

# DIPLOMACY AND WORLD WAR II, 1929–1945

*We seek peace—enduring peace. More than an end to war,  
we want an end to the beginnings of all wars.*

Franklin D. Roosevelt, April 13, 1945

**P**resident Roosevelt’s fervent desire for peace was hardly new. World War I, after all, was meant to be a “war to end all wars” and, as Woodrow Wilson had said, a war “to make the world safe for democracy.” In 1933, however, few people believed that the fragile peace established by the Treaty of Versailles would hold up for much longer. In Asia, Japan was threatening China. In Europe, the Nazi party under Adolf Hitler had come to power in Germany with promises of reasserting German nationalism and militarism. In the United States, worries about the depression overshadowed concerns about a second world war. Even if war did break out, most Americans were determined not to send troops abroad again.

However, a second world war did occur, and the United States played a major role in fighting it. How and why U.S. foreign policy changed from disengagement to neutrality and from neutrality to total involvement is the subject of this chapter. Moreover, the war transformed American economy and society in many ways more dramatically than the New Deal.

## ***Herbert Hoover’s Foreign Policy***

Hoover concurred with the prevailing opinion of the American people that the United States should not enter into firm commitments to preserve the security of other nations. Such an opinion, in the 1930s, would be labeled “isolationism.”

## ***Japanese Aggression in Manchuria***

In the early 1930s, Japan posed the greatest threat to world peace. Defying both the Open Door policy and the covenant of the League of Nations, Japanese troops marched into Manchuria in September 1931, renamed the territory Manchukuo, and established a puppet government.

## JAPANESE AGGRESSION IN ASIA IN THE 1930s



Despite its commitment to taking action against blatant aggression, the League of Nations did nothing except to pass a resolution condemning Japan for its actions in Manchuria. The Japanese delegation then walked out of the League, never to return. In the Manchuria crisis, the League, through its failure to take action, showed its inability to maintain peace. Its warnings would never be taken seriously by potential aggressors.

**Stimson Doctrine** U.S. response to Japan's violation of the Open Door policy was somewhat stronger than the League's response—but no more effective in deterring further aggression. Secretary of State Henry Stimson declared in 1932 that the United States would honor its treaty obligations under the Nine-Power Treaty (1922) by refusing to recognize the legitimacy of any regime like

“Manchukuo” that had been established by force. The League of Nations readily endorsed the Stimson Doctrine and issued a similar declaration.

### ***Latin America***

Hoover actively pursued friendly relations with the countries of Latin America. In 1929, even before being inaugurated, the president-elect went on a goodwill tour of the region. As president, he ended the interventionist policies of Taft and Wilson by (1) arranging for U.S. troops to leave Nicaragua by 1933 and (2) negotiating a treaty with Haiti to remove all U.S. troops by 1934.

## **Franklin Roosevelt’s Policies, 1933–1938**

In his first term, Roosevelt’s concentration on dealing with the economic crisis at home kept him from giving much thought to shaping foreign policy. He did, however, extend Hoover’s efforts at improving U.S. relations with Latin America by initiating a good-neighbor policy.

### ***Good-Neighbor Policy***

In his first inaugural address in 1933, Roosevelt promised a “policy of the good neighbor” toward other nations of the Western Hemisphere. First, interventionism in support of dollar diplomacy no longer made economic sense, because U.S. businesses during the depression lacked the resources to invest in foreign operations. Second, the rise of militarist regimes in Germany and Italy prompted Roosevelt to seek Latin American’s cooperation in defending the region from potential danger. FDR implemented his good-neighbor policy through several actions.

**Pan-American Conferences** At Roosevelt’s direction, the U.S. delegation at the Seventh Pan-American Conference in Montevideo, Uruguay, in 1933, pledged never again to intervene in the internal affairs of a Latin American country. In effect, Franklin Roosevelt repudiated the policy of his older cousin, Theodore, who had justified intervention as a corollary to the Monroe Doctrine. Another Pan-American conference was held in Buenos Aires, Argentina, in 1936. Roosevelt himself attended the conference. He personally pledged to submit future disputes to arbitration and also warned that if a European power such as Germany attempted “to commit acts of aggression against us,” it would find “a hemisphere wholly prepared to consult together for our mutual safety and our mutual good.”

**Cuba** Cubans had long resented the Platt Amendment, which had made their country’s foreign policy subject to U.S. approval. In 1934, President Roosevelt persuaded Congress to nullify the Platt Amendment, retaining only the U.S. right to keep its naval base at Guantanamo Bay.

**Mexico** Mexico tested U.S. patience and commitment to the good-neighbor policy in 1938 when its president, Lázaro Cárdenas, seized oil properties owned by U.S. corporations. Roosevelt rejected corporate demands to intervene and encouraged American companies to negotiate a settlement.

## ***Economic Diplomacy***

Helping the U.S. economy was the chief motivation for Roosevelt's policies toward other foreign policy issues in his first term.

**Recognition of the Soviet Union** The Republican presidents of the 1920s had refused to grant diplomatic recognition to the Communist regime that ruled the Soviet Union. Roosevelt promptly changed this policy by granting recognition in 1933. His reason for doing so, he said, was to increase U.S. trade and thereby boost the economy.

**Philippines** Governing the Philippines cost money. As an economy measure, Roosevelt persuaded Congress to pass the Tydings-McDuffie Act in 1934, which provided for the independence of the Philippines by 1946 and the gradual removal of U.S. military presence from the islands.

**Reciprocal Trade Agreements** Acting in the tradition of Progressive Democrats such as William Jennings Bryan and Woodrow Wilson, President Roosevelt favored lower tariffs as a means of increasing international trade. In 1934, Congress enacted a plan suggested by Secretary of State Cordell Hull, which gave the president power to reduce U.S. tariffs up to 50 percent for nations that reciprocated with comparable reductions for U.S. imports.

## ***Events Abroad: Fascism and Aggressive Militarism***

The worldwide depression soon proved to have alarming repercussions for world politics. Combined with nationalist resentments after World War I, economic hardships gave rise to military dictatorships in Italy in the 1920s and Japan and Germany in the 1930s. Eventually, in 1940, Japan, Italy, and Germany signed a treaty of alliance which formed the Axis Powers.

**Italy** A new regime seized power in Italy in 1922. Benito Mussolini led Italy's Fascist party, which attracted dissatisfied war veterans, nationalists, and those afraid of rising communism. Dressed in black shirts, the Fascists marched on Rome and installed Mussolini in power as "Il Duce" (the Leader). Fascism—the idea that people should glorify their nation and their race through an aggressive show of force—became the dominant ideology in European dictatorships in the 1930s.

**Germany** The Nazi party was the German equivalent of Italy's Fascist party. It arose in the 1920s in reaction to deplorable economic conditions after the war and national resentments over the Treaty of Versailles. The Nazi leader, Adolf Hitler, used bullying tactics against Jews as well as Fascist ideology to increase his popularity with disgruntled, unemployed German workers. Hitler seized the opportunity presented by the depression to play upon anti-Semitic hatreds. With his personal army of "brown shirts," Hitler gained control of the German legislature in early 1933.

**Japan** Nationalists and militarists in Japan increased their power in the 1920s and 1930s. As economic conditions worsened, they persuaded Japan's



nominal ruler, the emperor, that the best way to ensure access to basic raw materials (oil, tin, and iron) was to invade China and Southeast Asia and thereby give Japan control over what their leaders proclaimed to be the Greater East Asia Co-Prosperity Sphere.

### ***American Isolationists***

Public opinion in the United States was also nationalistic but expressed itself in an opposite way from fascism and militarism. Disillusioned with the results of World War I, American isolationists wanted to make sure that the United States would never again be drawn into a foreign war. Japanese aggression in Manchuria and the rise of fascism in Italy and Germany only increased the determination of isolationists to avoid war at all costs. Isolationist sentiment was strongest in the Midwest and among Republicans.

**The Lesson of World War I** In the early 1930s, Americans commonly felt that U.S. entry into World War I had been a terrible mistake. An investigating committee led by Senator Gerald Nye of North Dakota bolstered this view when it concluded in 1934 that the main reason for U.S. participation in the world war was to serve the greed of bankers and arms manufacturers. This committee's work influenced isolationist legislation in the following years.

**Neutrality Acts** Isolationist senators and representatives in both parties held a majority in Congress through 1938. To ensure that U.S. policy would be strictly neutral if war broke out in Europe, Congress adopted a series of neutrality acts, which Roosevelt signed with some reluctance. Each law applied to nations that the president proclaimed to be at war.

- The *Neutrality Act of 1935* authorized the president to prohibit all arms shipments and to forbid U.S. citizens to travel on the ships of belligerent nations.
- The *Neutrality Act of 1936* forbade the extension of loans and credits to belligerents.
- The *Neutrality Act of 1937* forbade the shipment of arms to the opposing sides in the civil war in Spain.

**Spanish Civil War** The outbreak of civil war in Spain in 1936 was viewed in Europe and the United States as an ideological struggle between the forces of fascism, led by General Francisco Franco, and the forces of republicanism, called Loyalists. Roosevelt and most Americans sympathized with the Loyalists but, because of the Neutrality Acts, could not aid them. Ultimately, in 1939, Franco's Fascists prevailed and established a military dictatorship.

**America First Committee** In 1940, after World War II had begun in Asia and Europe, isolationists became alarmed by Roosevelt's pro-

British policies. To mobilize American public opinion against war, they formed the America First Committee and engaged speakers such as Charles Lindbergh to travel the country warning against reengaging in Europe's troubles.

### ***Prelude to War***

In the years 1935 to 1938, a series of aggressive actions by the Fascist dictatorships made democratic governments in Britain and France extremely nervous. It was known that Hitler was creating an air force more powerful than anything they could match. Hoping to avoid open conflict with Germany, the democracies adopted a policy of appeasement—allowing Hitler to get away with relatively small acts of aggression and expansion. The United States went along with the British and French policy.

**Appeasement** The following events showed how unprepared the democracies were to challenge Fascist aggression.

**1. Ethiopia, 1935** In a bid to prove fascism's military might, Mussolini ordered Italian troops to invade Ethiopia. The League of Nations and the United States objected but did nothing to stop the Italian aggressor, which succeeded in conquering the African country after a year of bitter fighting.

**2. Rhineland, 1936** This region in western Germany was supposed to be permanently demilitarized, according to the Versailles Treaty. Hitler openly defied the treaty by ordering German troops to march into the Rhineland.

**3. China, 1937** Full-scale war between Japan and China erupted in 1937 as Japan's troops invaded its weaker neighbor. A U.S. gunboat in China, the *Panay*, was bombed and sunk by Japanese planes. Japan's apology for the sinking was quickly accepted by the U.S. government.

**4. Sudetenland, 1938** In Europe, Hitler insisted that Germany had a right to take over a strip of land in Czechoslovakia, the Sudetenland, where most people were German-speaking. To maintain peace, the British prime minister, Neville Chamberlain, and the French president, Édouard Daladier, with Roosevelt's support, met with Hitler and Mussolini in Munich. At this conference in September 1938, the British and French leaders agreed to allow Hitler to take the Sudetenland unopposed. The word "Munich" has since become synonymous with appeasement.

**Quarantine Speech** Roosevelt recognized the dangers of Fascist aggression but was limited by the isolationist feelings of the majority of Americans. When Japan invaded China in 1937, he tested public opinion by making a speech proposing that the democracies act together to "quarantine" the aggressor. Public reaction to the speech was overwhelmingly negative, and Roosevelt dropped the quarantine idea as politically unwise.

**Preparedness** Like Wilson in 1916, Roosevelt argued for neutrality and an arms buildup at the same time. Congress went along with his request in late 1938 by increasing the military and naval budgets by nearly two-thirds. Some isolationists accepted the increased defense spending, thinking it would be used only to protect against possible invasion of the Western Hemisphere.

## AXIS AGGRESSION IN THE 1930s



### From Neutrality to War, 1939–1941

In March 1939, Hitler broke the Munich agreement by sending troops to occupy all of Czechoslovakia. After this, it became clear that Hitler's ambitions had no limit and that war was probably unavoidable.

#### *Outbreak of War in Europe*

Recognizing the failure of appeasement, Britain and France pledged to fight if Poland was attacked. They had always assumed that they could count on the Soviet leader, Joseph Stalin, to oppose Hitler, since communism and fascism were ideological enemies. The democracies were therefore shocked in August 1939 when Stalin and Hitler signed a nonaggression pact. Secretly, the Soviet and German dictators agreed to divide Poland between them.



**Invasion of Poland** On September 1, 1939, German tanks and planes began a full-scale invasion of Poland. Keeping their pledge, Britain and France declared war against Germany—and soon afterward, they were also at war with its Axis allies, Italy and Japan. World War II in Europe had begun.

**Blitzkrieg** Poland was the first to fall to Germany’s overwhelming use of air power and fast-moving tanks—a type of warfare called *blitzkrieg* (lightning war). After a relatively inactive winter, the war was resumed in the spring of 1940 with Germany attacking its Scandinavian neighbors to the north and its chief enemy, France, to the west. Denmark and Norway surrendered in a few days, France in only a week. By June 1940, the only ally that remained free of German troops was Great Britain.

### **Changing U.S. Policy**

President Roosevelt countered isolationism in the United States by gradually giving aid to the Allies, especially Great Britain. Now that war had actually begun, most Americans were alarmed by news of Nazi tanks, planes, and troops conquering one country after another. They were strongly opposed to Hitler but still hoped to keep their country out of the war. President Roosevelt believed that British survival was crucial to U.S. security. The relationship that was built over the coming years between British Prime Minister Winston Churchill and FDR proved one of keys to Allied success in the war. The president chipped away at the restrictive neutrality laws until practically nothing remained to prevent him from giving massive aid to Britain. After the surrender of France to the Germans in 1940, most Americans accepted the need to strengthen U.S. defenses, but giving direct aid to Britain was controversial.

**“Cash and Carry”** The British navy still controlled the seas. Therefore, if the United States ended its arms embargo, it would help only Britain, not Germany. Roosevelt persuaded Congress in 1939 to adopt a less restrictive Neutrality Act, which provided that a belligerent could buy U.S. arms if it used its own ships and paid cash. Technically, “cash and carry” was neutral, but in practice, it strongly favored Britain.

**Selective Service Act (1940)** Without actually naming Germany as the potential enemy, Roosevelt pushed neutrality back one more step by persuading Congress to enact a law for compulsory military service. The Selective Training and Service Act of September 1940 provided for the registration of all American men between the ages of 21 and 35 and for the training of 1.2 million troops in just one year. There had been a military draft in the Civil War and World War I but only when the United States was officially at war. Isolationists strenuously opposed the peacetime draft, but they were now outnumbered as public opinion shifted away from strict neutrality.

**Destroyers-for-Bases Deal** In September 1940, Britain was under constant assault by German bombing raids. German submarine attacks threatened British control of the Atlantic. Roosevelt knew that selling U.S. destroyers to



the British outright would outrage the isolationists. He therefore cleverly arranged a trade. Britain received 50 older but still serviceable U.S. destroyers and gave the United States the right to build military bases on British islands in the Caribbean.

### ***The Election of 1940***

Adding to suspense over the war was uncertainty over a presidential election. Might Franklin Roosevelt be the first president to break the two-term tradition and seek election to a third term? For months, the president gave an ambiguous reply, causing frenzied speculation in the press. At last, he announced that, in those critical times, he would not turn down the Democratic nomination if it were offered. Most Democrats were delighted to renominate their most effective campaigner. During the campaign, Roosevelt made the rash pronouncement: “Your boys are not going to be sent into any foreign wars.”

**Wendell Willkie** The Republicans had a number of veteran politicians who were eager to challenge the president. Instead, they chose a newcomer to public office: Wendell Willkie, a lawyer and utility executive with a magnetic personality. Although he criticized the New Deal, Willkie largely agreed with Roosevelt on preparedness and giving aid to Britain short of actually entering the war. His strongest criticism of Roosevelt was the president’s decision to break the two-term tradition established by George Washington.

**Results** Roosevelt won with 54 percent of the popular vote—a smaller margin than in 1932 and 1936. Important factors in the president’s reelection were (1) a strong economic recovery enhanced by defense purchases and (2) fear of war, which caused voters to stay with the more experienced leader.

### ***Arsenal of Democracy***

Roosevelt viewed Germany’s conquest of most of Europe as a direct threat both to U.S. security and to the future of democratic governments everywhere. After his reelection, he believed that he was in a stronger position to end the appearance of U.S. neutrality and give material aid to Britain. In a December 1940 fireside chat to the American people, he explained his thinking and concluded: “We must be the great arsenal of democracy.”

**Four Freedoms** Addressing Congress on January 6, 1941, the president delivered a speech that proposed lending money to Britain for the purchase of U.S. war materials. He justified such a policy by arguing that the United States must help others nations defend “four freedoms:” freedom of speech, freedom of religion, freedom from want, and freedom from fear.

**Lend-Lease Act** Roosevelt proposed ending the cash-and-carry requirement of the Neutrality Act and permitting Britain to obtain all the U.S. arms it needed on credit. The president said it would be like lending a neighbor a garden hose to put out a fire. Isolationists in the America First Committee campaigned vigorously against the lend-lease bill. By now, however, majority opinion had shifted toward aiding Britain, and the Lend-Lease Act was signed into law in March 1941.

**Atlantic Charter** With the United States actively aiding Britain, Roosevelt knew that the United States might soon enter the war. He arranged for a secret meeting in August with British Prime Minister Winston Churchill aboard a ship off the coast of Newfoundland. The two leaders drew up a document known as the Atlantic Charter that affirmed that the general principles for a sound peace after the war would include self-determination for all people, no territorial expansion, and free trade.

**Shoot-on-Sight** In July 1941, the president extended U.S. support for Britain even further by protecting its ships from submarine attack. He ordered the U.S. Navy to escort British ships carrying lend-lease materials from U.S. shores as far as Iceland. On September 4, the American destroyer *Greer* was attacked by a German submarine it had been hunting. In response, Roosevelt ordered the navy to attack all German ships on sight. In effect, this meant that the United States was now fighting an undeclared naval war against Germany.

### ***Disputes With Japan***

Meanwhile, through 1940 and 1941, U.S. relations with Japan were becoming increasingly strained as a result of Japan's invasion of China and ambitions to extend its conquests to Southeast Asia. Beginning in 1940, Japan was allied with Germany and Italy as one of the Axis powers. Hitler's success in Europe enabled Japanese expansion into the Dutch East Indies, British Burma, and French Indochina—territories still held as European colonies.

**U.S. Economic Action** When Japan joined the Axis in September 1940, Roosevelt responded by prohibiting the export of steel and scrap iron to all countries except Britain and the nations of the Western Hemisphere. His action was aimed at Japan, which protested that it was an “unfriendly act.” In July 1941, Japanese troops occupied French Indochina. Roosevelt then froze all Japanese credits in the United States and also cut off Japanese access to vital materials, including U.S. oil.

**Negotiations** Both sides realized that Japan needed oil to fuel its navy and air force. If the U.S. embargo on oil did not end, Japan would likely seize the oil resources in the Dutch East Indies. At the same time, Japan's invasion of China was a blatant violation of the Open Door policy, to which the United States was still committed. Roosevelt and Secretary of State Cordell Hull insisted that Japan pull its troops out of China, which Japan refused to do. The Japanese ambassador to the United States tried to negotiate a change in U.S. policy regarding oil. Agreement, however, seemed most unlikely. In October, a new Japanese government headed by General Hideki Tojo made a final attempt at negotiating an agreement. Neither side, however, changed its position.

U.S. military leaders hoped to delay armed confrontation with Japan until U.S. armed forces in the Pacific were strengthened. Japan, on the other hand, believed that quick action was necessary because of its limited oil supplies.

## ***Pearl Harbor***

The U.S. fleet in the Pacific was anchored at Pearl Harbor, Hawaii. On Sunday morning, December 7, 1941, while most American sailors were still asleep in their bunks, Japanese planes from aircraft carriers flew over Pearl Harbor bombing every ship in sight. The surprise attack lasted less than two hours. In that time, 2,400 Americans were killed (including over 1,100 when the battleship *Arizona* sank), almost 1,200 were wounded, 20 warships were sunk or severely damaged, and approximately 150 airplanes were destroyed.

**Partial Surprise** The American people were stunned by the attack on Pearl Harbor. High government officials, however, knew that an attack somewhere in the Pacific was imminent because they had broken the Japanese codes. They did not know the exact target and date for the attack, which many felt would be in the Philippines, the Dutch East Indies, or Malaya.

**Declaration of War** Addressing Congress on the day after Pearl Harbor, Roosevelt described December 7th as “a date which will live in infamy.” He asked Congress to declare “that since the unprovoked and dastardly attack by Japan on December 7, 1941, a state of war has existed between the United States and the Japanese Empire.” On December 8, Congress acted immediately by declaring war, with only one dissenting vote. Three days later, Germany and Italy honored their treaty with Japan by declaring war on the United States.

**Soviet Union Invaded** By December 1941, the battlefield in Europe had shifted from the west to the east. Breaking his nonaggression pact with Stalin, Hitler had ordered an invasion of the Soviet Union. Thus, the principal Allies fighting Nazi Germany from 1942 to 1945 were Britain, the United States, and the Soviet Union. The three Allied leaders—Churchill, Roosevelt, and Stalin—agreed to concentrate on the war in Europe before shifting their resources to counter Japanese advances in the Pacific.

## **World War II: The Home Front**

FDR compared the transition after Pearl Harbor to a patient with new problems. It was time for Dr. Win-the-War to take over from Dr. New Deal.

### ***Mobilization***

The success of U.S. and Allied armed forces depended on mobilizing America’s people, industries, and creative and scientific communities. The role of federal government expanded well beyond the anything in World War I or the New Deal.

**Federal Government** As in World War I, the U.S. government organized a number of special agencies to mobilize U.S. economic and military resources for the wartime crisis. Early in 1942, the War Production Board (WPB) was established to manage war industries. Later the Office of War Mobilization (OWM) set production priorities and controlled raw materials. The government



used a cost-plus system, in which it paid war contractors the costs of production plus a certain percentage for profit. One federal agency, the Office of Price Administration (OPA), regulated almost every aspect of civilians' lives by freezing prices, wages, and rents and rationing such commodities as meat, sugar, gasoline, and auto tires, primarily to fight wartime inflation.

Deficit spending during the depression was dwarfed by the deficits incurred during the war. Federal spending increased 1,000 percent between 1939 and 1945. As a result the gross national product grew by 15 percent or more a year. World War II proved what the New Deal did not, that the government could spend its way out of a depression. By war's end, the national debt had reached the then staggering figure of \$250 billion, five times what it had been in 1941.

**Business and Industry** Stimulated by wartime demand and government contracts, U.S. industries did a booming business, far exceeding their production and profits of the 1920s. The depression was over, vanquished at last by the coming of war. By 1944, unemployment had practically disappeared.

War-related industrial output in the United States was astonishing. By 1944, it was twice that of all the Axis powers combined. Instead of automobiles, tanks and fighter planes rolled off the assembly lines. American factories produced over 300,000 planes, 100,000 tanks, and ships with a total capacity of 53 million tons. So efficient were production methods that Henry Kaiser's giant shipyard in California could turn out a new ship in just 14 days. The war concentrated production in the largest corporations, as smaller business lost out on government contracts to larger businesses with more capacity. The 100 largest corporations accounted for up to 70 percent of wartime manufacturing.

**Research and Development** Government worked closely not only with industries, but also universities and research labs to create and improve technologies that could be used to defeat the enemy. The Office of Research and Development was established to contract scientists and universities to help in the development of electronics, such as radar and sonar, medicines such as penicillin, jet engines, rockets, and in the top secret Manhattan Project, the atomic bomb. Ironically, many of the European scientists that had to flee Fascist persecution would contribute to its defeat working in United States.

**Workers and Unions** Labor unions and large corporations agreed that while the war lasted, there would be no strikes. Workers became disgruntled, however, as their wages were frozen while corporations made large profits. John L. Lewis therefore called a few strikes of coal unions. The Smith-Connally Anti-Strike Act of 1943, passed over Roosevelt's veto, empowered the government to take over war-related businesses whose operations were threatened by a strike. In 1944, Roosevelt had occasion to use this law when he ordered the army to operate the nation's railroads for a brief period.

**Financing the War** The government paid for its huge increase in spending (\$100 billion spent on the war in 1945 alone) by (1) increasing the income

tax and (2) selling war bonds. For the first time, most Americans were required to pay an income tax, and in 1944, the practice was begun of automatically deducting a withholding tax from paychecks. Borrowing money by selling \$135 billion in war bonds supplemented the tax increase. In addition, the shortage of consumer goods made it easier for Americans to save.

**Wartime Propaganda** Few people opposed the war, so the government's propaganda campaign of posters, songs, and news bulletins was primarily to maintain public morale, to encourage people to conserve resources, and to increase war production. The Office of War Information controlled news about troop movements and battles. Movies, radio, and popular music all supported and reflected a cheerful, patriotic view of the war. For example, Norman Rockwell's popular illustrations of the "Four Freedoms" captured the liberties and values at stake in the war. The unity of Americans behind the war's democratic ideals helped that generation remember it as "the Good War."

### ***The War's Impact on Society***

Every group in the U.S. population adjusted to the unique circumstances of wartime. The increase in factory jobs caused millions to leave rural areas for industrial jobs in the Midwest and on the Pacific Coast, especially California. Entirely new communities arose around the construction of new factories and military bases. Many of the new defense installations were located in the South because of that region's warm climate and low labor costs. The wartime expansion set the stage for a post-war migration to the Sunbelt.

**African Americans** Attracted by jobs in the North and West, over 1.5 million African Americans left the South. In addition, a million young men left home to serve in the armed forces. Whether as soldiers or civilians, all faced continued discrimination and segregation. White resentment in urban areas led to dozens dying in race riots in New York and Detroit during the summer of 1943. Civil rights leaders encouraged African Americans to adopt the "Double V" slogan—one for victory over fascism abroad and one for equality at home.

Membership in the NAACP increased during the war. Another civil rights organization, the Congress of Racial Equality (CORE), was formed in 1942 to work more militantly for African American interests. After black leaders threatened a protest march on Washington, the Roosevelt administration issued an executive order to prohibit discrimination in government and in businesses that received federal contracts. One judicial victory was achieved in the Supreme Court case of *Smith v. Allwright* (1944), which ruled that it was unconstitutional to deny membership in political parties to African Americans as a way of excluding them from voting in primaries.

**Mexican Americans** Many Mexican Americans worked in defense industries, and over 300,000 served in the military. A 1942 agreement with Mexico allowed Mexican farmworkers, known as *braceros*, to enter the United States

in the harvest season without going through formal immigration procedures. The sudden influx of Mexican immigrants into Los Angeles stirred white resentment and led to the so-called zoot suit riots in the summer of 1943, in which whites and Mexican Americans battled on the streets.

**American Indians** American Indians also contributed to the war effort. Approximately 25,000 served in the military, and thousands more worked in defense industries. Having discovered the opportunities off their reservations, more than half never returned.

**Japanese Americans** More than any other ethnic group, Japanese Americans suffered from their association with a wartime enemy. Almost 20,000 native-born Japanese Americans served loyally in the military. Nevertheless, following the attack on Pearl Harbor, Japanese Americans were suspected of being potential spies and saboteurs, and a Japanese invasion of the West Coast was considered imminent by many. In 1942, these irrational fears as well as racism prompted the U.S. government to order over 100,000 Japanese Americans on the West Coast to leave their homes and reside in the barracks of internment camps. Japanese Americans living in other parts of the U.S., including Hawaii, did not come under this order. In the case of *Korematsu v. U.S.* (1944), the Supreme Court upheld the U.S. government's internment policy as justified in wartime. Years later, in 1988, the federal government agreed the ruling was unjust and awarded financial compensation to those still alive who had been interned.

**Women** The war also changed the lives of women. Over 200,000 women served in uniform in the army, navy and marines, but in noncombat roles. As in World War I, an acute labor shortage caused women to take jobs vacated by men in uniform. Almost 5 million women entered the workforce, many of them working in industrial jobs in the shipyards and defense plants. The number of married women in the workforce increased to 24 percent. A song about “Rosie the Riveter” was used to encourage women to take defense jobs. However, they received pay well below that of male factory workers.

**Wartime Solidarity** The New Deal helped immigrant groups feel more included, and serving together as “bands of brothers” in combat or working together for a common cause in defense plants helped to reduce prejudices based on nationality, ethnicity and religion. The wartime migrations also helped to soften regional differences, and open the eyes of many Americans to the injustice of racial discrimination.

## ***The Election of 1944***

With the war consuming most of people's attention, the presidential election of 1944 had less interest than usual.

**Again, FDR** Many felt that, in the war emergency, there should be no change in leadership. The president therefore sought and received the Democratic nomination for the fourth time. There was a change, however, in the Democrats' choice of a vice presidential running mate. Party leaders felt that Roosevelt's third-term vice president, Henry Wallace, was too radical and



unmanageable. With Roosevelt's agreement, they replaced Wallace with Harry S. Truman, a Missouri senator with a national reputation for having conducted a much-publicized investigation of war spending. Although Roosevelt publicly denied medical problems, those near him recognized his uncertain health.

**Thomas Dewey** The Republicans nominated the 42-year-old governor of New York, Thomas Dewey, who had a strong record of prosecuting corruption and racketeering. The Republican candidate was unable to offer any real alternative to Roosevelt's leadership or generate enthusiasm for change.

**Results** Winning 53 percent of the popular vote and an overwhelming 432–99 victory in the electoral college, the president was elected to an unprecedented fourth term. As it proved, however, FDR would live for less than three months after his inauguration. Most of his term would be served by Truman.

## **World War II: The Battlefronts**

The fighting of World War II was waged on two fronts, or “theaters of operation.” In the Pacific, Japanese forces reached the height of their power in 1942, occupying islands throughout the western Pacific Ocean. In Europe, much of the fighting in the first year of war was between the Germans and the Soviets, as the latter fought desperately to prevent the conquest of Russia.

### ***Fighting Germany***

The high tide of the German advance ended in 1942, partly as a result of U.S. entry into the war but mainly because of a Soviet victory at Stalingrad in the winter of that year.

**Defense at Sea, Attacks by Air** Coordinating their military strategy, the British and Americans concentrated on two objectives in 1942: (1) overcoming the menace of German submarines in the Atlantic and (2) beginning bombing raids on German cities. The protracted naval war to control the shipping lanes was known as the Battle of the Atlantic. German submarines sank over 500 Allied ships in 1942. Gradually, however, the Allies developed ways of containing the submarine menace through the use of radar, sonar, and the bombing of German naval bases. The U.S. bombers carried out daylight “strategic bombing” raids on military targets in Europe, but the lines between military and civilian targets became blurred as the war carried on, especially in Japan,

**From North Africa to Italy** The Allies had the daunting task of driving German occupying forces out of their advance positions in North Africa and the Mediterranean. They began their North Africa campaign, Operation Torch, in November 1942. Led by U.S. General Dwight Eisenhower and British General Bernard Montgomery, Allied forces succeeded in taking North Africa from the Germans by May 1943.

The next U.S.–British target was the Mediterranean island of Sicily, which they occupied in the summer of 1943, preparatory to an invasion of

Italy. Mussolini fell from power during the summer, but Hitler's forces rescued him and gave him nominal control of northern Italy. In fact, German troops controlled much of Italy at the time that the Allies invaded the peninsula in September 1943. The Germans put up a determined resistance to the Allied offensive, holding much of northern Italy until their final surrender in May 1945.

**From D-Day to Victory in Europe** The Allied drive to liberate France began on June 6, 1944, with the largest invasion by sea in history. On D-Day, as the invasion date was called, British, Canadian, and U.S. forces under the command of General Eisenhower secured several beachheads on the Normandy coast. After this bloody but successful attack, the Allied offensive moved rapidly to roll back German occupying forces. By the end of August, Paris was liberated. By September, Allied troops had crossed the German border for a final push toward Berlin. The Germans launched a desperate counterattack in Belgium in December 1944 in the Battle of the Bulge. After this setback, however, Americans reorganized and resumed their advance.

**German Surrender and Discovery of the Holocaust** Since 1942, Allied bombing raids over Germany had reduced that nation's industrial capacity and ability to continue fighting. Recognizing that the end was near, as the Russian army closed in on Berlin, Hitler committed suicide on April 30, 1945. The unconditional surrender of the Nazi armies took place a week later, on May 7.

As U.S. troops advanced through Germany, they came upon German concentration camps and witnessed the horrifying extent of the Nazis' program of genocide against the Jews and others. Americans and the world were shocked to learn that 6 million Jewish civilians and several million non-Jews had been systematically murdered by Nazi Germany.

## ***Fighting Japan***

In Europe, British, Soviet, and U.S. forces were jointly responsible for defeating Germany, but in the Pacific, it was largely the U.S. armed forces that challenged the Japanese. After the Pearl Harbor attack, Japan seized control of much of East Asia and Southeast Asia. By early 1942, Japanese troops occupied Korea, eastern China, the Philippines, British Burma and Malaya, French Indochina (Vietnam, Cambodia, and Laos), the Dutch East Indies (Indonesia), and most of the Pacific islands west of Midway Island.

**Turning Point, 1942** The war in the Pacific was dominated by naval forces battling over a vast area. Intercepting and decoding Japanese messages enabled U.S. forces to destroy four Japanese carriers and 300 planes in the decisive Battle of Midway on June 4–7. This battle ended Japanese expansion.

**Island-Hopping** After the victory at Midway, the United States began a long campaign to get within striking distance of Japan's home islands by seizing strategic locations in the Pacific. Using a strategy called "island-hopping,"

commanders bypassed strongly held Japanese posts and isolated them with naval and air power. Allied forces moved steadily toward Japan.

**Major Battles** Early in 1942, the Japanese had conquered the Philippines. When General Douglas MacArthur, the commander of army units in the Southern Pacific, was driven from the islands, he famously vowed, “I shall return.” The conflict that prepared the way for U.S. reoccupation of the Philippines was the largest naval battle in history. At the Battle of Leyte Gulf in October 1944, the Japanese navy was virtually destroyed. For the first time in the war, the Japanese used *kamikaze* pilots to make suicide attacks on U.S. ships. Kamikazes also inflicted major damage in the colossal Battle of Okinawa (April to June 1945). Before finally succeeding in taking this island near Japan, U.S. forces suffered 50,000 casualties and killed 100,000 Japanese.

**Atomic Bombs** After Okinawa, a huge invasion force stood ready to attack Japan. Extremely heavy casualties were feared. By this time, however, the United States had developed a frightfully destructive new weapon. The top-secret Manhattan Project had begun in 1942. Directed by the physicist J. Robert Oppenheimer, the project employed over 100,000 people and spent \$2 billion to develop a weapon whose power came from the splitting of the atom. The atomic bomb, or A-bomb, was successfully tested on July 16, 1945, at Alamogordo, New Mexico. The new president, Harry Truman, and his wartime allies called on Japan to surrender unconditionally or face “utter destruction.” When Japan gave an unsatisfactory reply, Truman consulted with his advisers and decided to use the new weapon on two Japanese cities. On August 6, an A-bomb was dropped on Hiroshima, and on August 9, a second bomb was dropped on Nagasaki. About 250,000 Japanese died, either immediately or after a prolonged period of suffering, as a result of the two bombs.

**Japan Surrenders** Within a week after the second bomb fell, Japan agreed to surrender if the Allies would allow the emperor to remain as a titular (powerless) head of state. General MacArthur received Japan’s formal surrender on September 2, 1945, in Tokyo harbor aboard the battleship *Missouri*.

## Wartime Conferences

During the war, the Big Three (leaders of the United States, the Soviet Union, and Great Britain) arranged to confer secretly to coordinate their military strategies and to lay the foundation for peace terms and postwar involvement.

**Casablanca** The first conference involved only two of the Big Three. In January 1943, Roosevelt and Churchill agreed on the grand strategy to win the war, including to invade Sicily and Italy and to demand “unconditional surrender” from the Axis powers.

**Teheran** The Big Three—Roosevelt, Churchill, and Stalin—met for the first time in the Iranian city of Teheran in November 1943. They agreed that the British and Americans would begin their drive to liberate France in the spring



of 1944 and that the Soviets would invade Germany and eventually join the war against Japan.

**Yalta** In February 1945, the Big Three conferred again at Yalta, a resort town on the Black Sea coast of the Soviet Union. Their agreement at Yalta would prove the most historic of the three meetings. After victory in Europe was achieved, Roosevelt, Churchill, and Stalin agreed that

- Germany would be divided into occupation zones
- there would be free elections in the liberated countries of Eastern Europe (even though Soviet troops controlled this territory)
- the Soviets would enter the war against Japan, which they did on August 8, 1945—just as Japan was about to surrender
- the Soviets would control the southern half of Sakhalin Island and the Kurile Islands in the Pacific and would have special concessions in Manchuria
- a new world peace organization (the future United Nations) would be formed at a conference in San Francisco

**Death of President Roosevelt** When the president returned from Yalta and informed Congress of his agreement with Churchill and Stalin, it was apparent that his health had deteriorated. On April 12, 1945, while resting in a vacation home in Georgia, an exhausted Franklin Roosevelt died suddenly. News of his death shocked the nation almost as much as Pearl Harbor. Harry S. Truman entered the presidency unexpectedly to assume enormous responsibilities as commander in chief of a war effort that had not yet been won.

**Potsdam** In late July, after Germany's surrender, only Stalin remained as one of the Big Three. Truman was the U.S. president, and Clement Attlee had just been elected the new British prime minister. The three leaders met in Potsdam, Germany (July 17–August 2, 1945) and agreed (1) to demand that Japan surrender unconditionally, and (2) to hold war-crime trials of Nazi leaders.

## The War's Legacy

The most destructive war in the history of the world had profound effects on all nations, including the United States.

### Costs

The deadliest war in human history resulted in the deaths of some 50 million military personnel and civilians worldwide. Fifteen million Americans served in uniform and approximately 300,000 Americans lost their lives either in Europe or the Pacific, and 800,000 were wounded. Excluding the Civil War, more

Americans died in World War II than in all other U.S. wars combined. The war left the country with a huge national debt, but domestically the United States had suffered little compared to others.

### ***The United Nations***

Unlike the rejection of the League of Nations following World War I, Congress readily accepted the peacekeeping organization that was conceived during World War II and put in place immediately after the war. Meeting in 1944 at Dumbarton Oaks near Washington, D.C., Allied representatives from the United States, the Soviet Union, Great Britain, and China proposed an international organization to be called the United Nations. Then in April 1945, delegates from 50 nations assembled in San Francisco, where they took only eight weeks to draft a charter for the United Nations. The Senate quickly voted to accept U.S. involvement in the U.N. On October 24, 1945, the U.N. came into existence when the majority of member-nations ratified its charter.

### ***Expectations***

In a final speech, which he never delivered, Franklin Roosevelt wrote: “The only limit to our realization of tomorrow will be the doubts of today.” There were doubts, to be sure, about the new world order to emerge from World War II. Initially at least, there were also widely shared hopes that life would be better and more prosperous after the war than before. While other combatants, such as China, France, Germany, Great Britain, Italy, Japan, and the Soviet Union, had suffered extensive damage from the war, the cities of the United States had remained unscarred. Without a doubt, the United States in 1945 was at once the most prosperous and the most powerful nation in the world. It had played a major role in defeating the Fascist dictators. Now people looked forward with some optimism to both a more peaceful and more democratic world. Unfortunately, the specters of the Soviet Union and the A-bomb would soon dim these expectations of a brighter tomorrow.

## HISTORICAL PERSPECTIVES: WAS PEARL HARBOR AVOIDABLE?

At first it seemed that U.S. entry into World War II was simply a reaction to Japan's attack on Pearl Harbor. Probing more deeply, some historians placed part of the blame for the outbreak of World War II on U.S. policies in the late 1930s. They argued that U.S. isolationism emboldened the Fascist dictators and also left U.S. territories vulnerable to attack through military unpreparedness.

In the late 1940s, revisionists wrote that the Pearl Harbor attack could have been avoided if the diplomacy of Roosevelt and Secretary of State Hull had been more flexible. Charles A. Beard took the extreme view that Roosevelt intended the embargo on raw materials to force Japan into war. Many of the revisionists believed that Roosevelt wanted the United States in the war because of his anti-Fascist beliefs and pro-British sympathies.

Later revisionist criticisms of the 1950s and 1960s asked why naval authorities at Pearl Harbor were unprepared for an attack since the United States had broken the Japanese code. Presumably, officials knew that a Japanese attack was coming but could not determine precisely when and where it would be.

For many, the definitive study of Pearl Harbor is Gordon W. Prange's *At Dawn We Slept* (1981). While Prange believes the government could have done better predicting and preparing for an attack, he finds no evidence of a secret plot to allow Pearl Harbor to happen. His key point is that the Japanese had brilliantly planned and executed an attack that was inconceivable to most Americans at that time.

Taking the opposite position is John Toland's *Infamy: Pearl Harbor and Its Aftermath* (1982). Toland argues that Roosevelt had advance knowledge of the attack but withheld any warning so that a surprise attack would bring the United States into the war. A major problem with this argument is that the author presents no direct evidence for his conclusion.

The divergent views on the Pearl Harbor attack show the difference between historical *analysis* of how and why events occurred and historical *judgment* of a leader's underlying motives. In judging motives, historians often show their own values.



## KEY TERMS BY THEME

### Hoover-FDR Policies (WOR)

Good Neighbor policy  
Pan-American  
conferences  
Soviet Union recognized  
Independence for  
Philippines  
reciprocal trade  
agreements

### Militarist/Fascist Aggression (WOR)

Japan takes Manchuria  
Stimson Doctrine  
fascism  
Italian Fascist party  
Benito Mussolini  
Ethiopia  
German Nazi party  
Adolf Hitler  
Axis Powers  
Spanish Civil War  
Francisco Franco  
Rhineland  
Sudetenland  
Munich  
appeasement  
Poland; blitzkrieg

### Isolationist Response (WOR)

isolationism  
Nye Committee  
Neutrality Acts  
America First Committee  
Charles Lindbergh

### FDR's Response (WOR)

Quarantine speech  
cash and carry  
Selective Training and-  
Service Act (1940)  
destroyers-for-bases  
deal  
FDR, third term  
Wendell Willkie  
Four Freedoms speech  
Lend-Lease Act (1941)  
Atlantic Charter  
escort convoys  
oil and steel embargo  
Pearl Harbor

### Mobilization (WXT, POL)

War Production Board  
Office of Price  
Administration  
government spending,  
debt  
role of large  
corporations  
research and  
development  
Manhattan Project  
Office of War  
Information  
"the Good War"

### Home Front (MIG, POL)

wartime migration  
civil rights, "Double V"  
executive order on jobs  
*Smith v. Allwright*  
Braceros program  
Japanese internment  
*Korematsu v. U.S.*  
"Rosie the Riveter"  
wartime solidarity  
election of 1944  
Harry S. Truman

### Wartime Strategies (WOR)

Battle of the Atlantic  
strategic bombing  
Dwight Eisenhower  
D-Day  
Holocaust  
island-hopping  
Battle of Midway  
Douglas MacArthur  
kamikaze attacks  
J. Robert Oppenheimer  
atomic bomb  
Hiroshima; Nagasaki

### Wartime Diplomacy (WOR)

Big Three  
Casablanca Conference  
unconditional surrender  
Tehran, Yalta, Potsdam  
United Nations

## MULTIPLE-CHOICE QUESTIONS

Questions 1–3 refer to the cartoon below.



Source: Carey  
Orr, 1939. Granger  
Collection, NYC

- Which of the following attitudes most directly contributed to the perspective of this cartoon?
  - The priority of President Roosevelt to protect Latin American nations
  - The strong opposition to helping the Soviet Union under Joseph Stalin
  - The isolationist sentiment that developed after World War I
  - The antiwar policies of the Franklin Roosevelt administration
- Which of the following events most directly conflicted with the perspective of this cartoon?
  - Congressional hearings into the causes of U.S. entry into World War I
  - The Spanish Civil War between the fascist and the republican forces
  - Passage of laws prohibiting arms sales, bank loans, and travel to nations at war
  - Roosevelt's call for democracies to "quarantine" aggressive nations
- Which of the following individuals and groups most directly supported the perspective of this cartoon?
  - Herbert Hoover and East Coast leaders of the Republican Party
  - Charles Lindbergh and Midwest and rural newspapers and voters
  - American men who were eligible for the military draft
  - Wendell Willkie and the progressive wing of the Republican Party

**Questions 4–6 refer to the excerpt below.**

“It has been said, times without number, that if Hitler cannot cross the English Channel he cannot cross three thousand miles of sea. But there is only one reason why he has not crossed the English Channel. That is because forty-five million determined Britons, in a heroic resistance, have converted their island into a armed base, from which proceeds a steady stream of sea and air power. As Secretary Hull has said: “It is not the water that bars the way. It is the resolute determination of British arms. Were the control of the seas by Britain lost, the Atlantic would no longer be an obstacle—rather, it would become a broad highway for a conqueror moving westward.”

—*The New York Times*, April 30, 1941

4. Which of the following would the author(s) of this excerpt most likely support?
  - (A) Aiding the Soviet Union in case the British surrendered
  - (B) Extending the Good Neighbor Policy to Great Britain
  - (C) Prohibiting travel on ships of belligerent nations
  - (D) Passing the Lend Lease Act to provide arms on credit to Great Britain
  
5. Which of the following statements best characterizes American opinion about involvement in World War II at the time this excerpt was published?
  - (A) The United States should increase defense spending, but providing direct aid to Britain is controversial.
  - (B) Britain faces certain defeat by Germany and the United States should stay out of the war.
  - (C) The Atlantic Ocean is an effective barrier to a military invasion by Germany.
  - (D) The United States should immediately come to the aid of Britain against Germany.
  
6. Which of the following proved to be the turning point in American opinion about World War II?
  - (A) The re-election of President Franklin Roosevelt for a third term in 1940
  - (B) The invasion of the Soviet Union by Hitler’s Germany
  - (C) The Japanese attack on Pearl Harbor and the Philippines
  - (D) The British victory over the German and Italian armies in North Africa



**Questions 7–8 refer to the excerpt below.**

“Rationing is a vital part of your country’s war effort. Any attempt to violate the rules is an effort to deny someone his share and will create hardship and help the enemy. This book is our Government’s assurance of your right to buy your fair share of certain goods made scarce by war. Price ceilings have also been established for your protection. Dealers must post these prices conspicuously. Don’t pay more. Give your whole support to rationing and thereby conserve our vital goods. Be guided by the rule: “If you don’t need it, DON’T BUY IT.”

“IMPORTANT: When you used your ration, salvage the TIN CANS and WASTE FATS. They are needed to make munitions for our fighting men. Cooperate with your local Salvage Committee.”

—*War Ration Books 3 and 4*, Office of Price Administration, 1943

7. Which of the following was the primary economic purpose for the rationing program found in the above document?
- (A) Control inflation caused by shortages of consumer goods
  - (B) Discourage the development of black markets
  - (C) Encourage industries to stop making consumer products
  - (D) Encourage workers and unions not to demand higher wages
8. Which of the following best explains the campaign behind the above government documents?
- (A) Governments needed to control civilian behavior during wartime to reassure people that they were still in control
  - (B) Industrial production was essential to successful modern warfare and it required an effort by the entire nation
  - (C) Salvaging waste materials promoted patriotism by giving everyone a way to support the war effort
  - (D) Governments had to stop civilian hoarding during wartime so that people would not focus their anger on each other

## SHORT-ANSWER QUESTIONS

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Use complete sentences; an outline or bulleted list alone is not acceptable.

### Question 1 is based on the excerpts below.

“Whereas there is evidence that available and needed workers have been barred from employment in industries engaged in defense production solely because of considerations of race, creed, color, or national origin to the detriment of workers’ morale and national unity: Now, therefore, by virtue of the authority vested in me by the Constitution. . . . I do hereby reaffirm the policy of the United States that there shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color or national origin.”

—Executive Order No. 8802, June 25, 1941

“Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense. . . . I hereby authorize and direct the Secretary of War . . . to prescribe military areas . . . from which any and all persons may be excluded.”

—Executive Order 9066, February 19, 1942

1. Using the excerpts, answer a, b, and c.
  - a) Briefly explain the context for the executive order of June 25, 1941.
  - b) Briefly explain the context for the executive order of February 19, 1942.
  - c) Briefly explain ONE inconsistency or similarity between the two orders.

### Question 2. Answer a, b, and c.

- a) Briefly explain the role of ONE of the following in the mobilization of American economy during World War II.
  - federal government
  - large corporations
  - universities and scientific labs
- b) Briefly explain the significance of ONE of the following in U.S wartime strategy.
  - internal migration
  - Mexican Americans
  - American women
- c) Briefly explain the significance of ONE of the following in U.S. wartime diplomacy.
  - Manhattan Project
  - Holocaust
  - United Nations

**Question 3 is based on the excerpt below.**

“[T]his announcement of unconditional surrender was very deeply deliberated. . . . It was a true statement of Roosevelt’s considered policy and he refused all suggestions that he retract the statement or soften it and continued refusal to the day of his death. . . . What Roosevelt was saying was that there would be no negotiated peace, no compromise with Nazism and Fascism, no ‘escape clauses’ provided by another Fourteen Points which could lead to another Hitler. (The ghost of Woodrow Wilson was again at his shoulder.) . . . He wanted to ensure that when the war was won it would stay won.”

—Robert A. Sherwood, writer, *Roosevelt and Hopkins*, 1948

3. Using the excerpt, answer a, b, and c.
- Briefly explain Sherwood’s point of view on unconditional surrender.
  - Briefly explain ONE criticism of the policy of unconditional surrender.
  - Briefly explain the reference to the “ghost of Woodrow Wilson.”

**Question 4.** Answer a, b, and c.

- Briefly explain the significance of ONE of these during World War II.
  - quarantine speech
  - cash and carry
  - Atlantic Charter
- Briefly explain the significance of ONE of the following in U.S. wartime strategy.
  - strategic bombing
  - island hopping
  - kamikaze attacks
- Briefly explain the significance of ONE of the following in wartime diplomacy.
  - Big Three
  - Casablanca Conference
  - Yalta Conference

**THINK AS A HISTORIAN: SELECTING RELEVANT EVIDENCE**

Which three of the following would be most relevant for an essay about whether wars increase or decrease acts of prejudice?

- Korematsu v. United States*
- Smith v. Allwright*
- Four Freedoms speech
- zoot suit riots



# PERIOD 7 Review: 1890–1945

## LONG-ESSAY QUESTIONS

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**Directions:** Respond to one of each pair of questions. The suggested writing time is 35 minutes. In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
- Support your argument with evidence, using specific examples.
- Apply historical thinking skills as directed by the question.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or connects it to a different category of analysis.

**Choose EITHER Question 1 or Question 2.**

1. Analyze how TWO of the following helped to shape the national identity in the 20th century.
  - Spanish American War
  - World War I
  - Great Depression/New Deal
  - World War II
2. Analyze how women’s identity was influenced by both peacetime and wartime experiences in the period from 1900 to 1945.

**Choose EITHER Question 3 or Question 4.**

3. Compare and contrast the beliefs and strategies of TWO of the following to address the needs of the U.S. economic system.
  - Progressives
  - Economic conservatives of the 1920s and 1930s
  - New Deal
4. Compare and contrast the effects of TWO of the following on business and labor.
  - World War I
  - Great Depression
  - New Deal
  - World War II

**Choose EITHER Question 5 or Question 6.**

5. Analyze the causes and effects of changes in immigration patterns and policies from 1900 to 1945
6. Analyze the causes and effects of changes in internal migration patterns from 1900 to 1945

**Choose EITHER Question 7 or Question 8.**

7. Some historians have argued that the most important political development between 1900 and 1945 was the increased role of the federal government in the U.S. economy. Support, modify, or refute this contention using specific evidence.
8. Some historians have argued that the greatest threat to civil liberties came during wartime. Support, modify, or refute this contention using specific evidence from the period of 1898–1945.

**Choose EITHER Question 9 or Question 10.**

9. Compare and contrast the goals of U.S. policy makers in the Spanish American War, World War I and World War II.
10. Compare and contrast the influence of TWO of the following wars on postwar foreign policy.
  - Spanish-American War
  - World War I
  - World War II

**Choose EITHER Question 11 or Question 12.**

11. Analyze the role of the arts and popular culture, including immigrant and African American artists, in American society from 1900 to 1945.
12. Analyze how science and technological innovations contributed to changes in American values and attitudes between 1900 and 1945.

## DOCUMENT-BASED QUESTION 1

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**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 40 minutes writing your answer.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
  - Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
  - Incorporate analysis of all, or all but one, of the documents into your argument.
  - Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
  - Support your argument with analysis of historical examples outside the documents.
  - Connect historical phenomena relevant to your argument to broader events or processes.
  - Synthesize the elements above into a persuasive essay.
1. “The ideals used to justify U.S. involvement in World War I disguised the real reasons for Wilson’s change in policy from neutrality to war and, in fact, violated the traditional values of the American nation.” Assess this statement and the reasons for the change in U.S. policy in 1917 AND whether these reasons were consistent with traditional American values.

### Document 1

**Source:** Oswald Garrison Villard, writer and journalist, *Annals of the American Academy of Political and Social Science*, July 1916

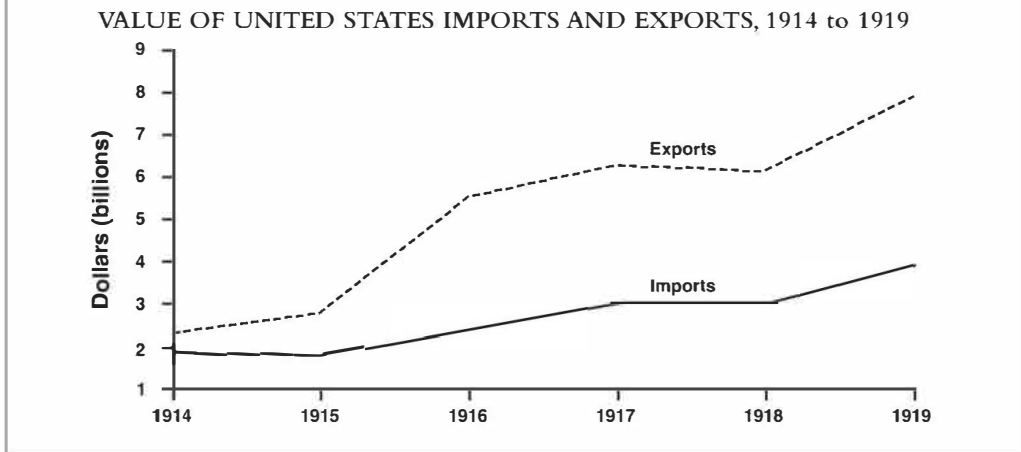
Now, the real significance of this [campaign for preparedness] is that we have all at once, in the midst of a terrifying cataclysm, abjured our faith in many things American. We no longer believe, as for 140 years, in the moral power of an America unarmed and unafraid; we believe suddenly that the influence of the United States is to be measured only by the numbers of our soldiery and our dreadnoughts—our whole history to the contrary notwithstanding.

Next, the preparedness policy signifies an entire change in our attitude toward the military as to whom we inherited from our forefathers suspicions and distrust. A cardinal principle of our polity has always been the subordination of the military to the civil authority as a necessary safeguard for the republic.”



## Document 2

**Source:** U.S. Bureau of the Census. *Historical Statistics of the United States*,



## Document 3

**Source:** President Woodrow Wilson, War Message to Congress, April 2, 1917

We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

## Document 4

**Source:** Senator George W. Norris, Speech in the U.S. Senate, April 4, 1917

We are taking a step today that is fraught with untold danger. We are going into war upon the command of gold. We are going to run the risk of sacrificing millions of our countrymen's lives in order that other countrymen may coin their lifeblood into money. . . . We are about to do the bidding of wealth's terrible mandate. By our act we will make millions of our countrymen suffer, and the consequences of it may well be that millions of our brethren must shed their lifeblood, millions of broken-hearted women must weep, millions of children must suffer with cold, and millions of babes must die from hunger, and all because we want to preserve the commercial right of American citizens to deliver munitions of war to belligerent nations.

## Document 5

**Source:** Library of Congress



## Document 6

**Source:** Norman Thomas, socialist and pacifist, *The New Republic*, May 26, 1917

Tolerance arises from the existence of varying types of doers, all willing to respect one another's special competence. It is not too extreme to assert that in wartime (as in peacetime) some of the most heroic deeds are performed by those who do not (and, if called upon, would not) take up arms in defense of the cause. There are other forms of bravery than the purely military one. Let us be reasonable.

In bringing the gift of freedom to the distant unemancipated, shall we betray so precious a cause by brute denial of freedom to those of our own blood and tradition, to our own freedom lovers within the gate? What a sorry, tragical miscarriage of wisdom!

## Document 7

**Source:** Theodore Roosevelt, Pledge of Loyalty, September 11, 1917

We ask that good Americans . . . uphold the hands of the government at every point efficiently and resolutely against our foreign and domestic foes, and that they constantly spur the government to speedier and more effective action. Furthermore, we ask that, where government action cannot be taken, they arouse an effective and indignant public opinion against the enemies of our country, whether these enemies masquerade as pacifists, or proclaim themselves the enemies of our allies, or act through organizations such as the I.W.W. and the Socialist Party machine, or appear nakedly as the champions of Germany. Above all, we ask that they teach our people to spurn any peace save the peace of overwhelming victory in the war to which we have set our hands.

## DOCUMENT-BASED QUESTION 2

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**Directions:** Question 2 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 40 minutes writing your answer.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
  - Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
  - Incorporate analysis of all, or all but one, of the documents into your argument.
  - Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
  - Support your argument with analysis of historical examples outside the documents.
  - Connect historical phenomena relevant to your argument to broader events or processes.
  - Synthesize the elements above into a persuasive essay.
2. “To a greater or lesser extent, three factors were involved in explaining U.S. response to Japanese and German aggression: (a) economics, (b) national security, and (c) democratic values.” Drawing upon the documents that follow as well as your knowledge of history, write an essay analyzing to what extent these factors influenced foreign policy from 1937 through 1941.

### Document 1

**Source:** Council on Foreign Relations, *The United States in World Affairs, 1937, 1938*

The Commandant of the Third Naval District expressed “hearty accord” with President Roosevelt’s proposal to increase the nation’s naval strength by a huge and extraordinary appropriation of public funds. “A navy second to none,” said he, was needed as a “contribution to world peace,” and he denounced “all foolish nations which through mistaken ideas of altruism were unprepared to defend themselves when attacked.”

In the stock markets [according to the *New York Herald Tribune*, December 30], “intermittent buying in aircrafts, steels, and a selected assortment of heavy industrials pushed prices substantially higher, demand apparently being based on expectations of large rearmament expenditures by the national government.



## Document 2

**Source:** Advertisement, *New York Times*, June 10, 1940

If Hitler wins in Europe—if the strength of the British and French armies and navies is forever broken—the United States will find itself alone in a barbaric world—a world ruled by Nazis, with “spheres of influence” assigned to their totalitarian allies. However different the dictatorships may be, racially, they all agree on one primary objective: “Democracy must be wiped from the face of the earth.”

The world will be placed on a permanent war footing. Our country will have to pile armaments upon armaments to maintain even the illusion of security. We shall have no other business, no other aim in life, but primitive self-defense. We shall exist only under martial law—or the law of the jungle.”

## Document 3

**Source:** Wendell Willkie, Acceptance Speech at the Republican National Convention, August 17, 1940

I cannot ask the American people to put their faith in me without recording my conviction that some form of selective service is the only democratic way in which to secure the trained and competent manpower we need for national defense.

Also, in the light of my principle, we must honestly face our relationship with Great Britain. We must admit that the loss of the British Fleet would greatly weaken our defense. This is because the British Fleet has for years controlled the Atlantic, leaving us free to concentrate in the Pacific. If the British Fleet were lost or captured, the Atlantic might be dominated by Germany, a power hostile to our way of life, controlling in that event most of the ships and shipbuilding facilities of Europe.

This would be calamity for us. We might be exposed to attack on the Atlantic. Our defense would be weakened until we could build a navy and air force strong enough to defend both coasts. Also, our foreign trade would be profoundly affected. That trade is vital to our prosperity. But if we had to trade with a Europe dominated by the present German trade policies, we might have to change our methods to some totalitarian form. This is a prospect that any lover of democracy must view with consternation.

## Document 4



Source: Brown Brothers

## Document 5

**Source:** Franklin Roosevelt, Speech to Congress, “Four Freedoms,”  
January 6, 1941

Our national policy is this:

First, by an impressive expression of the public will and without regard to partisanship, we are committed to all-inclusive national defense.

Second, by an impressive expression of the public will and without regard to partisanship, we are committed to full support of all those resolute people everywhere who are resisting aggression and are thereby keeping war away from our hemisphere. By this support we express our determination that the democratic cause shall prevail, and we strengthen the defense and the security of our own nation. . . .

Let us say to the democracies: “We Americans are vitally concerned in your defense of freedom. We are putting forth our energies, our resources and our organizing powers to give you the strength to regain and maintain a free world. We shall send you in ever-increasing numbers, ships, planes, tanks, guns. That is our purpose and our pledge.

## Document 6

**Source:** Adapted from Gilbert C. Fite, Jim E. Reese, *An Economic History of the United States*, 1959

The Effect of World War II on Industry			
Category	1939	1940	1941
Index of manufacturing output (1939 = 100)	100	116	154
Corporate profits before taxes (billions of dollars)	6.4	9.3	17.0
Corporate profits before taxes (billions of dollars)	5.0	6.5	9.4
Business failures	14,768	13,619	11,848

## Document 7

**Source:** Charles A. Lindbergh, Speech in New York City, April 23, 1941

The United States is better situated from a military standpoint than any other nation in the world. Even in our present condition of unpreparedness no foreign power is in a position to invade us today. If we concentrate on our own defenses and build the strength that this nation should maintain, no foreign army will ever attempt to land on American shores.

War is not inevitable for this country. Such a claim is defeatism in the true sense. No one can make us fight abroad unless we ourselves are willing to do so. No one will attempt to fight us here if we arm ourselves as a great nation should be armed. Over 100 million people in this nation are opposed to entering the war. If the principles of democracy mean anything at all, that is reason enough for us to stay out.