Name _____ Date _____

CHAPTER 25 Section 1

GUIDED READING *Mobilizing for Defense*

A. As you read about how the United States mobilized for war, note how each of the following contributed to that effort.

1. Selective Service System	6. Office of Scientific Research and Development (OSRD)
2. Women	7. Entertainment industry
3. Minorities	8. Office of Price Administration (OPA)
4. Manufacturers	9. War Production Board (WPB)
5. A. Philip Randolph	10. Rationing

B. On the back of this paper, briefly describe **George Marshall**'s position on how women could contribute to the war effort. Then, explain who the **Nisei** were and what happened to them.

Name _____ Date _____

CHAPTER 25 Section 2

GUIDED READING *The War for Europe and North Africa*

A. As you read about the Allied war effort, take notes to explain what made each event a critical moment or turning point in the war.

February 1943	End of Battle of Stalingrad →	1.
May 1943	End of Operation Torch →	2.
Mid-1943	Victory in Battle of the Atlantic →	3.
June 1944	D-Day →	4.
July 1944	Liberation of Majdanek →	5.
August 1944	Liberation of France →	6.
October 1944	Capture of Aachen →	7.
January 1945	End of Battle of the Bulge →	8.
Spring 1945	End of Italian campaign →	9.
May 1945	V-E Day →	10.

B. On the back of this paper, note the official title of each of the following and describe the roles they played during the war.

Dwight D. Eisenhower **George Patton** **Harry S. Truman**

Name _____ Date _____

CHAPTER 25 Section 3

GUIDED READING *The War in the Pacific*

A. As you read about the defeat of Japan and the end of the war, write notes to describe important wartime and war-related events. (Leave the shaded box blank.)

The War in the Pacific		
Date and Place	**Leaders Involved**	**What happened?**
1. April 1942, Bataan		
2. June 1942, Midway		
3. August 1942, Guadalcanal		
4. October 1944, Leyte Gulf		
5. March 1945, Iwo Jima		
6. June 1945, Okinawa		
7. September 1945, Tokyo Bay		

The Science of War		
Date and Place	**Leaders Involved**	**What happened?**
8. July 1945, Los Alamos		
9. August 1945, Hiroshima, Nagasaki		

Planning and Rebuilding for Peace		
Date and Place	**Leaders Involved**	**What happened?**
10. February 1945, Yalta		
11. April 1945, San Francisco		
12. 1945–1949, Nuremberg		

B. On the back of this paper, explain or define **kamikaze** and **Manhattan Project.**

Name _____ Date _____

CHAPTER 25 Section 4

GUIDED READING *The Home Front*

A. As you read this section, write notes to answer questions about the impact of the war on various segments of American society.

How did the war and its immediate aftermath affect the following?	
1. Labor	2. Agriculture
3. Population centers	4. Family life
5. Returning GIs	

How did these groups react to discrimination and racism during and after the war?
6. African Americans
7. Mexican Americans
8. Japanese Americans

B. On the back of this paper, briefly explain why **James Farmer** is an important historical figure.

Name _____ Date _____

CHAPTER 25

BUILDING VOCABULARY *The United States in World War II*

A. Multiple Choice Circle the letter before the term or name that best completes the sentence.

1. The civil rights leader who battled discrimination in war-related jobs was (a) George Marshall (b) A. Philip Randolph (c) Henry J. Kaiser.
2. The Allied invasion of France to free western Europe from the Nazis was known as (a) D-Day (b) V-E Day (c) the Battle of the Bulge.
3. The commander of U.S. forces in Europe was (a) Omar Bradley (b) George Patton (c) Dwight D. Eisenhower.
4. The first atomic bomb used against Japan was dropped on (a) Nagasaki (b) Hiroshima (c) Iwo Jima.
5. The GI Bill of Rights provided help to (a) widows of fallen servicemen (b) worn-torn countries of Europe (c) returning veterans.

B. Evaluating Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

_____ 1. James Farmer was instrumental in the formation of the Women's Auxiliary Army Corps.

_____

_____ 2. The Battle of Midway was considered a turning point in the battle against the Nazis.

_____

_____ 3. Scientist J. Robert Oppenheimer led the effort to develop the first atomic bomb.

_____

_____ 4. Upon Franklin Roosevelt's death, his vice-president, Harry Truman, became president.

_____

_____ 5. The Manhattan Project was the code name of a plot to assassinate Adolf Hitler.

_____

C. Writing Write a paragraph about the discrimination faced by minorities during World War II using the following terms.

James Farmer **Congress of Racial Equality (CORE)** **internment**

Name _____ Date _____

CHAPTER 25
Section 1

SKILLBUILDER PRACTICE

Analyzing Assumptions and Biases

During World War II, many companies used their advertisements not only to sell their products but also to encourage patriotism and support for the American way of life. Read this text of a 1944 magazine ad created by a sporting goods company. Then fill in the chart with evidence of bias toward the American way of life. (See Skillbuilder Handbook, p. R15.)

Backbone . . . not Wishbone!

If the Pilgrims and their loyal women folk had had wabbly *wish*bones in place of their sturdy backbones; if the backbones of the patriots at Valley Forge had been wishy-washy—America, land of the free today, *would* have ended in wishful thinking.

But the men who discovered, dreamed, worked and fought to build our great democracy, put their own steely courage into the backbone of this nation. It is backbone that *shows* whenever the chips are down.

You see it in our modern industrial marvels that began in a little iron-founder's shop less than two centuries ago.

You see it in our scientific miracles—in our agricultural achievements—and in our mighty war effort, today.

Have you considered that the maintenance of America's superb backbone lies in our matchless *youth*power? It does.

Out there on the playfields of our great democratic nation, where our youth—our potential manpower—fight to the last ditch in friendly fierceness, for a coveted goal—in vigorous man-to-man, competitive sports—the *backbone* of our *nation* is renewed and stiffened.

On these battlefields of competitive play our boys and our girls, too, learn initiative, courage, determination, fighting spirit, will-to-win despite all odds, tempered with fair play.

And on these fields is inculcated into their minds and hearts an unrealized appreciation of what it means to live in a *free* America. Try to take this freedom of theirs away from them—this personal privilege to think and dream and do in freedom—to be oneself—to fight for a goal and win it—and that realization becomes a living flame. And in this fact is our greatest guarantee that America will continue to be the land of the free.

from *Life* (September 11, 1944).

Words that indicate strong positive feelings	
Words that indicate negative feelings	
Idealized descriptions and images	

Name _____ Date _____

CHAPTER 25 Section 1

RETEACHING ACTIVITY

Mobilizing for Defense

Completion

A. Complete each sentence with the appropriate term or name.

atomic bomb	inflation
women	African Americans
unemployment	rationing
Asian Americans	Mexican Americans

1. While segregated and limited largely to noncombat roles, about one million _____ served in the U.S. military during the war.

2. By 1944, _____ made up about a third of all workers laboring in war-related industries.

3. The Office of Price Administration tried to fight _____ by freezing prices on most goods.

4. The most significant development of the Office of Scientific Research and Development was the _____.

5. Many average Americans contributed to the war effort by engaging in _____.

Main Ideas

B. Answer the following questions in the space provided.

1. In what ways did members of the Women's Auxiliary Corps contribute to the war effort?

_____

_____

2. In what way did American industries contribute to the war?

_____

_____

3. In what ways did the federal government take control of the economy during the war?

_____

Name _____ Date _____

CHAPTER 25 Section 2

RETEACHING ACTIVITY

The War for Europe and North Africa

Sequencing

A. Put the events below in the correct chronological order.

_____ 1. Germany surrenders.

_____ 2. Benito Mussolini falls from power.

_____ 3. Germans lose last-ditch effort at Battle of the Bulge.

_____ 4. Soviets repel the Nazis in the Battle of Stalingrad.

_____ 5. Allies begin liberation of Europe with D-Day invasion.

_____ 6. Allies gain control of North Africa.

Evaluating

B. Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

_____ 1. Upon Germany's surrender, Adolf Hitler was tried before an international court for his war crimes.

_____

_____ 2. D-Day was the largest land-sea-air operation in army history.

_____

_____ 3. The Tuskegee Airmen was a squadron of all-black pilots who performed heroically during the fighting in Italy.

_____

_____ 4. The leader of Germany Afrika Korps was the Karl Doenitz, the legendary Desert Fox.

_____

_____ 5. The Allies suffered many early defeats before eventually winning the battle for supremacy of the Atlantic Ocean.

_____

Name _____ Date _____

CHAPTER 25 Section 3

RETEACHING ACTIVITY *The War in the Pacific*

Reading Comprehension

_____ 1. After scoring numerous victories throughout the Pacific, the Japanese navy was finally turned back at the
a. Battle of the Bulge.
b. Battle of the Coral Sea.
c. Battle of Midway.
d. Battle of Leyete Gulf.

_____ 2. The island on which nearly 8,000 U.S. soldiers and some 110,000 Japanese soldiers lost their lives was
a. Iwo Jima.
b. the Philippines.
c. Okinawa.
d. Midway.

_____ 3. The Japanese finally surrendered after the United States dropped a second atomic bomb on
a. Nagasaki.
b. Hiroshima.
c. Tokyo.
d. Okinawa.

_____ 4. The Nuremburg Trials sought to punish for war crimes mainly the leader of
a. Germany.
b. Japan.
c. Italy.
d. the Soviet Union.

_____ 5. The Yalta Conference to discuss the fate of the post war world brought together the leaders of the United States, Great Britain, and
a. France.
b. China.
c. Spain.
d. the Soviet Union.

_____ 6. In the wake of its defeat, Japan was occupied and rebuilt by forces from
a. China.
b. France.
c. Great Britain.
d. the United States.

Name _____ Date _____

CHAPTER 25 Section 4

RETEACHING ACTIVITY *The Home Front*

Finding Main Ideas

The following questions deal with events on the home front during World War II. Answer them in the space provided.

1. What significant population shifts occurred during the war?

_____

_____

2. How did the GI Bill of Rights help war veterans?

_____

_____

3. What was the goal of the Congress of Racial Equality?

_____

_____

4. What were the zoot-suit riots?

_____

_____

5. What discrimination did Japanese Americans face during the war?

_____

_____

6. What did the Supreme Court decide in *Korematsu* v. *United States*?

_____

_____

Name _____ Date _____

CHAPTER 25 Section 2

GEOGRAPHY APPLICATION: PLACE *Thunderclap*

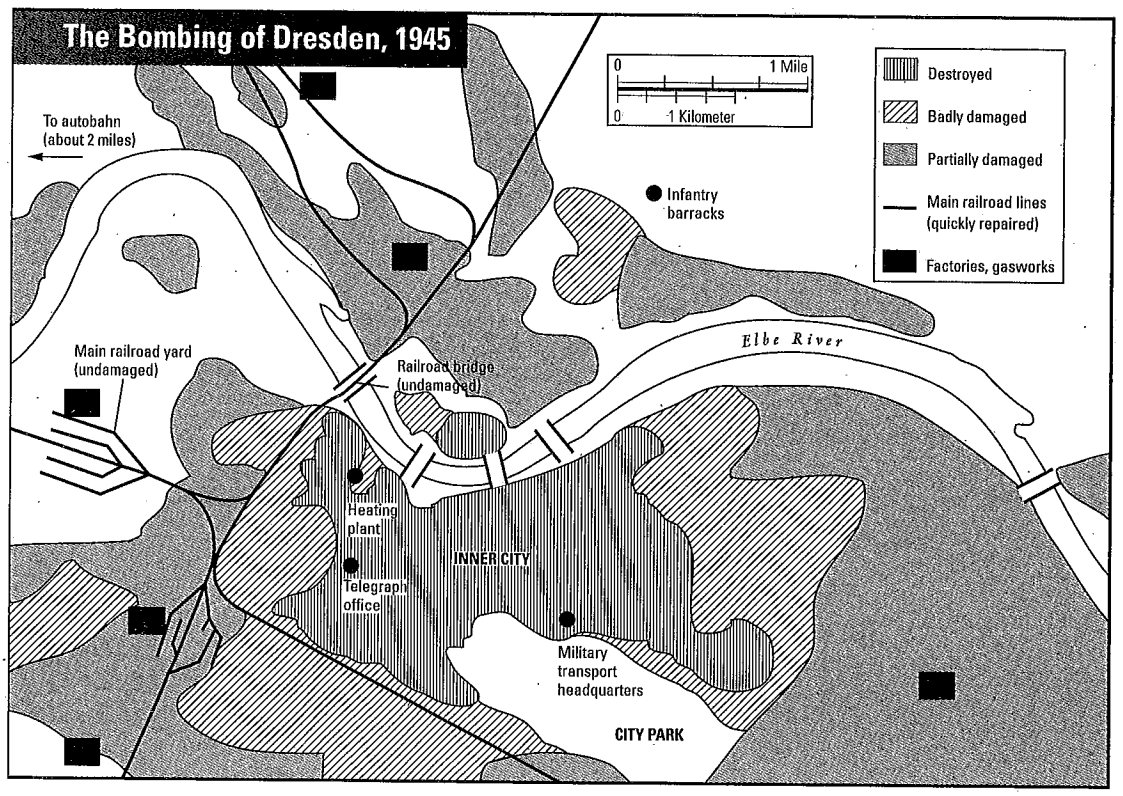
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

One of the most controversial incidents of World War II was the Allied aerial bombing of Dresden late in the war. Located in eastern Germany near the Polish and Czech borders, Dresden was, according to writer Alexander McKee, a city with "fantastic architecture," with a town center "housing world-class collections of paintings, statues, and art objects of all kinds."

By means of a plan code-named Thunderclap, the Allies sought to deliver to Germany a "mighty blow"—the destruction of a major city to hasten Germany's surrender in a war it had no chance of winning. Eventually, Dresden was selected. The city's numerous military targets included an infantry barracks, an autobahn (expressway) skirting the city to the west and leading to the German front, a railway network, bridges, and a number of factories.

During massive night and day bombings by Allied aircraft between February 13 and 15, 1945, the heart of Dresden was almost completely destroyed. The bombing was so intense during one raid that the explosions created a firestorm in which thousands of people were suffocated as the fires consumed all the oxygen for blocks around. Estimates of the number of people killed in the raids range from 25,000 to 135,000. The exact figure will never be known, because at the time Dresden was teeming with thousands of refugees from other German cities.

Although some targets such as the autobahn were left intact, the physical damage was staggering. Out of 220,000 living units—houses and apartments—more than 90,000 were destroyed or made uninhabitable by the bombing.



Interpreting Text and Visuals

1. What is the purpose of the map? _____

_____

2. What part of Dresden was most heavily damaged? _____

3. What places in and around Dresden might the Allies have considered targets of military significance? _____

_____

_____

4. Which of these targets was completely destroyed? _____

_____

5. In what parts of Dresden were most of these targets located? _____

6. On the basis of the map, what might you conclude about the purpose of Thunderclap? _____

_____

_____

7. Sir Arthur Harris, British commander of the Allied raids, wrote after the raids that "Dresden was a mass of munitions [guns and ammunition] works, an intact government center, and a key transportation center to the East. It is now none of those things." To what extent do you agree or disagree with the statement? Why?

_____

_____

_____

_____

8. Why do you think the bombing of Dresden is controversial? _____

_____

_____

_____

_____

Name _____ Date _____

CHAPTER 25

OUTLINE MAP *Crisis in Europe*

Section 2

A. Review the map "World War II: Europe and Africa, 1942–1944" on page 778 of your textbook. Then, on the accompanying outline map, label the following bodies of water and countries. (You may abbreviate country names where necessary.) Finally, color or shade the map to distinguish the regions identified in the key.

Bodies of Water	Countries		
Atlantic Ocean	Great Britain	Saudi Arabia	Portugal
North Sea	Germany	Italy	Spain
Mediterranean Sea	Poland	Turkey	Switzerland
Black Sea	France	Soviet Union	Norway
	Egypt	Czechoslovakia	Sweden
	Syria	Austria	Finland
	Iraq	Hungary	Denmark

B. After completing the map, use it to answer the following questions.

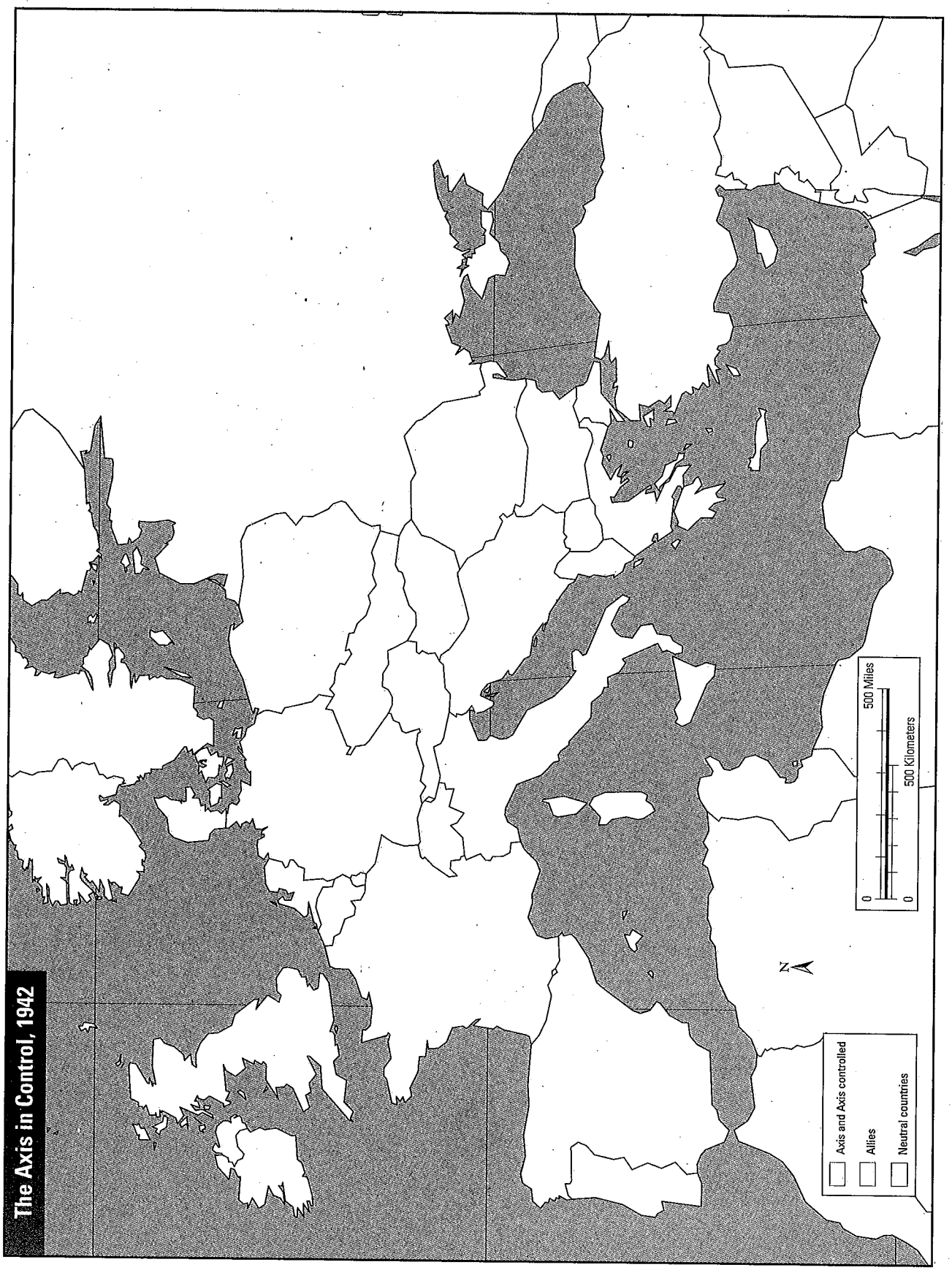
1. Which two major Allied nations appear on the map? _____

2. Which of the countries you labeled remained neutral in 1942? _____

3. How would you describe the Axis's situation in Europe at the time represented by the map? _____

4. Think about U.S. participation in the war in Europe. How might the Axis have benefited by gaining control of Great Britain by 1942? _____

5. By June 1943, the Allies had regained control of North Africa. What was the advantage of controlling this region? _____



Name _____ Date _____

CHAPTER 25
Section 1

PRIMARY SOURCE War Ration Stamps

During World War II, Americans on the home front did their part to contribute to the war effort. For example, they complied with rationing introduced by the Office of Price Administration (OPA) to help conserve goods that were needed by the military. Under this system, consumers were allowed to buy meat, sugar, gasoline, and other scarce items with stamps from ration books like those pictured below. Once they used up their stamps, people could not buy rationed goods until they received additional stamps. Study the ration book and stamps to answer the questions below.

The Granger Collection, New York.

Discussion Questions

1. Why do you think the war ration book requires information on a person's age, sex, weight, height, and occupation?
2. What was the penalty for violating rationing regulations?
3. Most Americans during World War II accepted rationing. Why do you think this was so?

Name _____ Date _____

CHAPTER 25 Section 2

PRIMARY SOURCE War Dispatch from Ernie Pyle

Journalist Ernie Pyle accompanied American soldiers to the Pacific, Europe, England, and North Africa to offer a "worm's-eye-view" of World War II. He was killed by a Japanese sniper's bullet on Ie Shima in 1945. As you read this excerpt from one of Pyle's popular columns, think about his attitudes toward the infantry

IN THE FRONT LINES BEFORE MATEUR, NORTHERN TUNISIA, May 2, 1943—We're now with an infantry outfit that has battled ceaselessly for four days and nights. . . .

I love the infantry because they are the underdogs. They are the mud-rain-frost-and-wind boys. They have no comforts, and they even learn to live without the necessities. And in the end they are the guys that wars can't be won without.

I wish you could see just one of the ineradicable pictures I have in my mind today. In this particular picture I am sitting among clumps of sword-grass on a steep and rocky hillside that we have just taken. We are looking out over a vast rolling country to the rear.

A narrow path comes like a ribbon over a hill miles away, down a long slope, across a creek, up a slope and over another hill.

All along the length of this ribbon there is now a thin line of men. For four days and nights they have fought hard, eaten little, washed none, and slept hardly at all. Their nights have been violent with attack, fright, butchery, and their days sleepless and miserable with the crash of artillery.

The men are walking. They are fifty feet apart, for dispersal. Their walk is slow, for they are dead weary, as you can tell even when looking at them from behind. Every line and sag of their bodies speaks their inhuman exhaustion.

On their shoulders and backs they carry heavy steel tripods, machine-gun barrels, leaden boxes of ammunition. Their feet seem to sink into the ground from the overload they are bearing.

They don't slouch. It is the terrible deliberation of each step that spells out their appalling tiredness. Their faces are black and unshaven. They are young men, but the grime and whiskers and exhaustion make them look middle-aged.

In their eyes as they pass is not hatred, not excitement, not despair, not the tonic of their victory—there is just the simple expression of being here as though they had been here doing this forever, and nothing else.

The line moves on, but it never ends. All afternoon men keep coming round the hill and vanishing eventually over the horizon. It is one long tired line of antlike men.

There is an agony in your heart and you almost feel ashamed to look at them. They are just guys from Broadway and Main Street, but you wouldn't remember them. They are too far away now. They are too tired. Their world can never be known to you, but if you could see them just once, just for an instant, you would know that no matter how hard people work back home they are not keeping pace with these infantrymen in Tunisia.

from David Nichols, ed., *Ernie's War: The Best of Ernie Pyle's World War II Dispatches* (New York: Random House, 1986), 112–113.

Activity Options

1. Write a letter home in the voice of a World War II soldier. Draw on details in this excerpt from Pyle's column as well as information in your textbook to bring the realities of being in an infantry outfit to life.
2. Work with a partner to interview a World War II veteran—a family member, a neighbor, or a person who lives in your community—about his experiences in the military. Then compare your interview subject's impressions with those of Ernie Pyle.
3. Find photographs of American soldiers in the infantry that might have accompanied Pyle's column. Then work with your classmates to create a World War II photo essay.

Name _____ Date _____

CHAPTER 25
Section 3

PRIMARY SOURCE The Bombing of Nagasaki

On August 6, 1945, the United States dropped an atomic bomb on Hiroshima, Japan. When Japan's leaders did not surrender at once, a second bomb was dropped over Nagasaki three days later. Notice the descriptive details that* New York Times *reporter William L. Laurence used to report the bombing.

We flew southward down the channel and at 11:33 crossed the coastline and headed straight for Nagasaki, about one hundred miles to the west. Here again we circled until we found an opening in the clouds. It was 12:01 and the goal of our mission had arrived.

We heard the prearranged signal on our radio, put on our arc welder's glasses, and watched tensely the maneuverings of the strike ship about half a mile in front of us.

"There she goes!" someone said.

Out of the belly of *The Great Artiste* what looked like a black object went downward.

Captain Bock swung around to get out of range; but even though we were turning away in the opposite direction, and despite the fact that it was broad daylight in our cabin, all of us became aware of a giant flash that broke through the dark barrier of our arc welder's lenses and flooded our cabin with intense light.

We removed our glasses after the first flash, but the light still lingered on, a bluish-green light that illuminated the entire sky all around. A tremendous blast wave struck our ship and made it tremble from nose to tail. This was followed by four more blasts in rapid succession, each resounding like the boom of cannon fire hitting our plane from all directions.

Observers in the tail of our ship saw a giant ball of fire rise as though from the bowels of the earth, belching forth enormous white smoke rings. Next they saw a giant pillar of purple fire, ten thousand feet high, shooting skyward with enormous speed.

By the time our ship had made another turn in the direction of the atomic explosion the pillar of purple fire had reached the level of our altitude. Only about forty-five seconds had passed. Awestruck, we watched it shoot upward like a meteor coming from the earth instead of from outer space, becoming ever more alive as it climbed skyward through the white clouds. It was no longer smoke, or dust, or even a cloud of fire. It was a living thing, a new species of being, born right before our incredulous eyes.

At one stage of its evolution, covering millions of years in terms of seconds, the entity assumed the form of a giant square totem pole, with its base about three miles long, tapering off to about a mile at the top. Its bottom was brown, its center was amber, its top white. But it was a living totem pole, carved with many grotesque masks grimacing at the earth.

Then, just when it appeared as though the thing had settled down into a state of permanence, there came shooting out of the top a giant mushroom that increased the height of the pillar to a total of forty-five thousand feet. The mushroom top was even more alive than the pillar, seething and boiling in a white fury of creamy foam, sizzling upward and then descending earthward, a thousand Old Faithful geysers rolled into one.

It kept struggling in an elemental fury, like a creature in the act of breaking the bonds that held it down. In a few seconds it had freed itself from its gigantic stem and floated upward with tremendous speed, its momentum carrying it into the stratosphere to a height of about sixty thousand feet.

But no sooner did this happen when another mushroom, smaller in size than the first one, began emerging out of the pillar. It was as though the decapitated monster was growing a new head.

from *New York Times,* September 9, 1945. Reprinted in Richard B. Morris and James Woodress, eds., *Voices from America's Past,* vol. 3, The Twentieth Century (New York: Dutton, 1962), 161–163.

Research Options

1. Find out more about the bombing of Hiroshima and Nagasaki. How many people were killed by the bomb blasts? How many were injured?
2. Use on-line or print resources to research the debate in 1945 among scientists and government officials over whether the atomic bomb should be used on Japan. Then, with your classmates, hold a debate in which you argue for or against using the bomb.

Name _____ Date _____

CHAPTER 25 Section 4

PRIMARY SOURCE *from* Farewell to Manzanar

During World War II, seven-year-old Jeanne Wakatsuki was sent to Manzanar, a Japanese-American internment camp in Owens Valley, California. As you read this excerpt from her memoir, think about her first impressions of the camp.

We rode all day. By the time we reached our destination, the shades were up. It was late afternoon. The first thing I saw was a yellow swirl across a blurred, reddish setting sun. The bus was being pelted by what sounded like splattering rain. It wasn't rain. This was my first look at something I would soon know very well, a billowing flurry of dust and sand churned up by the wind through Owens Valley.

We drove past a barbed-wire fence, through a gate, and into an open space where trunks and sacks and packages had been dumped from the baggage trucks that drove out ahead of us. I could see a few tents set up, the first rows of black barracks, and beyond them blurred by sand, rows of barracks that seemed to spread for miles across this plain. People were sitting on cartons or milling around, with their backs to the wind, waiting to see which friends or relatives might be on this bus. As we approached, they turned or stood up, and some moved toward us expectantly. But inside the bus no one stirred. No one waved or spoke. They just stared out of the windows, ominously silent. I didn't understand this. Hadn't we finally arrived, our whole family intact? I opened a window, leaned out, and yelled happily. "Hey! This whole bus is full of Wakatsukis!"

Outside, the greeters smiled. Inside there was an explosion of laughter, hysterical, tension-breaking laughter that left my brothers choking and whacking each other across the shoulders.

We had pulled up just in time for dinner. The mess halls weren't completed yet. An outdoor chow line snaked around a half-finished building that broke a good part of the wind. They issued us army mess kits, the round metal kind that fold over, and plopped in scoops of canned Vienna sausage, canned string beans, steamed rice that had been cooked too long, and on top of the rice a serving of canned apricots. The Caucasian servers were thinking that the fruit poured over rice would make a good dessert. Among the Japanese, of course, rice is never eaten with sweet foods, only with salty or savory foods. Few of us could eat such a mixture. But at this point no one dared protest. It would have been impolite. I was horrified when I saw the apricot syrup seeping through my little mound of rice. I opened my mouth to complain. My mother jabbed me in the back to keep quiet. We moved on through the line and joined the others squatting in the lee of half-raised walls, dabbing courteously at what was, for almost everyone there, an inedible concoction.

After dinner we were taken to Block 16, a cluster of fifteen barracks that had just been finished a day or so earlier—although finished was hardly the word for it. The shacks were built of one thickness of pine planking covered with tarpaper. They sat on concrete footings, with about two feet of open space between the floorboards and the ground. Gaps showed between the planks, and as the weeks passed and the green wood dried out, the gaps widened. Knotholes gaped in the uncovered floor.

Each barracks was divided into six units, sixteen by twenty feet, about the size of a living room, with one bare bulb hanging from the ceiling and an oil stove for heat. We were assigned two of these for the twelve people in our family group; and our official family "number" was enlarged by three digits—16 plus the number of this barracks. We were issued steel army cots, two brown army blankets each, and some mattress covers, which my brothers stuffed with straw.

from Jeanne Wakatsuki Houston and James D. Houston, *Farewell to Manzanar* (New York: Bantam Books, 1973), 14–15.

Discussion Questions

1. What were living accommodations like in the camp?
2. Why do you think the accommodations at Manzanar were so stark and crowded?
3. What incident from this excerpt demonstrates a lack of cultural awareness on the part of those running the camp?

Name _____ Date _____

CHAPTER 25

Section 4

LITERATURE SELECTION *from* *Snow Falling on Cedars* by David Guterson

This excerpt from* Snow Falling on Cedars *tells what happens to Japanese Americans living on San Piedro, an island off the coast of Washington, after the bombing of Pearl Harbor. As you read, think about the difficulties that Japanese Americans like Fujiko and her daughters faced as a result of relocation.

The problem was resolved for them on March 21 when the U. S. War Relocation Authority announced that islanders of Japanese descent had eight days to prepare to leave.

The Kobayashis—they'd planted a thousand dollars' worth of rhubarb on five acres in Center Valley—negotiated an agreement with Torval Rasmussen to tend and harvest their crop. The Masuis weeded their strawberry fields and worked at staking peas in the moonlight; they wanted to leave things in good condition for Michael Burns and his ne'er-do-well brother Patrick, who'd agreed to take care of their farm. The Sumidas decided to sell at cut-rate and close their nursery down; on Thursday and Friday they held all-day sales and watched pruning tools, fertilizer, cedar chairs, bird-baths, garden benches, paper lanterns, fountain cats, tree wrap, caddies, and bonsai trees go out the door with whoever was willing to take them. On Sunday they put padlocks on the greenhouse doors and asked Piers Petersen to keep an eye on things. They gave Piers their flock of laying chickens as well as a pair of mallard ducks.

Len Kato and Johnny Kobashigawa traveled island roads in a three-ton haying truck hauling loads of furniture, packing crates, and appliances to the Japanese Community Center hall. Filled to the rafters with beds, sofas, stoves, refrigerators, chests of drawers, desks, tables, and chairs, the hall was locked and boarded up at six P.M. on Sunday evening. Three retired gill-netters—Gillon Crichton, Sam Goodall, and Eric Hoffman, Sr.—were sworn in as deputies by San Piedro's sheriff for the purpose of guarding its contents.

The War Relocation Authority moved into musty offices at the old W. W. Beason Cannery dock, just outside Amity Harbor. The dock housed not only the Army Transport Command but representatives of the Farm Security Administration and the Federal Employment Service. Kaspars Hinkle, who coached the high school baseball team, stormed into the war relocation office on a late Thursday afternoon—everyone was just then preparing to leave—and slammed his roster on the secretary's desk: his starting catcher, second baseman, and two outfielders, he said—not to mention his two best pitchers—were going to miss the whole season. Couldn't this matter be thought through again? None of these kids were spies!

On Saturday evening, March 28, the Amity Harbor High School senior ball—its theme this year was "Daffodil Daze"—went forward in the high school auditorium. An Anacortes swing band, Men About Town, played upbeat dance tunes exclusively; during an interlude the captain of the baseball team stood in front of the microphone on the bandstand and cheerfully handed out honorary letters to the seven team members departing Monday morning. "We don't have much chance without you," he said. "Right now we don't even have enough guys to field a team. But any wins we do get, they're for you guys who are leaving."

Evelyn Nearing, the animal lover—she was a widow who lived without a flush toilet or electricity in a cedar cabin on Yearsley Point—took goats, pigs, dogs, and cats from a half-dozen Japanese families. The Odas leased their grocery to the Charles MacPhersons and sold Charles their car and two pickup trucks. Arthur Chambers made arrangements with Nelson Obada to act as a special correspondent for his newspaper and to send reports to San Piedro. Arthur ran four articles on the imminent evacuation in his March 26 edition: "Island Japanese Accept Army Mandate to Move," "Japanese Ladies Praised for Last-Minute PTA Work," "Evacuation Order Hits Prep Baseball Nine," and a "Plain Talk" column called "Not Enough Time," which roundly condemned the relocation authority for its "pointless and merciless speed in exiling our island's Japanese-Americans. . . . "

An Army truck took Fujiko and her five daughters to the Amity Harbor ferry dock at seven o'clock on Monday morning, where a soldier gave them tags for their suitcases and coats. They waited among their bags in the cold while their *hakujin* neighbors stood staring at them where they were gathered on the dock between the soldiers. Fujiko saw Ilse Severensen there, leaning against the railing with her hands clasped in front of her; she waved at the Imadas as they passed by. Ilse, a Seattle transplant, had for ten years purchased strawberries from Fujiko and spoke to her as if she were a peasant whose role in life was to make island life pleasantly exotic for Ilse's friends who visited from the city. Her kindness had always been condescending, and she had always paid a bit extra for her berries with the air of doling out charity. And so, on this morning, Fujiko could not meet her eyes or acknowledge her despite the fact that Ilse Severensen had waved and called out her name in a friendly way—Fujiko studied the ground instead; she kept her eyes cast down.

At nine o'clock they were marched on board the *Kehloken,* with the white people gaping at them from the hill above, and Gordon Tanaka's daughter—she was eight years old—fell on the dock and began to cry. Soon other people were crying, too, and from the hill came the voice of Antonio Dangaran, a Filipino man who had married Eleanor Kitano just two months before. "Eleanor!" he shouted, and when she looked up he let go a bouquet of red roses, which sailed gently toward the water in the wind and landed in the waves below the dock pilings.

At nine o'clock they were marched on board the* Kehloken, *with the white people gaping at them.

They were taken from Anacortes on a train to a transit camp—the horse stables at the Puyallup fairgrounds. They lived in the horse stalls and slept on canvas army cots; at nine P.M. they were confined to their stalls; at ten P.M. they were made to turn out their lights, one bare bulb for each family. The cold in the stalls worked into their bones, and when it rained that night they moved their cots because of the leaks in the roof. The next morning, at six A.M., they slogged through mud to the transit camp mess hall and ate canned figs and white bread from pie tins and drank coffee out of tin cups. Through all of it Fujiko maintained her dignity, though she'd felt herself beginning to crack while relieving herself in front of other women.

After three days they boarded another train and began a languid crawl toward California. At night the MPs [military police] who roamed from car to car came through telling them to pull down their window shades, and they passed the dark hours twisting in their seats and exerting themselves not to complain. The train stopped and started and jolted them toward wakefulness, and there was a constant line at the door to the toilet. Fujiko did her best not to give in to her discomfort by speaking of it to her daughters. She did not want them to know that she was suffering inwardly and needed to lie down comfortably somewhere and sleep for a long time. For when she slept at all it was with her hearing tuned to the bluebottle flies always pestering her and to the crying of the Takami baby, who was three weeks old and had a fever. The wailing of this baby ate at her, and she rode with her fingers stuffed inside her ears, but this did not seem to change things. Her sympathy for the baby and for all of the Takamis began to slip as sleep evaded her, and she secretly began to wish for the baby's death if such a thing could mean silence. And at the same time she hated herself for thinking this and fought against it while her anger grew at the fact that the baby could not just be flung from the window so that the rest of them might have some peace. Then, long past the point when she had told herself that she could not endure another moment, the baby would stop its tortured shrieking, Fujiko would calm herself and close her eyes, retreat with enormous relief toward sleep, and then the Takami baby would once again wail and shriek inconsolably.

The train stopped at a place called Mojave in the middle of an interminable, still desert. They were herded onto buses at eight-thirty in the morning, and the buses took them north over dusty roads for four hours to a place called Manzanar. Fujiko had imagined, shutting her eyes, that the sandstorm battering the bus was the rain of home. She'd dozed and awakened in time to see the barbed wire and the rows of dark barracks blurred by blowing dust. It was twelve-thirty, by her watch; they were just in time

to stand in line for lunch. They ate standing up, from army mess kits, with their backs turned against the wind. Peanut butter, white bread, canned figs, and string beans; she could taste the dust in all of it.

They were given typhoid shots that first afternoon; they stood in line for them. They waited in the dust beside their luggage and then stood in line for dinner. In the evening the Imadas were assigned to Block 11, Barrack 4, and given a sixteen-by-twenty-foot room furnished with a bare lightbulb, a small Coleman oil heater, six CCC camp cots, six straw mattresses, and a dozen army blankets. Fujiko sat on the edge of a cot with cramps from the camp food and the typhoid shot gathering to a knot in her stomach. She sat with her coat on, holding herself, while her daughters beat flat the straw in the mattresses and lit the oil heater. Even with the heater she shivered beneath her blankets, still fully dressed in her clothes. By midnight she couldn't wait any longer and, with three of her daughters who were feeling distressed too, stumbled out into the darkness of the desert in the direction of the block latrine. There was, astonishingly, a long line at midnight, fifty or more women and girls in heavy coats with their backs braced against the wind. A woman up the line vomited heavily, and the smell was of the canned figs they'd all eaten. The woman apologized profusely in Japanese, and then another in the line vomited, and they were all silent again.

That night dust and yellow sand blew through the knotholes in the walls and floor. By morning their blankets were covered with it. Fujiko's pillow lay white where her head had been, but around it a layer of fine yellow grains had gathered. She felt it against her face and in her hair and on the inside of her mouth, too. It had been a cold night, and in the adjacent room a baby screamed behind a quarter-inch wall of pine board.

On their second day at Manzanar they were given a mop, a broom, and a bucket. The leader of their block—a man from Los Angeles dressed in a dusty overcoat who claimed to have been an attorney in his former life but who now stood unshaven with one shoe untied and with his wire-rimmed glasses skewed on his face—showed them the outdoor water tap. Fujiko and her daughters cleaned out the dust and did laundry in a gallon-size soup tin. While they were cleaning more dust and sand blew in to settle on the newly mopped pine boards. Hatsue went out into the desert wind and returned with a few scraps of tar paper she'd found blown up against a roll of barbed wire along a firebreak. They stuffed this around the doorjamb and fixed it over the knotholes with thumbtacks borrowed from the Fujitas.

There was no sense in talking to anyone about things. Everyone was in the same position. Everyone wandered like ghosts beneath the guard towers with the mountains looming on either side of them. The bitter wind came down off the mountains and through the barbed wire and hurled the desert sand in their faces. The camp was only half-finished; there were not enough barracks to go around. Some people, on arriving, had to build their own in order to have a place to sleep. There were crowds everywhere, thousands of people in a square mile of desert scoured to dust by army bulldozers, and there was nowhere for a person to find solitude.

Research Options

1. Use an encyclopedia, a history book, the Internet, or another source to research the internment of Japanese Americans during World War II. Then prepare a brief oral report for the class.
2. Fujiko and her daughters are sent to Manzanar in California. Find out where other Japanese-American internment camps were located in the United States. Then create a map labeling each site with the name of the camp that was situated there.

Name _____ Date _____

CHAPTER 25
Section 1

AMERICAN LIVES Oveta Culp Hobby
Skilled Administrator

"Mrs. Hobby has proved that a competent, efficient woman who works longer days than the sun does not need to look like the popular idea of a competent, efficient woman."—quoted in the Washington* Times Herald *(1942)

Oveta Culp Hobby's abilities helped her establish the place of women in the military and the government. During the first months of World War II, when the government decided to create an organization for women within the U.S. Army, she was picked as its director. Eleven years later, she was named head of the new Department of Health, Education, and Welfare.

Born the daughter of a Texas lawyer in 1905, Oveta Culp developed an interest in the law. After attending college, she took classes at the University of Texas Law School. At age 20, she was named parliamentarian for the Texas state legislature. Later she wrote a book on correct parliamentary procedure that became a standard text. In 1931, she married William Hobby, the publisher of the *Houston Post,* and began working for the paper. She introduced features that appealed to women readers. As her husband became involved in other businesses, she began to run the paper.

It was in government work, though, that Hobby made her most important contributions. In 1941 she joined the War Department as head of the Office of Public Relations. There she met General George C. Marshall, the army's chief of staff. The next year, Congress created the Women's Auxiliary Army Corps (WAAC). The goal was to train women to perform office work and other vital duties, freeing male soldiers for combat. Marshall tapped Hobby as the first head of the WAACs. In 1943, the unit's name was changed to the Women's Army Corps (WAC), and Hobby was promoted from major to colonel.

The WACs met some hostility both within and outside the military. Not everyone believed that women should serve in the armed forces. Hobby overcame the opposition, however, and built a strong organization. She dismissed reporters' questions about uniforms and other trivial matters. "This is a serious job for serious women," she said. By war's end, 100,000 women served in the unit. They handled a range of duties from office work to communications and supply. Some WACs even joined the Manhattan Project, the secret effort to develop an atomic weapon. For her service, Hobby was given the Distinguished Service Medal, only the seventh woman so honored.

After resigning in 1945, Hobby returned to the Post and pursued business and charitable interests. She also remained active in politics, working in the successful campaign of Dwight Eisenhower for president in 1952.

Once in office, Eisenhower named Hobby to head the Federal Security Administration. That agency oversaw federal programs in education and social security. In 1953, the FSA was changed to the Department of Health, Education, and Welfare (HEW) and given Cabinet status. Hobby became the first secretary of HEW—only the second woman ever to hold a Cabinet post. In education, she worked to overcome a growing shortage of teachers and classrooms and to move toward the desegregation of schools.

In health administration, the department's main activity involved administering the distribution of polio vaccine. Polio was a serious infectious disease that caused paralysis and sometimes death in the most extreme cases. Parents feared for their children. In 1954, a new vaccine against polio was found to be successful. The federal government led a program to vaccinate millions of people–children first.

Hobby retired from HEW and public life in 1955. She returned to Houston and became president and editor of the *Post* and pursued broadcasting businesses. She also remained active in charity work, dying in 1995 at age 90.

Questions

1. Why did Hobby have to defend the WAC as a place for "serious women"?
2. How does the attitude toward the Women's Army Corps contrast with the view of women in the army today?
3. How does the article support the assertion that Oveta Culp Hobby was a skilled administrator?

Name _____ Date _____

CHAPTER 25
Section 2

AMERICAN LIVES

George S. Patton

Bold Leader, Undisciplined Follower

"This man would be invaluable in time of war, but is a disturbing element in time of peace."—General W. R. Smith on George S. Patton (1927)

George S. Patton was ideally suited to command an army. He was a bold strategist and a good administrator who knew how to motivate his troops. However, his boldness also led him to words and actions that caused political difficulties.

Patton (1885–1945) was born to a family with an army tradition; his grandfather had been killed in a Civil War battle. After graduating from West Point in 1909, Patton immediately entered the army. During World War I, he watched the British use the first tanks in combat. He quickly saw the advantages of the new weapon and helped organize an American tank force. When the United States entered the war, he led his unit into combat and fought well. By staying in the field despite a serious wound, he earned two medals.

Between the two world wars, Patton held various posts while pursuing his hobbies—riding and hunting, boating, and military history. In 1940, as war raged in Europe, Patton was given command of part of an armored division at a base in Georgia, which included tanks in its equipment. He got an ill-trained, ill-equipped unit into shape.

After the United States entered World War II, Patton played a vital role—and repeatedly got in trouble. He was given command of one of the Allied armies invading North Africa. There they faced troops of a fascist French government that—after the fall of France—had joined itself with Nazi Germany. Patton's armored force moved quickly through their defenses. Afterward, though, Patton's reputation was hurt by charges that he had entertained people with pro-Nazi sentiments at his North African villa. Patton was saved when General Dwight Eisenhower removed him and put him in charge of another combat unit.

The American soldiers had just lost their first North African battle with the Germans. British commanders complained that the U.S. II Armored Corps was unfit to fight. Patton took charge, removing officers who were not aggressive and using discipline and colorful speeches to raise morale. His corps won a number of battles, helping force the Germans to leave North Africa.

Next Patton was given command of the American troops invading Sicily. He landed and moved his force quickly around the western edge of the island—against orders. The American troops pushed the Germans off Sicily, gaining cheers from the Italians and headlines for Patton. His popularity fell almost as quickly, though. News reports revealed that he had slapped two soldiers who were suffering combat fatigue, believing that they were faking their condition. Many called for Patton's dismissal. Eisenhower did remove him from command, but refused to send him back to America. His new job now was to prepare to follow up the invasion of France planned for 1944.

Patton's Third Army reached France shortly after the Normandy invasion. It quickly drove the Germans out of northern France. Effectively using air support, ground troops, and tanks, Patton pushed across the north of France to the German border. Lack of supplies stalled the drive, and combat settled into a stalemate. In December of 1944, the Germans launched their last offensive, pushing deeply into the Allies' lines north of Patton. With remarkable speed, he changed his army's direction to counterattack and force a withdrawal. Experts call it one of the most brilliant moves in the war.

When the war in Europe ended, Patton got in trouble again. He greatly feared the power of the Soviet Union and proposed that U.S. forces join with the remaining German troops to drive the Russian army in Germany back to its national boundaries. After he made these statements publicly, he was assigned to a desk job. He died later that year in a car accident in Germany.

Questions

1. What details show Patton's skill as a commander?
2. Why do you think Eisenhower never removed Patton from command despite the problems he caused?
3. Why did Patton's comments on the Soviet Union cause difficulty?