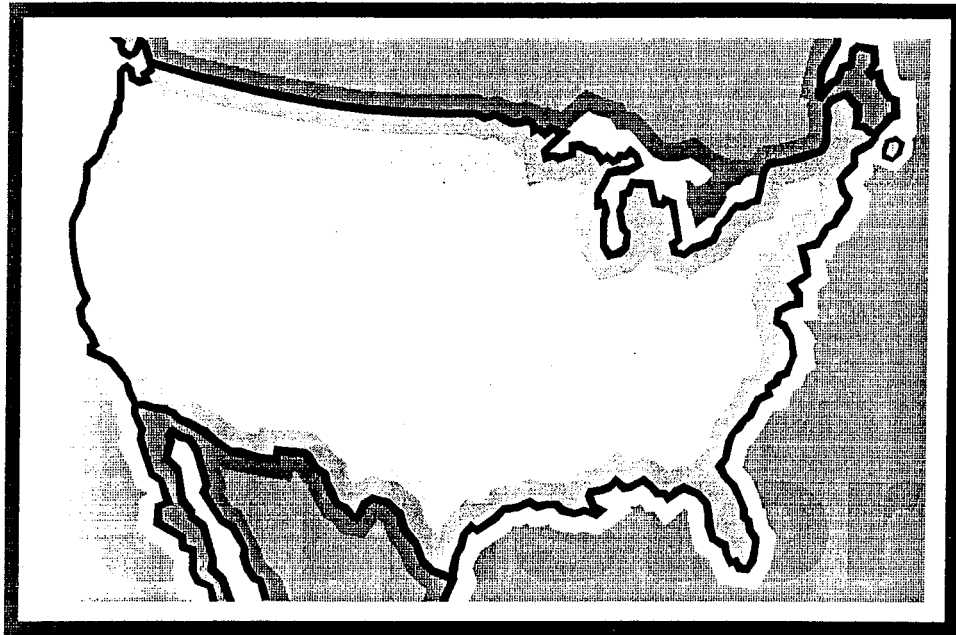


# **US History**



## **Chapter 25: The United States in World War II 1941-1945**

**Section 1: Mobilizing for Defense**

**Section 2: The War for Europe and North Africa**

**Section 3: The War in the Pacific**

**Section 4: The Home Front**



# Chapter 25: The United States in World War II, 1941-1945

## Section 1: Mobilizing for Defense

George Marshall \_\_\_\_\_

Women's Auxiliary Army Corp (WAAC) \_\_\_\_\_

A. Philip Randolph \_\_\_\_\_

Manhattan Project \_\_\_\_\_

Office of Price Administration (OPA) \_\_\_\_\_

War Production Board (WPB) \_\_\_\_\_

rationing \_\_\_\_\_

Rationing + American Public

Selective Service + G.I.

Black Market

WAR Production Board

Mobilizing  
FOR  
DEFENSE

Expanding the Military

Women's Auxiliary Army Corp

Office of Science, Research Development

Office of Price Administration

Recruiting + Discrimination  
A. Philip Randolph

## Section 2: The War for Europe and North Africa

Dwight D. Eisenhower \_\_\_\_\_

D-Day \_\_\_\_\_

Omar Bradley \_\_\_\_\_

George Patton \_\_\_\_\_

Battle of the Bulge \_\_\_\_\_

V-E Day \_\_\_\_\_

Harry S. Truman \_\_\_\_\_

Battle of Bulge

Battle of Atlantic  
war plans

V-E Day

The  
WAR FOR  
EUROPE  
and  
NORTH AFRICA

EASTERN FRONT

Battle of Stalingrad

'Operation TORCH' N. Africa

The Italian Campaign

TURNING POINT for Soviets

WAR Heroes; Tuskegee Airmen

## Section 3: The War in the Pacific

Douglas MacArthur \_\_\_\_\_

Chester Nimitz \_\_\_\_\_

Battle of Midway \_\_\_\_\_

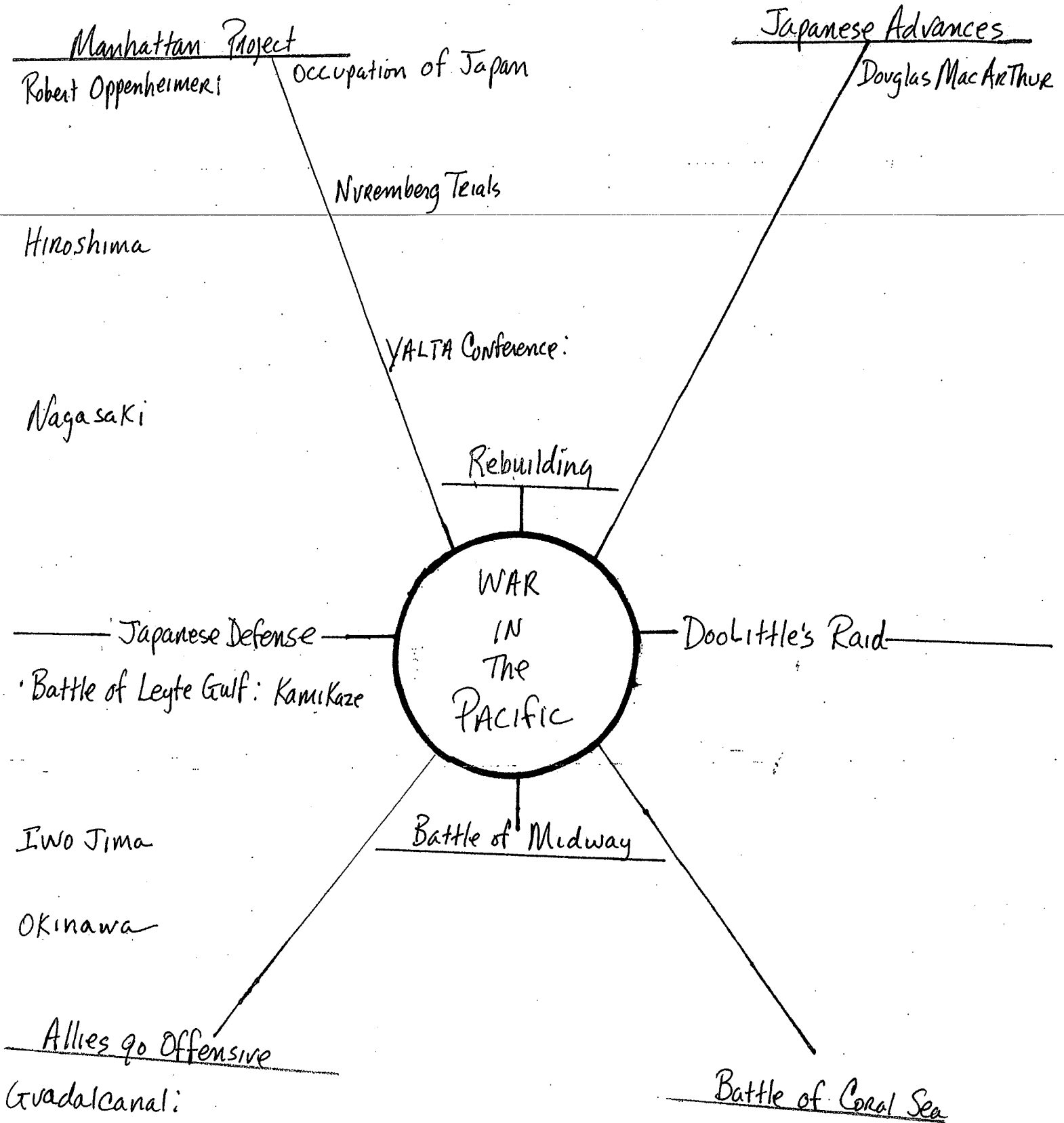
kamikaze \_\_\_\_\_

J. Robert Oppenheimer \_\_\_\_\_

Hiroshima \_\_\_\_\_

Nagasaki \_\_\_\_\_

Nuremberg trials \_\_\_\_\_





## Section 4: The Home Front

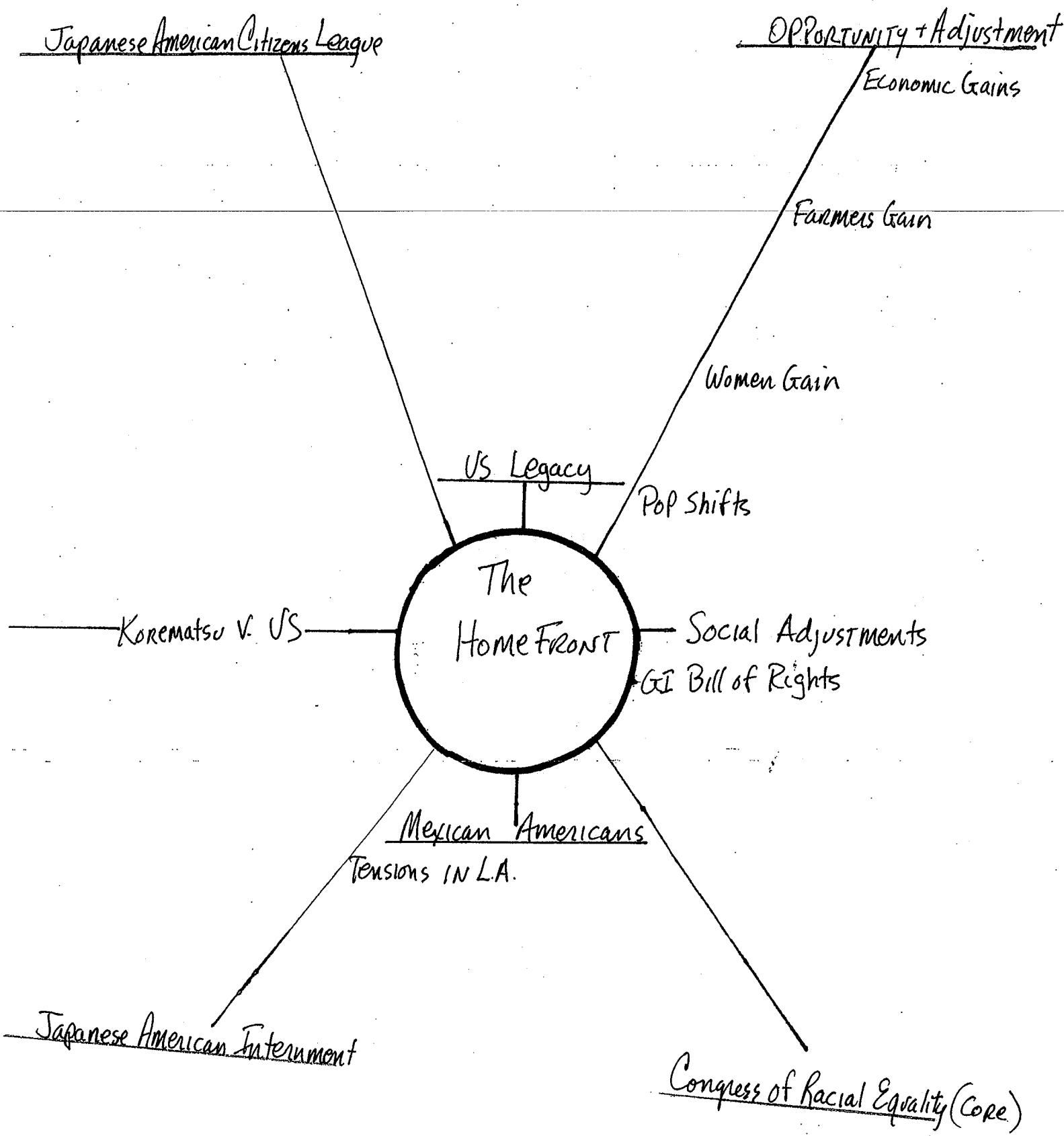
GI Bills of Rights \_\_\_\_\_

James Farmer \_\_\_\_\_

Congress of Racial Equality (CORE) \_\_\_\_\_

internment \_\_\_\_\_

Japanese American Citizens League (JACL) \_\_\_\_\_



## Korematsu v. United States (1944)

### Vocabulary

**executive order** A regulation or order issued by the President to enforce a treaty or law; it does not require congressional approval but has the force of law.

**curfew** A regulation requiring a certain group to be off the streets and in their homes at a certain time.

### Reviewing the Case

After the Japanese bombing of Pearl Harbor in December 1941, the United States entered the war against the Axis powers—Germany, Italy, and Japan. The attack on Hawaii had made many American leaders and ordinary citizens increasingly fearful about security on the West Coast of the United States. In response to those fears, President Franklin D. Roosevelt issued **Executive Order #9066** in February 1942.

The order authorized the creation of military areas in which military authorities had the power to remove or exclude whomever they wished. The first area included the entire West Coast to about 40 miles inland. Based on the executive order, military officials first imposed a **curfew** on “all persons of Japanese ancestry,” including those born in the United States and those who had become citizens. Later, the military commander ordered all persons of Japanese ancestry to leave their homes and report to assembly centers. From there they were sent to relocation camps farther inland, away from the coast.

The government claimed the curfew and the relocations were necessary to prevent sabotage, spying, or giving help to a possible Japanese invasion force. Disobeying the military orders was made a crime by act of Congress. Several lawsuits were brought to challenge this violation of the civil rights of citizens.

Fred (Toyosaburo) Korematsu was arrested for staying in San Leandro, California, instead of going to a relocation center. Born in California, Korematsu was a defense-plant

worker in his 20's. He had tried to join the Army but could not pass the physical. Rather than going to a center, he posed as Chinese. After being caught and arrested, he was convicted in federal district court of violating the military's “Civilian Exclusion Order.” Conviction carried a maximum fine of \$5,000 or up to one year in prison, or both.

Korematsu appealed the decision, unsuccessfully, to the Ninth Circuit Court of Appeals for California on the grounds that his rights under the Fourth, Fifth, Eighth, and Thirteenth Amendments had been violated. He was sent to a relocation camp in Utah. Korematsu then appealed to the U.S. Supreme Court.

The issue before the Court: Are Executive Order #9066 and the act of Congress enforcing it constitutional uses of the war powers of the President and Congress?

The Supreme Court ruled by a vote of 6–3 to uphold the decision of the lower courts against Korematsu. The Court ruled according to the precedent set a year earlier in *Hirabayashi v. United States*. Kiyoshi Hirabayashi had been convicted of violating the curfew law, which applied only to Japanese Americans. On appeal, the Court had ruled that Hirabayashi's rights had not been violated unconstitutionally because the curfew was within the limits of the war powers. In the interests of national security, the Court said, military authorities could do what they thought was necessary in sensitive areas; Congress had the right to give this power.

The Court's reasoning in both cases can be summed up in the words of Justice Hugo Black's opinion in *Korematsu*:

It should be noted, to begin with, that all legal restrictions which curtail the civil rights of a single racial group are immediately suspect. That is not to say that all such restrictions are unconstitutional. It is to say that courts must subject them to the most rigid scrutiny. . . . Compulsory exclusion of large groups of citizens from their

homes, except under circumstances of direst emergency and peril, is inconsistent with our basic governmental institution. But when under conditions of modern warfare our shores are threatened by hostile forces, the power to protect must be commensurate [equal] with the threatened danger....

The majority opinion stated that the quick judgments necessary during a war served as justification for the action, even though it brought hardships to many loyal people of Japanese descent. Continuing the majority opinion, Black denied that the policy had a racist intent:

Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire, because the properly constituted military authorities feared an invasion of our West Coast and felt constrained to take proper security measures, because they decided that the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily, and finally, because Congress, reposing its confidence in this time of war in our military leaders . . . determined that they should have the power to do just this.

The Court at the time did not rule on the constitutional issues and the questions of civil rights involved in these cases, only on the use of the war powers.

The three dissenting justices—Roberts, Murphy, and Jackson—thought that the policy was racist and unconstitutional. Justice Jackson feared that the decision gave the approval of the Constitution to an emergency military policy. The dissenting justices also pointed out that no effort had been made to identify individual Japanese Americans who might be disloyal, as had been done with some Germans and Italians. They claimed the policy violated the civil rights of an entire group of citizens solely on the basis of their ancestry.

As a result of this policy, about 112,000 Japanese Americans were forced to spend the war years behind the barbed wire fences of remote and primitive camps in the West. Many lost pleasant homes and prospering farms and businesses. President Harry Truman officially lifted the order in 1946, after the war was over. In the mid-1980's, more Americans were coming to believe that the incident had been racist to at least some extent. Under pressure, Congress authorized the payment of damages to those who had been held in relocation camps.

Name \_\_\_\_\_ Date \_\_\_\_\_

## ***Korematsu v. United States (1944)***

### ***Elements of the Case***

**Directions:** Fill in the appropriate information for each of the following elements of this case.

1. State the issue before the Supreme Court in this case.

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2. What facts of the case were presented to the Court?

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3. What was the decision of the Court? What was the rationale behind it?

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4. What was the effect of the decision?

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Name \_\_\_\_\_

***Evaluation of the Case***

**Directions:** Use your own judgment to evaluate the justices' decision and state your opinion of that decision.

1. In your opinion, did the Court make the right decision in this case?  
Explain why you agree or disagree.

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2. Do you think that German Americans and Italian Americans should have been relocated? Explain. Why do you suppose they were not?

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3. Do you think this action would be taken today in the event of a war? Explain.

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**Glossary****CHAPTER 25 The United States in World War II**

**executive order** Order issued by the president to any part of the executive branch of government

**home front** Civilian population or the civilian activities of a country at war

**internment camp** Area where people are kept under guard, especially during wartime

**liberate** Set free from oppression, imprisonment, or foreign control

**outpost** Fortified area away from a main settlement, used to prevent an attack on the main settlement

**race riots** Riots caused by racial hatred or dissension

**sonar** System using underwater sound waves to detect submerged objects

**tribunal** Court of justice

**unconditional surrender** Giving up to an enemy without any demands or requests

**war bonds** Certificates of debt issued by a government—the government uses the money to pay for a war and pays the investor at a certain future date

**AFTER YOU READ****Terms and Names****A. Circle the phrase that best completes each sentence.**

- The Battle of the Bulge was \_\_\_\_\_.  
 an Allied campaign in North Africa      a battle against Japan in the Pacific  
 the final German counterattack in Europe
- On D-Day, the Allies \_\_\_\_\_.  
 landed in Normandy to liberate Europe      defeated Japan      defeated Germany
- The Manhattan Project \_\_\_\_\_.  
 sent Japanese Americans to internment camps      planned the Allies' strategy      developed the atomic bomb
- In the Nuremberg Trials, the Nazis \_\_\_\_\_.  
 were tried for war crimes and crimes against humanity      starved and froze outside of a Soviet city  
 destroyed Jewish businesses
- The GI Bill of Rights \_\_\_\_\_.  
 desegregated the armed forces      paid for veterans to go to college      allowed women to serve in the military
- Rationing was \_\_\_\_\_.  
 the scientific process of developing the atomic bomb      a way of allotting scarce products, like meat and gasoline  
 the percentage of women allowed to work in defense industries
- Hiroshima was \_\_\_\_\_.  
 the Japanese city on which the first atomic bomb was dropped      the emperor of Japan  
 an internment camp in the United States

US History Chp 25 essay test.

Choose one:

1. How did the US succeed in defeating Japan? Do you think this defeat could have been accomplished in any other way? Support your opinion with examples and facts. Include:
  - a. region that Japan occupied in the Pacific
  - b. basic military strategy used by US
  - c. key battles and Allied leaders in the Pacific
  - d. what brought Japan's surrender
  
2. How did mobilizing for the war transform American society? What were some short-term and long-term effects of this mobilization? Include:
  - a. federal control over wartime production
  - b. contributions of working people
  - c. scientists' contribution to the war effort
  - d. gains for women and minorities