

Chapter 22 Study Guide

Total Number of Pages: 45

Guided Reading Pages: 30

Dates Covered by Chapter: 1941-1945

Events, Innovations, and Individuals

Remember to include the Why Does It Matter (WDIM)

Four Freedoms (pg. 904)—President Roosevelt’s stated agenda for what the United States was fighting for in World War 2. Namely, the freedom of speech and worship and freedom from fear and want.

WDIM—

Good Neighbor Policy (pg. 906)—Franklin Roosevelt’s foreign policy position towards Latin America wherein the United States tried to be more of a partner to developing nations and less overbearing than during the Gilded Age.

WDIM—

Lend-Lease Act (pg. 909)—American policy in the late 1930s of selling or lending military equipment and materials to nations deemed democracies (i.e. Britain, France, China) only seeking to defend themselves from invasion against more aggressive nations (Germany, Japan).

WDIM—

D-Day (pg. 913)—The American, British, and Canadian invasion of Nazi-occupied France to open up a western front in an attempt to liberate Europe from Nazi Germany. The largest amphibious assault in military history.

WDIM—

Holocaust (pg. 914)—Name given to the systematic and wholesale murder of Jews and others deemed “undesirable” by Nazi Germany and its leader, Adolf Hitler.

WDIM—

GI Bill of Rights (pg. 924)—Economic plan enacted at the end of World War 2 designed to provide financial assistance to veterans for things like buying property, starting a business, or furthering their education.

WDIM—

Bracero program (pg. 928)—Guest worker program instituted by the United States federal government to all migrant workers to come across the border from Mexico to maintain America’s workforce, especially in agriculture and service jobs.

WDIM—

Executive Order 9066 (pg. 930)—Executive order signed by FDR in the wake of the attack on Pearl Harbor that allowed for the internment or expulsion of Japanese-Americans living along the West Coast.

WDIM—

Korematsu v. United States (pg. 930)—Supreme Court ruling that upheld the legality (if not the morality) of the federal government’s internment of Japanese-Americans during World War 2.

WDIM—

Manhattan Project (pg. 940)—Name given to the top secret American project started in 1940 that would ultimately produce the first nuclear weapons in early 1945.

WDIM—

Yalta Conference (pg. 942)—Wartime conference between Churchill, Stalin, and Roosevelt wherein the United States, Britain, and the Soviet Union began what would become the blueprint of the post-war world.

WDIM—

Chronology and Context

What is happening in the larger world outside of what will become the United States during this time and how did those things affect American History? (Identify 3)

- o –
- o –

Guided Reading

- Introduction- 904
- Good Neighbors- 906
- Isolationism- 908
- Toward Intervention- 909
- Pearl Harbor- 910

} Consider these together

- o (WOR, NAT) What was the series of events that led the United States from a position of ardent non-interventionism to full on leadership of the Allied war effort against the Axis powers?

- The War in the Pacific- 911
- The War in Europe- 913

} Consider these together

- o (WOR) How did the American war effort in the Pacific differ from the American war effort in Europe and how was it similar?

- Mobilizing for War- 915
 - Business and the War- 916
 - Labor in Wartime- 917
- } Consider these together

- (WXT, PCE) In what ways was the federal government’s relationship with labor and business altered by the American war effort in World War 2?

- The Office of War Information- 920
 - The Fifth Freedom- 920
- } Consider these together

- (WXT, NAT) How does the idea of freedom become a tool for marketing for both government and big business?

- Women at War- 921
 - Women at Work- 922
- } Consider these together

- (SOC) In what ways does World War 2 change the traditional conceptualization of the ideal American woman and in what ways is that traditional conceptualization reinforced during the war years?

- “The Way of Life of Free Men”- 924
 - An Economic Bill of Rights- 924
- } Consider these together

- (WXT, SOC) How does FDR re-conceptualize the idea of freedom with his proposal for an economic bill of rights?

- Patriotic Assimilation- 926
 - The Bracero Program- 928
 - Mexican-American Rights- 928
 - Indians during the War- 929
- } Consider these together

- (WXT, SOC) In what ways does the war effort during World War 2 extend the idea of “American-ness” to include Latinos and Native Americans?

- Asian-Americans in Wartime- 929
 - Japanese-American Internment- 930
- } Consider these together

- (SOC) How is the “American-ness” of Asian-Americans both expanded and contracted during World War 2?

- Blacks and the War- 932
- Blacks and Military Service- 932
- Birth of the Civil Rights Movement- 933
- The Double-V- 936

} Consider these together

- (SOC) In what ways do the efforts of Black Americans during World War 2 give rise to a renewed civil rights movement?

- The End of the War- 940
- “The Most Terrible Weapon”- 940
- The Dawn of the Atomic Age- 941
- The Nature of the War- 941

} Consider these together

- (WXT, WOR) In what ways does the use of nuclear weapons to end World War 2 characterize the nature of the war itself and what distinguished it from prior wars?

- Planning the Postwar World- 942
- Yalta and Bretton Woods- 942
- The United Nations- 943
- Peace, but not Harmony- 944

} Consider these together

- (WOR, NAT) How does the U.S.A.'s role at the end of World War 2 differ from that of World War 1 and to what effect?

Reasoning

Provide examples from the chapter for each and explain how your example is best understood with that line of reasoning:

- Change Over Time—
 - What is the situation as described at the beginning of the chapter?
 - How have things changed by the end of the chapter and why?
- Causation—
 - What is ONE event, innovation, or individual that alters the situation and how?
 - What is a SECOND event, innovation, or individual that alters the situation and how?

- o What is a THIRD event, innovation, or individual that alters the situation and how?
- Compare and Contrast—
 - o How do the events, innovation, or individuals in the chapter affect groups of people the same and how are the effects different?
 - o Who wins and who loses because of the events in this chapter? What is won or lost?

Connections

Identify and explain (2) events, innovations, or individuals from the chapter and explain how they still affect us today:

1. –

2. –

Argumentation

Answer each of the following questions related to the content of the chapter and defend your reasoning with evidence:

- 1.** –Did the Allied powers do enough to end the Holocaust? Explain.
- 2.** –Was the United States' decision to drop the atomic bombs to end World War 2 justified? Why or why not?

Unanswered Questions

Identify and explain (2) things from the chapter you would still like to know after completing it:

1. –

2. –