sailor celebrates victory by kissing a nurse in the middle of Times Square in New York City. The famous photograph is one that expresses the universal feeling of happiness and euphoria shared by people all over the world on August 15, 1945.

Can you identify photographs in today's newspaper that exemplify certain feelings of emotion? Scan the newspaper and select several examples. Explain or defend each selection.

Description of the Photo	Emotion Conveyed	Your Explanation

Harry S. Truman

Birth: May 8, 1884 / in Lamar, Missouri, UNITED STATES

Education: No college degree; Kansas City Law School (two years)

Military Service: Missouri National Guard (1905-1911); World War I: served with 129th Field Artillery (1917-1919), rising in rank from Lieutenant to Major

Quote: "The responsibility of the great states is to serve and not to dominate the world."
— Address to Congress, 1945

Date of Death: December 26, 1972

Sidelight: At Potsdam, Truman told Joseph Stalin of America's new atomic bomb. Although the Russian leader expressed surprise at Truman's news, Russian intelligence had already informed him of the American weapon. In this case, Stalin was better informed than the president; Truman had learned of the atomic bomb only after taking the oath of office, just three months before.



Activity: The Buck Stops Here!

Competence and common sense were the hallmarks of straight-talking Harry Truman, who took on great responsibilities without complaint or finger pointing. Truman's motto was "If you can't stand the heat, get out of the kitchen!" He proved his own ability to accept great responsibility by deciding to use the atomic bomb against Japan ending World War II. Many thousands of people died in the total destruction of Hiroshima and Nagasaki in August of 1945, saving the lives of many thousands of Allied servicemen when Japan surrendered a few days later. With the beginning of the Cold War, Truman held a tough line, promising money and military aid to all "free peoples" menaced by communism. In 1949, he played a leading role in setting up the Western military alliance known as NATO, and committed U.S. troops to fight against communism in the Korean War. He fired General Douglas MacArthur, Commander of U.S. Forces in Korea, when MacArthur challenged his military judgment. This decision drew a firestorm of criticism nationwide. Truman made some tough decisions that did not make him popular in his day. He asked to be remembered by these simple words: "He did his damndest."

Today, President Truman's name is frequently mentioned by politicians. Both Democrats and Republicans alike make reference to his frankness, candor, and style. Imagine that you are a newspaper reporter and you've taken a trip back in time to interview Harry S. Truman. You're concerned about the status of the nation in today's world. Ask President Truman for his thoughts and advice. (Look through today's newspaper to familiarize yourself with current world problems. What questions would you ask President Truman? How do you think he would answer?) Simulate an interview.

Problems in Today's World News	Interview Questions	How Do You Think President Truman Would Respond

The United Nations

Near the conclusion of World War II, the United Nations was established from a coalition of the victor countries. The initial drafts for the organization were meted out in 1944 by four powers—the United States, Russia, Great Britain, and China—at Dumbarton Oaks estate, in Washington. From April to June of 1945, the San Francisco Conference was held in which the final Charter was developed and signed by the representatives of fifty nations.



UNITED NATIONS

Like its predecessor, the League of Nations, the United Nations aspired for the membership of all nations in the world. The United Nations consists of two main organs: the General Assembly and the Security Council. In the General Assembly all members participate with an equal vote. The Security Council consists of the five Great Powers—United States, China, Russia, France, Great Britain—who occupy permanent seats, with smaller powers electing members on a two-year rotation basis. The other four organs of the United Nations, established by the original U.N. Charter are the Secretariat, the Economic and Social Council, the International Court Justice, and the Trusteeship Council.

Unlike the League of Nations, the United Nations was not a predominantly European enterprise due to the membership and influence of the United States and Russia. The membership of these two nations proved crucial due to the fact that a unanimous vote of the permanent members was required on all major decisions. This proved instrumental during the Cold War when the United States and the Soviet Union never seemed to agree on anything brought before the Council.

Activity: The Modern Version

Since its creation in 1945, the United Nations has changed in size and composition. It has also assumed a more active role as a world governing body. Many say this can be attributed to the "new world order," resulting from the end of the Cold War.

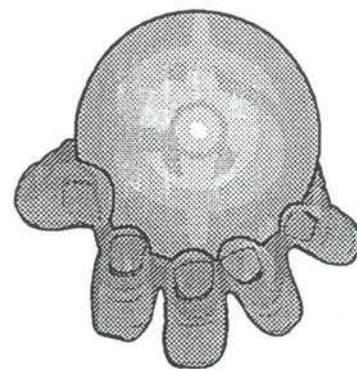
What recent examples can you give of the United Nations acting as "peacekeeper," and/or "policeman?" Look through today's newspaper to see if you can identify situations in the world where U.N. forces could or should help out, if they are not already doing so.

Area of the World Having a Conflict	Opponents	Problems Existing Between Parties	What Can the United Nations do?

The Price of Peace

World War II was the most expensive war in history. It has been estimated that the cost of the war totaled \$1.5 trillion, and the cost of property damage amounted to more than \$239 billion. The United States spent about 10 times as much as it had spent in all its previous wars put together. The national debt rose from \$42,968,000,000 in 1940 to \$269,422,000,000 in 1946.

Damage to key industries, transportation, and housing in World War II was far greater and covered much wider areas than in World War I. Bombing, artillery fire, and street fighting devastated such major cities as Berlin, Budapest, Coventry, Dresden, Frankfurt, Hamburg, Hiroshima, Leningrad, London, Manila, Milan, Munich, Nagasaki, Nagoya, Nan-ching, Rotterdam, Stuttgart, Tokyo, and Warsaw. The monetary cost of rebuilding these cities can never be determined exactly.



Activity: Pay Back Time

The United States spent approximately \$250 billion on the war. Pretend that you are the sole contributor to a war fund set up to pay the U.S. World War II debt. You contribute to the fund by investing your money in the stock market and using all gains to pay the war bill. First, scan the stock market pages of your daily newspaper. Select a stock that you feel will enable you to accumulate the most money.

Once you have chosen your stock, trace the daily closing value of the stock for one week and record your stock's daily gain or loss. Then, find the total gain or loss for one week by adding the gains and losses. (If the sum for the week is a negative number, losses outweigh gains. Select another stock and start over.) Next, pretend you bought 50,000 shares of your stock. Calculate the amount you would have gained with 50,000 shares of your stock during the test week. Finally, assume that you gain the same amount on your stock each following week, calculate how many weeks it would take you to earn the \$250 billion necessary to pay the U.S. share of the war bill.

	Closing Value (minus) The Original Cost of Stock =	Gain / Loss
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

U.S. Presidents Who Served in WWII



DWIGHT D. EISENHOWER, 34th President - U.S. Army; rising in rank from Second Lieutenant to Five-Star General (1915-1948 and 1951-1952); World War I: served as Second Lieutenant, First Lieutenant, Captain, and temporarily as Major; and Lieutenant Colonel (1915-1918); Served as Captain, Major, Lieutenant Colonel, and Brigadier General (1919-1941); World War II: served as Brigadier General, Major General and Chief of the General Staff's Operations Division, Commander of U.S. Forces in Europe, Lieutenant General (1941-1942); appointed Allied Commander-in-Chief for the Invasions of North Africa (1942); promoted to General (February 1943); named Supreme Allied Commander (December 1943); promoted to Five-Star General (1944); appointed Army Chief of Staff (1945); Supreme Commander of the North Atlantic Treaty Organization (1951-1952)

JOHN F. KENNEDY, 35th President - World War II: U.S. Navy, rising in rank from Ensign to Lieutenant (1941-1945); awarded the Purple Heart and the Navy & Marine Corps Medal for "leadership, bravery, and heroism" when his boat was rammed in two by a Japanese destroyer (1943)

LYNDON B. JOHNSON - 36th President - World War II: U.S. Navy, Lieutenant (1941-1942); awarded the Silver Star for surviving a Japanese aircraft attack (1942)

RICHARD M. NIXON - 37th President - World War II: U.S. Navy, rising in rank from Lieutenant-JG to Lieutenant Commander (1942-1946); received a citation of "meritorious performance" for service as the officer in charge of the South Pacific Combat Air Transport Command

GERALD R. FORD - 38th President - World War II: U.S. Navy, rising in rank from Ensign to Lieutenant Commander (1942-1946); served in Admiral "Bull" Halsey's Third Fleet; survived assaults on Wake Island, Okinawa, and the recapture of the Philippines, receiving 10 Battle Stars

RONALD REAGAN - 40th President - World War II: U.S. Army Reserve, then U.S. Army, rising in rank from Second Lieutenant to Captain (1942-1945); transferred to the Army Air Force First Motion Picture Unit, narrated preflight training films and appeared in Irving Berlin's musical film, *This Is The Army* (1943)

GEORGE BUSH - 41st President - World War II: U.S. Navy, rising in rank from Seaman Second Class to Lieutenant-JG (1942-1945); earned wings in 1943 becoming the youngest Navy pilot at that time; awarded the Distinguished Flying Cross for "leadership and heroism" in completing a combat mission after a strike by Japanese anti-aircraft fire (1944)

Activity: Duty, Honor, Country

Jimmy Carter, 39th President, entered Annapolis Naval Academy in 1943 and later served in the U.S. Navy from 1946 to 1953, just after World War II. In recent years, there has been much controversy about electing someone to the U.S. presidency who has not served in the military. How do you feel about this issue? Scan today's newspaper for domestic or foreign policy situations or problems mentioned in the news. Select examples that would lend support to your thoughts about a president's service (or non-service) in the military. Then, write an editorial about this topic stating your opinion.

To Serve or Not to Serve Before Becoming Commander-In-Chief	Newspaper Documentation to Support the Argument

Joseph Stalin

Birth: December 21, 1879 / near Tbilisi, in Georgia, RUSSIA

Education: He was expelled from the Tiflis Seminary at the age of nineteen. Prior to that he had been a good student with recognition for his abilities in reading and debate.

Leadership: In 1922, Stalin was elected as general secretary of the Communist party's Central Committee. Stalin's power began to gradually increase, and he became dictator of the Soviet Union in 1929. In 1941, Stalin named himself "Premier," and in 1943 he took the military title of Marshal of the Soviet Union.

Stance During the War: Although Stalin signed treaties with Hitler agreeing not to go to war, he teamed up with Churchill and Roosevelt in 1943 to form an agreement to work together until Germany was defeated.

Stance After the War: Upon the defeat of Germany by the Allies in 1945, Stalin began to separate himself and his country from the West. He removed almost all contact between the Soviet Union (including its satellite countries) and the Western countries.

Death: March 5, 1953

Sidelight: Stalin ruled by terror during most of his years as dictator. Many died under his rule, especially his own officials. Stalin executed or jailed most of those who helped him rise to power. He feared they might threaten his rule. He allowed no one to oppose his decisions.



Activity: Leadership Style

Joseph Stalin maintained his role as a leader by terrorizing those around him. Stalin felt that through fear he could rule his people. Many Soviet peasants, and even Stalin's own officers, died because of this philosophy. Stalin did not tolerate any objection to his rule, and anyone who opposed his actions was usually put to death. Few dictators have demanded such terrible sacrifices from their own people.

Leadership is a great quality to have and to maintain. A leader earns the respect of his peers and followers in various ways. Look in today's newspaper for political leaders and newsmakers who are nationally or internationally known. Give each leader's name, country, and leadership role. List some qualities or characteristics unique to each person. Suggest ways in which the individual could be a better leader.

Leader	Country	Leadership Role	Characteristics

Communist Europe

The end of the Second World War brought about drastic changes in the political composition of Europe. Europe was engulfed in a division that placed communist countries in one sphere and non-communist countries in another. Separation of Germany into a non-communist West and a communist East exemplifies the chaos and confusion which swept the entire European continent. Stalin established communist control in the Eastern European countries of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Their militaries were infiltrated with Soviet soldiers and officers in order to establish loyalty to the Soviet Union. Opposition to the Communist system and the Soviet Union was suppressed. Loyal Russian communists were sent into the East European countries to build support for Communism. Although there were a few revolutions against Soviet communist control, such as the 1956 revolutions in Hungary and Poland, Communism remained the dominate force in Eastern Europe until the late 1980s.



Activity: Living in Eastern Europe

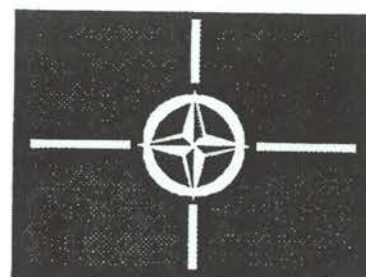
The Soviet domination of the Eastern European countries caused extreme conflict as the inhabitants were forced to accept the policies and beliefs of the communist and Soviet doctrine. Because opposition to the Soviet doctrine was not tolerated, many objectors were jailed, executed, or sent to workcamps in places like Siberia. Stalin's claim to Eastern Europe created extreme division within Europe which helped to ignite the Cold War. The Eastern European countries were not free to have relations with countries in the West, but rather they did all things through the Soviet Union.

Imagine what it was like to live in Eastern Europe after World War II. What is it like today? Have things changed much since the dissolution of the Soviet Union in 1991? Scan today's newspaper for articles or information about the countries of Eastern Europe. Locate these countries on a world map. Have any of their boundaries changed since 1991? Explain.

Eastern European Country	News Event	Evidence of Change

The North Atlantic Treaty Organization (NATO)

Twelve nations (Belgium, Canada, Denmark, France, Great Britain, Iceland, Italy, Luxembourg, The Netherlands, Norway, Portugal, and the United States) signed an agreement known as the North Atlantic Treaty on April 4, 1949. (Greece and Turkey signed in 1951, West Germany in 1954, Spain in 1982, and when East and West Germany united in 1990, the new state joined NATO.) The underlying preface of NATO is that "an armed attack against one or more of them...shall be considered an attack against them all." Based on this ideology, NATO is essentially a military organization for mutual security.



**NORTH ATLANTIC
TREATY ORGANIZATION**

Each member is to provide ground, air, and naval contingents in proportion to its means. The United States has made the largest overall contribution of money and material to the organization. NATO's dependence on American nuclear weapons (especially during the Cold War) has made the United States the dominant member, and the supreme allied commander in Europe has always been an American general. By joining NATO, the United States for the first time accepted military commitments in Europe during peacetime.

Activity: A Unified Commitment

The introduction of NATO established an organization that was committed to working together for the protection of all. In a sense, NATO operates on the basic concept of teamwork. It takes the commitment of all members to keep the organization in working order.

"Teaming" or teamwork affects everyone, whether it be at work, play, or home. Scan the daily newspaper for news stories, information, or examples of individuals or organizations working together to accomplish an established goal. Select two examples. Name the individuals or organizations involved. What tasks are they trying to accomplish, and how are they proceeding toward their goal? Chart your information, analyze the teamwork, and hypothesize on the probability of success.

News Stories	Those Involved	Tasks	Success
1.			
2.			

The Nuremberg Trials

The International War Crimes trials were held in Nuremberg, Germany from 1945 to 1949. In the trials, Nazi leaders faced charges of committing aggressive acts and war crimes. These crimes included the murder of about 6 million Jews (The Holocaust), and 3 million to 5 million other Europeans. The Nuremberg Trials were the first war crimes trials conducted by the victors of a war in modern times. They were organized by the United States, the Soviet Union, Great Britain, and France.



The defendants were charged with one or more of the following crimes: 1) crimes against peace, 2) war crimes, and 3) crimes against humanity. Specifically, the defendants were charged with crimes such as, causing World War II, waging aggressive wars of conquest, murder, deportation of civilians, enslavement, looting, and other atrocities against soldiers and civilians of occupied countries. Some were charged with responsibility for the persecution of Jews and other racial and national groups.

Of the 204 men put on trial, 36 were sentenced to death, 22 were given life imprisonment, 103 received shorter sentences, 38 were acquitted, and 5 committed suicide before the end of the trials. Although some historians have criticized the Nuremberg Trials as "acts of vengeance" and a harsh attempt to teach Germans a lesson, most historians attribute the beginning of today's human rights movement to the far-reaching effects of the Nuremberg Trials. Not only did the trials document Nazi war crimes, they also rejected the argument that orders from superiors relieved people from moral duty and responsibility. The Nuremberg Trials emphasized the idea that soldiers and citizens have a moral duty to disobey "inhumane" orders or laws.

Activity: Human Rights Responsibility

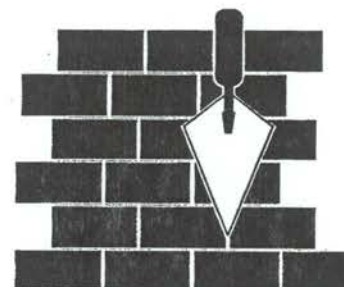
Responsibility is carried with us as we go through life. As children we are held responsible for completing our chores and obeying our elders; as young adults we are responsible for getting a good education and a job; and as adults we obtain greater responsibilities through families, jobs, and other commitments. With these initial responsibilities comes moral responsibility to our neighbors and fellow citizens.

In the latter half of the 20th Century, moral responsibility and human rights issues have become an important part of U.S. domestic and foreign policy. Scan your daily newspaper for information about situations (in this country and abroad) where human rights have been violated or abused.

Human Rights Abuse Examples	Who Is Involved?	Situation Explanation

The Iron Curtain and The Berlin Wall

The political unrest in the Soviet bloc in the late 1980s and the subsequent dissolution of the U.S.S.R. in 1991 led to the end of the Cold War and the demolition of the Iron Curtain that had been formed in the aftermath of World War II. "Iron Curtain" was a phrase made popular by Winston Churchill from his Fulton, Missouri speech in March 1946, when he stated that "From Stettin in the Baltic to Trieste in the Adriatic, an Iron Curtain has descended across the European continent." The phrase referred to Russia's policy of isolation as it established trade barriers and rigid censorship that cut off Russia and its Eastern European "satellite" countries from the rest of the world. The tension between the East and the West began with the Soviet Union's refusal to cooperate in the staging of free elections throughout the zones of occupation in post-war Europe. Europe west of the Elbe River remained non-Communist; east of the Elbe became Communist under the domination of Stalinist Russia.



Symbolic of the Iron Curtain was the Berlin Wall (a concrete and barbed wire wall), built in 1961 to separate Communist East Berlin in East Germany from West Berlin. West Berlin had become a gateway to freedom for hundreds of thousands of East Germans who wanted to escape Communism in the late 1950s. The wall was built to prohibit East Germans from fleeing.

Activity: The Aftermath of the Cold War

The fall of the Berlin Wall (November 1989), the 'destruction' of the Iron Curtain, and the end of the Cold War left many countries and people unsure of their future. Most directly affected were the people of the former Soviet Union. The new republics, not sure about the ethnic diversity of the large numbers of persons displaced by the new boundary lines, or the soldiers and armaments that no longer have a defined mission, were thrown into a state of confusion. This uncertainty does not end at the boundaries of the former Soviet Union, but it has spread across the entire world. A large number of countries have been forced to alter their economic, military, political, and social approach to countries that were once considered their enemies.

For example, as the United States examines its military role in the world, it is continually facing uncertainties. The United States no longer has an established enemy to arm itself against. Scan your newspaper for evidence of the turmoil that has resulted with the end of the Cold War and the disappearance of the Iron Curtain. Write an editorial describing about how people, countries, and international relations have been affected in the aftermath of the Cold War. Use your news story examples to support the information in your essay.

Consequences of the Second World War

No other event in human history can compare with World War II in the number of participants, the cost in human lives and physical destruction, or the scale of its consequences.

The scale of the physical destruction and loss of life of a war which extended to three continents and all the oceans defeats the imagination. The total number of lives lost (including those who were massacred or died in prisoner-of-war, concentration, and extermination camps) is put at about 40 million for Europe, with another 15-20 million for Asia, the Middle East, and Africa. For the first time the civilian loss of life (the majority of them women and children) exceeded the military. Many more millions were uprooted either by deportation, conscription for forced labor, or by flight from the war zones; this process continued after the fighting ended, when several million Germans and Japanese were evicted from their homes.



Not until 1989-1991, with the demolition of the Berlin Wall and the reunification of Germany, with the withdrawal of Russian troops from Eastern Europe and the collapse of communist rule in the Soviet Union, were the consequences of the Second World War finally dispelled.

Activity: Dispelling Consequences

One of the consequences of Cold War communism was the fact that communism was an economic system as well as a political system. In 1986, Soviet leader Gorbachev began to reform the Soviet economy through his "perestroika," or restructuring program. Many of his economic reforms involved greater reliance on free market principles. For example, many Soviet factories began to replace communist party leaders with "business managers." Managers rely on profits (instead of government funding) to operate their business, and can decide whether to invest their profits in new machinery or give pay raises to their employees. The four components that are essential to the operation of a free market system are: private property, freedom of exchange, competition, and profit motive. Find examples in today's newspaper of each of these components. Karl Marx predicted that capitalism would give way to communism. Why do you think the opposite occurred? (Reform in Soviet economics gave way to the free market system.)

Type of Component	Newspaper Example

Highlights of the War in Europe and Africa

1939	September 1 September 3 November 30	German troops invaded Poland Britain and France declared war on Germany Russian troops invaded Finland
1940	April 9 May 10 June 10 June 22 August 4 October 28 November 20 November 23	Germany attacked Denmark and Norway Germany invaded Belgium, Luxembourg, The Netherlands Italy declared war on Britain and France France surrendered to Germany Italy invaded British Somaliland Italy attacked Greece Hungary joined the Axis Romania joined the Axis
1941	January 15 March 1 April 6 June 22 July 7 August 14 December 11 December 11	British soldiers invaded Ethiopia Bulgaria joined the Axis Germany invaded Greece and Yugoslavia Axis forces invaded Russia United States troops landed in Iceland The Atlantic Charter was announced Germany and Italy declared war on the United States The United States declared war on Germany and Italy
1942	June 5 June 21 July 2 September 16 October 23 November 7-8 November 11 November 12 November 19 November 27	The U.S. declared war on Bulgaria, Hungary, Romania German troops seized Tobruk in North Africa The British halted the Germans at El Alamein German forces entered Stalingrad in Russia The British began an offensive at El Alamein Allied forces landed in North Africa French resistance in North Africa ended British troops captured Tobruk The Russians counterattacked at Stalingrad The French scuttled their fleet at Toulon
1943	January 31 May 7 May 12 July 10 September 3 September 3 October 13 November 6	Field Marshall Von Paulus surrendered to the Russians Tunis and Bizerte fell to the Allies Organized Axis resistance in Africa ended Allied forces invaded Sicily The Allies landed in Italy Italy signed a secret armistice with the Allies Italy declared war on Germany The Russians recaptured Kiev
1944	January 27 March 19 June 6 June 13 July 25 August 15 August 25 September 9 September 10 December 16 December 27	The Russians broke the siege of Leningrad German troops swept into Hungary The Allies landed in Normandy, France The first V-1 guided missile fell on London United States forces broke out of Normandy Allied troops landed in southern France Romania declared war on Germany Bulgaria declared war on Germany Finland signed an armistice with Russia The Germans began the Battle of the Bulge The Allies halted the Germans offensive
1945	January 11 January 21 February 13 April 13 April 22 April 25 May 2 May 2 May 7 July 26	Russian soldiers entered Warsaw, Poland Hungary declared war on Germany Russian forces occupied Budapest Vienna fell to invading Russian troops The Russians reached the suburbs of Berlin U.S. and Russian forces met at Torgau German troops in Italy surrendered Berlin surrendered to Russian troops Germany surrendered to the Allies The Allies issued the Potsdam Declaration

Highlights of the War in Asia and the Pacific

1931	September 18	Japan invaded Manchuria in North China
1937	July 7	Japan invaded China
1940	September 22	Japan pushed into French Indochina
1941	April 13	Japan and Russia signed a non-aggression pact
	June 8	British and French troops invaded Syria
	August 25	Russian and British forces invaded Iran
	December 7	The Japanese attacked Pearl Harbor
	December 8	The United States declared war on Japan
	December 9	China declared war on Germany, Italy, and Japan
	December 10	Guam surrendered to the Japanese
	December 23	Wake Island surrendered to the Japanese
	December 25	British troops at Hong Kong surrendered to Japan
1942	January 2	Manila fell to invading Japanese forces
	January 11	The Japanese landed in the Netherlands Indies
	February 1	U.S. ships raided the Marshall and Gilbert Islands
	February 15	Singapore surrendered to the Japanese
	February 27	The Allies lost the Battle of Java Sea
	March 7	The Japanese occupied the Netherlands Indies
	April 9	Bataan surrendered to the Japanese
	April 18	U.S. carrier-based aircraft bombed Tokyo
	May 4-8	The Allies won the Battle of the Coral Sea
	May 6	The Japanese occupied Corregidor
	June 4-6	The Battle of Midway ended Japan's expansion eastward
	August 7	U.S. Marines landed on Guadalcanal
1943	March 2-5	The Allies won the Battle of the Bismarck Sea
	March 13	Japanese troops retreated across the Yangtze
	May 30	Organized Japanese resistance on Attu ended
	October 2	Allied forces captured Finschhafen
	November 1	U.S. troops landed on Bougainville Island
	November 20	U.S. Marines invaded Tarawa and Makin
	November 22	The Allies conferred at Cairo in Egypt
1944	January 31	U.S. troops attacked Kwajalein atoll
	February 17	U.S. naval forces raided Truk Island
	February 29	Allied soldiers landed in the Admiralties
	March 22	Japanese troops crossed the border of India
	April 22	Allied forces landed at Hollandia
	June 15	U.S. Marines invaded Saipan Island
	June 15	B-29 Superfortresses raided Japan
	June 19-20	U.S. forces won the Battle of the Philippine Sea
	July 21	U.S. troops landed on Guam Island
	September 15	U.S. Marines invaded Peleliu Island
	October 20	U.S. Army forces landed on Leyte
	October 26	The U.S. Pacific Fleet won the Battle for Leyte Gulf
1945	January 9	Allied troops invaded Luzon, Philippines
	January 22	The Allies reopened a land route to China
	February 19	U.S. Marines stormed Iwo Jima Island
	April 1	U.S. troops landed on Okinawa Island
	August 6	U.S. dropped an atomic bomb on Hiroshima
	August 9	U.S. dropped an atomic bomb on Nagasaki
	August 10	Japan opened peace negotiations
	August 14	Japan accepted the Allied surrender terms
	September 2	Japan signed the terms of surrender
	September 8	Japanese forces in China surrendered
	September 12	Japanese troops in Southeast Asia surrendered

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