

CHAPTER 24 | Quick Study Guide



Study Guide Online

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Chapter Summary

Section 1

Aggression Leads to War

- During the 1920s and 1930s, totalitarian dictators rose in several nations.
- Western democracies took little action to stop Italian, Japanese, and German aggression.
- To avoid involvement in world conflicts, the United States passed the Neutrality Act.
- Germany's invasion of Poland launched World War II.

Section 2

The United States at War

- Though officially neutral, the United States took steps to aid the Allies.
- The United States entered World War II after Japan bombed Pearl Harbor.
- By 1943, the Allies were beginning to turn back Axis advances in Europe, North Africa, and the Pacific.

Section 3

The War at Home

- As the economy switched to wartime production, the government rationed many valuable resources.
- During the war, women took over many jobs usually performed by men.
- On the West Coast, Japanese Americans were shipped to internment camps.



Section 4

Toward Victory

- With Allied troops closing in from the west and east, Germany surrendered in 1945.
- Japan is forced to surrender after two atomic bombs were dropped on Hiroshima and Nagasaki.
- After Germany surrendered, the Allies learned of the Nazi death camps where millions of people were murdered.

Key Concepts

These notes will help you prepare for questions about key concepts.

Steps to World War II

- **Rise of Dictatorships**
Soviet Union (Stalin); Italy (Mussolini); Germany (Hitler); Japan (militarists)
- **Aggression**
Japan occupies China; Italy invades Ethiopia; Germany moves across Eastern Europe
- **Appeasement**
Democracies fail to take action against aggression
- **Nazi-Soviet Pact**
Hitler and Stalin divide Poland
- **Hitler Invades Poland**
France and Britain declare war on Germany

Growing U.S. Involvement

1935

- Congress passes first Neutrality Act

1940

- U.S. sells supplies to Britain
- U.S. sets up first peacetime draft

1941

- Lend-Lease; U.S. supplies Allies
- Roosevelt and Churchill issue Atlantic Charter
- U.S. opposes Japanese aggression
- Japan bombs Pearl Harbor; U.S. enters war

Turning Points of World War II

- **Battle of Britain, 1941:** Britain survives German bombing
- **Midway, 1942:** U.S. Navy turns back Japanese advance in Pacific
- **Stalingrad, 1942–1943:** Soviet Union resists Nazi attack
- **El Alamein, 1942:** British forces end Nazi advance in North Africa
- **Invasion of Italy, 1943:** Allied forces take Italy out of war
- **D-Day, 1944:** Allied troops begin drive toward Germany

CHAPTER 24 | Review and Assessment

Vocabulary Builder

Key Terms

1. Write one sentence giving the definition of each of these key terms: **fascism**; **aggression**; **appeasement**; **total war**; **rationing**; **intern**; **genocide**. Then, write a second sentence relating each of the key terms to World War II, its cause or its effects.

Comprehension and Critical Thinking

2. (a) **Describe** Describe the features of a totalitarian state.
(b) **Contrast** How does a totalitarian government differ from a democratic government, such as that of the United States?
3. (a) **Recall** How did Roosevelt try to improve relations with Latin American countries?
(b) **Evaluate Information** Why do you think the United States was anxious to strengthen its ties to Latin America in the 1930s?
4. (a) **Recall** Why did the Japanese attack Pearl Harbor?
(b) **Apply Information** After the attack, a Japanese admiral said, "I'm afraid we have awakened a sleeping tiger." What do you think he meant? Do you think he was correct?
5. (a) **Recall** How did American women contribute to the war effort?
(b) **Analyze Cause and Effect** Why were African Americans able to make some gains during the war?
(c) **Make Predictions** What impact do you think these wartime changes might have after the end of the war?
6. (a) **Explain** Why did Stalin want Britain and the United States to open a second front? How was this goal achieved?
(b) **Evaluate Information** How did the opening of the second front hurt Germany?



7. (a) **Describe** What was the Holocaust?
(b) **Apply Information** Why were German actions during the Holocaust considered war crimes?
(c) **Evaluate Information** Explain which of the following actions you would classify as war crimes: the Japanese attack on Nanjing; the German offensive at the Battle of the Bulge; the Bataan Death March.

History Reading Skill

8. **Determine Meanings From Context** Find an unfamiliar word in this chapter. Use context clues to analyze its meaning. Explain the clues you used.

Writing

9. **Write a thesis statement and create an outline for a multimedia presentation covering a topic in this chapter. You should**
 - focus on a topic that can be covered in a short multimedia presentation;
 - list the various parts of the presentation order in which they could be organized;
 - include ideas for the photographs, films, recordings, and other multimedia materials.
10. **Create an Interview:**
Create a short radio interview, taking place just after V-J Day, between a journalist covering the war and an American sailor serving on a battleship in the Pacific.

Skills for Life

Identify Faulty Reasoning

Use the excerpt below to answer the questions.

"Hitler . . . can be stopped and can be compelled to dig in. And that will be the beginning of the end of his downfall. . . . The facts of 1918 are proof that a mighty German Army and a tired German people can crumble rapidly and go to pieces when they are faced with successful resistance."

—Franklin D. Roosevelt, October 27, 1941

11. When was this speech delivered?
12. (a) What prediction does Roosevelt make?
(b) On what does he base this prediction?
13. (a) How long did the war against Germany actually last after this speech was made?
(b) What may have been the flaw in Roosevelt's reasoning when he made his prediction?

Test Yourself

1. The Supreme Court case of *Korematsu v. United States* dealt with the issue of
 - A racial segregation in the military.
 - B internment of Japanese Americans.
 - C equal pay for women who worked in factories.
 - D war crimes committed by the Japanese army.
2. Which of the following was an example of appeasement?
 - A the Munich Pact
 - B the Nazi-Soviet nonaggression agreement
 - C the Atlantic Charter
 - D the Lend-Lease Act

Refer to the table below to answer Question 3.

Item	Amount per Person
Sugar	8–12 ounces per week
Meat	28 ounces per week
Gasoline	3 gallons per week
Shoes	2 pairs per year

Source: Digital History

3. Which wartime economic policy is illustrated by the table above?
 - A conversion to wartime production
 - B campaign to sell war bonds
 - C rationing of consumer goods
 - D hiring of braceros by American industry

Document-Based Questions

Task: Look at Documents 1 and 2, and answer their accompanying questions. Then, use the documents and your knowledge of history to complete this writing assignment:

Use the evidence in the documents to write a newspaper editorial supporting or criticizing President Truman's decision to use the atomic bomb against Japan.

Document 1: In August 1945, the United States dropped two atomic bombs on Japan. The picture shows only a small part of the destruction caused by the bombs. *How was the atomic bomb different from conventional bombs?*



Document 2: In a public statement on August 9, 1945, President Truman gave his reasons for using the atomic bomb against Japan. *Why did Truman decide to use the bomb?*

"Having found the bomb we have used it. We have used it against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned all pretense of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans.

We shall continue to use it until we completely destroy Japan's power to make war. Only a Japanese surrender will stop us."