

CHAPTER 17 Section 2 (pages 569–577)

The War for Europe and North Africa

BEFORE YOU READ

In the last section, you saw how the American involvement in World War II affected life on the home front.

In this section, you will see how the United States, Britain, and the Soviet Union combined to defeat Germany and its partners in Europe.

AS YOU READ

Take notes on the time line below. Fill it in with events that led to the defeat of Germany.



TERMS AND NAMES

Dwight D. Eisenhower American general

D-Day Allied invasion to liberate Europe

Omar Bradley American general

George Patton American general

Battle of the Bulge German counteroffensive in December 1944

V-E Day Victory in Europe Day, May 8, 1945

Harry S. Truman 33rd president of the United States

The United States and Britain Join Forces

(pages 569–570)

What were the goals of the American and British alliance?

In late December 1941, a few weeks after Pearl Harbor, President Roosevelt met with British Prime Minister Winston Churchill. They planned their war strategy. They agreed that the first thing to do was to defeat Hitler's Germany. Roosevelt and Churchill began a lasting friendship and a strong alliance between America and Britain.

After war was declared, German U-boats increased attacks on American ships in the Atlantic. Many American ships were sunk. The

Allies organized convoys, or groups, for shared protection. Warships and airplanes escorted the convoys. They used sonar and radar to find and destroy many German submarines.

The United States also started building ships at a rapid pace. Soon there were more Allied cargo ships, or Liberty ships, being made than being sunk. By mid-1943, the tide of the Battle of the Atlantic had turned in favor of the Allies.

1. What was the Battle of the Atlantic, and how did the Allies win it?

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Holt Rinehart & Winston



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The Twentieth Century World Neil DeMarco, Richard Radway, 1995 Accompanying a pupil's book focusing on the 20th century world this teacher's resource guide is part of a series which provides resources that meet the requirements of the revised Key Stage 3 History curriculum The guide contains additional banks of questions for pupils of different ability levels photocopiable worksheets for developing topics in the pupil's book and providing self-contained resources for homework information on the provenance and background of all sources and detailed teacher's notes **World Geography** Phillip Bacon, 1989 **World Studies: Eastern Hemisphere** Heidi Hayes Jacobs, Michal L. LeVasseur, 2004-08 Foundations of geography World of geography Earth's physical geography Earth's human geography Cultures of the world Interacting with our environment Europe and Russia Europe and Russia physical geography Europe and Russia shaped by history Cultures of Europe and Russia Western Europe Eastern Europe and Russia Africa Africa physical geography Africa shaped by its history Cultures of Africa North Africa West Africa Exploring East Africa Central and Southern Africa Asia and the Pacific East Asia physical geography South Southwest and Central Asia physical geography Southeast Asia and the Pacific region physical geography East Asia cultures and history South and Southeast Asia cultures and history Southeast Asia and the Pacific region cultures and history East Asia South Southwest and Central Asia Southeast Asia and the Pacific region Glossary *The Social Studies*, 1928 **CA Te Am Anthem 2007 Mod** Holt Rinehart & Winston, 2007 *Life and Liberty* Philip Roden, 1987 **Historical Outlook**, 1928 **Data Book of Social Studies Materials and Resources**, 1982

Comparative Politics Michael K. Le Roy, 2003 A software based workbook for Comparative Politics that is packaged with MicroCase Explorer software and two dozen research quality data files Designed to supplement comparative politics courses *Heath Social Studies: The world today*, 1987 **Sample Chapter** Margo A. Mastropieri, 2003-11-19 **World History**, 2000 **Curriculum Review**, 1983 **Dear Faculty** Jo Anne Nordling, 1976 *World Studies: Medieval Times to Today* Heidi Hayes Jacobs, Michal L. LeVasseur, 2005 **Glencoe Science** McGraw-Hill Staff, 2001-06 **The Inclusive Classroom** Margo A. Mastropieri, Thomas E. Scruggs, 2010 This text offers a wealth of practical and proven strategies for successfully including students with disabilities in general education classrooms The text provides targeted strategies for the subject and skill areas as well as special needs of individual students with a strong focus on instructional strategies applied to specific student need areas An overall theme of effective differentiated instruction is infused throughout the text relating to those practices that are most closely aligned with academic success The text is unique in its three part coverage of 1 the fundamentals of teaching students with special needs 2 effective general teaching practices and 3 inclusive practices in specific subject areas With a strong focus on instructional strategies and how they are applied to specific student need areas the text goes further by featuring more specific strategies than any other text and extensive information about the most effective strategies available and when and how to use them This strong focus instructs pre service teachers and other

education personnel on how they can implement in the classroom specific strategies to address a very wide range of grade levels skill levels academic content areas and extensive and very specific information on strategies teachers can use in the areas of most concern to them e g behavior management handling student confrontations promoting literacy memory for school content motivation to learn maintaining student attention adapting assessment and improving test scores and specific strategies for adapting specific lessons in math science social studies and career and technical education Specifically written for pre service or in service special education teachers who will work with general education teachers in K 12 classrooms the text is also relevant for school psychologists counselors support staff and other school personnel interested in helping all students succeed in the classroom Holt People, Places, and Change Robert J. Sager,2003 Call to Freedom Sterling Stuckey,2003 Teaches U S history employing the themes geography economics government citizenship science technology and society culture Constitutional heritage and global relations **Introduction to Mass Communication** Stanley J. Baran,2002 The worksheets provide exercises and activities for developing media literacy skills

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