

Name: \_\_\_\_\_

# Day 3



Use Chapter 15 - p. 464-507.

Read each set of directions on the following papers.

Complete the questions on the handouts in the packet

Turn in with your other Blizzard Bags work by April 21st.



Blizzard Bag Day 3

**WORLD WAR II**

**Preread the Chapter: Why and How?**

Use p. 464-507 (Chapter 15) in your *United States History: Reconstruction to the Present* textbook and complete the Pre-Reading Assignment Below.

What is **Prereading**? It is a reading comprehension strategy. This graphic organizer aids you in prereading this chapter.

**Checklist:** Place a check on the line when you have completed the following:

- \_\_\_\_\_ Read all items in the Chapter Opener.
- \_\_\_\_\_ Read the titles of the charts, graphs, maps, and timeline in the Quick Study Guide and American Issues Connector at the end of the chapter.
- \_\_\_\_\_ Read the chapter assessment.

Before you read each section of your text, look at the following material. (Chapters may have 3, 4, or 5 sections.) Check the sections as you complete the review.

Sections: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ Read the Focus Question, the section opener information in the side column, and each boldface heading and subheading.

Sections: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ Looked over all words that are underlined or in boldface type.

Sections: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ Read all review questions within the section.

Complete the following:

1. Chapter title: \_\_\_\_\_
2. Write the main idea of each section based on its Focus Question.
  - Section 1: \_\_\_\_\_
  - Section 2: \_\_\_\_\_
  - Section 3: \_\_\_\_\_
  - Section 4: \_\_\_\_\_
  - Section 5: \_\_\_\_\_

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

**Preread the Chapter: Why and How?** *(Continued)*

3. List three visual aids included in the chapter (e.g., pictures, maps, charts, diagrams, features). Describe how they will aid your understanding of the chapter.

(1) \_\_\_\_\_

\_\_\_\_\_

(2) \_\_\_\_\_

\_\_\_\_\_

(3) \_\_\_\_\_

\_\_\_\_\_

4. Describe one new or important idea you learned from reading the Quick Study Guide.

\_\_\_\_\_

\_\_\_\_\_

5. Identify two unfamiliar words that you noticed during your prereading, and determine from the context what you think the new word means.

Word #1 \_\_\_\_\_ Part of Speech \_\_\_\_\_

Clues to meaning \_\_\_\_\_

Predicted meaning \_\_\_\_\_

Word #2 \_\_\_\_\_ Part of Speech \_\_\_\_\_

Clues to meaning \_\_\_\_\_

Predicted meaning \_\_\_\_\_

6. After previewing this chapter, were you able to understand what the chapter is about?  
Not understood \_\_\_\_\_ Somewhat understood \_\_\_\_\_ Easily understood \_\_\_\_\_

7. Copy the heading (titles in blue print) that you predict will be the most difficult to understand.

\_\_\_\_\_

\_\_\_\_\_

8. How many pages are in the chapter? \_\_\_\_\_

9. Estimate the time it will take you to read the chapter. \_\_\_\_\_

WORLD WAR II

**Biography**

Many different groups of people came together in the United States to aid the Allied war effort during World War II. One such group was a corps of about 400 Navajos who served as radio operators and transmitted messages in code, using the Navajo language and a series of other terms that they created themselves. ♦ *As you read, think about how the Navajo code talkers contributed to the Allied war effort. Then, on a separate sheet of paper, answer the questions that follow.*

**Navajo Code Talkers**

In the Pacific theater of World War II, the Japanese became highly skilled at decoding American military messages. The Japanese military featured a group of English-speaking soldiers who used intercepted messages to thwart the operations of American troops. As a result, military officials went to great lengths to develop increasingly complex codes.

Philip Johnston, the son of a missionary, had grown up on a Navajo reservation and believed that the Navajo language could be useful for relaying coded messages for two reasons. One, Navajo was an oral language of great complexity. Two, very few people outside of Navajo lands could understand it. Johnston took his idea to the Marines in 1942, and the Marines agreed to begin recruiting Navajo men as radio operators and code talkers.

The first group of code talkers included 29 Navajo Marines. The code included about 200 terms, most of which were common Navajo words that were given new meanings related to military operations. For instance, the code used the Navajo

term *da-he-tih-hi*, which meant "hummingbird" in Navajo, to refer to a "fighter plane." Similarly, the Navajo word *gini*, or "chicken hawk" became the code word for "dive bomber." The Navajo code also included a method of transmitting words that were not included in the group of approximately 200 military terms.



Navajo code talkers, © CORBIS

Navajo code talkers played an important role in many key battles in the Pacific during World War II. During the first two days of battle at Iwo Jima, code talkers transmitted more than 800 messages without making an error. Following the battle, one military official recalled, "Were it not for the Navajos, the Marines would never have taken Iwo Jima."

Despite their important contributions, the Navajo code talkers went largely unrecognized for many years. Because the code was so valuable to the military, it remained a classified secret until 1968. In recent years, government leaders have begun to officially recognize the significance of the code talkers to the Allied victory in World War II.

**Questions to Think About**

1. How did the code talkers develop the original version of the Navajo code?
2. Why were the contributions of the Navajo code talkers unrecognized for many years following the war?
3. **Explain Problems** Why would Japanese code breakers have had difficulty deciphering the Navajo code?



Blizzard Bag Day 3

WORLD WAR II

## Landmark Decisions of the Supreme Court: Can Government Limit a Group's Liberties During Wartime?

### *Korematsu v. United States*

In the case of *Korematsu v. United States*, the Supreme Court had to decide whether the need for wartime security justified the internment of people of Japanese ancestry. Fred Korematsu, a young American citizen of Japanese ancestry, had refused to report for relocation on the grounds of his U.S. citizenship. He was eventually arrested and held in a relocation camp while his case went to the Supreme Court. The Supreme Court ultimately split 6-3 to uphold the government's right to force internment of a particular racial or cultural group for security purposes. ♦ *Read the following excerpts from Supreme Court justices who decided the case. On a separate sheet of paper, answer the questions at the bottom of this page.*

To cast this case into outlines of racial prejudice, without reference to the real military dangers which were presented, merely confuses the issue. 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—as inevitably it must—determined that they should have the power to do just this.

—Justice Hugo Black

Individuals must not be left impoverished of their constitutional rights on a plea of military necessity that has neither substance nor support. . . . Civilian Exclusion Order No. 34, banishing from a prescribed area of the Pacific Coast "all persons of Japanese ancestry, both alien and non-alien," . . . Being an obvious racial discrimination, . . . deprives all those within its scope of the equal protection of the laws as guaranteed by the Fifth Amendment. . . . I dissent, therefore, from this legalization of racism. . . . All residents of this nation are kin in some way by blood or culture to a foreign land. Yet they are primarily and necessarily a part of the new and distinct civilization of the United States. They must accordingly be treated at all times as the heirs of the American experiment and as entitled to all the rights and freedoms guaranteed by the Constitution.

—Justice Frank Murphy

### Questions to Think About

1. On what does Judge Black argue that the internment order is based?
2. Why does Judge Murphy disagree with the decision of the court?
3. **Activity** Write an editorial responding to the *Korematsu v. United States* decision. You should either support or oppose the decision and use the opinions of the Supreme Court justices to support your arguments.



Name: \_\_\_\_\_

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WORLD WAR II

## Biography

### Blizzard Bag Day 3

As their strategy of island hopping brought Allied troops closer to the Japanese mainland, the small island of Iwo Jima was to become a valuable stronghold from which aircraft could take off and make emergency landings. Winning the island was a bitter struggle.

*As you read, think about the sacrifices made by the marines who fought at Iwo Jima. Then, answer the questions on the following page.*

### The Marines at Iwo Jima

As approximately 70,000 United States troops prepared for an invasion of the Japanese-controlled island of Iwo Jima, a force of more than 20,000 Japanese soldiers had entrenched themselves in the island's mountains and built tunnels throughout the island. As a result, when the first U.S. troops began to land on Iwo Jima on February 19, 1945, they encountered strong resistance from the Japanese. Defending themselves against enemy fire proved difficult as they stormed the island from the sea.

However, in the coming days marines began to make progress in their efforts to win the island. By February 23, they had captured Mount Suribachi, a tall volcanic mountain that provided a strategic defensive location for Japanese troops. Photographer Joseph Rosenthal took the famous picture of six American soldiers raising the United States flag at the top of Mount Suribachi. This photograph has come to represent the heroism of the soldiers who fought at Iwo Jima. After more than a month of fighting, the United States won the battle for the island.



*Iwo Jima flag raising.* © CORBIS

The victory came at a significant cost. Approximately 6,000 were killed in the battle, while more than 20,000 were injured. The battle for Iwo Jima became one of the most costly battles of the war for the United States. About one-third of all marines that lost their lives during World War II did so at Iwo Jima. Such significant loss of American lives at Iwo Jima and in other similar battles in the Pacific contributed to the later decision to use the atomic bomb rather than launch an invasion of mainland Japan.

Despite the costliness of the fighting at Iwo Jima, the victory did prove to be a significant one for American forces. The subsequent use of the island for carrying out air attacks against Japan, as well as for landing damaged planes returning from such attacks, proved especially valuable. The victory also provided a rallying point for the American public. Chester Nimitz, commander of the United States Navy in the Pacific said of the soldiers, "Among the men who fought on Iwo Jima, uncommon valor was a common virtue."

## Questions to Think About

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1. Why was it difficult for American forces to defend themselves against Japanese fire?
2. What event did Joseph Rosenthal capture in his famous photograph?
3. **Summarize** Why was Iwo Jima an important strategic location for the United States campaign in the Pacific?