The Allies Turn the Tide

Objectives
- Understand how nations devoted all of their resources to fighting World War II.
- Explain how Allied victories began to push back the Axis powers.
- Describe D-Day and the Allied advance toward Germany.

Terms, People, and Places
- Rosie the Riveter
- Aircraft carrier
- Stalingrad
- D-Day
- Dwight Eisenhower
- Yalta Conference

Note Taking
Recognize Sequence (in a flowchart like the one below, sequence the events that turned the tide of the war towards the Allies.)

All-Out War
- To defeat the Axis war machine, the Allies had to commit themselves to total war. Total war means nations devote all of their resources to the war effort.
- Governments Increase Power To achieve maximum war production, democratic governments in the United States and Great Britain increased their political power. They directed economic resources into the war effort, ordering factories to stop making cars or refrigerators and to turn out airplanes or tanks instead. Governments implemented programs to ration or control the amount of food and other vital goods consumers could buy. They raised money by holding war bond drives, in which citizens lent their government certain sums of money that would be returned with interest later. Prices and wages were also regulated. While the war brought some shortages and hardships, the increase in production ended the unemployment of the depression era.
- Under the pressures of war, even democratic governments limited the rights of citizens, censored the press, and used propaganda to win public support for the war. In the United States and Canada, many citizens of Japanese descent lost their jobs, property, and civil rights. Many Japanese Americans and Japanese Canadians were even interned in camps after their governments and ask volunteers to summarize the Axis and Allied positions there. Guide students to see that the Axis had the upper hand almost everywhere.

Prepare to Read
- Witness History Audio CD

Build Background Knowledge
- Using a map of the world, point to an area of fighting at this stage of the war and ask volunteers to summarize the Axis and Allied positions there. Guide students to see that the Axis had the upper hand almost everywhere.

Set a Purpose
- Read the selection aloud or play the audio.
- Have students preview the Section Objectives and the list of Terms, People, and Places.
- 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 3 Assessment answers.)

Preview
- Have students preview the Section Objectives and the list of Terms, People, and Places.
- Have students read this section using the Paragraph Shrinkage strategy (TR, p. T20). As they read, have students fill in the flowchart describing the sequence of events that turned the tide of the war.

Reading and Note Taking
- Chapter 17 Section 3 577

Vocabulary Builder

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

High-Use Words Definitions and Sample Sentences

Incessant, p. 582
adj. continuous, ceaseless Because of the incessant rain yesterday, we never made it to the beach.

Inevitable, p. 583
adj. unavoidable; inescapable The soccer squad’s victory in the state finals seemed inevitable, because the team had outplayed its competitor during the entire game.
**All-Out War**

**Instruct**
- Introduce: Display Color Transparency 176: World War II Poster. Have students also look at the British poster on the previous page. Discuss how posters, advertisements, and movies helped to instill patriotism and a desire to cooperate in the war effort.
- Color Transparencies, 176

**Teach**
- Ask: Why would Britain and the United States need to ration, or limit, the amount of consumer goods available? (to preserve supplies for the war effort) What impact did increased production have on the economy? (It finally depressed the economy.)
- Quick Activity: Ask Why did Allied governments intern people with Japanese and Japanese ancestry in camps? (from fear that they were security risks) Using the Numbered Heads strategy (TE, p. T21), ask students to discuss the following: In times of war, does a government have the right to take away civil liberties?

**Independent Practice**

Have students take the role of an American woman who has entered the workforce for the first time and write a letter to a male relative in the army. Have them explain why they wanted to work.

**Monitor Progress**

As students complete their flowcharts, circulate to make sure they correctly identify and sequence the key events. For a completed version of the flowchart, see Note Taking Transparencies, 186

**Answers**

- converted factories from making consumer goods to making airplanes, tanks, and ships; rationed goods; regulated wages and prices; worked to recruit all members of society to the war effort
- Sample: Naval warfare became less predictable; enemy ships no longer had to be very close to each other to engage in battle.

578 World War II and Its Aftermath

---

**Social Impact of War**

To meet the needs of total war, Americans of all backgrounds joined the armed forces. Filipino and Korean Americans were especially eager to fight, not only to aid the Allied effort, but also to liberate their homelands from Japanese conquest. African Americans were initially limited to support roles, but soon were given the opportunity to fight in combat. African-American soldiers went on to win nearly 800 medals.

The war also provided new opportunities at home. At first, defense industries did not want to hire African Americans. In 1942, President Roosevelt issued Executive Order 8802, which banned discrimination in job training programs and in defense industries. He also set up the Fair Employment Practices Committee to review charges of job discrimination. By the end of the war, nearly two million African Americans worked in defense factories.
In North Africa, the British led by Gen.-Allied Victory in North Africa to risk a breakdown in their alliance, however. At a conference in Tehran, the West wanted to destroy communism. None of the new Allies wanted Roosevelt feared that Stalin wanted to dominate Europe. Stalin believed focus on finishing the war in Europe before trying to end the war in Asia. In 1942, Churchill replied that they did not yet have the resources. Stalin saw the wish of Poland's government-in-exile. However, Stalin also wanted to let the borders outlined in the Nazi-Soviet Pact stand, against the advance. Allied tanks drove the Axis back across Libya into Tunisia.

In 1942, the “Big Three”—Roosevelt, Churchill, and Stalin—agreed to focus on finishing the war in Europe before trying to end the war in Asia. From the outset, the Allies distrusted one another. Churchill and Roosevelt feared that Stalin wanted to dominate Europe. Stalin believed the West wanted to destroy communism. None of the new Allies wanted to risk a breakdown in their alliance, however. At a conference in Teheran, Iran, in late 1943, Churchill and Roosevelt yielded to Stalin by agreeing to let the borders outlined in the Nazi-Soviet Pact stand, against the wishes of Poland’s government-in-exile. However, Stalin also wanted Roosevelt and Churchill to open a second front against Germany in Western Europe to relieve the pressure on the Soviet Union. Roosevelt and Churchill replied that they did not yet have the resources. Stalin saw the delay as a deliberate policy to weaken the Soviet Union.

Allied Victory in North Africa In North Africa, the British led by Gen. Bernard Montgomery fought Rommel. After the fierce Battle of El Alamein in November 1942, the Allies finally halted the Desert Fox's advance. Allied tanks drove the Axis back across Libya into Tunisia. Later in 1942, American General Dwight Eisenhower took command of a joint British and American force in Morocco and Algeria. Advancing on Tunisia from the west, the Allies trapped Rommel’s army, which surrendered in May 1943.

The Enigma Code Intelligence work helped produce the American victory at Midway—and that work owed its success in part to a Polish mathematician. In the 1930s, the Germans developed a machine called Enigma that allowed them to put military communications in code. Polish mathematician Marian Rejewski led a team that cracked the code. The Polish team gave their information to the British, who developed a new device that decoded messages created by a revised version of Enigma. The Germans had given an Enigma machine to the Japanese, and the Americans created their own machine to decode it. As a result, American naval intelligence officers intercepted Japanese plans to attack Midway. That allowed the navy to have a fleet lying in wait to beat back the Japanese attack.

The Allies Forge Ahead

Instruct

1. Introduce: Key Terms Have students find the key term aircraft carrier (in blue) in the text. Point out that Japan was more than 3,000 miles from some of its conquests in Southeast Asia. Ask Why do you think aircraft carriers were such a vital part of the war effort? (Sample: Large fleets were needed to move airplanes, troops, and supplies around the vast area of the Pacific.)

2. Teach Have students refer to the map of the Pacific theater in Section 4 and locate the Battles of Coral Sea and Midway. Then have them refer to the map of the European theater on the next spread to see the location of El Alamein, the points where Italy was invaded, and the site of Stalingrad. Ask How did these battles turn the tide for the Allies? (Midway and the Coral Sea badly damaged Japanese power, preventing Japan from launching any further offensive operations. El Alamein and Stalingrad stopped the Axis powers at their furthest advance. The invasion of Italy was the first assault on the Axis’ homelands.)

Analyzing the Visuals To help students visualize the battle of Stalingrad, display Color Transparency 177: Battle of Stalingrad. Ask a volunteer to read the description of the battle from the text. As the student reads each sentence, point to the map to show where the action took place. Then use the lesson suggested in the transparency book to guide a discussion. Color Transparencies, 177

Answers

Thinking Critically

1. because it allowed the British to know when German planes were coming and where they were going
2. Improved aircraft and tank technology helped Hitler to overwhelm his opponents.
Independent Practice

- Have students fill in the Outline Map Europe and North Africa.
- Have students access Web Code abp-2931 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

Monitor Progress

- Have students write a brief paragraph explaining why Churchill, Roosevelt, and Stalin cooperated during the war, what agreements they reached in their 1942 conference, and what factors caused problems among them.
- Circulate to make sure students have correctly labeled their Outline Maps. Administer the Geography Quiz.

Answer

Midway blocked the Japanese advance in the Pacific. El Alamein was the beginning of the end of German control of North Africa. The invasion of Italy attacked one of the Axis home lands. Stalingrad destroyed a large German army in the east.

Allies Advance Through Italy

With North Africa under their control, the Allies were able to cross the Mediterranean into Italy. In July 1943, a combined British and American army landed first in Sicily and then in southern Italy. They defeated the Italian forces there in about a month. After the defeat, the Italians overthrew Mussolini and signed an armistice, but fighting did not end. Hitler sent German troops to rescue Mussolini and stiffen the will of Italians fighting in the north. For the next 18 months, the Allies pushed slowly up the Italian peninsula, suffering heavy losses against strong German resistance. Still, the Italian invasion was a decisive event for the Allies because it weakened Hitler by forcing him to fight on another front.

Germans Defeated at Stalingrad

A major turning point occurred in the Soviet Union. After their lightning advance in 1941, the Germans were stalled outside Moscow and Leningrad. In 1942, Hitler launched a new offensive. This time, he aimed for the rich oil fields of the south. His troops, however, got only as far as Stalingrad.

The Battle of Stalingrad was one of the costliest of the war. Hitler was determined to capture Stalin’s namesake city, and Stalin was equally determined to defend it. The battle began when the Germans surrounded the city. As winter closed in, a bitter street-by-street, house-by-house struggle raged. A German officer wrote that soldiers fought for two weeks for a single building. Corpses “are strewn in the cellars, on the landings and the staircases,” he said. In November, the Soviets encircled their attackers. Trapped, without food or ammunition and with no hope of rescue, the German commander finally surrendered in January 1943.

After the Battle of Stalingrad, the Red Army took the offensive and drove the invaders out of the Soviet Union entirely. Hitler’s forces suffered irreplaceable losses of both troops and equipment. By early 1944, Soviet troops were advancing into Eastern Europe.

Checkpoint How did the Allies push back the Axis powers on four fronts?

The Allies Push Toward Germany

By 1944, the Western Allies were at last ready to open a second front in Europe by invading France. Allied leaders under Eisenhower faced the enormous task of planning the operation and assembling troops and supplies. To prepare the way for the invasion, Allied bombers flew constant missions over Germany. They targeted factories and destroyed aircraft that might be used against the invasion force. They also bombed railroad and bridges in France.

The D-Day Assault The Allies chose June 6, 1944—known as D-Day—for the invasion of France. Just before midnight on June 5, Allied planes dropped paratroopers behind enemy lines. Then, at dawn, thousands of ships formed 156,000 Allied troops across the English Channel. The troops
Axis power reached its height in Europe in 1942. Then the tide began to turn.

Map Skills

1. Locate (a) Vichy France (b) Soviet Union (c) El Alamein (d) Normandy (e) Berlin

2. Place Describe the extent of Axis control in 1942.

3. Make Inferences How did geography both help and hinder Allied advances?

The Allies Push Toward Germany

Instruct

- Introduce: Vocabulary Builder
  - Have students read the Vocabulary Builder terms and definitions. Give them the following sentence and ask which term would best fill in the blank:
  - “The attacks on German cities were repeated against Japan.” (incessant)

Teach
- Ask: Why did the Americans and British wait until 1944 to invade France? (They said they were not ready until then.) How long did it take the Allied forces to liberate Paris and all of France? (about two and half months to regain Paris and another month to free the rest of France)
- What kinds of targets did the Allies bomb in Germany in 1945? (military bases, factories, railroads, oil depots, and cities)
- Why was it important for the Allied leaders to meet early in 1945? (They were closing in on Germany from both sides by that time, and the war in Europe was nearing an end; they had to agree on the strategy to end the war and on post-war arrangements.)
- Quick Activity: Show students Triumph at Normandy from the Witness History Discovery School™ video program. Ask volunteers to describe some of the planning and resources needed to carry out the D-Day invasion of Normandy.

Answers

Map Skills

1. Review locations with students.

2. The Axis controlled all of Eastern and Western Europe except the neutral nations (Sweden, Ireland, Portugal, Spain, and Switzerland) and the United Kingdom, which was fighting them. They also controlled the western part of the Soviet Union and almost all of North Africa.

3. Helped: They could attack Germany from all sides; hindered: The Americans and British had to move resources through the Atlantic to North Africa and southern Europe.
Independent Practice

- Have each student select one of the three leaders, Churchill, Stalin, or Roosevelt. Have them learn more about this leader and then write an obituary, which summarizes his role and achievements during World War II.
- Have students take the role of a soldier who fought at D-Day and write a letter to family members back home describing the experience.

Monitor Progress

- Have students create an outline of the subsection “The Allies Push Toward Germany that organizes and highlights the key points.
- Check Reading and Note Taking Study Guide entries for student understanding.

Answer

**BIOGRAPHY** Churchill with his courage and defiant attitude; Roosevelt: He gave supplies and guidance to help the British fight the Nazis; Stalin: because he showed ruthlessness in killing or exiling all his rivals before gaining power and because he had earlier allied himself with Hitler

582 World War II and Its Aftermath
The goal of this kind of bombing was to cripple Germany's industries and destroy the morale of its civilians. In one 10-day period, bombing almost erased the huge industrial city of Hamburg, killing 40,000 civilians and forcing one million to flee their homes. In February 1945, Allied raids on Dresden, not an industrial target, but considered one of the most beautiful cities in Europe, killed as many as 135,000 people.

After freeing France, Allied forces battled toward Germany. As their armies advanced into Belgium in December, Germany launched a massive counterattack. At the bloody Battle of the Bulge, which lasted more than a month, both sides took terrible losses. The Germans were unable to break through. The battle delayed the Allied advance from the west, but only for six weeks. Meanwhile, the Soviet army battled through Germany and advanced on Berlin from the east. Hitler's support within Germany was declining, and he had already survived one assassination attempt by senior officers in the German military. By early 1945, the defeat of Germany seemed inevitable.

Uneasy Agreement at Yalta. In February 1945, Roosevelt, Churchill, and Stalin met again at Yalta, in the southern Soviet Union. Once again, the Big Three planned strategy in an atmosphere of distrust. Stalin insisted that the Soviet Union needed to maintain control of Eastern Europe to be able to protect itself from future aggression. Churchill and Roosevelt favored self-determination for Eastern Europe, which would make it possible for the people of Eastern Europe to choose their own government. Both leaders also agreed that Germany would be temporarily divided into four zones, to be governed by American, French, British, and Soviet forces. Stalin agreed to hold free elections in Eastern Europe. However, as you will read later, growing mistrust would later cause a split between the Allies.

Checkpoint. What agreements did Churchill, Roosevelt, and Stalin come to at Yalta?

Terms, People, and Places
1. for each term, person, or place listed below, write a sentence explaining its significance.

Note Taking
2. Reading Skill: Recognize Sequence
Use your completed timeline to answer the Focus Question: How did the Allies begin to push back the Axis powers?

Comprehension and Critical Thinking
3. Analyze Information
How did democratic governments mobilize their economies for war?
4. Determine Relevance
Why were the battles of Midway, El Alamein, and Stalingrad important turning points in the war?
5. Predict Consequences
Why didn’t the Yalta Conference lead to lasting unity among the Big Three leaders?

Assess and Reteach
Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz.

Reteach
If students need more instruction, have them read the section summary:
- Reading and Note Taking Study Guide, p. 184
- Adapted Reading and Note Taking Study Guide, p. 184
- Spanish Reading and Note Taking Study Guide, p. 184

Extend
Have students compare the role of American women during World War II to their role in World War I. Encourage them to do additional research to gather information on both periods.

Answer
Stalin agreed to declare war on Japan in return for gaining land. He also agreed to hold free elections in Eastern Europe after the war. They all agreed to divide Germany into four occupation zones.

Quick Write: Develop a Thesis
Students’ thesis statements should explain why Stalingrad was an important battle.

Writing About History
Quick Write: Develop a Thesis. A thesis statement summarizes the main idea of your research paper. The thesis statement should express an idea that can be defended or refuted. It should also be narrow enough to be addressed clearly in your writing.
Based on what you have read, write a thesis statement for an essay explaining the importance of the Battle of Stalingrad.

Progress Monitoring Online
For additional assessment, have students access Progress Monitoring Online at Web Code nba-2831.