

## Viking Quest: U.S. History Assignments

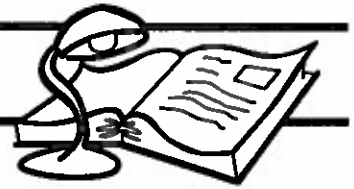
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April 2015

Week: 20<sup>th</sup> -24<sup>th</sup>

- *Pg. 606 # 1-6*
- *19-4 Study Guide*
- *Pg. 608-609 # 1-20*
- *Read 20-1 pgs. 612-617*
- *Complete 20-1 Guided Reading*
- *Pg. 617 # 1-8*
- *20-1 Study Guide*
- *Read 20-2 pgs. 618-623*
- *Complete 20-2 Guided Reading*

# Study Guide



## Chapter 19, Section 4

For use with textbook pages 601–606

### AMERICA ENTERS THE WAR

#### KEY TERMS AND NAMES

**America First Committee** an isolationist group that firmly opposed any American intervention or aid to the Allies (page 602)

**Lend-Lease Act** a law that would allow the United States to lend or lease arms to any country considered vital to the defense of the United States (page 603)

**hemispheric defense zone** the western half of the Atlantic which was declared part of the Western Hemisphere and therefore neutral (page 603)

**Atlantic Charter** an agreement between the United States and Britain to a postwar world of democracy, nonaggression, free trade, economic advancement and freedom of the seas (page 603)

**strategic materials** materials important for fighting a war (page 605)

#### DRAWING FROM EXPERIENCE

Imagine that you are living in the United States in 1940. How do you think you would have felt about the nation becoming involved in the war overseas? Why?

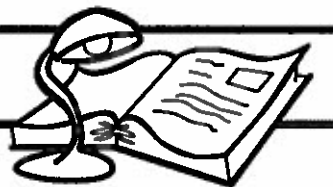
The last section described Germany's treatment of the Jews and the Holocaust. This section discusses the events that led to the U.S. entry into World War II.

#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. President Roosevelt was determined to help Britain while keeping the United States neutral. List these ways in the diagram.



# Study Guide



## Chapter 19, Section 4 (continued)

### READ TO LEARN

#### • FDR Supports England (page 601)

After Britain and France declared war on Germany, President Roosevelt declared the United States neutral. He wanted to help the two nations against Hitler, however. Roosevelt asked Congress to revise the Neutrality Acts. It had forbidden the sale of American weapons to any country at war. The revised law did allow warring countries to buy weapons as long as they paid cash and carried the arms away on their own ships.

In May 1940, British Prime Minister Winston Churchill began asking President Roosevelt to give old American destroyers to Britain. Britain had lost most of its destroyers. It needed destroyers to protect its cargo ships from German submarines and to help prevent a German invasion of Britain. Roosevelt agreed to do so. He sent old American destroyers in exchange for the right to build American bases on British-controlled Newfoundland, Bermuda, and islands in the Caribbean.

#### 5. What did the revised Neutrality Act provide?

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#### • The Isolationist Debate (page 602)

By 1940 most Americans supported offering limited aid to the Allies. Yet there was a wide range of opinions. At one end was the Fight for Freedom Committee. It urged the repeal of all neutrality laws and stronger action against Germany. The Committee to defend America by Aiding the Allies pushed for increased American aid to the Allies but not military intervention.

Roosevelt's destroyers-for-bases deal led to the establishment of the **America First Committee**. This was an isolationist group that opposed any American intervention or aid to the Allies.

President Roosevelt decided to run for a third term as president. He believed that at this point, a change of leadership might not be in the country's best interest. During the 1940 campaign, Roosevelt called for a course between neutrality and intervention. He was re-elected by a wide margin.

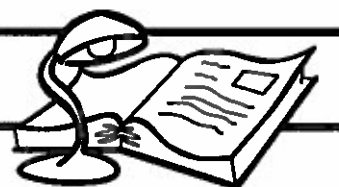
#### 6. Why did President Roosevelt decide to run for a third term as president?

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# Study Guide



## Chapter 19, Section 4 (continued)

### • Edging Toward War (page 603)

After he was re-elected, Roosevelt began to expand the nation's role in the war. He said that only Britain stood between the United States and a German attack. By December 1940, Britain had no funds left to fight Germany. President Roosevelt came up with a way to get around the cash-and-carry policy, which Britain could no longer meet. The **Lend-Lease Act** allowed the United States to lend or lease arms to any country that was considered vital to the defense of the United States. As a result, the United States could send weapons to Britain if Britain promised to return or pay rent for them after the war. Congress passed the Lend-Lease Act. Lend-lease aid eventually included aid to the Soviet Union as well. In June 1941, Hitler violated the Nazi-Soviet pact and started a massive invasion of the Soviet Union. Although Churchill detested communism, he promised to aid any nation that helped fight Nazism. Roosevelt agreed with him.

The United States faced the problem of how to get supplies and arms to Britain. German submarines were sinking ships in the Atlantic. Roosevelt could not order the navy to protect British ships because the United States was neutral. As a result, he set up the idea of a **hemispheric defense zone**. Roosevelt said that the entire western half of the Atlantic was part of the Western Hemisphere and was therefore neutral. He ordered the navy to patrol the western Atlantic and point out the location of German submarines to the British.

In August 1941, Roosevelt and Churchill met and agreed to the **Atlantic Charter**. The leaders agreed to a postwar world of democracy, nonaggression, free trade, economic advancement, and freedom of the seas. Then in early September a German U-boat fired on the American destroyer *Greer*. The destroyer had been radioing the U-boat's position to the British. Roosevelt ordered American ships to follow a shoot-on-sight policy toward German submarines. The Germans escalated hostilities. They torpedoed two American destroyers. One was the *Reuben James*. It sank, and 115 sailors died.

### 7. What was the Lend-Lease Act?

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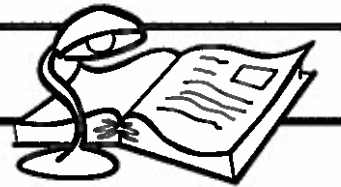
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# Study Guide



## Chapter 19, Section 4 (continued)

### • Japan Attacks the United States (page 604)

Roosevelt's goal between August 1939 and December 1941 was to help Britain and its allies defeat Germany. Much of the British navy was needed in Asia to protect British territory from an attack by the Japanese. However, Britain had to move many of its ships from Asia to the Atlantic to defend Britain against Germany. As a result, Roosevelt introduced policies to discourage the Japanese from attacking the British Empire. In July 1940, Congress passed the Export Control Act. The law gave Roosevelt the power to restrict the sale of **strategic materials** to other nations. These were materials that were important for fighting a war. Roosevelt blocked the sale of airplane fuel and scrap iron to Japan. This angered the Japanese, who signed an alliance with Germany and Italy and became a member of the Axis Powers.

By July 1941, Japan had sent troops to southern Indochina. This was a threat to the British Empire. Japan was now in a position to bomb Hong Kong and Singapore. Roosevelt responded by freezing Japanese assets in the United States. He reduced the amount of oil being shipped to Japan. He also sent General Douglas MacArthur to the Philippines to build up American defenses there. Roosevelt said the ban on oil would be lifted if Japan would leave Indochina and make peace with China.

The Japanese government appeared to be negotiating with the United States. The United States, however, had decoded Japanese communications that showed Japan was preparing to go to war against the United States. On November 27, 1941, American commanders at the Pearl Harbor naval base received a war warning from Washington. Pearl Harbor was thought to be too great a distance from Japan. Washington did not think that Japan would launch an attack from that distance.

On December 7, 1941, Japan launched a surprise attack on Pearl Harbor. Japan sank or damaged 21 ships of the U.S. Pacific Fleet. It also destroyed 188 airplanes, killed 2,403 Americans, and injured 1,178. The next day, Congress voted to declare war on Japan. On December 11, Germany and Italy both declared war on the United States.

#### 8. What led Congress to declare war on Japan?

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# Chapter 20, Section 1

## Mobilizing for War

(Pages 612-617)

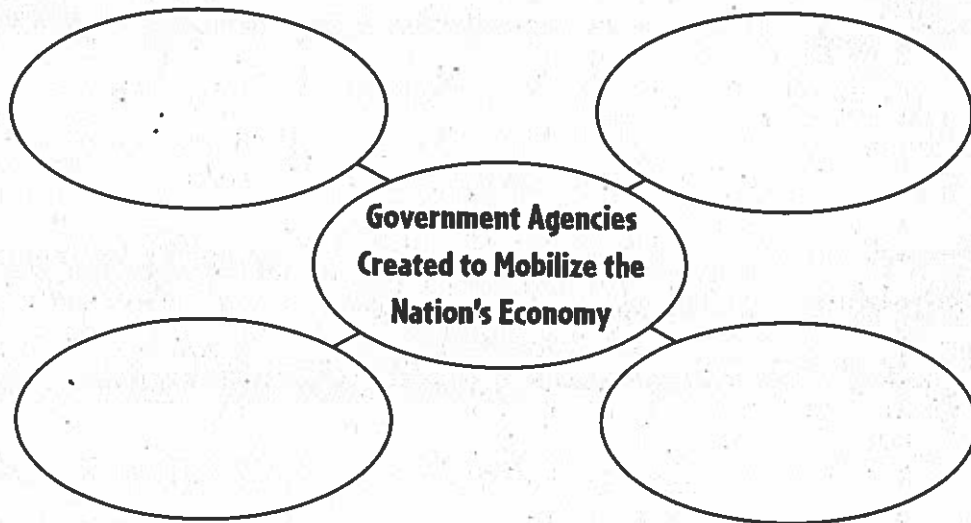
### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

- How did the United States mobilize its economy?
- What were the issues involved in raising an American army?

### Main Idea

As you read pages 612-617 in your textbook, complete the graphic organizer below by filling in the agencies the U.S. government created to mobilize the nation's economy for war.



### Sequencing Events

As you read, place the following events on the time line below.

- Women's Army Auxiliary Corps (WAAC) established
- Fall of France; Selective Service Act
- Office of War Mobilization established
- Japan attacks Pearl Harbor
- First Tuskegee Airmen sent into combat

◆ 1940

◆ 1941

◆ 1942

◆ 1943

**Converting the Economy** (pages 612–613)

**Determining the Main Idea**

*As you read, write down the main idea of the passage. Review your statement when you have finished reading and revise as needed.*

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**Terms To Know**

*Define or describe the following key term from this lesson.*

**cost-plus**

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**Terms To Review**

*Use each of the following terms, which you studied in an earlier chapter, in a sentence.*

**output**  
(Chapter 4, Section 3)

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**incentive**  
(Chapter 1, Section 4)

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**convert**  
(Chapter 5, Section 4)

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## American Industry Gets the Job Done (pages 613–615)

### Drawing Conclusions

As you read, write down two measures that affected America's ability to convert companies to war production. Then write a general statement about how these measures helped the economy.

Measures

General Statement

### Terms To Know

Define or describe the following key term from this lesson.

Liberty ship

### Academic Vocabulary

Define the following academic vocabulary word from this lesson.

consult

### Terms Review

Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

consume  
(Chapter 9, Section 1)

unique  
(Chapter 5, Section 3)



**Building an Army** (pages 615–617)

**Questioning**

As you read, write three questions about the main ideas presented in the text. After you have finished reading, write the answers to these questions.

Questions 1-3

Answers 1-3

**Terms To Know**

Define or describe the following key term from this lesson.

disfranchise

**Academic Vocabulary**

Use the following academic vocabulary word in a sentence.

simulate

**Terms To Review**

Write the letter of the correct definition next to each of these terms that you studied earlier.

**promote**  
(Chapter 6, Section 1)

\_\_\_ 1. promote

- a. contribute to the growth of
- b. throw forward
- c. pledge to do

**encounter**  
(Chapter 1, Section 3)

\_\_\_ 2. encounter

- a. form a circle around
- b. attempt by exertion or effort
- c. to come upon face-to-face

## Section Wrap-up

Now that you have read the section, answer these questions from *Setting a Purpose for Reading* at the beginning of the section.

How did the United States mobilize its economy?

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What were the issues involved in raising an American army?

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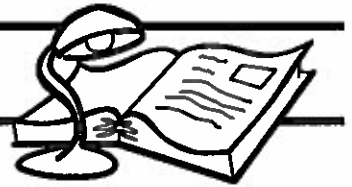
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# Study Guide



## Chapter 20, Section 1

For use with textbook pages 612–617

### MOBILIZING FOR WAR

#### KEY TERMS AND NAMES

**cost-plus** type of government contract in which the government agreed to pay a company whatever it cost to make a product plus a guaranteed percentage of the costs as profit (page 613)

**Reconstruction Finance Corporation** a government agency that made loans to companies to help cover the cost of converting to war production (page 613)

**Liberty ship** the basic cargo ship used during the war (page 614)

**War Production Board** a government agency with the authority to set priorities and production goals and to control the distribution of raw materials and supplies (page 614)

**Selective Service and Training Act** a plan for the first peacetime draft in American history (page 615)

**disfranchised** denied the right to vote (page 616)

#### DRAWING FROM EXPERIENCE

Imagine that you are living in the United States on December 7, 1941. How do you think you would have felt about the war after the Japanese attack on Pearl Harbor?

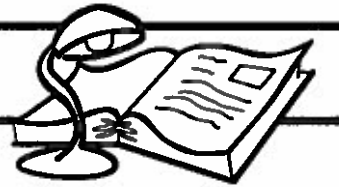
In this section, you will learn how the United States mobilized its economy to fight World War II. You will also learn what the nation did to create an army.

#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Even before the attack on Pearl Harbor, the United States government mobilized the nation for war. List two ways it did so.

<b>Ways of Mobilizing for War</b>	1.	
	2.	

# Study Guide



## Chapter 20, Section 1 (continued)

### READ TO LEARN

#### • Converting the Economy (page 612)

Even before the attack on Pearl Harbor, the United States had begun to mobilize the economy. When the German blitzkrieg hit France, President Roosevelt declared a national emergency. He announced a plan to build 50,000 warplanes a year. Roosevelt and his advisers believed that the quickest way to mobilize the economy was to give industries motivation to move quickly. Instead of asking companies to bid for contracts, the government signed **cost-plus** contracts. The government agreed to pay a company whatever it cost to make a product plus a guaranteed percentage of the costs as profit. Under this system, the more a company produced and the faster it did the work, the more money it would make. The system helped get things produced quickly.

To convince companies to switch their factories to make military goods, Congress gave the **Reconstruction Finance Corporation (RFC)** new authority. The government gave the agency permission to make loans to companies to help them cover the cost of converting to war production.

#### 3. What was the effect of the cost-plus system on production?

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#### • American Industry Gets the Job Done (page 613)

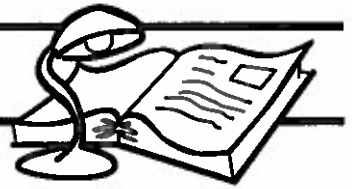
By 1941 the nation's economy was only partially mobilized. Many companies were still producing consumer goods instead of military equipment. By the summer of 1942, however, most major industries had changed to war production. Automobile companies began to make trucks, jeeps, and tanks. They also made rifles, mines, helmets, and other pieces of military equipment. The Ford Company created an assembly line to build the B-24 bomber. By the end of the war, the company had built more than 8,600 aircraft.

Henry Kaiser's shipyards built ships. They were best known for making **Liberty ships**. These were the basic cargo ships used during the war. They were welded rather than riveted, making them cheap and easy to build and very hard to sink.

To make mobilization more efficient, President Roosevelt set up the **War Production Board (WPB)**. This agency had the authority to set priorities and production goals. It also had the authority to control the distribution of raw materials and supplies.

# Study Guide

## Chapter 20, Section 1 (continued)



4. What was the advantage of making welded rather than riveted ships?

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### • Building an Army (page 615)

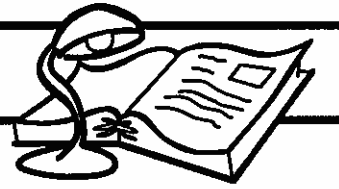
In addition to changing industries to war production, the country had to build up its military. After France surrendered to Germany, two members of Congress introduced the **Selective Service and Training Act**. This was a plan for the first peacetime draft in American history. Congress approved the draft in September 1940.

Draftees were sent to a reception center. There they were given a physical exam and shots. The draftees were then given uniforms, boots, and equipment. The clothing was labeled "G.I.," which meant "Government Issue." For this reason, American soldiers were called "GIs." Recruits were sent to basic training for eight weeks. There they learned how to handle weapons, read maps, and dig trenches. They also learned how to work as a team. Recruits came from all over the country. Training made them a unit.

Although training promoted unity, white recruits did not train alongside African Americans. The army was completely segregated. African Americans had separate barracks, mess halls, and recreational facilities. They were organized into their own military units. White officers were in command of them. Many military leaders did not want African American soldiers in combat. They assigned them to construction and supply units.

Some African Americans did not want to support the war. They noted that African Americans were segregated in the army and that lynchings continued. They also noted that African Americans were **disfranchised**, or denied their right to vote. Many African American leaders combined patriotism with protest. A leading African American newspaper in Pittsburgh started a "Double V" campaign. The paper argued that African Americans should join the war effort to achieve a double victory. This would be a victory over Hitler's racism and a victory over racism in the United States. President Roosevelt responded by ordering the military to begin recruiting African Americans and to put them into combat. He also appointed Colonel Benjamin O. Davis, the highest-ranking African American officer in the U.S. Army, to the rank of brigadier general.

# Study Guide



## Chapter 20, Section 1 *(continued)*

The army air force created an African American unit that trained in Tuskegee, Alabama. The fighter pilots became known as the Tuskegee Airmen. They were sent to the Mediterranean in April 1943, where the unit played an important role in a battle in Italy. African Americans also performed well in the army, receiving commendations for distinguished service. Although the military did not end all segregation during the war, it paved the way for President Truman's decision to fully integrate the military in 1948.

The army enlisted women for the first time during World War II, but they were banned from combat. Many women in the army had administrative and clerical jobs, freeing men for combat. The army set up the Women's Army Corps (WAC) in 1943. The Coast Guard, the navy, and marines set up their own women's organizations. In addition, thousands of women served as nurses in the army and navy.

**5.** How did women's role in the military change during World War II?

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# Chapter 20, Section 2

## The Early Battles

(Pages 618–623)

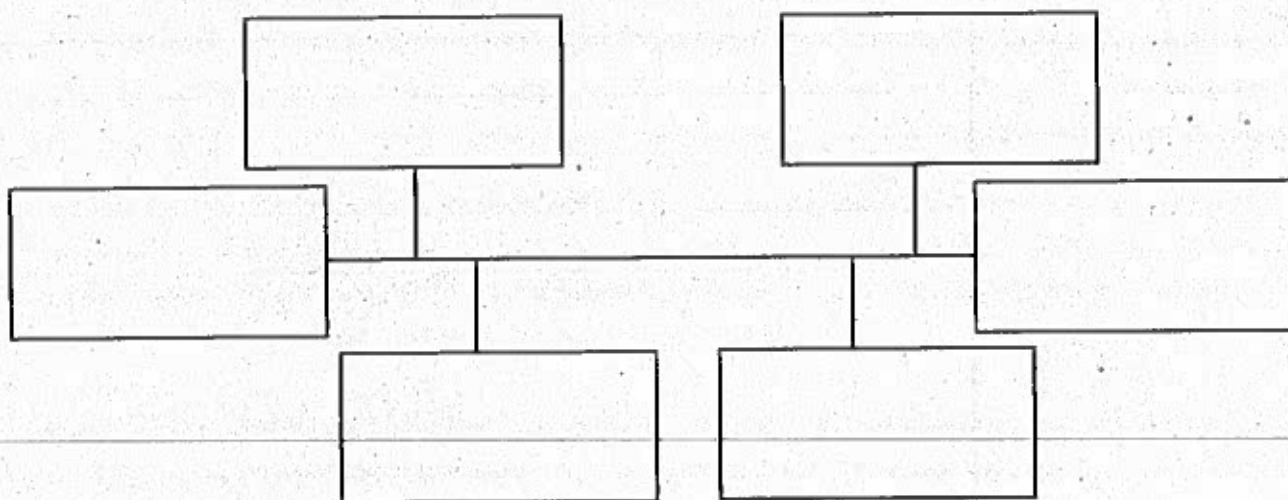
### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

- How were the Allies able to fight a war on two fronts and turn the war against the Axis in the Pacific, Russia, and the North Atlantic?
- Why is Stalingrad considered a major turning point of the war?

### Main Idea

As you read pages 618–623 in your textbook, fill in the time line below by listing the major battles discussed and the victor in each.



### Sequencing Events

As you read, place the following events on the time line below.

- Germans defeated at Stalingrad
- Bataan Death March begins
- Germans driven out of North Africa
- Battle of Midway

◆ 1942

◆ 1943

◆ 1944



# Holding the Line Against Japan (pages 618–621)

## Scanning

Look over this lesson and then write a sentence or two, explaining in your own words the events that unfolded in the Pacific.

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## People To Meet

Identify the following person from this lesson.

**Douglas MacArthur**

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## Academic Vocabulary

Define this academic vocabulary word from this lesson.

**unaware**

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## Terms To Review

Write the letter of the correct definition next to each of these terms that you studied earlier.

**enable**  
(Chapter 2, Section 2)

\_\_\_ 1. enable

- a. to make higher in cost or value
- b. to provide with means or opportunity
- c. to appoint to a post or duty

**assign**  
(Chapter 5, Section 4)

\_\_\_ 2. assign



# Turning Back the German Army (pages 621–623)

## Summarizing

As you read, complete the following sentences to help you summarize the lesson.

1. In July 1942, Roosevelt gave orders to invade \_\_\_\_\_ and \_\_\_\_\_.
2. Egypt was very important to Britain because of the \_\_\_\_\_.
3. The American forces, led by \_\_\_\_\_, together with the British forces, finally won the battle for North Africa on May 13, 1943.
4. The U.S. Navy set up a \_\_\_\_\_ to protect cargo ships.
5. The Battle of \_\_\_\_\_ was a turning point for the Allies, as it put the Germans on the defensive.

## Terms To Know

Define or describe the following key terms from this lesson.

periphery

convoy system

## Academic Vocabulary

Use the following term from this lesson in a sentence that shows you understand the term's meaning.

intensity

## Terms to Review

Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

**require**  
(Chapter 3, Section 1)

**dramatically**  
(Chapter 2, Section 5)

## Section Wrap-up

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How were the Allies able to fight a war on two fronts and turn the war against the Axis in the Pacific, Russia, and the North Atlantic?

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Why is Stalingrad considered a major turning point of the war?

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