Many Paths to Victory

Leadership and specialized service in World War II

USH.C.5.2.B "Describe the roles of individual American leaders, including Generals MacArthur and Eisenhower, as well as the unique contributions of special fighting forces (e.g., Tuskegee Airmen, 442nd Regimental Combat team, Indian Code Talkers)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each general's mission, circle each fighting force's contribution, and put a star beside any skill or obstacle that shaped a force's service.

Different Roles, Shared War

1 World War II stretched from Europe to the Pacific, so Allied commanders faced different challenges. In Europe, General Dwight D. Eisenhower coordinated troops from several nations for the 1944 D-Day invasion of France. His job was to bring those forces together for a major attack against Nazi Germany. In the Pacific, General Douglas MacArthur commanded Allied forces in the Southwest Pacific. After leaving the Philippines during Japan's invasion, he directed the campaign to retake the islands in 1944 and 1945.

2 On dangerous flights over Europe, the Tuskegee Airmen, Black American military pilots and support crews, helped protect U.S. bombers from enemy aircraft. They served in a military that segregated Black personnel. The 442nd Regimental Combat Team, made up mostly of Japanese American soldiers, fought in Europe and earned many honors for bravery. Many of its members had families held in U.S. incarceration camps. Their service challenged prejudice at home even as they fought an enemy abroad.

3 In the Pacific, Navajo Code Talkers, American Indian Marines, sent military messages using a code based on the Navajo language. They could pass information quickly by radio, while Japanese forces could not understand their coded messages. Their work helped Marines coordinate movements and attacks during island battles. Unlike commanders who planned large campaigns, these service members carried out specialized tasks close to the fighting. Together, their roles show that victory depended on both overall planning and particular skills under pressure.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Eisenhower's and MacArthur's missions differ?

2. What did the Tuskegee Airmen contribute, and what obstacle did they face?

3. How did the 442nd's service contrast with the treatment of many members' families?

4. How did the Navajo Code Talkers' work help Marines in a way the generals' planning could not?

3 YOUR TURN

Your own words

Choose one general and one fighting force that served in the same part of the world. In three sentences, explain their different contributions and one skill or obstacle that shaped the force's service.

ANSWER KEY

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HIGH SCHOOL · USH.C.5.2.B

PART 1 · READ AND MARK

Underline each general's mission, circle each fighting force's contribution, and put a star beside any skill or obstacle that shaped a force's service. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Eisenhower's and MacArthur's missions differ?	**Eisenhower coordinated Allied forces for the D-Day invasion of France; MacArthur commanded forces in the Southwest Pacific and directed the campaign to retake the Philippines.**
2	What did the Tuskegee Airmen contribute, and what obstacle did they face?	**They helped protect U.S. bombers from enemy aircraft while serving in a segregated military.**
3	How did the 442nd's service contrast with the treatment of many members' families?	**The soldiers fought in Europe and earned honors for bravery, while many of their families were held in U.S. incarceration camps.**
4	How did the Navajo Code Talkers' work help Marines in a way the generals' planning could not?	**They quickly sent coded radio messages that Japanese forces could not understand, helping Marines coordinate during battles.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Eisenhower coordinated troops from several nations for the D-Day invasion of France. In Europe, the Tuskegee Airmen helped protect U.S. bombers from enemy aircraft. Their work required flying dangerous missions while serving in a segregated military.

Accept any supported pairing from the same theater: Eisenhower with the Tuskegee Airmen or 442nd, or MacArthur with the Navajo Code Talkers. Do not require students to claim that a general directly commanded the force they chose.