

RAINBOW NOTES:

I. Mobilizing for Victory

- A. The first task was to train _____ for _____.
1. _____, _____, and _____ bases were built all over the _____.
 2. _____ were trained to fight in jungles, deserts, towns, and farmlands.
 3. _____ joined all the armed services—although they were not allowed in combat.
- B. The _____ controlled the _____ during the war. Government agencies set _____, negotiated with labor _____, and decided what to _____.
1. The _____ _____ helped factories shift from producing _____ goods to producing _____ materials.
 2. As consumer goods became scarcer, the government imposed _____ or limitations on the amounts of certain goods that people could _____.

Name: _____

Period: _____

“WHOLE-BRAIN” CONNECTORS:

Using the proper format, create **ONE** “Whole-Brain” Connector for each Roman Numeral section of the notes using magazines. If clip art or computer generated images are used, **TWO** connectors must be created for each section. No words or numbers may be used as connectors, images only.

3. To combat _____ shortages,
many Americans planted
_____.
4. To pay for the war, the government
raised _____ and borrowed
money from citizens by selling
_____.
5. The war ended the _____
_____.

II. Jobs for Women

- A. Almost five million _____
entered the work force.
 1. They replaced the _____ who
joined the _____
services.
 2. _____,
a fictional factory worker, became a
_____ of American
_____ contribution to
the _____ effort.
 3. _____ work gave women better
_____ and working
_____ than before.
 4. The war changed women's
_____. Many women
began to dress for work in
_____ and
_____.
 5. Women gained a new sense of
_____.

III. African Americans in the War

A. African Americans decided to pursue a “Double V” campaign—victory over the _____ abroad and victory over _____ at home.

1. As industry geared for war, some _____ put up “Help Wanted, White” signs.
2. To gain equality for African Americans, _____. _____, head of the Brotherhood of Sleeping Car Porters, called for a protest march on _____.
3. After meeting with Randolph, FDR ordered _____ that did business with the government to end _____ in _____.
4. Racial tension _____. Competition for scarce _____ led to race _____.

B. FDR refused to end _____, or separation, of the _____ in the military.

1. Nearly a _____ African Americans _____ or were _____.
2. They had to serve in _____ - _____ units with _____ officers.

3. The _____
_____ were African
American fighter _____ who
trained at Tuskegee, Alabama. By
the end of the war, the Tuskegee
airmen had _____ or
damaged about 400 enemy
_____.

IV. Japanese Americans During WWII

A. After the attack on _____
_____, some people
questioned the _____ of
Japanese Americans, although there
was no evidence of disloyalty. Yet,
President Roosevelt signed an
order allowing the _____ to
move Japanese Americans from
their homes to “_____”
_____.”

1. Even people who were American
citizens by _____ were
_____.
2. Japanese Americans were forced to
sell _____ and
_____ at a loss.
3. Japanese Americans lived in
crowded _____ behind
barbed _____.
4. Despite unfair treatment, thousands
of Japanese American men served
in the _____ forces.

- B. The 442nd Nisei Regimental Combat Team became the most highly decorated _____ unit in United States history.
- C. In 1988, Congress _____ to Japanese Americans who had been driven from their homes. Congress approved _____, or repayment for losses, in the amount of \$20,000 to every _____ of the _____.

V. Other Groups

- A. _____ also faced problems.
1. The United States signed a treaty with Mexico in 1942 establishing the _____, in which recruiters found Mexican laborers to _____ in the United States. Many Mexicans moved north to work on _____ and _____.
 2. In 1943, a group of _____ attacked some Mexican Americans in _____. The incident led to several days of _____. Newspapers blamed the Mexican Americans. In her newspaper column, _____ argued that the riots were caused by _____ against Mexicans.

3. Still, many Mexican Americans served in the _____.

B. _____
also made wartime contributions.

1. Native Americans supplied the highest _____ of servicemen from any group at _____%.

2. _____ -
_____ used their own _____ as a code to send vital messages. The Japanese were able to intercept these messages but they could not decode and _____ them.