

## Viking Quest: U.S. History Assignments

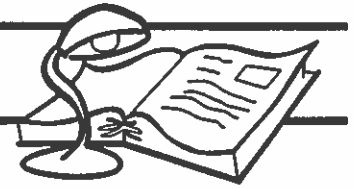
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April-May 2015

Week: 27<sup>th</sup> -May 1<sup>st</sup>

- Pg. 623 # 1-9
- 20-2 Study Guide
- Read 20-3 pgs. 625-630
- Complete 20-3 Guided Reading
- Pg. 630 # 1-8
- 20-3 Study Guide
- Read 20-4 pgs. 631-637
- Complete 20-4 Guided Reading
- Pg. 637 # 1-7
- 20-4 Study Guide
- Pg. 639 1 & 2

# Study Guide



## Chapter 20, Section 2

For use with textbook pages 618–623

### THE EARLY BATTLES

#### KEY TERMS AND NAMES

**Chester Nimitz** the commander of the United States Navy in the Pacific (page 618)

**Douglas MacArthur** the commander of the American and Filipino forces in the Philippines (page 619)

**James Doolittle** lieutenant colonel and head of the mission to bomb Tokyo (page 619)

**periphery** the edges (page 621)

**George Patton** commander of the American forces in Morocco during the American invasion of North Africa (page 622)

**convoy system** a system in which cargo ships traveled in groups and were escorted by navy warships (page 622)

#### DRAWING FROM EXPERIENCE

Have you ever seen a movie about World War II? What was the movie about? How did it portray conditions during the war?

The last section described the ways that the United States mobilized for war. This section discusses the early battles of World War II.

#### ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Several battles occurred in the early years of World War II. Explain the result of each of the battles listed in the chart.

Battle	Result
Battle at Bataan Peninsula	1.
Battle of Midway	2.
Allied invasion of North Africa	3.
Battle of Stalingrad	4.

# Study Guide



## Chapter 20, Section 2 (continued)

### READ TO LEARN

#### • Holding the Line Against Japan (page 618)

Although the United States fleet at Pearl Harbor was badly damaged by the Japanese, American aircraft carriers were not. They were on a mission in the Pacific. Admiral **Chester Nimitz**, the commander of the United States Navy in the Pacific, was determined to use the carriers. However, after Pearl Harbor Nimitz could do little to stop Japanese advances into Southeast Asia. The Japanese attacked American airfields in the Philippines and landed troops in the islands.

The American and Filipino forces defending the Philippines were outnumbered. General **Douglas MacArthur**, their commander, decided to retreat to the Bataan Peninsula. They held off the Japanese for more than three months. However, a lack of supplies and disease took its toll. In April 1942, the defenders surrendered. By May the Philippines fell to the Japanese.

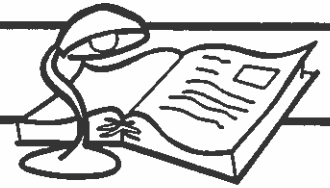
President Roosevelt wanted to bomb Tokyo. However, American planes could reach Tokyo only if an aircraft carrier brought them close enough. Japanese ships in the Pacific stopped carriers from getting close enough to launch their short-range bombers. In 1942 a military planner suggested using long-range B-25 bombers that could be launched from farther away. Although the B-25s could be launched from a carrier, they could not land on the carrier's short deck. As a result, after attacking Japan they would have to land in China.

President Roosevelt put Lieutenant Colonel **James Doolittle** in command of the mission. B-25s were loaded onto an aircraft carrier. On April 18, 1942, American bombs fell on Japan for the first time. Japanese leaders were horrified and changed their strategy. The commander of the Japanese fleet wanted to attack Midway Island. This was the last American base in the North Pacific west of Hawaii. He believed that attacking the base would bring the American fleet into battle. Then the Japanese fleet would destroy it. Japan also planned to attack New Guinea and cut American supply lines to Australia.

The Japanese believed that launching two different attacks would work because they thought the United States would not know what Japan was doing. Japan did not know that the United States used a team of code breakers, based in Hawaii, who had already broken the Japanese Navy's secret code for conducting operations. The decoded messages alerted the United States that Japan would attack New Guinea. The United States sent two carriers to cut off the Japanese. Both sides started all-out air strikes against each other. The American attacks prevented the Japanese from landing in New Guinea. The American supply lines to Australia stayed open.

The code breakers also learned of the plan to attack Midway. Admiral Nimitz decided to ambush the Japanese fleet. He ordered carriers to move near Midway. When the Japanese aircraft flew near Midway, they were met

# Study Guide



## Chapter 20, Section 2 (continued)

with antiaircraft fire. Thirty-eight Japanese planes were shot down. As the Japanese were preparing a second wave of attacks on Midway, American aircraft attacked Japanese carriers. The American attacks greatly damaged the Japanese navy. The Japanese commander ordered the ships to retreat.

The Battle of Midway was a turning point in the war. The Japanese had lost four of its largest carriers. The Americans had stopped the Japanese advance in the Pacific. However, the battle killed 362 Americans and more than 3,000 Japanese.

5. How were Americans able to know about Japanese plans against the United States in the Pacific?

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### • Turning Back the German Army (page 621)

President Roosevelt wanted to get American troops into battle in Europe. British Prime Minister Churchill did not believe that the United States and Britain were ready for a full-scale invasion of Europe. He wanted to attack the **periphery**, or edges, of the German empire. Roosevelt agreed with Churchill and ordered the invasion of Morocco and Algeria. These were French territories indirectly under German control. This invasion gave the American army some experience and it did not involve a large number of troops. It also placed American troops in North Africa, where they could help the British fight Germans in Egypt. Egypt was important to Britain because of the Suez Canal. Most of Britain's empire used the canal to get supplies to Britain.

The American invasion of North Africa began on November 8, 1942, under the command of General Dwight D. Eisenhower. The German forces were under the command of General Erwin Rommel. The American forces in Morocco, led by General **George Patton**, quickly seized Casablanca. American forces in Algeria seized two cities there. British forces headed into Libya. When American forces advanced into western Tunisia, they fought the Germany army for the first time. The Americans were outfought. They suffered around 7,000 casualties. Eisenhower fired the general who led the attack and placed Patton in command. The American and British forces finally pushed the Germans back. In May 1943, the German forces in North Africa surrendered.

# Study Guide



## Chapter 20, Section 2 (continued)

The war against German submarines in the Atlantic Ocean increased. German submarines entered American coastal waters after Germany declared war on the United States. By August 1942, German submarines had sunk 360 American cargo ships. Because of the loss, the U.S. Navy decided to set up a **convoy system**. Under this system, cargo ships traveled in groups and were escorted by navy warships.

The German submarines sank more than 1.2 million tons of shipping in May and June 1942. At the same time, the United States and Britain built more than 1.1 million tons of new shipping. Soon, the United States was building more ships than German submarines managed to sink. American airplanes and warships also began to use new technology, such as radar and sonar, to pinpoint and attack submarines. Eventually the technology took its toll on German submarines. The Battle of the Atlantic turned in favor of the Allies.

Before the tide turned against Germany in the Atlantic, Hitler was confident that he would win the war. He decided to knock the Soviet Union out of the war. Hitler believed that the only way to defeat the Soviet Union was to destroy its economy. He ordered the German army to capture oil fields, industries, and farmlands. Stalingrad was the key city to attack. If Germany could capture Stalingrad, it would cut off the Soviets from the resources they needed to fight in the war. Soviet forces succeeded in surrounding Stalingrad and trapping thousands of German troops. When the battle ended, about 91,000 Germans surrendered. The Battle of Stalingrad was a major turning point in the war. It put the Germans on the defensive.

6. Why was the Battle of Stalingrad a turning point in the war?

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# Chapter 20, Section 3

## Life on the Home Front

(Pages 625–630)

### Reason To Read

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

- How did the wartime economy create opportunities for women and minorities?
- How did Americans cope with shortages and rapidly rising prices?

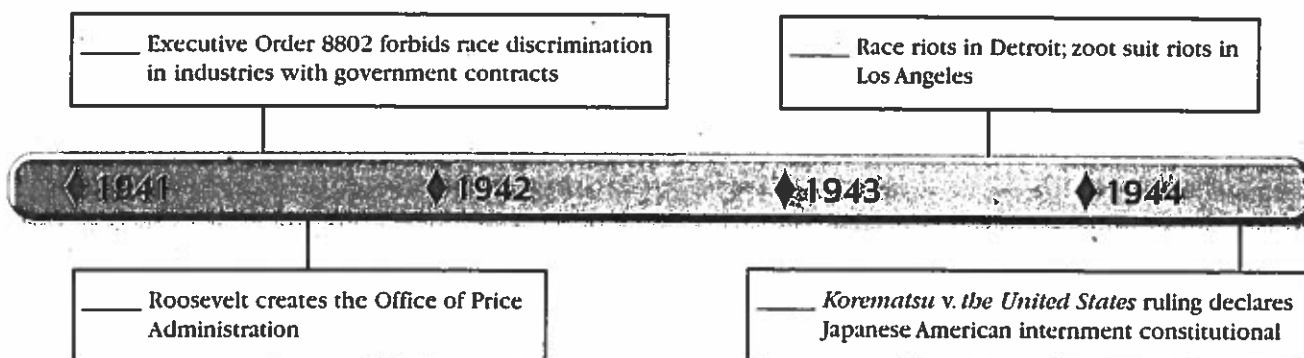
### Main Idea

As you read pages 625–630 in your textbook, complete this graphic organizer.

Opportunities			
	Before War	After War	Still Needed
Women			
African Americans			

### Sequencing Events

As you read, write the correct dates next to each item on the time line below.



## Women and Minorities Gain Ground (pages 625–627)

### Connecting

During the war many women found themselves in unfamiliar surroundings when they entered the workplace for the first time. Write a journal entry about a time you tried something completely new, perhaps a sport or hobby. What fears did you have? How did the experience affect your self-confidence?

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### Academic Vocabulary

Define these academic vocabulary words from this lesson.

job

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perspective

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### Terms to Review

Circle the letter of the word or phrase that is closest in meaning to the underlined word, which you studied earlier.

**tradition**

(Chapter 1, Section 2)

1. It was against the tradition of the times for women to work in factory jobs.
  - a. business in which one engages
  - b. a course or route laid out
  - c. an established pattern of thought, action, or behavior

**maintain**

(Chapter 3, Section 2)

2. A Mexican worker under the Bracero program might maintain railroads as well as bring in harvests.
  - a. form by fitting together
  - b. keep up
  - c. cause to happen

**A Nation on the Move** (pages 627–629)

**Drawing Conclusions**

*As you read, write three positive outcomes from the war, and then write three negative outcomes. Then write a general statement about the United States during WWII.*

**Positive Outcomes**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Negative Outcomes**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**General Statement**

\_\_\_\_\_  
\_\_\_\_\_

**Terms To Know**

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

**Sunbelt**

\_\_\_\_\_  
\_\_\_\_\_

**Academic Vocabulary**

*Write the letter of the correct definition next to each of these academic words from the lesson.*

**allocate**

\_\_\_\_\_ 1. allocate

a. assert without proof

b. set apart or earmark

**integrate**

\_\_\_\_\_ 2. integrate

c. unite with something else

**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.*

**assemble**

(Chapter 3, Section 3)

\_\_\_\_\_  
\_\_\_\_\_



**attitude**  
(Chapter 15, Section 3)

## Daily Life in Wartime America (pages 629–630)

### Responding

List some of the items that were rationed during WWII. Then select the ones that would have been the hardest for you to give up. Write a sentence or two about your selections.

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### Terms To Know

Define or describe the following key terms from this lesson.

**rationing**

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**victory garden**

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### Academic Vocabulary

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

**stable**

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## Terms To Review

Choose one of these two terms, which you studied in an earlier chapter, to fill in each blank.

**regulate**  
(Chapter 9, Section 1)

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

1. Most Americans believed that the war had to be fought \_\_\_\_\_ the difficulties created by rationing.
2. Roosevelt set up the Office of Economic Stabilization to \_\_\_\_\_ farm prices.
3. \_\_\_\_\_ rising prices, most unions agreed to mediation in wage disputes instead of going on strike.

## 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 wartime economy create opportunities for women and minorities?

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How did Americans cope with shortages and rapidly rising prices?

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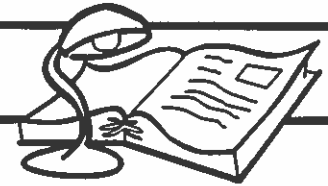
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# Study Guide



## Chapter 20, Section 3

For use with textbook pages 625–630

### LIFE ON THE HOME FRONT

#### KEY TERMS AND NAMES

- Rosie the Riveter** the symbol of the campaign to hire women (page 626)
- A. Philip Randolph** the head of the Brotherhood of Sleeping Car Porters, a major union for African American railroad workers (page 626)
- Sunbelt** a new industrial region, located in southern California and the Deep South (page 627)
- zoot suit** an overstuffed jacket that had wide lapels and reached to the knees and included baggy, pleated pants (page 628)
- rationing** limiting the availability of an item (page 629)
- victory garden** a garden planted to produce more food for the war effort (page 630)
- E bond** government bond used to raise money for the cost of war (page 630)

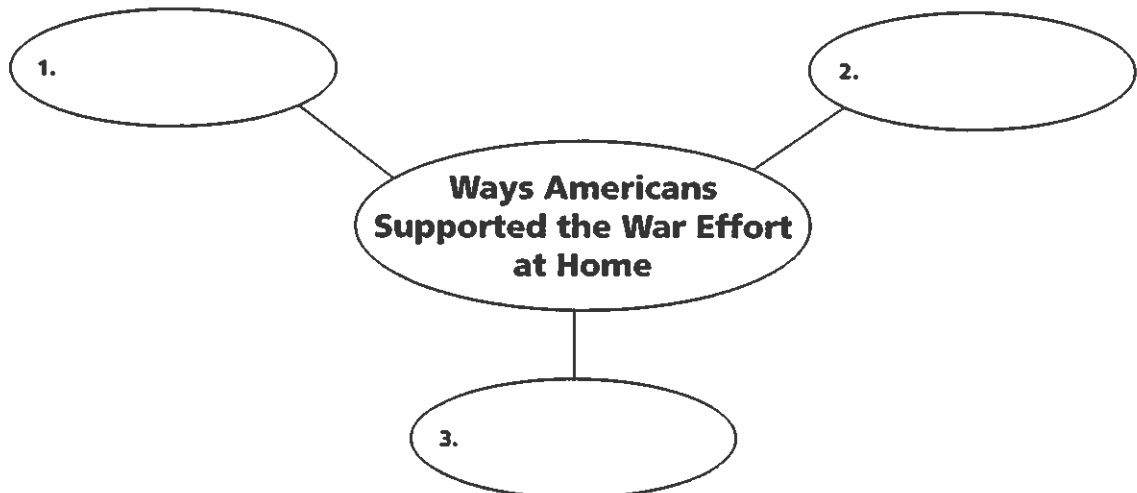
#### DRAWING FROM EXPERIENCE

During World War II, some local governments banned a certain style of dressing. Do you think a government should have the right to do that in certain circumstances? Why do you think so?

The last section discussed the early battles of World War II. This section describes the effect of the war on the home front.

#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. During World War II, the American people supported the war effort at home. Describe how they did so.



# Study Guide

## Chapter 20, Section 3 (continued)



### READ TO LEARN

#### • Women and Minorities Gain Ground (page 625)

World War II changed American society at home. Before the war, most Americans believed married women should not work outside the home. However, the labor shortage during the war forced factories to hire married women to do the jobs that traditionally were done by men. "**Rosie the Riveter**" was the great symbol of the campaign to hire women. Images of Rosie appeared on posters and in newspaper ads. Although most women left the factories after the war, their work permanently changed American attitudes about women in the workplace.

Many factories were willing to hire women but they did not want to hire African Americans. **A. Philip Randolph**, the head of the Brotherhood of Sleeping Car Porters—a major union for African American railroad workers—decided to do something. He told President Roosevelt that he was going to organize a march on Washington. Roosevelt responded by issuing an order saying that discrimination in hiring workers in defense industries would not be tolerated. Roosevelt created the Fair Employment Practices Commission to enforce the order. This was the first civil rights agency set up by the federal government since Reconstruction.

To help farmers in the Southwest overcome the labor shortage, the government started the Bracero Program in 1942. It arranged for Mexican farmworkers to help in the harvest. Migrant farmworkers became important to farming in the Southwest.

#### 4. What was the purpose of the Fair Employment Practices Commission?

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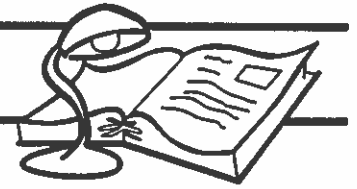
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#### • A Nation on the Move (page 627)

Many Americans moved during the war to places that had jobs. Many headed west and south. Southern California and cities in the Deep South made up a new industrial region, the **Sunbelt**. This region led the way in manufacturing and urbanization in the United States.

Cities that had war industries had to deal with the problem of providing houses to the thousands of new workers. The federal government gave \$1.2 billion to build public housing and schools during the war. About two million people lived in government-built housing during the war.

# Study Guide



## Chapter 20, Section 3 (continued)

During World War II, African Americans arrived in cities in the North and West in search of jobs. They were often met with intolerance that sometimes led to violence. The worst racial violence occurred in Detroit in June 1943. By the time it ended, 25 African Americans and 9 whites had been killed.

Wartime prejudice was evident in other areas of American society. In Los Angeles, racism against Mexican Americans and the fear of juvenile crime became linked because of the **zoot suit**. This was an overstuffed jacket that had wide lapels and reached to the knees. It also included baggy, pleated pants. Those who wore zoot suits often wore wide-brimmed hats and a long key chain. Many Americans considered the zoot suit unpatriotic. To save fabric for the war, many men wore a suit that had no vest or cuffs and included a short jacket with narrow lapels.

Many Mexican American teenagers in California wore the zoot suit. In June 1943, rumors spread that zoot suiters had attacked several sailors. Soldiers and sailors responded by attacking Mexican American teenagers in their neighborhoods in Los Angeles. The police did not stop the attacks, and the violence continued for days. The city of Los Angeles responded by banning zoot suits.

Hostility toward Mexican Americans did not stop them from joining the war effort. About 500,000 Hispanic Americans served in the American armed forces during the war.

After the attack on Pearl Harbor, many Americans turned their anger against Japanese Americans. Some attacked Japanese American businesses and homes. Some newspapers printed rumors about Japanese spies in the Japanese American community. Many people, including members of Congress, demanded that people of Japanese ancestry be removed from the West Coast. They believed that Japanese Americans would not remain loyal to the United States. No Japanese American was ever tried for spying. Japanese Americans served in the war. However, President Roosevelt signed an order that allowed the War Department to declare any part of the United States a military zone. The department declared most of the West Coast a military zone. People of Japanese ancestry were relocated to 10 internment camps. Some Japanese Americans protested the relocation. Fred Korematsu claimed that his rights were violated. He took his case to the Supreme Court. In December 1944, the Court ruled that the relocation was constitutional because it was based on military urgency, not on race. Afterward, the Court ruled that loyal American citizens could not be held against their will. In early 1945, the government began releasing the Japanese Americans from the camps.

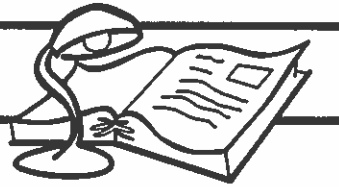
5. How did racism and discrimination affect Japanese Americans during World War II?

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# Study Guide



## Chapter 20, Section 3 (continued)

### • Daily Life in Wartime America (page 629)

President Roosevelt worried that mobilizing the economy might result in inflation. Wages and prices began to rise quickly during the war because of the demand for workers and raw materials. To stabilize this, Roosevelt set up the Office of Price Administration (OPA) and the Office of Economic Stabilization (OES). The agencies regulated wages and the price of products. They managed to keep inflation under control.

The War Labor Board tried to prevent labor strikes. Most unions pledged not to strike. The War Labor Board settled over 17,000 disputes by the end of the war.

The demand for raw materials and supplies created shortages. The OPA began **rationing**, or limiting the availability of, many consumer products to make sure that there were enough supplies for the military. Items such as meat and sugar were rationed. Households were given a book of ration coupons each month. When people bought foods, they also had to give enough coupon points to cover their purchases.

Americans volunteered to plant **victory gardens** to produce more food for the war effort. Land such as backyards, schoolyards, city parks, and empty lots were used for these gardens.

The government organized scrap drives for materials that were important to the war effort. These materials included spare rubber, tin, aluminum, and steel. They also included oils and fats, which were needed to make explosives.

The war cost more than \$300 billion. To raise money, the government raised taxes, but the taxes covered less than half of the cost. The government issued bonds to raise the rest of the money. When Americans bought bonds, they were loaning money to the government. The government promised that the bonds could be cashed in at a future date for the price of the bond plus interest. The most common bonds were **E bonds**. Americans bought nearly \$50 billion worth of war bonds. Banks and other financial institutions bought about \$100 billion worth of bonds.

### 6. Why did the OPA introduce rationing during World War II?

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# Chapter 20, Section 4

## Pushing the Axis Back

(Pages 631–637)

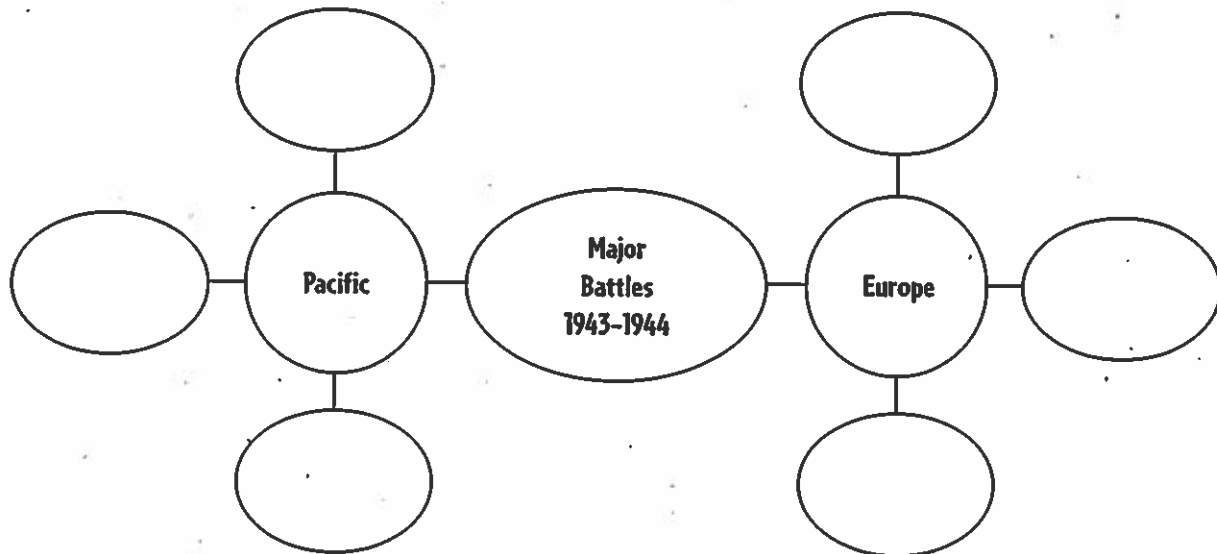
### Reason To Read

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

- What were the goals of the two major offensives the Allies launched in Europe in 1943?
- What was the American strategy for pushing back the Japanese in the Pacific?

### Main Idea

As you read pages 631–637 in your textbook, complete this graphic organizer by filling in the names of the battles fought. Indicate whether each was an Allied or an Axis victory.



### Sequencing Events

As you read, number the following events in the order in which they occurred.

- \_\_\_\_\_ D-Day invasion begins
- \_\_\_\_\_ Italy surrenders
- \_\_\_\_\_ MacArthur returns to the Philippines
- \_\_\_\_\_ Roosevelt, Churchill, and Stalin meet at Tehran
- \_\_\_\_\_ Casablanca Conference

**Striking Back at the Third Reich** (pages 631–633)

**Synthesizing**

*Write a letter from President Roosevelt to Joseph Stalin in late 1943, asking him to meet at Tehran to discuss war strategies. Refer to three past battles and three ideas for the future in your letter.*

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**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.*

**approximate**  
(Chapter 2, Section 4)

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**ensure**  
(Chapter 7, Section 3)

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**Landing in France** (pages 633–635)

**Summarizing**

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

1. D-Day refers to the day the Allies invaded \_\_\_\_\_.
2. D-Day occurred on June 6, \_\_\_\_\_.
3. By the end of D-Day, nearly \_\_\_\_\_ American troops had landed at Omaha Beach and \_\_\_\_\_ had landed at Utah Beach.
4. The invasion succeeded with help from \_\_\_\_\_ and Canadian troops.



## Terms To Review

Choose one of these two terms, which you studied in an earlier chapter, to fill in each blank.

**process**  
(Chapter 7, Section 4)

**intense**  
(Chapter 7, Section 5)

1. The landing at Omaha Beach took place under \_\_\_\_\_ fire from the Germans.
2. The \_\_\_\_\_ of the D-Day landing on Utah Beach went very smoothly for the Allies due to weak German defense.
3. The Allies used a lengthy \_\_\_\_\_ to design invasion plans.

## Driving the Japanese Back (pages 635–637)

### Synthesizing

Write a diary entry, dated August 1942, as if you were General Douglas MacArthur. Include three facts and three terms from this section. Reflect on your responsibilities, fears, and hopes.

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### Terms To Know

Define or describe the following key terms from this lesson.

**amphtrac**

**kamikaze**

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## 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.

**enormous**  
(Chapter 7, Section 2)

**major**  
(Chapter 7, Section 1)

## 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.

What were the goals of the two major offensives the Allies launched in Europe in 1943?

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What was the American strategy for pushing back the Japanese in the Pacific?

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# Study Guide



## Chapter 20, Section 4

For use with textbook pages 631–637

### PUSHING THE AXIS BACK

#### KEY TERMS AND NAMES

**Casablanca Conference** a meeting between Roosevelt and Churchill in which they agreed to increase the bombing of Germany and to invade Sicily (page 632)

**Operation Overlord** the code name for the planned invasion of France (page 633)

**D-Day** the day the invasion of France began (page 634)

**Omar Bradley** the commander of the American forces at Utah and Omaha Beaches in Normandy (page 634)

**amphtrac** an amphibious tractor (page 636)

**Guadalcanal** an island in the southwest Pacific and the first to be invaded by MacArthur's troops in the plan to defeat Japan (page 636)

**kamikaze** type of attacks in which Japanese pilots would deliberately crash their planes into American ships (page 637)

#### DRAWING FROM EXPERIENCE

Do you know anyone who fought in or lived through World War II? What are their recollections about the battles fought during the war? How did they get information about the war?

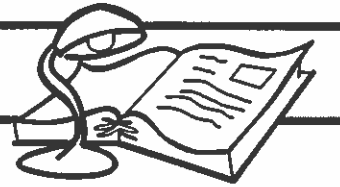
The last section described the ways the war changed American society and the efforts of Americans on the home front. This section discusses how the Allied forces pushed back the Germans and the Japanese.

#### ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. The Allies fought the Axis in Europe and in the Pacific. List the results of the battles that are listed in the chart.

Location of Battle	Outcome
Sicily	1.
Normandy	2.
Leyte Gulf	3.

# Study Guide



## Chapter 20, Section 4 (continued)

### READ TO LEARN

#### • Striking Back at the Third Reich (page 631)

To win the war, the Allies had to land their troops in Europe and on islands in the Pacific. To plan this, President Roosevelt met with Prime Minister Winston Churchill at the **Casablanca Conference** in Morocco. At this meeting, the two leaders decided to increase the bombing of Germany. The Allies also agreed to attack the Axis in Sicily. Churchill believed that the Italians would quit the war if Italy were invaded.

The Allies increased the bombing of Germany. Between January 1943 and May 1945, the air forces of Britain and the United States dropped about 53,000 tons of explosives on Germany every month. The bombing did not destroy German morale, but it created an oil shortage, destroyed the railroad system, and destroyed many German aircraft factories. Germany's air force could not replace the planes they lost. This allowed the Allies to have total control of the air.

General Eisenhower was in charge of the invasion of Sicily. The invasion started on July 10, 1943. After the British and American troops came ashore, American tanks pushed through enemy lines and captured the western half of the island. The troops continued to move eastward and northward. By August 18, the Germans had left the island. The defeat of the Germans in Sicily caused the king of Italy to arrest Mussolini and to begin negotiating with the Allies for Italy's surrender. Hitler responded by taking control of northern Italy and putting Mussolini back in power.

To stop Allied advances, the Germans took up positions in some Italian towns. It took the Allies five months to break through the enemy lines. Fighting in Italy continued until May 2, 1945, causing more than 300,000 Allied casualties.

Roosevelt and Churchill met with Stalin in Tehran, Iran, in late 1943. The leaders reached several agreements. Stalin promised to attack the Germans when the Allies invaded France. They agreed that Germany would be broken up after the war. Stalin promised that after Germany was beaten, the Soviet Union would help the United States defeat Japan. Stalin also agreed to support an international organization to keep peace after the war.

#### 4. What agreements were reached at the conference in Tehran?

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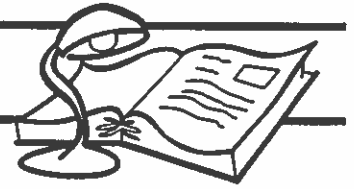
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# Study Guide



## Chapter 20, Section 4 (continued)

### • Landing in France (page 633)

Roosevelt met with Churchill in Egypt to continue to plan the invasion of France. The code name for the invasion was **Operation Overlord**. Roosevelt selected General Eisenhower to be the commander of the invasion.

The Germans knew about the plans to invade France, so Hitler had fortified the coast. Hitler did not know when or where the invasion would take place, however. The Germans guessed that the Allies would land in Pas-de-Calais, an area of France closest to Britain. To make the Germans think they were right, the Allies placed inflated rubber tanks and dummy landing craft along the coast across from Calais. The Germans were fooled. The Allies actually planned to land in Normandy.

By the spring of 1944, the invasion was ready to begin. It had to begin at night to hide the ships carrying the men and equipment across the English Channel. The invasion could take place in certain weather conditions. The best opportunity for invasion was June 5 to June 7, 1944. Eisenhower chose June 6, 1944. The date became known as **D-Day**. About 7,000 ships sailed for Normandy. About 23,000 paratroopers were dropped inland. Fighter-bombers dropped bombs up and down the coast. The beaches were given different code names. The landing on Utah Beach went smoothly, but Omaha Beach was a different story. The German attack was intense. General **Omar Bradley**, the commander of the American forces landing at Utah and Omaha, began to make plans to evacuate. American troops then began to knock out the German defenses. By the end of the day, more than 58,000 American troops then had landed at Omaha and Utah. The invasion was successful.

#### 5. Why did the invasion of France have to begin at night?

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### • Driving the Japanese Back (page 635)

At the same time that plans were in progress for the invasion of France, the United States was developing a plan to defeat Japan. It was a two-part plan. Admiral Nimitz would command the Pacific Fleet and would move through the central Pacific, hopping from one island to the next, closer and closer to Japan. The island-hopping plan started in the fall of 1943. The geography of the Pacific caused a problem, however. Many of the islands were coral reef atolls. This meant that the water over the coral reef was not always deep

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## Chapter 20, Section 4 (continued)

enough, and many ships ran aground. The troops had to wade in water, making them easy targets for the Japanese. Many were killed. One vehicle was able to cross the reef and deliver the troops to the beaches. It was the LVT, which was a boat with tank tracks. This amphibious tractor, or **amphtrac**, as it was nicknamed, had been invented in the late 1930s to rescue people in Florida swamps. The navy decided to buy about 200 of them in 1941.

The amphtracs were used in the attack on the Marshall Islands, where Americans suffered fewer casualties. The navy then attacked the Mariana Islands and captured them by August 1944.

The second part of the plan to defeat Japan called for General MacArthur's troops to start their campaign in the southwest Pacific. It began with the invasion of **Guadalcanal**. MacArthur then captured the Japanese base on the north coast of New Guinea. To take back the Philippines, the United States put together a huge invasion force. In October 1944, about 700 ships with more than 160,000 troops sailed for Leyte Gulf in the Philippines. They began to land on the eastern side of the Philippines. The Japanese sent four aircraft carriers toward the Philippines from the north to stop the invasion. They secretly sent another fleet to the west. The American carriers headed north to stop the Japanese. The Japanese ships in the west raced through the Philippine Islands into Leyte Gulf and ambushed the American ships that were still there. The Battle of Leyte Gulf was the largest naval battle in history. It was the first time that the Japanese used **kamikaze** attacks. These were attacks in which pilots would deliberately crash their planes into American ships. They killed themselves but also inflicted huge damages. Just as the situation for the Americans looked hopeless, the Japanese commander ordered a retreat, because he believed that more American ships were on the way.

The campaign to take back the Philippines was long and difficult. MacArthur's troops did not capture Manila until March 1945. The city was left in ruins and more than 100,000 Filipino civilians were dead.

6. How did the geography of the Pacific affect American plans to defeat Japan?

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