

4 Step-by-Step Instruction

SECTION

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe the reasons for the final defeat of the Nazis.
- Summarize how the Allies began to push back the Japanese in the Pacific.
- Explain the American strategy for ending the war against Japan and the consequences of that strategy.

Prepare to Read

Build Background Knowledge L3

Have the class recap the situation in Europe and the Pacific as presented so far in the chapter. Explain that in this section, they will learn how the war ended.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD, A Soldier Remembers**

Have students look at the photograph that accompanies the Witness History extract. Ask **What attitude or mood does the soldier show?** (*Sample: relaxation, confidence*) **How does that relate to the words of the passage?** (*Lt. Ramsey speaks of his renewed hope when he heard that MacArthur had returned.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 4 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T20). As they read, have them fill in the timeline with events that led to the end of the war.

 **Reading and Note Taking Study Guide, p. 269**

4

Allied soldier in the Pacific



1st Marine Division patch from Guadalcanal



WITNESS HISTORY AUDIO

A Soldier Remembers

A defeated General Douglas MacArthur left the Philippines in 1942. As he departed, he pledged his determination to free the islands with the words “I shall return.” In October 1944, that pledge became a reality when MacArthur landed on the Philippine island of Leyte. As one soldier recalled,

“When I heard that he had returned, I finally had the feeling that I might have a chance of living through the war . . . [O]nce they landed in Leyte, I knew it was only a question of hanging on for a few more months and I would be able to live through it.”
—Edwin Ramsey

Focus Question How did the Allies finally defeat the Axis powers?

Victory in Europe and the Pacific

Objectives

- Describe the reasons for the final defeat of the Nazis.
- Summarize how the Allies began to push back the Japanese in the Pacific.
- Explain the American strategy for ending the war against Japan and the consequences of that strategy.

Terms, People, and Places

V-E Day	kamikaze
Bataan Death March	Manhattan Project
Douglas MacArthur	Hiroshima
island-hopping	Nagasaki

Note Taking

Reading Skill: Recognize Sequence Use a timeline like the one below to sequence the events that led to the defeat of the Axis powers.

Oct. 1944	Feb. 1945	June 1945	Oct. 1945
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By early spring 1945, the war in Europe was nearing its end, and the Allies turned their attention to winning the war in the Pacific. There remained a series of bloody battles ahead, as well as an agonizing decision for American President Harry Truman.

Nazis Defeated

By March 1945, the Allies had crossed the Rhine into western Germany. From the east, Soviet troops closed in on Berlin. In late April, American and Russian soldiers met and shook hands at the Elbe River. All over Europe, Axis armies began to surrender.


In Italy, guerrillas captured and executed Mussolini. As Soviet troops fought their way into Berlin, Hitler committed suicide in his underground bunker. On May 7, Germany surrendered. Officially, the war in Europe ended the next day, May 8, 1945, which was proclaimed **V-E Day** (Victory in Europe). After just 12 years, Hitler’s “thousand-year Reich” was bomb-ravaged and in ruins.

The Allies were able to defeat the Axis powers in Europe for a number of reasons. Because of the location of Germany and its allies, they had to fight on several fronts simultaneously. Hitler, who took almost complete control over military decisions, made some poor ones. He underestimated the ability of the Soviet Union to fight his armies.

The enormous productive capacity of the United States was another factor. By 1944, the United States was producing twice as much as all of the Axis powers combined. Meanwhile, Allied bombing hindered German production. Oil became so scarce because of

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 6, p. 70; Teaching Resources, Skills Handbook, p. 3**

High-Use Word
objective, p. 950

Definition and Sample Sentence

n. something worked toward; a goal
Karl decided that his **objective** for this summer would be to improve his ability to play chess.

World War II in the Pacific, 1941–1945

Map Skills After the Battle of Midway, the Allies took the offensive in the Pacific. They gradually worked their way north towards Japan itself.

- 1. Locate** (a) Japan (b) Pearl Harbor (c) Iwo Jima (d) Okinawa (e) Hiroshima (f) Manila
- 2. Regions** Describe the extent of Japanese control in 1942.

- 3. Draw Conclusions** How did geography make it difficult for Japan to maintain control of its empire?

Geography Interactive
For: Audio guided tour
Web Code: nap-2941



bombing that the Luftwaffe was almost grounded by the time of the D-Day invasion. With victory in Europe achieved, the Allies now had to triumph over Japan in the Pacific.

Checkpoint How did the Allied forces finally defeat the Germans?

Struggle for the Pacific

Until mid-1942, the Japanese had won an uninterrupted series of victories. They controlled much of Southeast Asia and many Pacific islands. By May 1942, the Japanese had gained control of the Philippines, killing several hundred American soldiers and as many as 10,000 Filipino soldiers during the 65-mile **Bataan Death March**. One survivor described the ordeal as “a macabre litany of heat, dust, starvation, thirst, flies, filth, stench, murder, torture, corpses, and wholesale brutality that numbs the memory.” Many Filipino civilians risked—and sometimes lost—their lives to give food and water to captives on the march.

After the battles of Midway and the Coral Sea, however, the United States took the offensive. That summer, United States Marines landed at Guadalcanal in the Solomon Islands. Victory at Guadalcanal marked the

General Douglas MacArthur

Teach

Nazis Defeated/Struggle for the Pacific

L3

Instruct

- Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Ask **What was the Allies' objective in the island-hopping campaign?** (to provide stepping stones toward an attack on Japan itself)
- Teach** Ask **How did its location play into Germany's defeat?** (It was surrounded by enemies.) **How did the Allies combine ground, naval, and air power to chip away at Japanese defenses?** (Ground troops captured different islands as part of the island-hopping campaign; the navy blockaded Japan; and air power bombed Japanese cities and industries.)
- Quick Activity** Have students access **Web Code nap-2941** to take the **Geography Interactive Audio Guided Tour** and then answer the map skill questions in the text.

Independent Practice

Have students fill in the Outline Map *War in the Pacific*.

All in One Teaching Resources, Unit 6, p. 78

Monitor Progress

- For a completed version of the flow-chart, see **Note Taking Transparencies, 187**
- Circulate to make sure students are filling in their Outline Maps accurately. Ensure students have created keys for their maps.

Answers

- The following factors helped the Allies defeat the Germans: Germany's location; poor decisions by Hitler; superior U.S. productive capacity

Map Skills

- Review locations with students.
- By 1942, Japan controlled a large portion of the Pacific; Southeast Asia; and large parts of northern and eastern China.
- Japan's empire was far-flung, and many of its outposts were on isolated islands, making it difficult to supply and defend its empire.

Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

To help students track Allied advances, have them turn the information on the map into a chart. Tell them to create a four-column chart with the headings *China and Korea*, *Southeast Asia*, *Pacific Islands*, and *Japan*. Then have them use the information from the map and text to fill in the dates of Allied advances on each area and the regions taken in those attacks.

L2 English Language Learners

Use the following resources to help students acquire basic skills.


Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 269
- Adapted Section Summary, p. 270

Defeat for Japan

L3

Instruct

- **Introduce** Direct students' attention to the photograph of the mushroom cloud at the bottom of the left page. Then direct them to the photograph of Hiroshima on the top of the right page. Finally, display **Color Transparency 178: Hiroshima**, by Toshimitsu Imai. Discuss this image's more human view of the devastation caused by the bomb.
 **Color Transparencies, 178**
- **Teach** Ask **What behavior did Japanese fighters show in the battles of Iwo Jima and Okinawa and in the air?** (*willingness to fight to the death rather than surrender*) **How do you think this behavior affected the decision to use the atomic bomb?** (*Sample: It probably worried American decision makers when they thought about invading Japan.*) **Why did the Americans drop the second atomic bomb?** (*Japan continued to refuse to surrender even after the dropping of the first bomb and the Soviet invasion of Manchuria.*)
- **Quick Activity** The decision to drop the atomic bombs is one of the most controversial presidential decisions in history. Have students debate Truman's decision. They might consult Web sites that carry first-person accounts of survivors to learn more about the effects of the bomb. They should also consider the American military estimates of the casualties—Japanese as well as American—that would result from an invasion of Japan.

Independent Practice

Primary Source To help students better understand the impact of atomic weapons, have them read the selection from John Hersey's *Hiroshima* and complete the worksheet.

All in One Teaching Resources, Unit 6, p. 75

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

Answers


 island-hopping

Caption Sample: because they were worried about the harm and destruction it could cause

Vocabulary Builder

objective—(ub JEK tiv) *n.* something worked toward; a goal

beginning of an “**island-hopping**” campaign. The goal of the campaign was to recapture some Japanese-held islands while bypassing others. The captured islands served as steppingstones to the next **objective**. In this way, American forces, led by General **Douglas MacArthur**, gradually moved north towards Japan. By 1944, the United States Navy, commanded by Admiral Chester Nimitz, was blockading Japan, and American bombers pounded Japanese cities and industries. In October 1944, MacArthur began the fight to retake the Philippines. The British, meanwhile, were pushing Japanese forces back into the jungles of Burma and Malaya.

 **Checkpoint** What strategy did General MacArthur use to fight the Japanese in the Pacific?

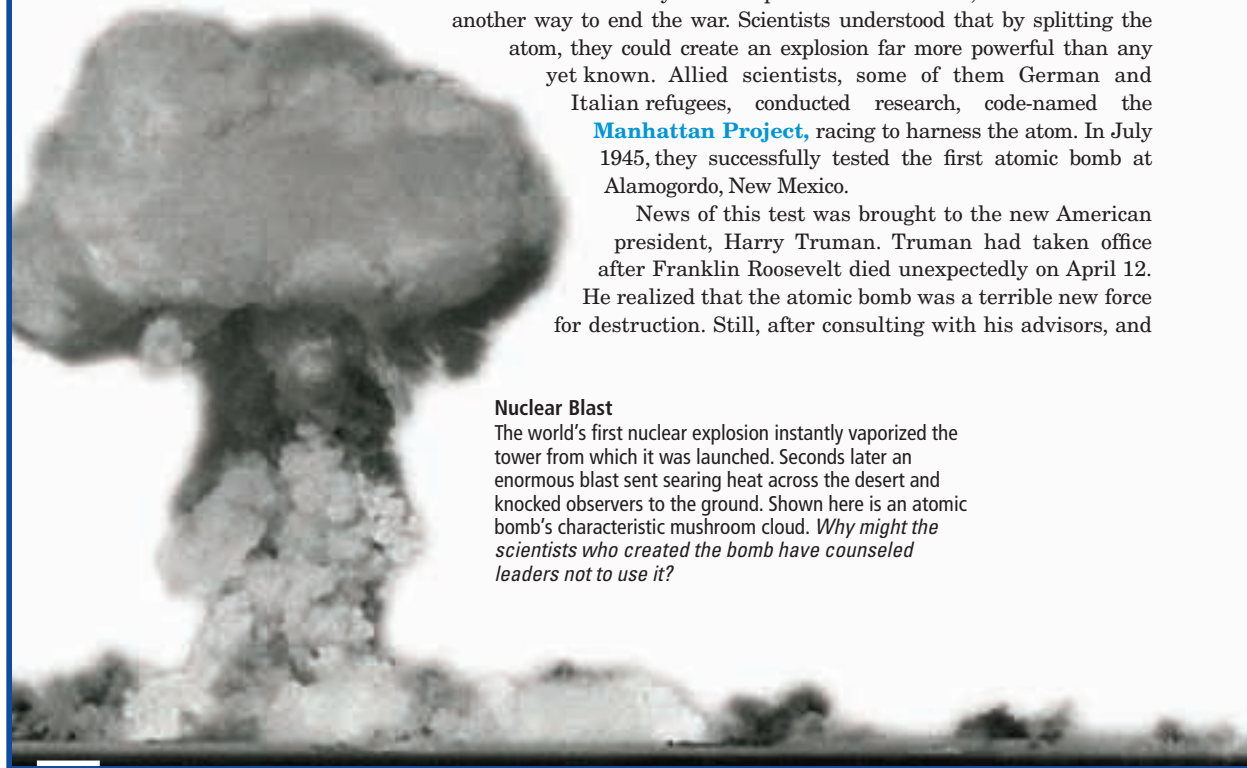
Defeat for Japan

With war won in Europe, the Allies poured their resources into defeating Japan. By mid-1945, most of the Japanese navy and air force had been destroyed. Yet the Japanese still had an army of two million men. The road to victory, it appeared, would be long and costly.

Invasion or the Bomb? In bloody battles on the islands of Iwo Jima from February to March 1945 and Okinawa from April to July 1945, the Japanese had shown that they would fight to the death rather than surrender. Beginning in 1944, some young Japanese men chose to become **kamikaze** (kah muh KAH zee) pilots who undertook suicide missions, crashing their explosive-laden airplanes into American warships.

While Allied military leaders planned for invasion, scientists offered another way to end the war. Scientists understood that by splitting the atom, they could create an explosion far more powerful than any yet known. Allied scientists, some of them German and Italian refugees, conducted research, code-named the **Manhattan Project**, racing to harness the atom. In July 1945, they successfully tested the first atomic bomb at Alamogordo, New Mexico.

News of this test was brought to the new American president, Harry Truman. Truman had taken office after Franklin Roosevelt died unexpectedly on April 12. He realized that the atomic bomb was a terrible new force for destruction. Still, after consulting with his advisors, and



Nuclear Blast

The world's first nuclear explosion instantly vaporized the tower from which it was launched. Seconds later an enormous blast sent searing heat across the desert and knocked observers to the ground. Shown here is an atomic bomb's characteristic mushroom cloud. *Why might the scientists who created the bomb have counseled leaders not to use it?*

History Background

The Brain Drain Both before and during World War II, thousands of people emigrated from Europe to escape the brutal police of the fascist states. This massive migration included gifted artists, scholars, and scientists, many of whom were Jewish. Among the scientists were specialists who played vital roles in the Manhattan Project, in which the

United States developed the first atomic bombs. Hitler showed little concern for the negative impact that the departure of these brilliant minds would have on German science. He once said, “If the dismissal of Jewish scientists means the annihilation of contemporary German science, we shall do without science for a few years.”


Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 6, p. 68

- To further assess student understanding, use
 **Progress Monitoring**
Transparencies, 126

Reteach


If students need more instruction, have them read the section summary.

 **Reading and Note Taking**
Study Guide, p. 270

L3

 **Adapted Reading and**
Note Taking Study Guide, p. 270

L1 L2

 **Spanish Reading and**
Note Taking Study Guide, p. 270

L2

Extend

L4

Have students write an essay explaining whether they think President Truman was right or wrong in approving the use of atomic bombs on Hiroshima and Nagasaki. Remind them that if they disagree with Truman's decision, they need to explain how they think the war would have ended otherwise and what casualties, Japanese as well as American, would have been suffered.

Answer

- ✓ The Americans dropped two atomic bombs on Japan, and the Soviets invaded Manchuria.

Writing About History

Students' outlines should include sections detailing the war situation before the atomic bombs were dropped and the results of their use.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2941**.



determining that it would save American lives, he decided to use the new weapon against Japan.

At the time, Truman was meeting with other Allied leaders in the city of Potsdam, Germany. They issued a warning to Japan to surrender or face "complete destruction" and "utter devastation." When the Japanese ignored the warning, the United States took action.

Utter Devastation On August 6, 1945, an American plane dropped an atomic bomb over the city of **Hiroshima**. The bomb flattened four square miles and instantly killed more than 70,000 people. In the months that followed, many more would die from radiation sickness, a deadly after-effect of exposure to radioactive materials.

On August 8, the Soviet Union declared war on Japan and invaded Manchuria. Again, Japanese leaders did not respond. The next day, the United States dropped a second atomic bomb, this time on the city of **Nagasaki**. More than 40,000 people were killed in this second explosion.

Finally, on August 10, Emperor Hirohito intervened, an action unheard of for a Japanese emperor, and forced the government to surrender. On September 2, 1945, the formal peace treaty was signed on board the American battleship *Missouri*, anchored in Tokyo Bay.

- ✓ **Checkpoint** What strategies did the Allies use to end the war with Japan?



Hiroshima in Ruins

The atomic bomb reduced the center of Hiroshima to smoldering ruins (top left), but the full effect of the bomb would take years to materialize. A woman (above) pays respects to the victims of the atomic bomb at the Memorial Cenotaph in Peace Memorial Park in Hiroshima. A cenotaph is a monument that honors people who are buried elsewhere.

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2941

Writing About History

Quick Write: Make an Outline Once you have a thesis and have gathered research on your topics, you must choose an organization. Some choices are compare and contrast, order of importance, chronological, and cause and effect. Using one of these organizations, create an outline for the following thesis statement: The atomic bomb was a decisive weapon in World War II.

Section 4 Assessment

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Recognize Sequence**
Use your completed flowchart to answer the Focus Question: How did the Allies finally defeat the Axis powers?

Comprehension and Critical Thinking

3. **Determine Relevance** How did the location of the Axis powers in Europe contribute to their defeat?
4. **Draw Inferences** What factors besides ending the war in the Pacific might have contributed to President Harry Truman's decision to drop the atomic bomb?

Section 4 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Germany lost because its position made it vulnerable to attack on two sides; Hitler underestimated the ability of the Soviet Union to fight; U.S. productive capacity was large enough to supply the Allies with vital equipment; and Allied bombing seri-

ously damaged German production. Japan lost because its far-flung empire was hard to defend; the island-hopping campaign worked; and the U.S. developed and used atomic bombs.

3. Germany was forced to defend itself on two fronts, a difficult task. Japan had difficulty defending its far-flung empire.
4. Sample: wanting to show the Soviets that the U.S. had a powerful weapon