Review and Preview

Students have read about the commitment made by nations worldwide to fighting World War II. Now they will read about sacrifices made on the American home front.

**Section Focus Question**

**How did the home front respond to American participation in the war?**

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: Despite economic sacrifices and discrimination against certain groups, Americans pulled together to support the war.)

**Prepare to Read**

**Build Background Knowledge**

Have students use what they learned about World War I to describe ways that civilians might support the war. (Possible answers: rationing, saving, volunteering, and working in wartime industry) Ask students to consider how life changed for women, African Americans, and Japanese Americans during World War II. Use the Idea Wave strategy (TE, p. T24) to elicit responses.

**Set a Purpose**

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

**Reading Skill**

**Use Context to Determine Meaning**

By examining text around an unfamiliar word, you can often determine its meaning. For example, the unfamiliar word might be referred to or further described in the sentences before or after the sentence in which it is used.

**Key Terms and People**

- rationing
- A. Philip Randolph
- bracero

**Objectives**

- Find out how the United States built its military and converted its economy to meet wartime needs.
- Learn how American women contributed to the war effort.
- Discover how World War II affected Japanese Americans and other groups of people at home.

**Why It Matters**

World War II involved the people and resources of each nation on a scale that had not been seen before. Americans at home labored in neighborhoods, factories and fields to help their country achieve victory. Some Americans faced discrimination and racism during the war years.

**Section Focus Question: How did the home front respond to American participation in the war?**

**Organizing for War**

The first challenge the United States faced was to build up its armed forces. Even before Pearl Harbor, Congress had enacted a draft law. Just days after the bombing of Pearl Harbor, Congress revised the law to require people to serve for the entire war.

**Building the Military**

Eventually, more than 15 million volunteers and draftees would wear the American uniform during World War II. The number included Americans from every ethnic and religious group. In newly built military bases around the country, recruits trained to fight in the jungles of the Pacific, the deserts of North Africa, and the farmlands and towns of Europe.

Hundreds of thousands of American women were also in uniform during World War II. They served as nurses or in noncombat roles in special branches such as the Women’s Army Corps (WACs). Women pilots ferried bombers from base to base, towed targets, and taught men to fly.

**A Wartime Economy**

The industry quickly converted its output from consumer to military goods. The government established a War Production Board to supervise the changeover and set goals for production. As a result, military output nearly doubled. The war quickly ended the Great Depression. Unemployment fell as millions of jobs opened up in factories. Minority workers found jobs where they had been rejected in the past.
Supporting the War Effort All Americans were expected to play a role in supplying Allied forces with food, clothing, and war equipment. As in World War I, Americans planted victory gardens to supplement food supplies and bought war bonds to help pay military costs.

To conserve needed resources, the government imposed rationing. Rationing is the act of setting limits on the amount of scarce goods people can buy. Americans were issued ration coupons to purchase coffee, sugar, meat, shoes, gasoline, tires, and many other goods.

War bond campaigns, rationing, and victory gardens did more than help pay for the war effort. They also gave citizens a sense that they were helping to win the war. Thus, they helped maintain public morale during the long struggle.

Checkpoints What was the War Production Board?

Women in Industry

With millions of men in uniform, defense industries needed a new source of labor. The government began a large-scale effort to recruit women for industry.

Millions of women took over jobs in factories and shipyards. Some welded, tended blast furnaces, or ran huge cranes. Others became bus drivers, police officers, or gas station attendants. A fictional character, “Rosie the Riveter,” became a popular symbol of all women who worked for the war effort.

Organizing the War Women in Industry

pp. 816–817

Instruction

Vocabulary Builder Before teaching this lesson, preteach the High-Use Words supplement and vague using the strategy on TE p. T21.

Key Terms Have students continue filling in the See It–Remember It chart for the Key Terms in this chapter.

Read Organizing the War and Women in Industry with students using the Choral Reading strategy (TE, p. T22).

Have students discuss why it was important for all Americans to contribute to the war effort. (World War II required everyone’s resources to succeed.)

Show the transparency Rationing During World War II.

Color Transparencies, Rationing During World War II

Independent Practice

Have students begin to fill in the Study Guide for this section.

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand how the country shifted into a wartime economy. Provide assistance as needed.

Explore More Video

To learn more about the role of women in World War II, view the video.

Rosie the Riveter This famous poster of Rosie the Riveter (right) assured American women that they were strong enough to handle the challenges of wartime factory work. At left, two real-life “Rosies” work together to build an aircraft. Critical Thinking: Link Past and Present Why do you think this poster of Rosie the Riveter is still popular with many women today?

Vocabulary Builder

Use the information below to teach students this section’s high-use words.

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>supplement</td>
<td>p. 817 v. add to, so as to make up for a lack or deficiency</td>
</tr>
<tr>
<td>During the war, people supplemented their rations by growing fruits and vegetables at home.</td>
<td></td>
</tr>
<tr>
<td>vague</td>
<td>p. 819 adj. uncertain; not precise or exact</td>
</tr>
<tr>
<td>The Bill of Rights requires that charges against an accused person must be precise rather than vague.</td>
<td></td>
</tr>
</tbody>
</table>

Discovery School Video

View this video, which looks at contributions of women during World War II, to enhance their understanding of the lesson content.

Answers

Checkpoints a government agency to transform the economy to wartime production

Reading Skill The paragraph says that programs made citizens feel useful and helpful. Morale must mean “level of confidence.”

Link Past and Present It reminds people that women handle challenges as effectively as men do.
Ordeal for Japanese Americans

Instruction

- Have students read Ordeal for Japanese Americans. Remind students to answer the reading Checkpoint question.
- Ask students what happened to Japanese Americans during World War II. (The government ordered their internment in camps.)
- Have students complete the worksheet Japanese American Internment, Two Views.

Checkpoint What jobs did women do during the war?

Ordeal for Japanese Americans

At the start of the war, about 300,000 people of Japanese origin lived in the United States. More than half resided in Hawaii. The rest lived mostly on the West Coast, especially in California.

After the attack on Pearl Harbor, many Americans feared that Japanese Americans would act as spies to help enemy submarines shell military bases or coastal cities. In truth, such suspicions were baseless. There was not a single documented case of disloyalty by a Japanese American.

Internment

The intense anti-Japanese fears led President Roosevelt to issue Executive Order 9066 in February 1942. The order was used to intern, or temporarily imprison, some 110,000 Japanese Americans for the duration of the war.

Internees were allowed to bring with them only what they could carry. They had to sell the rest of their possessions quickly, at a fraction of their worth. The U.S. Army then transported them from the West Coast to small, remote internment camps enclosed by barbed wire. Armed soldiers looked down on them from guard towers.

In the 1944 case of Korematsu v. United States, the Supreme Court ruled that military necessity justified internment. Still, three of the nine justices dissented. One wrote:

"We must accord great respect and consideration to the judgments of the military authorities who are on the scene and who have full knowledge of the military facts. . . . At the same time, however, it is essential that there be definite limits to military discretion. . . . Individuals must not be left impoverished of their constitutional rights on plea of military necessity that has neither substance nor support."

—Frank Murphy, dissenting opinion, Korematsu v. United States

Answers

Checkpoint Women worked as welders, riveters, clerks, bus drivers, police officers, and gas station attendants.

Apply Information Many Americans feared that Japanese Americans were spies, so the government forced Japanese Americans to live in detention camps.

Differentiated Instruction

Advanced Readers

Debate Opportunities Have students work in groups to debate the question of opportunity for Americans during World War II: Did it increase? Ask students to research the situation of various groups of Americans and list facts to support their groups’ point of view. Then have students debate whether or not the war increased opportunity for Americans.
Tensions at Home

Japanese Americans in Uniform For Japanese Americans, being imprisoned on such vague charges was a humiliating experience. Still, about 17,000 Japanese Americans showed their loyalty by joining the armed services. All-Japanese units fought in North Africa, Italy, and France, winning thousands of military awards and medals. One group of Japanese American soldiers, the 442nd Nisei Regimental Combat Team, became the most highly decorated military unit in United States history.

**Checkpoint** Why were many Japanese Americans interned?

Tensions at Home

Japanese Americans were not the only group to face wartime restrictions. About 11,000 German Americans and several hundred Italian Americans were also held in government camps as “enemy aliens.” Most of these were foreign-born residents who had not yet achieved citizenship. Other German Americans and Italian Americans faced curfews or travel restrictions.

African Americans As in past wars, African Americans served in segregated units during World War II. Groups such as the NAACP and the National Association of Colored Graduate Nurses protested against the racial policy of the armed forces and the military nursing corps. Discrimination was also widespread in industries doing business with the government. Some African American leaders pointed out that while the nation was fighting for democracy overseas, it still permitted injustice at home.

Union leader A. Philip Randolph, head of the Brotherhood of Sleeping Car Porters, threatened a mass protest unless Roosevelt moved to end discrimination in the armed forces. In response, the President ordered employers doing business with the government to support racial equality in hiring. To enforce the order, he set up the Fair Employment Practices Committee (FEPC) to investigate charges of discrimination. The FEPC and the growing need for workers opened many jobs that previously had been closed to African Americans. By the end of 1944, about two million African Americans were working in war plants.

**Vocabulary Builder**

**vague** (vayg) adj. uncertain; not precise or exact

**Critical Thinking: Analyze Information**

What is the main idea of the picket sign shown here?

**Answers**

Americans feared that they were spies.

Possible answer: African Americans willing to fight for their country deserve to get equal rights in it.

Chapter 24 Section 3 819
Assess and Reteach

Assess Progress
Have students complete Check Your Progress. Administer the Section Quiz.

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 24, Section 3

Reteach
If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Extend
Have students write two questions they would ask a member of each group discussed in this section (Women, African Americans, Japanese Americans, and Mexican Americans). Students’ questions should demonstrate an understanding of the groups’ unique challenges and opportunities during the war.

Progress Monitoring Online
Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer
African Americans threatened protests.

Section 3 Check Your Progress

1. (a) Americans had to grow their own food, and ration items such as sugar, meat, and gasoline.
   (b) Costs: restrictions on everyday items. Benefits: use of these resources to win the war.
2. (a) They were locked in camps.
   (b) Possible answers: Yes, in order to keep people safe from spies and enemies. No, people deserve to have their rights preserved under all conditions.
3. Possible answer: The first paragraph gives you a cause for strife, changing patterns of residence, population, and employment. The second paragraph gives a description of what happens during strife, rioting and violence. Strife is “bitter and often violent conflict or rivalry.”
4. Table should list, define, and illustrate key terms accurately.
5. Students’ theses should address one of the topics listed, and should be followed by a description of appropriate multimedia materials that support and develop their theses.

However, as employment of African Americans increased, so did racial tension. Thousands of Americans—black people and white people—moved to cities to work in industry. Competition for scarce housing led to angry incidents and even violence. In 1943, race riots broke out in Detroit, New York, and other American cities.

Mexican Americans
About half a million Mexican Americans served in the armed forces during World War II. At the same time, the Mexican American population was increasing. Because of the need for workers, the United States signed a treaty with Mexico in 1942. It allowed American companies to hire braceros, or Mexican laborers. As more Mexicans moved north to work on farms and railroads, they often faced prejudice and violent strife.

Young Mexican Americans in Los Angeles often dressed in showy “zoot suits.” Their clothing and language set them apart. In June 1943, bands of sailors on shore leave attacked young Mexican Americans, beating them and clubbing them on the streets. The incident sparked several days of rioting.

Newspapers blamed the “Zoot Suit Riots” on the Mexican Americans. But in her newspaper column, Eleanor Roosevelt argued that the riots were the result of “longstanding discrimination against the Mexicans in the Southwest.”

Young man in a “zoot suit”