

**CHAPTER**  
**17**

**Section 2**

**GUIDED READING**

*The War for Europe and North Africa*

**A.** As you read about the Allied war effort, take notes to explain what made each event a critical moment or turning point in the war.

<b>February 1943</b>	<b>End of Battle of Stalingrad</b>	→	1.
<b>May 1943</b>	<b>End of Operation Torch</b>	→	2.
<b>Mid- 1943</b>	<b>Victory in Battle of the Atlantic</b>	→	3.
<b>June 1944</b>	<b>D-Day</b>	→	4.
<b>July 1944</b>	<b>Liberation of Majdanek</b>	→	5.
<b>August 1944</b>	<b>Liberation of France</b>	→	6.
<b>October 1944</b>	<b>Capture of Aachen</b>	→	7.
<b>January 1945</b>	<b>End of Battle of the Bulge</b>	→	8.
<b>Spring 1945</b>	<b>End of Italian campaign</b>	→	9.
<b>May 1945</b>	<b>V-E Day</b>	→	10.

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**B.** On the back of this paper, note the official title of each of the following and describe the roles they played during the war.

**Dwight D. Eisenhower      George Patton      Harry S. Truman**

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**RETEACHING ACTIVITY** *The War for Europe  
and North Africa*

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**Sequencing**

**A.** Put the events below in the correct chronological order.

- \_\_\_\_\_ 1. Germany surrenders.
- \_\_\_\_\_ 2. Benito Mussolini falls from power.
- \_\_\_\_\_ 3. Germans lose last-ditch effort at Battle of the Bulge.
- \_\_\_\_\_ 4. Soviets repel the Nazis in the Battle of Stalingrad.
- \_\_\_\_\_ 5. Allies begin liberation of Europe with D-Day invasion.
- \_\_\_\_\_ 6. Allies gain control of North Africa.

**Evaluating**

**B.** Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- \_\_\_\_\_ 1. Upon Germany's surrender, Adolf Hitler was tried before an international court for his war crimes.

\_\_\_\_\_

- \_\_\_\_\_ 2. D-Day was the largest land-sea-air operation in army history.

\_\_\_\_\_

- \_\_\_\_\_ 3. The Tuskegee Airmen was a squadron of all-black pilots who performed heroically during the fighting in Italy.

\_\_\_\_\_

- \_\_\_\_\_ 4. The leader of Germany Afrika Korps was the Karl Doenitz, the legendary Desert Fox.

\_\_\_\_\_

- \_\_\_\_\_ 5. The Allies suffered many early defeats before eventually winning the battle for supremacy of the Atlantic Ocean.

\_\_\_\_\_

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GEOGRAPHY APPLICATION: PLACE *Thunderclap*

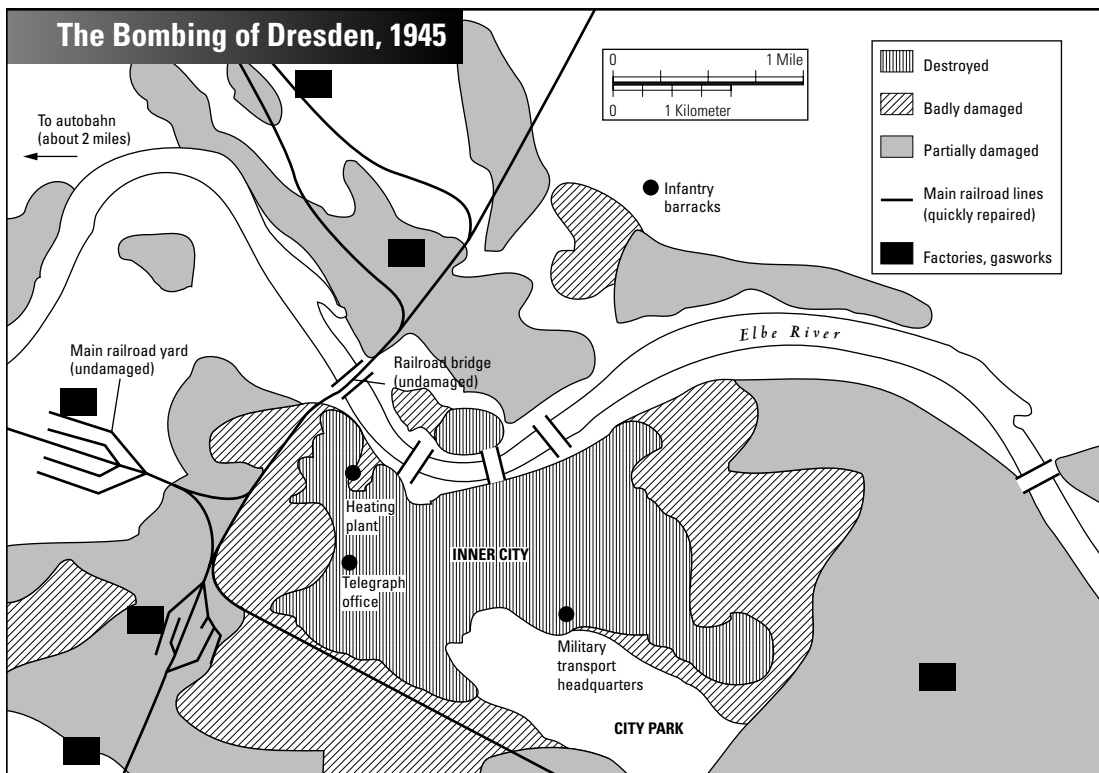
*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

One of the most controversial incidents of World War II was the Allied aerial bombing of Dresden late in the war. Located in eastern Germany near the Polish and Czech borders, Dresden was, according to writer Alexander McKee, a city with “fantastic architecture,” with a town center “housing world-class collections of paintings, statues, and art objects of all kinds.”

By means of a plan code-named Thunderclap, the Allies sought to deliver to Germany a “mighty blow”—the destruction of a major city to hasten Germany’s surrender in a war it had no chance of winning. Eventually, Dresden was selected. The city’s numerous military targets included an infantry barracks, an autobahn (expressway) skirting the city to the west and leading to the German front, a railway network, bridges, and a number of factories.

During massive night and day bombings by Allied aircraft between February 13 and 15, 1945, the heart of Dresden was almost completely destroyed. The bombing was so intense during one raid that the explosions created a firestorm in which thousands of people were suffocated as the fires consumed all the oxygen for blocks around. Estimates of the number of people killed in the raids range from 25,000 to 135,000. The exact figure will never be known, because at the time Dresden was teeming with thousands of refugees from other German cities.

Although some targets such as the autobahn were left intact, the physical damage was staggering. Out of 220,000 living units—houses and apartments—more than 90,000 were destroyed or made uninhabitable by the bombing.



**Interpreting Text and Visuals**

1. What is the purpose of the map? \_\_\_\_\_

\_\_\_\_\_

2. What part of Dresden was most heavily damaged? \_\_\_\_\_

3. What places in and around Dresden might the Allies have considered targets of military significance? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Which of these targets was completely destroyed? \_\_\_\_\_

\_\_\_\_\_

5. In what parts of Dresden were most of these targets located? \_\_\_\_\_

6. On the basis of the map, what might you conclude about the purpose of Thunderclap? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Sir Arthur Harris, British commander of the Allied raids, wrote after the raids that “Dresden was a mass of munitions [guns and ammunition] works, an intact government center, and a key transportation center to the East. It is now none of those things.” To what extent do you agree or disagree with the statement? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Why do you think the bombing of Dresden is controversial? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## OUTLINE MAP *Crisis in Europe*

### Section 2

- A.** Review the map “World War II: Europe and Africa, 1942–1944” on page 572 of your textbook. Then, on the accompanying outline map, label the following bodies of water and countries. (You may abbreviate country names where necessary.) Finally, color or shade the map to distinguish the regions identified in the key.

#### Bodies of Water

Atlantic Ocean  
North Sea  
Mediterranean Sea  
Black Sea

#### Countries

Great Britain	Saudi Arabia	Portugal
Germany	Italy	Spain
Poland	Turkey	Switzerland
France	Soviet Union	Norway
Egypt	Czechoslovakia	Sweden
Syria	Austria	Finland
Iraq	Hungary	Denmark

- B.** After completing the map, use it to answer the following questions.

1. Which two major Allied nations appear on the map? \_\_\_\_\_

\_\_\_\_\_

2. Which of the countries you labeled remained neutral in 1942? \_\_\_\_\_

\_\_\_\_\_

3. How would you describe the Axis’s situation in Europe at the time represented by the map? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Think about U.S. participation in the war in Europe. How might the Axis have benefited by gaining control of Great Britain by 1942? \_\_\_\_\_

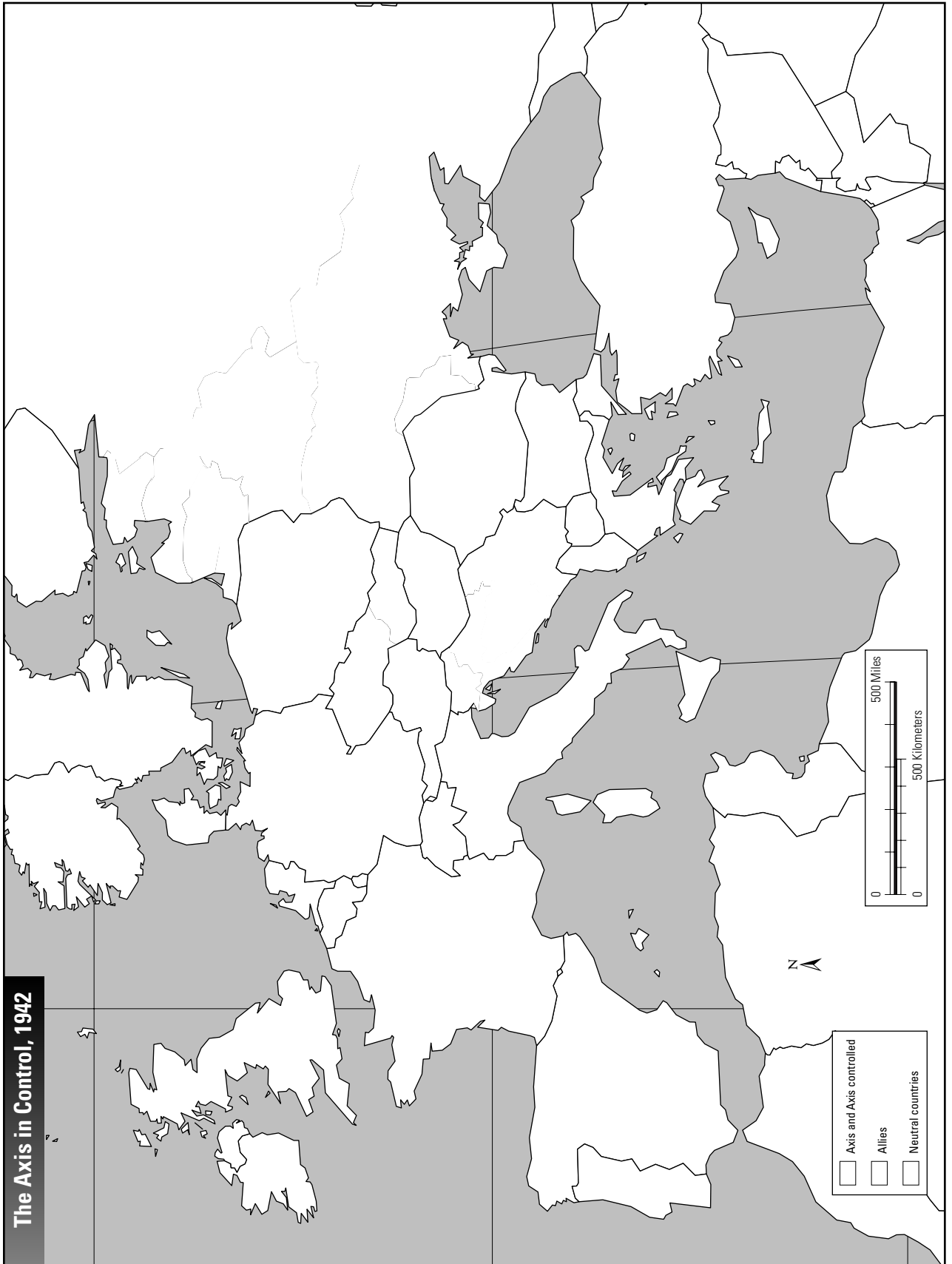
\_\_\_\_\_

\_\_\_\_\_

5. By June 1943, the Allies had regained control of North Africa. What was the advantage of controlling this region? \_\_\_\_\_

\_\_\_\_\_

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PRIMARY SOURCE **War Dispatch from Ernie Pyle**

*Journalist Ernie Pyle accompanied American soldiers to the Pacific, Europe, England, and North Africa to offer a “worm’s-eye-view” of World War II. He was killed by a Japanese sniper’s bullet on Ie Shima in 1945. As you read this excerpt from one of Pyle’s popular columns, think about his attitudes toward the infantry*

IN THE FRONT LINES BEFORE MATEUR, NORTHERN TUNISIA, May 2, 1943—We’re now with an infantry outfit that has battled ceaselessly for four days and nights. . . .

I love the infantry because they are the underdogs. They are the mud-rain-frost-and-wind boys. They have no comforts, and they even learn to live without the necessities. And in the end they are the guys that wars can’t be won without.

I wish you could see just one of the ineradicable pictures I have in my mind today. In this particular picture I am sitting among clumps of sword-grass on a steep and rocky hillside that we have just taken. We are looking out over a vast rolling country to the rear.

A narrow path comes like a ribbon over a hill miles away, down a long slope, across a creek, up a slope and over another hill.

All along the length of this ribbon there is now a thin line of men. For four days and nights they have fought hard, eaten little, washed none, and slept hardly at all. Their nights have been violent with attack, fright, butchery, and their days sleepless and miserable with the crash of artillery.

The men are walking. They are fifty feet apart, for dispersal. Their walk is slow, for they are dead weary, as you can tell even when looking at them from behind. Every line and sag of their bodies speaks their inhuman exhaustion.

On their shoulders and backs they carry heavy steel tripods, machine-gun barrels, leaden boxes of ammunition. Their feet seem to sink into the ground from the overload they are bearing.

They don’t slouch. It is the terrible deliberation of each step that spells out their appalling tiredness. Their faces are black and unshaven. They are young men, but the grime and whiskers and exhaustion make them look middle-aged.

In their eyes as they pass is not hatred, not

excitement, not despair, not the tonic of their victory—there is just the simple expression of being here as though they had been here doing this forever, and nothing else.

The line moves on, but it never ends. All afternoon men keep coming round the hill and vanishing eventually over the horizon. It is one long tired line of antlike men.

There is an agony in your heart and you almost feel ashamed to look at them. They are just guys from Broadway and Main Street, but you wouldn’t remember them. They are too far away now. They are too tired. Their world can never be known to you, but if you could see them just once, just for an instant, you would know that no matter how hard people work back home they are not keeping pace with these infantrymen in Tunisia.

*from David Nichols, ed., Ernie’s War: The Best of Ernie Pyle’s World War II Dispatches (New York: Random House, 1986), 112–113.*

### Activity Options

1. Write a letter home in the voice of a World War II soldier. Draw on details in this excerpt from Pyle’s column as well as information in your textbook to bring the realities of being in an infantry outfit to life.
2. Work with a partner to interview a World War II veteran—a family member, a neighbor, or a person who lives in your community—about his experiences in the military. Then compare your interview subject’s impressions with those of Ernie Pyle.
3. Find photographs of American soldiers in the infantry that might have accompanied Pyle’s column. Then work with your classmates to create a World War II photo essay.



## AMERICAN LIVES **George S. Patton**

### *Bold Leader, Undisciplined Follower*

#### Section 2

*"This man would be invaluable in time of war, but is a disturbing element in time of peace."—General W. R. Smith on George S. Patton (1927)*

George S. Patton was ideally suited to command an army. He was a bold strategist and a good administrator who knew how to motivate his troops. However, his boldness also led him to words and actions that caused political difficulties.

Patton (1885–1945) was born to a family with an army tradition; his grandfather had been killed in a Civil War battle. After graduating from West Point in 1909, Patton immediately entered the army. During World War I, he watched the British use the first tanks in combat. He quickly saw the advantages of the new weapon and helped organize an American tank force. When the United States entered the war, he led his unit into combat and fought well. By staying in the field despite a serious wound, he earned two medals.

Between the two world wars, Patton held various posts while pursuing his hobbies—riding and hunting, boating, and military history. In 1940, as war raged in Europe, Patton was given command of part of an armored division at a base in Georgia, which included tanks in its equipment. He got an ill-trained, ill-equipped unit into shape.

After the United States entered World War II, Patton played a vital role—and repeatedly got in trouble. He was given command of one of the Allied armies invading North Africa. There they faced troops of a fascist French government that—after the fall of France—had joined itself with Nazi Germany. Patton's armored force moved quickly through their defenses. Afterward, though, Patton's reputation was hurt by charges that he had entertained people with pro-Nazi sentiments at his North African villa. Patton was saved when General Dwight Eisenhower removed him and put him in charge of another combat unit.

The American soldiers had just lost their first North African battle with the Germans. British commanders complained that the U.S. II Armored Corps was unfit to fight. Patton took charge, removing officers who were not aggressive and using discipline and colorful speeches to raise morale. His corps won a number of battles, helping force the Germans to leave North Africa.

Next Patton was given command of the American troops invading Sicily. He landed and moved his force quickly around the western edge of the island—against orders. The American troops pushed the Germans off Sicily, gaining cheers from the Italians and headlines for Patton. His popularity fell almost as quickly, though. News reports revealed that he had slapped two soldiers who were suffering combat fatigue, believing that they were faking their condition. Many called for Patton's dismissal. Eisenhower did remove him from command, but refused to send him back to America. His new job now was to prepare to follow up the invasion of France planned for 1944.

Patton's Third Army reached France shortly after the Normandy invasion. It quickly drove the Germans out of northern France. Effectively using air support, ground troops, and tanks, Patton pushed across the north of France to the German border. Lack of supplies stalled the drive, and combat settled into a stalemate. In December of 1944, the Germans launched their last offensive, pushing deeply into the Allies' lines north of Patton. With remarkable speed, he changed his army's direction to counterattack and force a withdrawal. Experts call it one of the most brilliant moves in the war.

When the war in Europe ended, Patton got in trouble again. He greatly feared the power of the Soviet Union and proposed that U.S. forces join with the remaining German troops to drive the Russian army in Germany back to its national boundaries. After he made these statements publicly, he was assigned to a desk job. He died later that year in a car accident in Germany.

### Questions

1. What details show Patton's skill as a commander?
2. Why do you think Eisenhower never removed Patton from command despite the problems he caused?
3. Why did Patton's comments on the Soviet Union cause difficulty?