

<Name>  
US History  
Mr. Burns  
<Due Date>

## Crash Course US History 36: World War II Part 2 The Homefront

**Instructions:** Watch the Crash Course. **Complete** the guided notes. **Answer** the questions. **Summarize** each section. **Add** any “Notable Quotables.”

Time Stamp: From <a href="#">00:00</a> to 00:34	
<b>Notes</b> Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.	<b>Summary</b> Utilize the space below to summarize the main ideas of this note section.
Hi, I'm John Green, this is Crash Course U.S. History and today we're going to discuss how World War II played out at home and also the meaning of the war.  Mr. Green, Mr. Green, so is this going to be, like, one of the boring philosophical ones then?  Oh, me from the past, I remember when you were idealistic. I remember a time when all you cared about was the deep inner meaning of-- mostly girls. But you've changed, me from the past, and not in a good way.  (Intro)	<ul style="list-style-type: none"><li>•</li></ul>
	<b>Notable Quotables</b> Utilize the space below to note any quotations from this section that supports the main idea of the video or section.
	1.
<b>Questions</b> Answer the questions below to understand the major ideas from this section.	

Time Stamp: From <a href="#">00:34</a> to 01:56	
<div>Notes</div> <div>Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.</div>	<div>Summary</div> <div>Utilize the space below to summarize the main ideas of this note section.</div>
<div><p>So anyway World War II brought about tremendous changes in the United States, in many ways shaping how Americans would come to see themselves and how they would want to be seen by the rest of the world. Some of these ideological changes were a continuation of the [redacted]. Others were direct results of the war. But one thing we can say is that by the end of the war, the country was very different.</p><p>For starters, World War II strengthened the [redacted] Government of the United States. This always happens when a country goes to war, but World War II brought about even more governmental intervention and control than we had seen in WWI. It was like the New Deal on steroids, like federal agencies like the War Production Board, War Manpower Commission, and Office of Price Administration took unprecedented control of the [redacted].</p><p>There was massive rationing of [redacted], and supplies, entire industries were completely taken over by the government, the federal government fixed [redacted], rents, prices, and especially production quotas. Like, if you're looking to buy a 1942 Model Ford or Chrysler, good luck, because there weren't any. The government told those car makers not to create new models that year.</p><p>So basically FDR was president for life and controlled all the industries I mean HOW DID THIS COMMUNIST END UP ON THE DIME? Well, the answer is that while it might have sucked not to have a 1942 Ford, most people were happy just to be [redacted] after the Great Depression. Unemployment dropped from 14% in 1940 to [redacted]% in 1943. Of course [redacted] million Americans were serving in the military in some capacity so that helped employment.</p></div>	<div><div></div></div> <div><div>Notable Quotables</div><div>Utilize the space below to note any quotations from this section that supports the main idea of the video or section.</div></div>
	<div>1.</div>

## Questions

Answer the questions below to understand the major ideas from this section.

1. According to Green, what always happens when a country goes to war?
  - a.
2. Explain the effects of the 3 federal agencies that Green mentions in this section.
  - a.
3. Explain ONE reason Americans were content with the federal government's control over the economy.
  - a.

Time Stamp: From [01:56](#) to 03:06

### Notes

Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.

But in general the war kicked the American [redacted] into overdrive, like, by 1944 American factories were producing an airplane every five minutes and a ship every day. US gross national product went from 91 billion to [redacted] billion during the war.

Why did this happen? Well that's controversial, but primarily because of federal [redacted]. Government expenditures during the war were [redacted] the amount they had been in the previous 250 years. Combined. Although a lot of this was financed with [redacted], much of the war was paid for with [redacted]. Like the federal government began the practice of withholding taxes from [redacted], for instance, a practice that I became familiar with when working at Steak N Shake discovering that instead of being paid like I don't know a hundred dollars a week I was being paid -30 dollars a week because I had to declare my tips. Because my dad made me.

Before WWII only 4 million Americans even paid federal income taxes, but after the war, [redacted] million did. Also big business got even bigger during the war because of government contracts. Cost-plus contracts guaranteed that companies would make a profit and the lion's share of contracts went to the biggest businesses. So by the war's end the 200 biggest American corporations controlled [redacted] of America's corporate

### Summary

Utilize the space below to summarize the main ideas of this note section.

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### Notable Quotables

Utilize the space below to note any quotations from this section that supports the main idea of the video or section.

3.

assets.	
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## Questions

Answer the questions below to understand the major ideas from this section.

2. Explain what was controversial about federal spending during WWII.
  - a.
3. Explain how federal spending was financed during WWII.
  - a.

Time Stamp: From <a href="#">03:06</a> to 03:51	
<p><b>Notes</b></p> <p>Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.</p> <p>And all of this government spending also spurred development. Like, defense spending basically created the West Coast as an <span style="background-color: yellow;"> </span> center. Seattle became a shipping and aircraft-manufacturing hub, and California got 10% of all federal spending. And Los Angeles became the second largest manufacturing center in the country, meaning that it was not in fact built by Hollywood, it was built by WWII.</p> <p>All of this was pretty bad for the <span style="background-color: yellow;"> </span>, by the way, because most of this industrialization happened in cities, and the South only had two cities with more than half a million people.</p> <p>And organized labor continued to grow as well, with union membership soaring from around 9 million in 1940 to almost 15 million in 1945. besides union-friendly New Deal policies, the government forced employers to recognize unions in order to prevent labor strife and keep the factories humming so that <span style="background-color: yellow;"> </span> would not decrease.</p>	<p><b>Summary</b></p> <p>Utilize the space below to summarize the main ideas of this note section.</p> <p>•</p> <p><b>Notable Quotables</b></p> <p>Utilize the space below to note any quotations from this section that supports the main idea of the video or section.</p> <p>4.</p>
<h2>Questions</h2> <p>Answer the questions below to understand the major ideas from this section.</p>	

1. Explain ONE way WWII affected the West Coast of America.
  - a.
2. Why did the South not see this same change?
  - a.
3. Explain the government's role in the positive impacts WWII had on labor.
  - a.

Time Stamp: From [03:51](#) to 04:36

### Notes

Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.

And, from a human history standpoint, one of the biggest changes is that many of the workers in those factories were [redacted]. You've probably seen this picture of Rosie the Riveter and while there wasn't actually a riveter named Rosie, or maybe there was, but- SHE'S AN AMALGAM. But my 1944 women made up 1/3 of the civilian labor force in addition to the 350 thousand who were serving in the [redacted]. And the type of women who were working changed as well. Married women in their 30s outnumbered single women in the workforce.

But the government and the employers both saw this phenomenon as temporary, so when the war was over, most women workers, especially those in high paying industrial jobs, were [redacted]. This was especially hard on working class women who needed to work to survive and had to return to lower paid work as domestics or in food services or, God forbid, as teachers.

### Summary

Utilize the space below to summarize the main ideas of this note section.

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### Notable Quotables

Utilize the space below to note any quotations from this section that supports the main idea of the video or section.

5.

### Questions

Answer the questions below to understand the major ideas from this section.

4. Explain ONE impact WWII had on women.
  - a.

Time Stamp: From [04:36](#) to 05:40

### Notes

Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.

### Summary

Utilize the space below to summarize the main ideas of this note section.

Oh, it's time for the Mystery Document?

The rules here are simple. We use primary sources for learning as this is a serious show about history and then if I guess the author wrong, I get shocked. Okay, what do we got today? Let's take a look.

"Certainly this is no time for any of us to stop thinking about the social and economic problems which are the root cause of the social revolution which is today a supreme factor in the world. For there is nothing mysterious about the foundations of a healthy and strong democracy. The basic things expected by our people of their political and economic systems are simple.

They are: equality of opportunity for youth and for others, jobs for those who can work, security for those who need it, the ending of special privilege for the few, the preservation of civil liberties for all."

I mean, that's some pretty hardcore New Deal stuff right there. And, uh, the biggest New Deal-er of all was FDR, BUT I remember last time when I guessed FDR and it was actually Eleanor Roosevelt... So... You wouldn't do Eleanor Roosevelt twice. Or would you? Hm. no. It sounds more like a speech. FDR. (dinging noise) YES!

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### Notable Quotables

Utilize the space below to note any quotations from this section that supports the main idea of the video or section.

6.

### Questions

Answer the questions below to understand the major ideas from this section.

1. [SPACEY](#) the Mystery Document

a.

Speaker: What do we know about the author of this document?

<b>Purpose:</b> Why do we think this document was created?	
<b>Audience:</b> Who do you think this document was intended for?	
<b>Context:</b> What was happening at the time that this document was created?	
<b>Exigence:</b> How was this document important at the <u>time it was created</u> ?	
<b>whY:</b> How is this document important for the study of the time period it was created in? ( <u>For us now?</u> )	

Time Stamp: From <a href="#">05:40</a> to 06:36	
<p style="text-align: center;"><b>Notes</b></p> <p>Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.</p>	<p style="text-align: center;"><b>Summary</b></p> <p>Utilize the space below to summarize the main ideas of this note section.</p>
<p>So I mentioned at the beginning of this video that WWII was an ideological war, and nothing better encapsulates that idea than FDR's 'Four Freedoms,' which were: freedom of <span style="background-color: yellow;">    </span>, freedom of <span style="background-color: yellow;">    </span>, freedom from <span style="background-color: yellow;">    </span>, and freedom from <span style="background-color: yellow;">    </span>.</p> <p>During the war the National Resources Planning Board offered a plan for a peacetime economy based on full employment, an expanded welfare state, and a higher standard of living for all. In 1944 FDR even called for a new Economic Bill of Rights</p>	<p style="text-align: center;">●</p>
	<p style="text-align: center;"><b>Notable Quotables</b></p> <p>Utilize the space below to note any quotations from this section that supports the main idea of the video or section.</p>
	<p style="text-align: center;">7.</p>

<p>that would expand governmental power in order to create full [redacted] and guarantee an adequate [redacted], medical care, [redacted], and housing to all Americans.</p> <p>As FDR put it, 'True individual freedom cannot exist without economic security and independence.' But that didn't happen, largely because Southern Democrats in the House and Senate didn't want it to because it would have meant a larger role for [redacted] and also extending greater equality to [redacted], and they weren't about to let that happen. I mean, their jobs were literally dependent upon African Americans not being able to vote.</p>	
<p style="text-align: center;"><b>Questions</b></p> <p style="text-align: center;">Answer the questions below to understand the major ideas from this section.</p>	
<p>1. What were FDR's "4 Freedoms?"</p> <p style="padding-left: 40px;">a.</p>	

Time Stamp: From <a href="#">06:36</a> to 06:58	
<p style="text-align: center;"><b>Notes</b></p> <p>Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.</p>	<p style="text-align: center;"><b>Summary</b></p> <p>Utilize the space below to summarize the main ideas of this note section.</p>
<p>But, Congress did pass the GI Bill of Rights, officially the Serviceman's Readjustment Act, to attempt to prevent widespread unemployment for returning soldiers. It worked amazingly well, and by 1946 more than 1 million former soldiers were enrolled in [redacted] and almost 4 million got assistance with [redacted], spurring a post-war housing boom. Levittown and all the towns since that look like it came after the war.</p>	<p style="text-align: center;">●</p>
	<p style="text-align: center;"><b>Notable Quotables</b></p> <p>Utilize the space below to note any quotations from this section that supports the main idea of the video or section.</p>
	<p style="text-align: center;">8.</p>
<p style="text-align: center;"><b>Questions</b></p> <p style="text-align: center;">Answer the questions below to understand the major ideas from this section.</p>	
<p>1. What Great Depression problem did the Serviceman's Readjustment Act try to solve?</p>	



a.

Time Stamp: From [06:58](#) to 07:37

### Notes

Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.

So, we talked about FDR's Four Freedoms, but big business added a fifth freedom-  
[redacted]. Advertisers helped on this front, trying to make the war about [redacted], telling Americans that they were fighting to "hasten the day when you... can once more walk into any store in the land and buy anything you want," according to an ad for Royal Typewriters.

And FDR's vision of extending freedom wasn't limited to the US, like Henry Luce, the publisher of Time Magazine, published a book called the American Century claiming that the war had thrust upon the US the opportunity to share with all people their "magnificent industrial products";that's a quote, and American ideas like 'love of freedom' and 'free economic enterprise.'

### Summary

Utilize the space below to summarize the main ideas of this note section.

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### Notable Quotables

Utilize the space below to note any quotations from this section that supports the main idea of the video or section.

9.

### Questions

Answer the questions below to understand the major ideas from this section.

Time Stamp: From [07:37](#) to 08:54

### Notes

Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.

### Summary

Utilize the space below to summarize the main ideas of this note section.

The struggle against Nazism also helped re-shape the way that Americans thought of themselves. Like, because the Nazis were racists, Americanism would mean [redacted], and tolerance, and equality for all people. The federal government supported this version of America. FDR claimed that to be an American was a 'matter of mind and heart,' not 'a matter of race and ancestry.'

Of course it wasn't a matter of race and ancestry; we'd already killed [redacted]% of the indigenous population.

This was also, not coincidentally, the period where American intellectuals began publishing books debunking the supposed 'scientific' basis of [redacted].

Now this didn't mean that Americans suddenly embraced equality of all people. Anti-Semitism still existed and contributed to the government's not doing more to help the Jews who perished in the [redacted]. In fact, only [redacted] Jewish people were allowed to come to the US during the course of the war.

And white people's fear over minority groups contributed to race [redacted] in Detroit and the Zoot Suit Riots against Mexicans in Los Angeles in 1943. Not just a song by the Cherry Poppin' Daddies, also a tragic moment in American history.

The war years saw a dramatic increase in [redacted] from Mexico under the Bracero program, which lasted until 1964. And about 500 thousand Mexican American men and women served in the armed forces during the war, as did 25 thousand American Indians although Indian reservations being largely rural, didn't really share in the wartime prosperity.

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### Notable Quotables

Utilize the space below to note any quotations from this section that supports the main idea of the video or section.

10.

## Questions

Answer the questions below to understand the major ideas from this section.

2. Explain ONE way WWII positively impacted the lives of minorities.
  - a. .
3. Explain ONE way WWII did not positively impact the lives of minorities.
  - a.

Time Stamp: From [08:54](#) to 09:45

<p style="text-align: center;"><b>Notes</b></p> <p>Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.</p>	<p style="text-align: center;"><b>Summary</b></p> <p>Utilize the space below to summarize the main ideas of this note section.</p>
<p> <span style="background-color: yellow;">      </span> Americans are probably the most glaring example of the failure to be adequately pluralistic. Although things did improve for Chinese Americans because America couldn't keep restricting the immigration of its ally in the war, Japanese Americans suffered horrible <span style="background-color: yellow;">      </span> and one of the worst violations of civil liberties in America's history.         </p> <p>           Executive Order 9066 in February 1942 expelled all persons of Japanese descent from the west coast. <span style="background-color: yellow;">      </span>% of Japanese Americans lived in California and as a result of this order more than 110 thousand people, almost <span style="background-color: yellow;">      </span> of whom were American citizens, were sent to <span style="background-color: yellow;">      </span> camps where they lived in makeshift barracks under the eyes and searchlights of guards.         </p> <p>           A man named Fred Korematsu appealed his conviction for failing to show up for internment all the way to the Supreme Court, where he lost in yet another horrendous Supreme Court decision.         </p>	<div data-bbox="1289 324 1902 386" data-label="Text"> <ul style="list-style-type: none"> <li>•</li> </ul> </div> <div data-bbox="1289 386 1902 513"> <p style="text-align: center;"><b>Notable Quotables</b></p> <p>Utilize the space below to note any quotations from this section that supports the main idea of the video or section.</p> </div> <div data-bbox="1289 513 1902 821"> <p>11.</p> </div>
<p style="text-align: center;"><b>Questions</b></p> <p style="text-align: center;">Answer the questions below to understand the major ideas from this section.</p>	
<p>4. How were Japanese Americans affected by the war?</p> <p style="padding-left: 40px;">a.</p>	

<p>Time Stamp: From <a href="#">09:45</a> to 11:21</p>	
<p style="text-align: center;"><b>Notes</b></p> <p>Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.</p>	<p style="text-align: center;"><b>Summary</b></p> <p>Utilize the space below to summarize the main ideas of this note section.</p>
<p>Okay, let's go to the Thought Bubble.</p> <p>The group that experienced the greatest change during WWII was probably <span style="background-color: yellow;">      </span></p>	<div data-bbox="1289 1317 1902 1408" data-label="Text"> <ul style="list-style-type: none"> <li>•</li> </ul> </div>

Americans. They still served in segregated regiments in the armed forces, but more than 1 million of them answered the call to fight. And just as important, continuing the [redacted] that had begun in the 1920s, 700 thousand African Americans left the south, moving to northern and especially western cities where they could find [redacted], even though these mass migrations often led to tensions between blacks and whites and sometimes these tensions exploded into [redacted].

WWII also saw the beginning of the [redacted] movement. Angered by discrimination in defense employment, black laborer A. Phillip Randolph threatened a march on Washington demanding access to defense jobs, an end to [redacted], and a federal anti-lynching law. He didn't get all of those things, but he did get Executive Order 8802 which banned [redacted] in defense hiring and created the [redacted]. The FEPC couldn't enforce anti-discrimination but as a compliance agency it helped African American workers obtain jobs in arms factories and shipyards. By 1944 more than a [redacted] black people were working in manufacturing, and [redacted] thousand of them were women.

The rhetoric of fighting a war for freedom against a racist dictatorship wasn't lost on African Americans, and many saw themselves as engaged in the double-V campaign, victory over the Axis powers abroad and over racism in the US.

The war saw ending [redacted] and black equality become cornerstones of American liberalism, along with full employment and the expansion of civil liberties. Eventually even the army and navy began to integrate, although the full end to discrimination in the military would have to wait until well after the war.

Thanks Thought Bubble.

## Notable Quotables

Utilize the space below to note any quotations from this section that supports the main idea of the video or section.

12.

## Questions

Answer the questions below to understand the major ideas from this section.

5. What changes, as a group, did African Americans experience during WWII?
  - a.

Time Stamp: From [11:21](#) to 14:22

## Notes

Below is a word for word transcript of this section of the Crash Course. As you follow along with the video be sure to add in the key ideas that are omitted.

So if America was isolationist before the war- and I've argued that it actually wasn't really- after the war it certainly wasn't. FDR took a very active role in planning for a more peaceful and [redacted] post-war world. And conferences at Tehran, Yalta, and Potsdam clarified war aims, and established the idea that Germany would be divided and Nazis tried for [redacted].

These conferences also laid the foundation for the Cold War in allowing [redacted] influence in Eastern Europe, especially Poland, so that wasn't such a good thing.

But, the 1944 conference Bretton Woods in beautiful, freedom loving New Hampshire, established America's economic dominance as the dollar, which again would be backed by gold, replaced the pound as the main currency in [redacted] transactions. It also created the World Bank to help rebuild Europe and also to help developing countries and the IMF to stabilize currencies.

How well that's worked is debatable, but this isn't- the US became the financial leader of a global [redacted] order. The US also took the leading role in establishing the [redacted] at the Dumbarton Oaks in 1944. Why do we not have a UN commission on improving the names of historical events?

The goal of the UN was to ensure [redacted], and the US's position as one of the 5 permanent members of the Security Council signaled that it intended to take an active and leading role in [redacted]. And we had to, because by the end of the war only the US and the USSR were powerful enough to have any influence.

So WWII ended the Depression and transformed the American economy. It cemented the new definition of [redacted] defined by the New Deal and opened up opportunities for diverse groups of Americans. It also transformed definitions of freedom both at home and abroad. I mean, even before the US entered the war it issued the Atlantic Charter along with Britain affirming the freedom of all people to choose their own government and declaring that the defeat of Nazi Germany would help to bring about a world of "[redacted] labor standards, economic [redacted], and social [redacted]".

## Summary

Utilize the space below to summarize the main ideas of this note section.

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## Notable Quotables

Utilize the space below to note any quotations from this section that supports the main idea of the video or section.

13.

At home and abroad WWII became a war that was about freedom, but was also about what Gunnar Myrdal called the American Creed- a belief in     ,     , equal opportunity, and     .

I want to be clear that we have done a terrible job of living up to the American Creed, but the story of American history is in many ways the story of      pulling     , not the other way around. American history is an economic and political and social history, but it is also a story about the power of ideas. and WWII helped clarify those ideas for America and for the world.

Thanks for watching. I'll see you next week.

Crash Course US History is made by all of these nice people [John Green, Stan Muller, Raoul Meyer, Rosianna Halse Rojas, Stan Muller, Meredith Danko] and it exists because of you and your support through Subbable.

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[in captions on video only:] Boom. Oh god. That went worse than I expected.

## Questions

Answer the questions below to understand the major ideas from this section.

6. List 4 wartime conferences and their outcomes.
  - a.
7. Explain the goal of the UN created after WWII.
  - a.
8. Explain the role of the US in the UN.
  - a.
9. How did WWII change America?
  - a.

