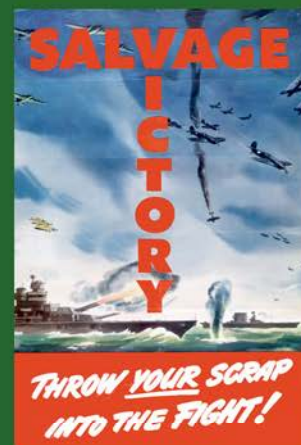
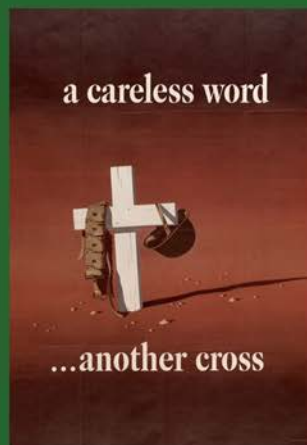


VOICES OF WAR: WORLD WAR II DELAWARE
PRIMARY SOURCE ACTIVITIES

THE HOME FRONT
LIFE IN THE UNITED STATES
DURING THE SECOND WORLD WAR



BY
MARK GIANANTI



**DEDICATED TO THOSE WHO
SERVED
SACRIFICED
AND
SAVED THE WORLD**



**VOICES OF WAR: WORLD WAR II DELAWARE
PRIMARY SOURCE ACTIVITIES**

**THE HOME FRONT
LIFE IN THE UNITED STATES
DURING THE SECOND WORLD WAR
1941 TO 1945**



**BY
MARK GIANANTI**

**WILMINGTON UNIVERSITY
PROJECT DELAWARE, INC.**

**LIEUTENANT GOVERNOR JOHN C. CARNEY, JR.
SECRETARY OF STATE HARRIET SMITH WINDSOR
THE DELAWARE COMMISSION OF VETERANS AFFAIRS**

To the Teacher:

Voices of War: World War II Delaware has been initiated to preserve the memories of Delawareans that served at home and abroad both as civilians and in the armed services. Since the “Greatest Generation” is disappearing from our landscape it is essential that we use their stories to remember them and explain our past to future generations.

These stories and remembrances provide us all with glimpses of the past that are rarely, if ever, recorded in traditional texts. This pack is designed to integrate the oral histories into current high school curricula. The activities in this packet will help students to understand that the past was made by real people. Activities are provided that connects historic events to the recollections presented in the oral histories. Students are asked to listen to the recollections of Delaware veterans, examine primary resources, and interpret the past.

Furthermore, the primary source activities in this packet will enhance student skills and knowledge. The activities within this packet have been aligned with the Delaware Social Studies Standards. By examining documents, photographs, charts, and other historical evidence, students will be able to demonstrate deeper comprehension about the past. Additionally, the students will become active participants, discussing various interpretations of the past and the roles and contributions of diverse segments of the population in an era that defined the contemporary world.

The goal of this packet is to provide an easy to use resource that enables teachers to bring Delaware’s veterans into the classroom so that the future can have a deeper understanding, and appreciation, of the past.



**HOME FRONT
LIFE IN THE UNITED STATES
DURING THE SECOND WORLD WAR**

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LIFE IN THE UNITED STATES
DURING THE SECOND WORLD WAR**

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TEACHER PAGE

HOME FRONT: ORAL HISTORIES

OBJECTIVE: At the end of this activity, you will be able to use oral histories in order to gain a deeper understanding of how Delawareans on the Home Front supported the United States war effort.

ACTIVITY: Listen to the remembrances and answer the following questions.

1. How Many times was Washington D.C. closed down due to security considerations during the war?
Twice
2. What was Bernice Haufe doing to help the war effort?
She was an aircraft spotter.
3. How did she do her job?
She sat in a little building located on a hill along Rte. 8 in Marydel. On the wall of the building was a chart showing aircraft coming and going so that the spotters could easily identify planes.
4. How does Virginia Slusark remember the war?
She remembers it being hard but rewarding work.
5. What did she remember about the support for the war on the Home Front?
She says that everyone supported the troops and that the cause (winning the war) was one that everyone had to do all that they could in order to support the boys (troops).
6. According to Richard Drummond, what was DuPont producing that made them unique?
They were the only plant in the world making nylon.
7. What was the product used for?
Parachutes, cording for tires, and cloth for whatever purpose the military had for the nylon.
8. What did Louise Himes do during the war?
She was a welder at a shipyard.
9. How much training had she received before being put to work?
After six weeks training she went out to the job site.
10. What was Golda Steele Thompson doing during the war?
She was an electrician
11. What was she earning? Was this a fair wage?
She was earning \$1.20 an hour which was the going rate at the time.

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TEACHER PAGE

HOME FRONT: PRODUCTION POSTERS

Objective: After completing this activity, you will gain an understanding of the methods used to increase civilian efforts during the Second World War.

Activity: Examine each of the posters from the Second World War and answer the following questions:

1. The poster on the left is from the United States and that on the right from Canada. What do you notice first about the figures in each poster?

In each poster, the postures of the civilians are almost identical with that of the soldiers shown.

2. Why do you think the artists posed the figures the way they did?

It was done to show a stronger connection between the soldiers in battle and the people at home.

3. Why are civilians, rather than soldiers, the primary image in each poster's foreground?

The posters were designed for the home front. Their main purpose was to show how male and female civilians were just as important as the soldiers in the war effort. In addition, the use of an older man in the poster on the left implies that all ages should be part of the war effort. The use of a woman in the Canadian poster shows how growing food was just as important as working in industry or serving in the armed forces.

4. Which of the posters is the most effective? Give examples to support your position.

Answers will vary. Points that can be made about each poster are that:

- *The Canadian poster has a broader reach since it shows men and women. This allows all groups to feel that they have a significant impact on the war effort.*
- *The American poster reaches the older population. It would be important to mobilize this segment of the population since the usual workers would be required for the armed services.*

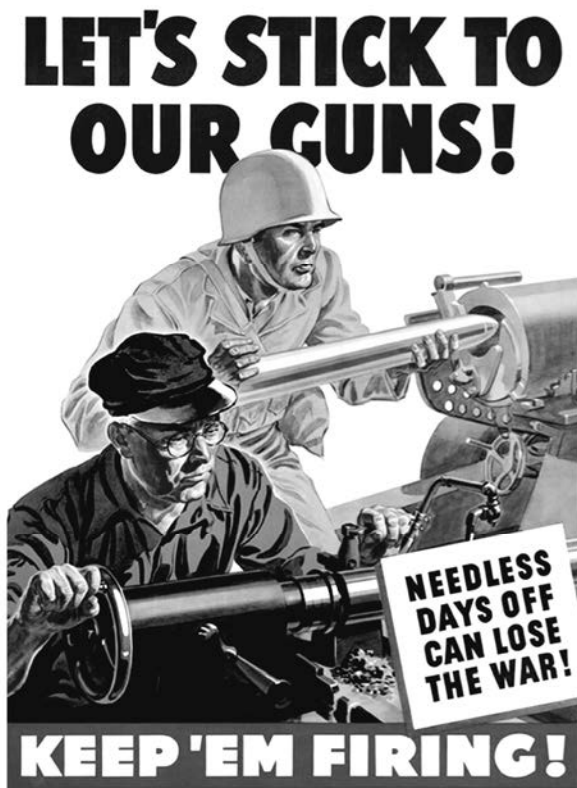


HOME FRONT: PRODUCTION POSTERS

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4. Which of the posters is the most effective? Give examples to support your position.



TEACHER PAGE

HOME FRONT: WAR BOND POSTERS

OBJECTIVE: After examining these war loan posters from the Second World War, you will be able to determine the methods used to encourage people to invest in war bonds.

ACTIVITY: After examining the posters at the bottom of the page, answer the following questions.

1. Is the primary target of the posters the civilian or military audience? Explain your answer by using details from the posters.
The primary target is the civilian audience. The posters show soldiers and phrases such as "Back the Attack" and "LET 'EM HAVE IT." This shows that the monies raised would be in support of the soldiers, sailors, marines, and airmen, fighting the war.
2. What parts of each poster are the most effective? Why do you feel the way that you do?
Answers will vary. However, the following points may be made:
 - *The use of the American flag and the phrase "To have and to hold" in poster #1 brings the idea of marital fidelity between a person and the country.*
 - *Poster #2's use of a catchy, rhyming phrase and an image of paratroopers in combat lend a sense of immediacy to the need for money.*
 - *Poster #3 employs an approach similar to poster #2 in that a soldier in combat is used to show people the importance of their bond purchases.*
 - *The last poster shows a man, presumably a marine, looking down at the Japanese home islands. The word "NEXT" in red letters plainly states what the war loans raised will go for.*
3. Rank the posters by their effectiveness with 1 being the most effective and 4 being least effective. Provide reasons for why you placed the posters in the order you did.
Answers will vary. Student choices should be based on the imagery, phrases, figures, actions, and layout of each poster.



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TEACHER PAGE

HOME FRONT: CARELESS TALK POSTERS

OBJECTIVE: After examining these posters from the Second World War urging care in what people said and wrote, you will be able to determine the methods used to make people think before they spoke.

ACTIVITY: After examining the posters at the bottom of the page, answer the following questions.

1. Who are the primary targets for each of the posters? How did you reach your conclusion?

POSTER A: *This poster targets both military and civilian audiences. The poster shows that many pieces of information from military and civilian sources are used to create a complete picture of Allied movements.*

POSTER B: *This poster could target military or civilian audiences. However, since the poster shows a “battle-wise infantryman,” it can be assumed that this poster would be directed towards new or green troops. However, the poster could be used in civilian venues as it connects the home front talk to life or death consequences for soldiers, sailors, and airmen.*

POSTER C: *This poster targets all people. This poster shows that death and possibly defeat can result from people gossiping or passing on information.*

4. What parts of each poster are the most effective? Why do you feel the way that you do?

Answers will vary. However, student responses should focus on the following ideas or themes:

- *Any piece of information that the enemy receives, no matter how small or insignificant, can be the one piece that needed to cause damage to the Allies and their cause.*
- *People whose lives are most immediately at risk, soldiers, know to be careful with what they pass on.*
- *The enemy will use the information that he gets and cause significant losses to Allied personnel.*

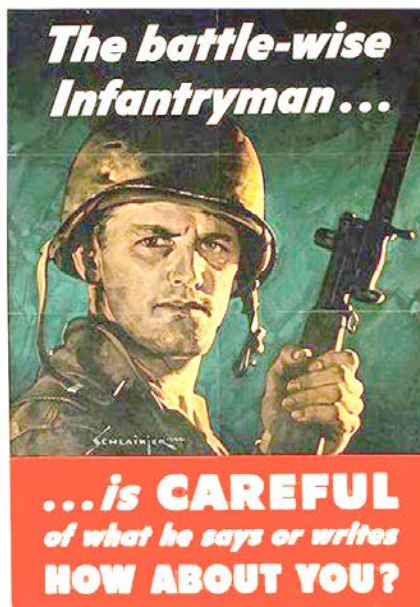
5. Rank the posters by their effectiveness with 1 being the most effective and 4 being least effective. Provide reasons for why you placed the posters in the order you did.

Answers will vary. Student choices should be based on the imagery, phrases, figures, and impact of each poster.

A



B



C



HOME FRONT: CARELESS TALK POSTERS

OBJECTIVE: After examining these posters from the Second World War urging care in what people said and wrote, you will be able to determine the methods used to make people think before they spoke.

ACTIVITY: After examining the posters at the bottom of the page, answer the following questions.

1. Who are the primary targets for each of the posters? How did you reach your conclusion?

POSTER A:

POSTER B:

POSTER C:

2. What parts of each poster are the most effective? Why do you feel the way that you do?

3. Rank the posters by their effectiveness with 1 being the most effective and 4 being least effective. Provide reasons for why you placed the posters in the order you did.

A



B



C

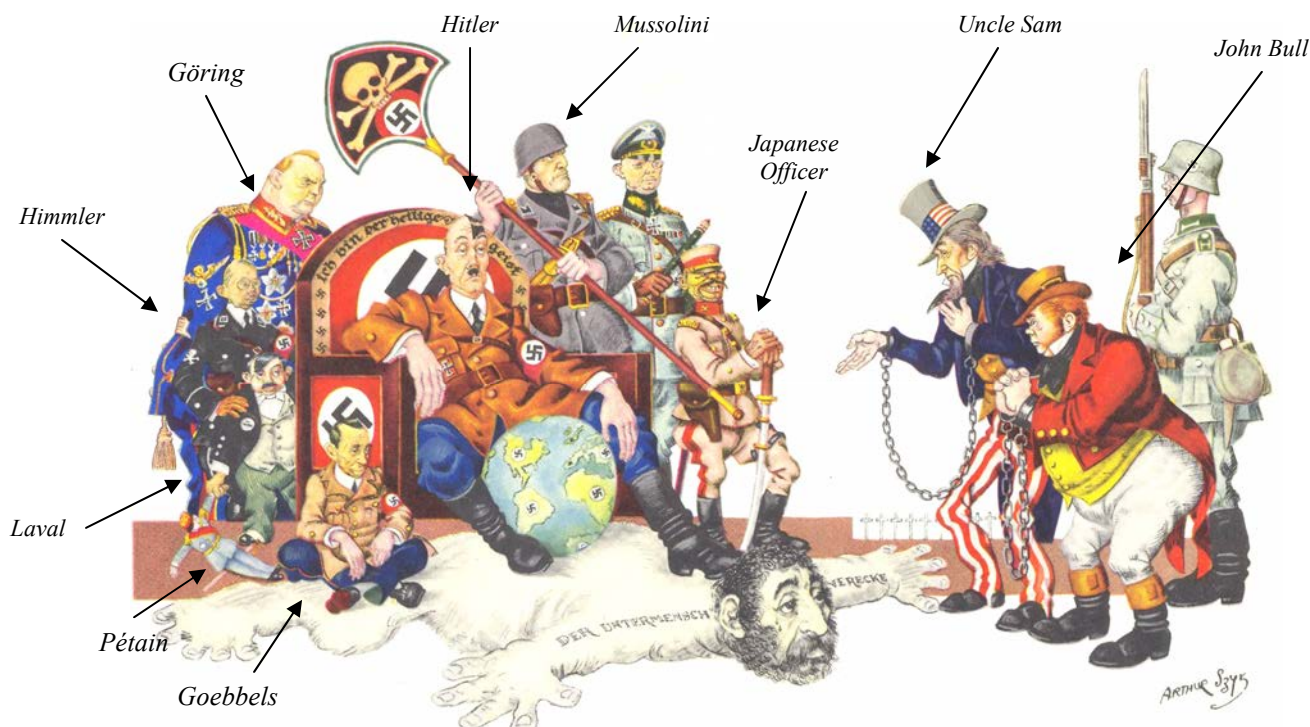


TEACHER PAGE

HOME FRONT: CONSEQUENCES OF THE WAR

OBJECTIVE: After examining the image from the Second World War, you will be able to determine how artists were able to explain the consequences of an Allied defeat to the general population.

ACTIVITY: After examining the drawing by Arthur Szyk entitled *A Madman's Dream*, complete questions one through four.



1. What nations are represented in this image? Explain your answer by citing specific details from the image.
Axis nations or nations that support the Axis are Germany, Italy, Japan, and Vichy France. Mussolini is shown as a servant to Hitler representing the view that Italy was not really an equal to Germany, but a vassal state. The Japanese officer is given a place of equality in the portrait, but is still shown as small in stature and having buckteeth. Laval is behind Hitler's throne holding a puppet in a French field marshal's uniform. The puppet represents Henri Pétain, the Vichy head of state. Pétain was a field marshal and hero of France in the First World War. Advanced in age by 1940, Laval ran the Vichy government.

Allied nations are the United States and Great Britain, represented by Uncle Sam and John Bull respectively, in chains, in poses of servitude in front of Hitler and his supporters.
2. There are six caricatures of significant people from the Second World War in this drawing. Who are they?
Adolf Hitler, Herman Göring, Josef Goebbels, Heinrich Himmler, Benito Mussolini, and Pierre Laval
3. What has happened in this "dream?"
The Allies have lost the war. The world is shown as a globe at Hitler's feet with Europe, Africa, North America, and South America marked with swastikas. It can be assumed that Hitler has conquered these continents. It is unclear if Hitler has conquered the whole world, as Asia and the Pacific are not shown. However, the placement of the Japanese officer in the image could suggest that Japan has control of Asia and the Pacific.
4. How does the artist portray the Nazi view of Jews? Why do you think that he has written "The Crazy Subhuman" on the arms of the only Jew in the image?
Arthur Szyk suggests that the Jews are considered less than human by the Nazis. The fact that the Jew in this image has been turned into a rug is the first part of this portrayal. "The crazy subhuman" across the arms of the "rug" clearly states the Nazi view that Jews were not considered human. Another point to the image is that the Jew has a strong resemblance to Josef Stalin, the leader of the Soviet Union during the war. This could be the artist's way of showing that all Eastern Europeans, Poles, Czechs, Russians, etc. were lumped together under the "untermensch" category.

HOME FRONT: STUDENT INVOLVEMENT POSTERS

OBJECTIVE: After examining this Second World War poster displayed in the United States, you will be able to recognize how children were encouraged to participate in the war as well as social differences between the war years and contemporary society.

ACTIVITY: Examine the poster below and answer the questions that follow.

1. What are the specific activities that this poster is attempting to encourage in schoolchildren?

The poster wants children to support the war by purchasing war savings bonds, contributing to national scrap campaigns, and playing in a way that is patriotic and supports the U.S. war effort.

2. How is the message conveyed?

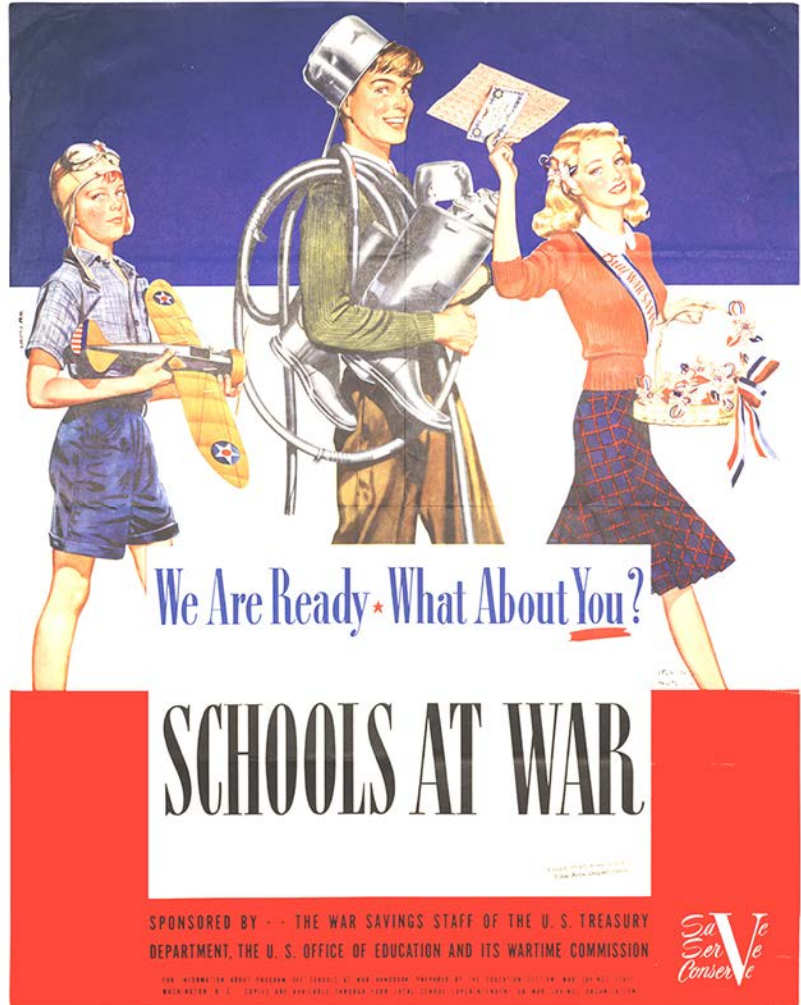
The poster shows a girl holding war bonds, an older boy carrying various scrap items, and a younger boy holding toys that are linked to the Army Air Force. Also, the message in the bottom right of the poster that says, "Save, Serve, Conserve," reinforces the ideas stressed in the poster but in many of the posters that targeted the home front.

3. If this poster were distributed today, how would it be different?

The poster only depicts well-dressed, healthy, happy, Caucasian children from middle or upper class families. If this poster were to be revised for contemporary distribution it would have to reflect the multicultural makeup of American society.

4. What does this poster tell us about American society during the 1940s?

This poster gives insight into how American society saw, or did not see, those minorities that made up a significant segment of the population. Since minorities were excluded from a poster that was widely distributed we can infer that they were excluded from the mainstream of society as well. This poster therefore, adds evidence to the racial segregation of U.S. society prior to the Civil Rights movements of the 1950s and 1960s.



HOME FRONT: STUDENT INVOLVEMENT POSTERS

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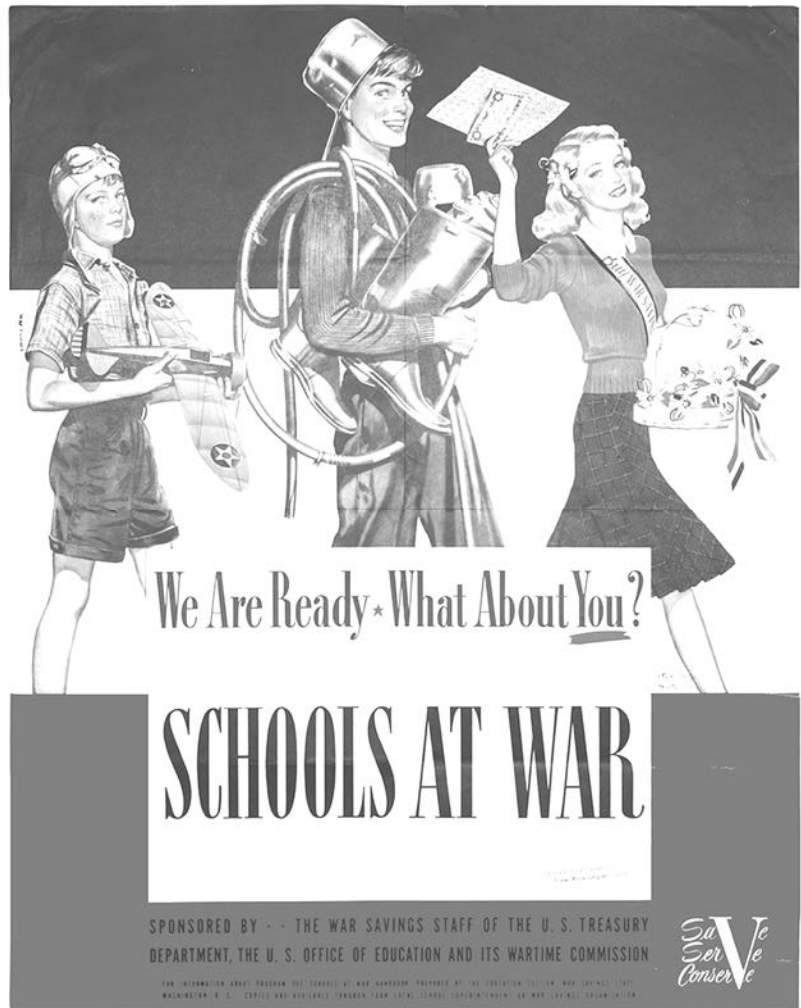
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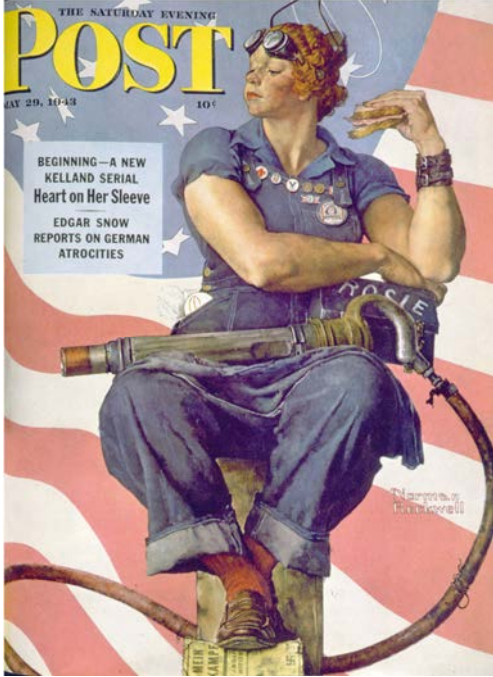


TEACHER PAGE

HOME FRONT: ROSIE THE RIVETER

OBJECTIVE: At the end of this activity, you will be able to identify the symbolism behind “Rosie the Riveter” and the more common representations of women workers of the Second World War.

ACTIVITY: Examine the images below, and complete the activities that follow.



1. Describe your first impressions of each image.
Answers will vary. Student responses may focus on the complete representation of the war in the POST cover by Norman Rockwell and the strength and simplicity of the We Can Do It! poster by J. Howard Miller.
2. What message is each artist trying to present?
That women are vital to the war effort. That women are needed in war industries doing the work of the men that were now in uniform.
3. How are symbols used to support the artists' message?
Post Image:
The American flag
Rivet gun and welding goggles
Mein Kampf under "Rosie's" feet
Pin on "Rosie's" coverall showing that she has contributed to the war effort in many ways.
She is eating a sandwich like a real person.
We Can Do It Poster
Simple Statement across top of image
Figure posed in a position that suggests getting ready to work hard
4. What is incongruous in each image?
Post Image:
"Rosie" is wearing makeup and nail polish.
She has a compact in her pocket
Her hair and facial features are very feminine despite muscular arms
We Can Do It Poster
She is wearing makeup and has her nails done.
She is clean and unaffected by working
Her hair, under a kerchief, is styled.
5. Which image do you feel has the greatest impact? Why?
Student answers will vary but should be based on how well each image presents the artists' views accurately portray women workers during the war, and the ideals of American society.

HOME FRONT: ROSIE THE RIVETER

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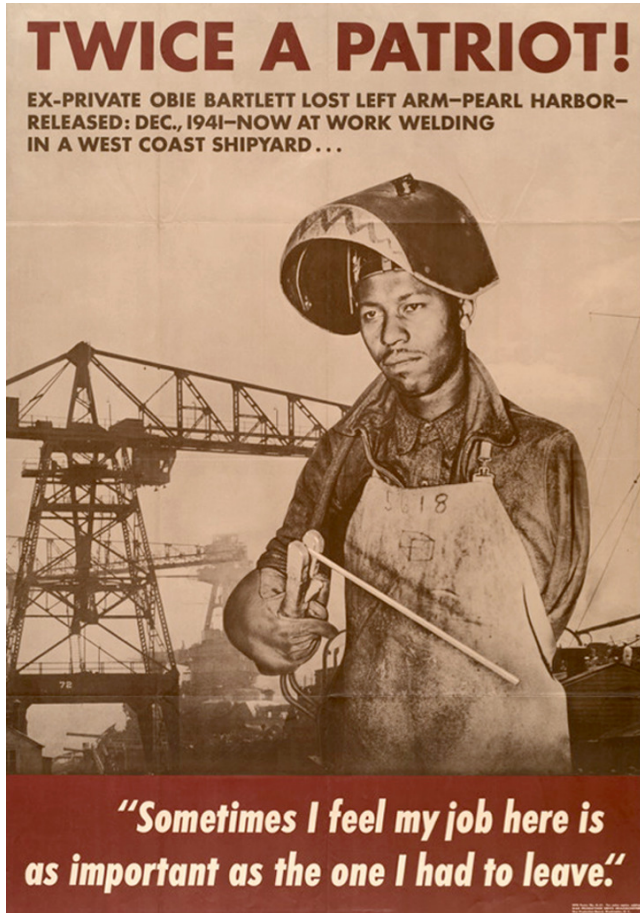
1. Describe your first impressions of each image
2. What message is each artist trying to present?
3. How are symbols used to support the artists' message?
4. What is incongruous in each image?
5. Which image do you feel has the greatest impact? Why?

TEACHER PAGE

HOME FRONT: MINORITY LABOR RECRUITING

OBJECTIVE: At the end of this activity, you will be able to understand how the U.S. government attempted to get African-Americans to perform war work during the Second World War.

ACTIVITY: This poster was created by the Civilian Production Administration in 1943. Examine the image below, and answer the questions.

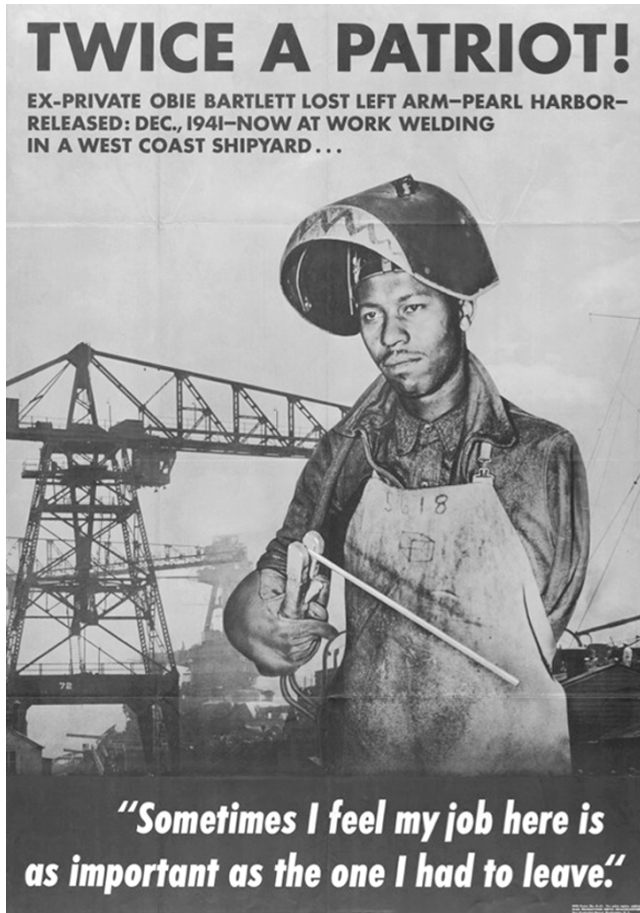


1. Who is the subject of this poster?
Obie Bartlett, an African-American who had been wounded during the Japanese attack on Pearl Harbor while he had been a member of the U.S. Army stationed in Hawaii.
2. What group(s) is this poster targeting?
African-Americans are the primary target audience of this poster. A secondary target audience would be individuals that may have lost a limb that would normally not try to find employment in a shipyard or other area of heavy work.
3. What is the significance of the quote?
The quote is an attempt to show the significance and importance of the workers and the jobs at home. The quote shows an ex-serviceman stating that his current job, in a shipyard, is as important as being in the service. This quote was yet another attempt to tie the workers more closely to the battles being fought in far off places.
4. What is the goal of this poster?
This poster is an attempt to recruit African-Americans into the workforce during the Second World War. This was done at a time when more manpower was needed for the factories in the United States. Minorities, such as African-Americans, were actively recruited as the war went on and increasing numbers of men were called up for service in the military.
5. Do you think that the person that was the subject of the poster had been at Pearl Harbor? Why or why not?
Obie Bartlett could have been in Hawaii during the attack on Pearl Harbor. However, there were very few African-Americans in the military prior to December 7, 1941. Additionally, Mr. Bartlett would have had to been located in an area that was hit by Japanese aircraft.
6. Do you think that this poster would have been effective or ineffective? Explain your position fully.
Answers will vary. However, they should focus on the idea that the sacrifices of, and need for African-Americans is a fundamental aspect of this poster. This would have made the poster effective especially when the early attempts at racial equality were being called for and, in some instances, implemented.
7. Why do you think that African-Americans and other minorities would have been actively recruited during the war? Explain your answer fully.
Answers will vary but should focus on the idea that by 1943 the manpower needs of industry and the armed forces had absorbed nearly every available person. The only way to acquire the needed laborers was to look in nontraditional areas such as women and minorities.

HOME FRONT: MINORITY LABOR RECRUITING

OBJECTIVE: At the end of this activity, you will be able to understand how the U.S. government attempted to get African-Americans to perform war work during the Second World War.

ACTIVITY: This poster was created by the Civilian Production Administration in 1943. Examine the image below, and answer the questions.



1. Who is the subject of this poster?
2. What group(s) is this poster targeting?
3. What is the significance of the quote?
4. What is the goal of this poster?
5. Do you think that the person that was the subject of the poster had been at Pearl Harbor? Why or why not?
6. Do you think that this poster would have been effective or ineffective? Explain your position fully.
7. Why do you think that African-Americans and other minorities would have been actively recruited during the war? Explain your answer fully.

TEACHER PAGE

HOME FRONT: MUSIC

OBJECTIVE: At the end of this activity you will be able to use period lyrics to see how women were mobilized and encouraged to enter the industrial workforce.

ACTIVITY: Read the lyrics to the song *Rosie the Riveter* and complete the following.

1. When and to whom was the copyright issued for this song?
The copyright was issued in 1942 to the Paramount Music Corporation
2. Who is the subject of this song?
Rosie the Riveter
3. What kind of work is she doing? Use details from the song to support your answer.
She is working in the aircraft industry. The song mentions Rosie sitting on a fuselage and building a B-19. Since a B-17 was a heavy bomber used by the USAAF it is reasonable to assume that a B-19 would be a newer bomber.
4. What is she working for?
She is working for victory.
5. Other than working in a factory, how does the subject of the song help the American war effort?
She is watching for sabotage while on the job. She also purchases "a lot of war bonds."
6. How does the song show that the subject is conscientious and hard working?
The song states that Rosie is working "all the day long whether rain or shine" as well as "working overtime on the riveting machine."
7. What do you think a "production E" was?
At the start of the Second World War, the Navy awarded "E" pennants to those defense companies or industries that were performing exceptionally well in meeting commitments and for the quality of the product turned out. The Army awarded "A" pennants to plants and factories producing items for their use, and Maritime services gave "M" pennants to record-producing shipyards. In 1942, these awards were combined into the Army-Navy "E." By 1945, over 4,000 "E" pennants, which were seen as a visible symbol of worker patriotism, had been presented.
8. The subject of the song is not married but has a boyfriend. What is his name and what is he doing while she is working?
Rosie's boyfriend is named Charlie and he is serving in the Marines.
9. How is she helping him while he is away?
She is "protecting" Charlie by "working overtime" and producing the weapons that either he will use or will be used by others fighting with him.
10. There were many married women that entered the workforce during the war. Why did the writers make the subject a single woman?
Answers will vary. However, two possible points than can be made are:
 - *It could be presumed that single women would not have children. Therefore, there would be less impact on children and disruption of the home.*
 - *Younger women would be able to pick up the skills needed for war work more quickly.*

TEACHER PAGE

Rosie the Riveter

Redd Evans and John Jacob Loeb,
"Rosie the Riveter,"
(New York: Paramount Music Corp., 1942)

While other girls attend their fav'rite cocktail bar
Sipping Martinis, munching caviar
There's a girl who's really putting them to shame
Rosie is her name

All the day long whether rain or shine
She's a part of the assembly line
She's making history, working for victory
Rosie the Riveter

Keeps a sharp lookout for sabotage
Sitting up there on the fuselage
That little frail can do more than a male will do
Rosie the Riveter

Rosie's got a boyfriend, Charlie
Charlie, he's a Marine
Rosie is protecting Charlie
Working overtime on the riveting machine
When they gave her a production "E"
She was as proud as a girl could be
There's something true about
Red, white, and blue about
Rosie the Riveter

Everyone stops to admire the scene
Rosie at work on the B-Nineteen
She's never twittery, nervous or jittery
Rosie the Riveter
What if she's smeared full of oil and grease
Doing her bit for the old Lend Lease
She keeps the gang around
They love to hang around
Rosie the Riveter

Rosie buys a lot of war bonds
That girl really has sense
Wishes she could purchase more bonds
Putting all her cash into national defense
Senator Jones who is "in the know"
Shouted these words on the radio
Berlin will hear about
Moscow will cheer about
Rosie the Riveter!



HOME FRONT: MUSIC

OBJECTIVE: At the end of this activity you will be able to use period lyrics to see how women were mobilized and encouraged to enter the industrial workforce.

ACTIVITY: Read the lyrics to the song *Rosie the Riveter* and complete the following.

1. When and to whom was the copyright issued for this song?
2. Who is the subject of this song?
3. What kind of work is she doing? Use details from the song to support your answer.
4. What is she working for?
5. Other than working in a factory, how does the subject of the song help the American war effort?
6. How does the song show that the subject is conscientious and hard working?
7. What do you think a “production E” was?
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Name: _____

Teacher: _____

Date: _____

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TEACHER PAGE

HOME FRONT: POETRY

OBJECTIVE: After reading the poem, you will be able to identify how views developed at the end of the First World War are expressed in poetry of the Second World War.

ACTIVITY: Read the poem below and then answer the questions that follow.

REMEMBER THEM SINGING

Sergeant Charles E. Butler U.S.A.

1. Remember them singing, when they do not sing:
2. Remember them laughing, when they laugh no more:
3. Remember them running through the fields in spring.
4. Or skating the frozen lake, far out from shore.
5. Remember their children, though they will leave no sons,
6. No girls with yellow hair and amazing faces:
7. Remember them: they will go down with guns
8. On strange and alien ways, mid alien faces.
9. Remember them thinking of houses, or seeing trees
10. By garden walls that they will never build:
11. Them Time and Man have nurtured to be killed.
12. Remember the young men, Time, who call good-by,
13. Laughing and young, who are about to die.

1. Who is the speaker of the poem?

The members of the armed forces that risk death or have died in a war are asking to be remembered.

2. Who is the target audience of the poem?

Those who survive the war both soldiers and civilians.

3. Why is the word “remember,” repeated throughout the poem?

The repetitive use of the word drives home the point that the reader should remember all of the points made in the poem.

4. What does it mean when it says:

“Remember their children, though they will leave no sons,

No girls with yellow hair and amazing faces:”

Realize that the costs of a war are not just those killed and wounded in the conflict, but includes children of the future that will not be born.

5. What does the term “alien” mean in line 8? Why does the author use it twice in the same line?

The first “alien” is used to describe the values and actions that war requires from a nation’s citizens, which are inconsistent with those normally expected. The second “alien” is used to show that the soldiers are dying not surrounded by family and friends, but by fellow soldiers on strange, hostile shores and lands.

6. What is the feel or tone of the poem? What elements of the poem give it this feel?

Words similar to somber, serious, grim, etc.

7. How do the last four lines add to the effectiveness of the poem?

The last four lines are the only ones that express finality. All of the other lines ask the reader to remember. The last four lines talk about the young men that are being killed and dying.

8. What is the message of this poem?

That the sacrifices of military personnel need to be recognized and remembered by those who they leave behind.

FRONT: POETRY

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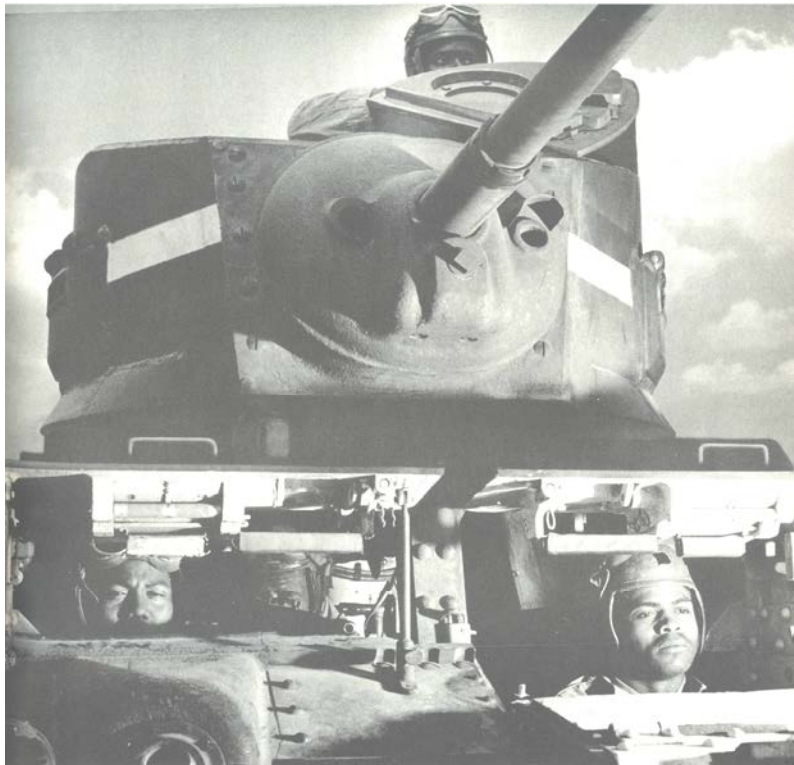
1. Who is the speaker of the poem?
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4. What does it mean when it says:
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No girls with yellow hair and amazing faces:”*
5. What does the term “alien” mean in line 8? Why does the author use it twice in the same line?
6. What is the feel or tone of the poem? What elements of the poem give it this feel?
7. How do the last four lines add to the effectiveness of the poem?
8. What is the message of this poem?

TEACHER PAGE

HOME FRONT: PERIODICALS

OBJECTIVE: After examining the magazine article, you will gain an understanding of the roles of minorities during the Second World War.

ACTIVITY: Read the article from the June 15, 1942 LIFE Magazine and answer the questions.



TANK MANNED BY THREE NEGRO SOLDIERS AND THEIR CAUCASIAN SUPERVISOR. THESE BELONG TO THE 8888 TANK BATTALION.

NEGROES AT WAR

ALL THEY WANT NOW IS A FAIR CHANCE TO FIGHT

The picture above of an all-Negro crew in a fast new 13-ton U.S. Army tank will probably be a surprise to many U.S. citizens. But this summer it could be duplicated hundreds of times at training camps throughout the country. The U.S. Army is getting rid of its old prejudices against the Negro and is putting him where he will do the most good - in the front ranks of its fighting men. At Camp Claiborne, La., where this picture was taken, the white colonel commanding a Negro outfit told LIFE Photographer K. Chester: "I'm a cotton-patch Southerner myself, and I don't call these boys niggers, I call them American soldiers and damned good ones!"

This is bad news for the propagandists of Germany and Japan, who have long nursed a delusion that the 13,000,000 U.S. Negroes were ripe for rebellion and would surely refuse to fight. It is perfectly true that U.S. Negroes have never had a square deal from the U.S. white majority, but they know their lot would be far worse under the racial fanatics of the Axis. Now, when their country needs them, they are glad to work and fight and die alongside their white fellow-citizens. That is the spirit which will some day wipe every trace of racial bigotry off the map of America.

1. What is forcing the U.S. Army to get rid of its prejudices?

The Second World War and the need for the U.S. military to deploy as many men as possible are causing a change in how minorities are viewed.

2. Why do you think the author wrote that seeing "an all-Negro crew... will probably be a surprise to many U.S. citizens"?

Answers will vary but should focus on the idea, prevalent at the time, that African-Americans were inferior to Caucasians.

3. Do you think that the colonel of the unit was open-minded? Why or why not?

Answers will vary, however the following question should be presented to the students:

If the colonel really were open minded, would he have used the term "nigger" when discussing the soldiers under his command?

4. How does the author feel about African-Americans? Provide support for your position.

The author feels that African-Americans "have never received a square deal from the white majority." He also feels that prejudice is commonplace in the U.S. Army and the general white population.

5. How are African-American soldiers going to change the United States after the war?

Give proof from the text for your position.

The African-Americans' willingness "to work and fight and die alongside their white fellow-citizens" is important. The author states that it is this willingness to fight that will "...wipe every trace of racial bigotry off the map of America."

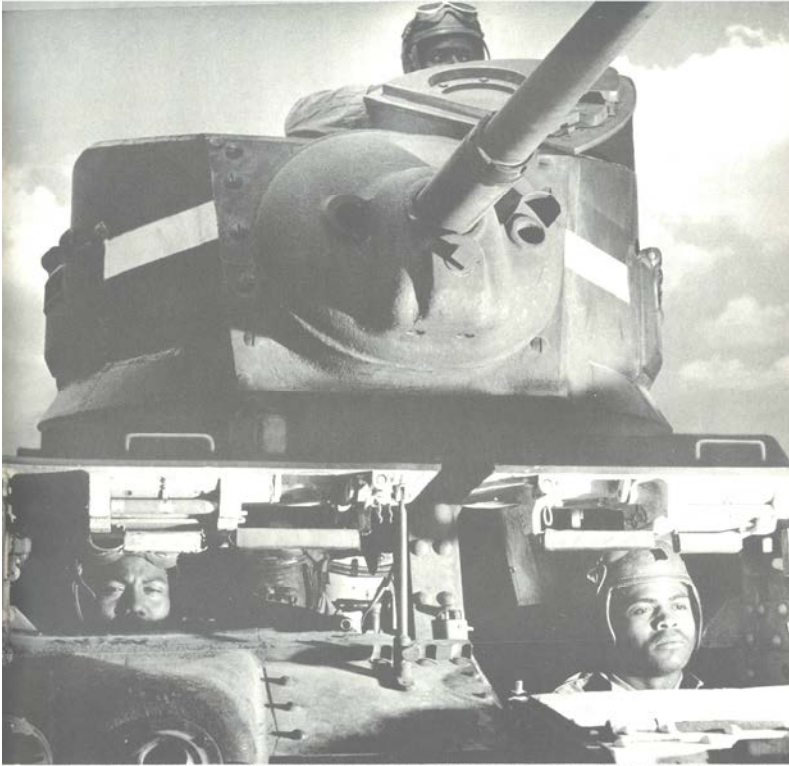
6. It has been said that the Second World War is the start of the U.S. civil rights movement. How could this article be used to prove that point?

Fighting for the U.S. undermined stereotypes and showed a determination to be treated equally which led to the civil rights protests of the 1950s and 60s.

HOME FRONT: PERIODICALS

OBJECTIVE: After examining the magazine article, you will gain an understanding of the roles of minorities during the Second World War.

ACTIVITY: Read the article from the June 15, 1942 LIFE Magazine and answer the questions.



TANK MANNED BY THREE NEGRO NONCOMS AND TECHNICIANS UNDER SENATE APPOINTMENT. THEY BELONG TO THE 8888 TANK BATTALION.

NEGROES AT WAR

ALL THEY WANT NOW IS A FAIR CHANCE TO FIGHT

The picture above of an all-Negro crew in a fast new 13-ton U.S. Army tank will probably be a surprise to many U.S. citizens. But this summer it could be duplicated hundreds of times at training camps throughout the country. The U.S. Army is getting rid of its old prejudices against the Negro and is putting him where he will do the most good - in the front ranks of its fighting men. At Camp Claiborne, La., where this picture was taken, the white colonel commanding a Negro outfit told LIFE Photographer K. Chester: "I'm a cotton-patch Southerner myself, and I don't call these boys niggers, I call them American soldiers and damned good ones!"

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2. Why do you think the author wrote that seeing "an all-Negro crew...will probably be a surprise to many U.S. citizens"?

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TEACHER PAGE

HOME FRONT: NEWSPAPER REPORTS

OBJECTIVE: At the end of this activity, you will be able to use news reports to explain how the Second World War changed the United States.

ACTIVITY: Read the article *MANPOWER GOAL FOR NATION IN '43 SET AT 65,000,000*, and answer the following questions.

1. How does the article define manpower?
The article defines manpower as "all human labor required for the armed forces and for the production of war goods, agriculture and essential consumer goods and services."
2. What percentage of the U.S. population is to be part of the armed services or civilian army by the end of 1943?
65 million out of 130 million or 50%.
3. What has been the increase of individuals in the armed forces and working sectors for the previous 30 months?
There had been an increase of 10 million people, from 48 million to 58 million.
4. At the time the article was written, how many people were employed in war industries?
15 million.
5. What is the difference between the numbers needed for the armed forces and working sectors and the available unemployed?
5.5 million
6. According to the author, where are the people needed to come from?
They will have to come from women, people employed in less essential occupations, minority groups, Negroes, and loyal aliens.
7. What did the fourteen point plan proposed by Sidney Hillman want to do?
Mr. Hillman's proposal would manage wage stabilization, establish labor supply priorities, training programs, skilled labor use, centralized hiring, utilization of local labor, housing, local transportation related to war industries, mobile labor forces, and manpower allocations between the armed forces and civilian sectors.
8. What was created by executive order on April 26?
The War Manpower Commission was created.
9. What was the organization tasked with doing?
"To establish basic national policies to assure the most effective mobilization and maximum utilization of the nation's manpower in the prosecution of the war"
10. What were two ways that the board attempted to keep people from shifting jobs unnecessarily?
 - A. *Anyone that left their jobs in the lumber and nonferrous mining industries had to prove that their change of occupation did not effect the war effort in a negative manner or they could become eligible for induction in the military.*
 - B. *No employer would hire anyone without a written release from the prospective employee's previous employer.*
11. According to the article, what were two of the biggest conflict between the armed forces and industry?
Increasing numbers of men were being taken into the armed forces to fight the war. The loss of these workers impacted industrial production at home. Additionally, increases in the size of the armed forces placed demands on industry to provide the means to fight the war. However, it was extremely difficult for industry to adequately supply the equipment needed to equip the rapidly expanding U.S. armed forces.
12. By December 5, what authority did Paul V. McNutt have in regards to manpower allocations? *Mr. McNutt was given control of the Selective Service System and all war industry training programs. Furthermore, Mr. McNutt could transfer labor resources to wherever he saw fit. He also had a say in military manpower estimates.*

MANPOWER GOAL FOR NATION IN '43 SET AT 65,000,000

Working Forces to Require
5,500,000 Additional Men
and Women in Year

PROBLEMS ARE CRITICAL

McNutt Is Testing Voluntary
System, While Agitation Con-
tinues for Drastic Law

By LOUIS STARK
Special to THE NEW YORK TIMES.

WASHINGTON, Jan. 2—Pearl Harbor stepped up the nation's thought on problems relating to total mobilization for total war. Of these problems none was greater than the one bearing the general title of "manpower."

By the term "manpower" is meant all human labor required for the armed forces and for the production of war goods, agriculture and essential consumer goods and services.

Stated in another way, the goal before the nation is to train for the armed services and to utilize at their top skills every available adult in the working population. Specifically, that goal calls for a possible total of 65,000,000 persons (out of a population of 130,000,000) in the armed forces and in the civilian army by the end of 1943.

In the two and a half years just ended, the number of people in the armed forces and the working population increased approximately from 48,000,000 to 58,000,000. Since there are estimated to be only 1,500,000 people still unemployed, it is apparent that it will be necessary to bring into the working force some 5,500,000 by the end of 1943.

Two years ago the United States had 500,000 persons in war industries as compared to 4,500,000 in England and nearly 12,000,000 in Germany. Today the United States has about 15,000,000 employed in war industry and this number may go to 20,000,000 or more by the end of 1943.

New Sources Sought

How were the needs for the armed forces and for lend-lease and civilian requirements met in the last year? Vast migrations from less essential industry to war industry were accomplished in a relatively easy manner in 1942 because the program began when there were more than 8,000,000 persons unemployed.

Then, too, the labor force increased by about 3,000,000 in two years. Today there are but a small number of unemployed available for war industry. This means that a large part of the 5,500,000 to be required for the working forces will have to come from the ranks of women, from those in less essential industries and from minority groups, Negroes and loyal aliens.

Critical problems relating to manpower developed early in 1942 because there were so many agencies dipping into the manpower reservoir that frictions developed.

Then, too, war industries "pirated" skilled labor from their competitors by offering higher wages. Rapid labor turnover affected production. Skilled mechanics and essential farm workers were drafted by local Selective Service boards before arrangements were completed for training their successors.

The Army and Navy were free to recruit skilled men under their enlistment programs.

War production contracts were frequently given out without regard to the availability of labor in

Continued on Page Six

'43 MANPOWER GOAL SET AT 65,000,000

Continued From Page One

the area of plants or the presence of adequate housing and services.

The War Labor Board was the labor agency in charge of industrial wage rates, and its decisions affected the manpower situation. A high wage rate in one industry or plant might create restiveness in other establishments. The Department of Agriculture interested itself in farm wage rates.

All of these organizations influenced the flow of manpower, but there was no over-all agency to coordinate the various policies.

An approach to the task of centralizing manpower problems was proposed to Congress in March by Sidney Hillman, then head of the War Production Board's Labor Division. He suggested creation of a Manpower Board as part of a fourteen-point program which included wage stabilization, establishment of labor supply priorities, training programs, efficient use of skilled labor, a single hiring agency, utilization of local labor supplies, adequate housing, local transportation of war workers, a mobile labor corps and allocation of manpower between the armed forces, essential civilian production and agriculture.

By April it was apparent that something had to be done to centralize manpower problems in a single agency, and President Roosevelt thereupon created the War Manpower Commission by Executive Order on April 26, naming as chairman Paul V. McNutt, who retained his post as Federal Security Administrator.

The commission included representatives of the following agencies: Department of War, Department of the Navy, Department of Agriculture, Department of Labor, War Production Board, labor production division of the WPB, the Selective Service System and the Civil Service System.

Voluntary System Tried Out

The chairman was authorized "to establish basic national policies to assure the most effective mobilization and maximum utilization of the nation's manpower in the prosecution of the war."

He was given undefined supervision of all training, job recruitment and placement programs, was authorized to formulate legislative programs and even give "directives" to the Army and Navy. The framework of his authority rested on a basis of voluntary compliance only.

Mr. McNutt's task was truly gigantic. On the basis of a voluntary system he was expected to provide all the workers for the war industries, supervise their transportation, see to it that they were adequately housed, prevent costly migration of workers, stop employers from "pirating" labor, train and upgrade large forces, stop the wastage of labor in non-essential industries and also draw into the labor market millions of hitherto unutilized women, Negroes, students and older men.

The new manpower "czar" began by issuing eight directives to various agencies calling for a modified system of labor priorities. This was an attempt to keep skilled men in war industries and essential men on the farms.

Labor Board awarded the lumber and nonferrous metal workers wage increases so as to lessen the gap between their rates of pay and those in the aircraft and ship-building industries to which they were migrating.

In line with the stabilization plan the WPB ordered 200 to 300 gold mines to cease operating so as to release the manpower for more essential mining and the Army furloughed several thousand miners for work in the nonferrous metal mines.

Major Gen. Lewis B. Hershey, Director of Selective Service, buttressed the voluntary arrangement in the lumber and nonferrous metal industries by what seemed a virtual "work or fight" order. He ordered State Selective directors to reclassify "into a class immediately available for service" any of the 200,000 employes in the twelve States who were working in the critical nonferrous metal mining and lumber industries who left their occupations without proving to their local draft boards that their separation did not adversely affect the war effort.

Local stabilization agreements were negotiated on a voluntary basis under the manpower commission's direction. The one negotiated in Baltimore is typical. The agreement states that no employer will hire an employe without a written release from the latter's employer; employers agreed to use local labor and to abandon discrimination against the use of women and Negroes. They agreed to refrain so far as possible from recruiting and scouting for labor outside Baltimore and to cooperate in transferring skilled workers from non-essential to essential industries.

Training Program Undertaken

Under Mr. McNutt the agencies which develop training programs were unified in a training division of the manpower commission. Training is one of the major aspects of the commission's work for most of the five million workers who will enter labor force in 1943 will require some training before they can be set to work.

Most of the training work is being done by industry itself in accordance with the training-within-industry program and the apprenticeship training service. The training-within-industry division has helped plants employing 6,000,000 workers to set up training courses while a special job-instruction training course has been given to 237,055 supervisors, foremen and leadmen in 5,245 plants. There are now over 2,000 approved apprentice programs and about 212,000 apprentices in training.

In addition the Office of Education sponsors short vocational school courses which give a general background for mechanical work and more than 300,000 prospective war workers were enrolled in pre-employment courses or in supplementary training courses.

Through vocational training programs 4,000,000 people have received training for war plants.

A stabilization program for the dairy, livestock and poultry industries was put into effect late in the year, when critical manpower problems appeared in these areas. The Farm Placement Service of the United States Employment Service helped mobilize farm labor in 1942 when it made 3,000,000 agricultural placements through October, 60 per cent more than during the same period of 1941.

Farm Labor Outlook Bad

Despite the fact that the supply of farm labor was adequate to harvest the record farm output of 1942, the farm labor problem in 1943 will be critical, according to Mr. McNutt, because of increasing lend-lease shipments, the growing size of the Army and Navy and America's pledge to feed the starved populations freed from the Nazi yoke.

The farm labor program which will be worked out during the Winter calls for full-time continuous employment of mobile labor groups of experienced farm workers, relaxation of legal barriers which now retard the complete mobility of labor between States, expansion of the United States Employment Service farm placement machinery and adjustment of wages to bring the income of farm workers more nearly in line with those of agricultural workers. There is also being discussed a possible American-Mexican joint commission to deal with the temporary transfer of Mexican labor to the United States.

Although the crisis in manpower led Mr. McNutt to maintain that a national service act to control the nation's labor resources was "inevitable," such a proposal was unanimously opposed by labor and by the manpower commission labor-management policy committee, which submitted a broad scale voluntary program to improve the situation and to ward off an impending crisis threatening successful prosecution of the war.

Tolan Offers a Plan

Public discussion of a manpower crisis led to the introduction of several bills in Congress to deal with the program. One of these bills, offered by Senators

Pepper and Kilgore and Representative John H. Tolán, provided for the establishment of an Office of War Mobilization, the chief of which would serve as chairman of a board for war mobilization.

This bill was suggested as the bill "to end reorganizations" of the war production and manpower set-up. The idea was that for the first time there would be on top of the entire American economy an official who had the authority to secure a statement of military requirements in order to match them against the capacity of our economy to deliver.

This "czar" would regulate the flow of materials, manpower and machine facilities. He would have under him three new agencies, a new office of production and supply, an office of war manpower supply and the office of economic stabilization.

The Tolán committee, which first proposed the plan for an office of war mobilization as a result of its public hearings and investigation, felt that "this war can be lost in Washington." It regarded the demand for passage of a national service act "as a symptom of prevailing administrative shortcomings."

While the committee was not opposed to compulsion as such, it favored postponing national service legislation until subsequent to the creation of adequate machinery for manpower mobilization.

Central Authority Needed

The committee pointed out that the United States Department of Labor has been suffering from attrition for some years, that its functions have shrunk while other agencies have risen to perform labor functions. This was in line with its argument for need of a central, integrated manpower agency to handle the overall manpower mobilization program.

It was apparent to the Tolán committee as well as to the War Manpower Commission, that there had to be a final authority to relate the rate at which the armed forces should be increased to the demands for manpower in war production.

It was also obvious that occupational deferment would eventually have to be the chief instrument for organizing the manpower supply. From this it was but one step to the idea of transferring Selective Service to the Manpower Commission, the cessation of voluntary enlistment and to making the United States Employment Service the sole hiring agency for all industry.

Indeed, these were part of the program recommended to Mr. McNutt by his labor-management

policy committee in November.

While none of the proposed bills were adopted and the labor-management policy committee's recommendations were not followed out in their entirety, they naturally influenced subsequent developments. The manpower bills will make their reappearance in the new Congress.

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person for the contemplated post, revised his plans. Mr. McNutt, who had been scheduled to become Secretary of the Interior in the Cabinet shuffle, was suddenly elevated by the President into a position that gives him virtual dictatorial powers over the nation's manpower.

Under an executive order, on Dec. 5, Mr. Roosevelt gave Mr. McNutt control over the Selective Service System. This order gave him authority to compel all hiring of labor through the United States Employment Service and also gave him exclusive charge of all training programs for war industries.

Under the executive order "no employer shall retain in his employ any worker whose services are more urgently needed in any establishment, plant, facility, occupation or area designated as more essential" by Mr. McNutt.

Under these grants of authority the manpower chief may go into any area or industry he deems "critical" and order all employers to take their labor through the Federal employment service organization. He may transfer workers from one plant to another

where their skill may be more efficiently utilized for war purposes. He may deprive plants of workers when he deems those men, essential elsewhere, are not being used at their top skills or are being hoarded. He may denude a luxury industry of skilled men if they are required in a war plant.

Now that the Manpower Commission is directly over the Selective Service the authority of Mr. McNutt extends to the allocation of men to the armed forces as well as to industry and essential services. Mr. McNutt now has a voice in Army and Navy councils where manpower estimates are prepared.

Since the President's executive order bans voluntary enlistments Mr. McNutt is spared the handicap of "leakage" of large numbers of men to the armed services who might be used, at least until their substitutes are trained, in essential industrial occupations or in agriculture.

Employment Service the Core

At the core of the Manpower Commission's desire for proper organization of the labor market lies the United States Employment Service. This service was Federalized after Pearl Harbor but its staff is quite demoralized due to Congressional restrictions on salaries and promotions. The result is that the technical and white collar staffs of the employment offices have left in large numbers for more attractive positions in other public agencies or in war industries.

Due to the fact that Congress has decreed a return of these offices to the States after the war the top officials of the employment service are divided in their loyalties between the Federal Government and State political leaders. This, too, affects morale, and it is held that before the United States Employment Service is fit for its great task its personnel problem will have to be solved and funds will have to be found for its broadened activities.

HOME FRONT: NEWSPAPER REPORTS

OBJECTIVE: At the end of this activity, you will be able to use news reports to explain how the Second World War changed the United States.

ACTIVITY: Read the article *MANPOWER GOAL FOR NATION IN '43 SET AT 65,000,000*, and answer the following questions.

1. How does the article define manpower?
2. What percentage of the U.S. population is to be part of the armed services or civilian army by the end of 1943?
3. What has been the increase of individuals in the armed forces and working sectors for the previous 30 months?
4. At the time the article was written, how many people were employed in war industries?
5. What is the difference between the numbers needed for the armed forces and working sectors and the available unemployed?
6. According to the author, where are the people needed to come from?
7. What did the fourteen point plan proposed by Sidney Hillman want to do?
8. What was created by executive order on April 26?
9. What was the organization tasked with doing?
10. What were two ways that the board attempted to keep people from shifting jobs unnecessarily?
11. According to the article, what were two of the biggest conflict between the armed forces and industry?
12. By December 5, what authority did Paul V. McNutt have in regards to manpower allocations?

MANPOWER GOAL FOR NATION IN '43 SET AT 65,000,000

Working Forces to Require
5,500,000 Additional Men
and Women in Year

PROBLEMS ARE CRITICAL

McNutt Is Testing Voluntary
System, While Agitation Con-
tinues for Drastic Law

By LOUIS STARK
Special to THE NEW YORK TIMES.

WASHINGTON, Jan. 2—Pearl Harbor stepped up the nation's thought on problems relating to total mobilization for total war. Of these problems none was greater than the one bearing the general title of "manpower."

By the term "manpower" is meant all human labor required for the armed forces and for the production of war goods, agriculture and essential consumer goods and services.

Stated in another way, the goal before the nation is to train for the armed services and to utilize at their top skills every available adult in the working population. Specifically, that goal calls for a possible total of 65,000,000 persons (out of a population of 130,000,000) in the armed forces and in the civilian army by the end of 1943.

In the two and a half years just ended, the number of people in the armed forces and the working population increased approximately from 48,000,000 to 58,000,000. Since there are estimated to be only 1,500,000 people still unemployed, it is apparent that it will be necessary to bring into the working force some 5,500,000 by the end of 1943.

Two years ago the United States had 500,000 persons in war industries as compared to 4,500,000 in England and nearly 12,000,000 in Germany. Today the United States has about 15,000,000 employed in war industry and this number may go to 20,000,000 or more by the end of 1943.

New Sources Sought

How were the needs for the armed forces and for lend-lease and civilian requirements met in the last year? Vast migrations from less essential industry to war industry were accomplished in a relatively easy manner in 1942 because the program began when there were more than 8,000,000 persons unemployed.

Then, too, the labor force increased by about 3,000,000 in two years. Today there are but a small number of unemployed available for war industry. This means that a large part of the 5,500,000 to be required for the working forces will have to come from the ranks of women, from those in less essential industries and from minority groups, Negroes and loyal aliens.

Critical problems relating to manpower developed early in 1942 because there were so many agencies dipping into the manpower reservoir that frictions developed.

Then, too, war industries "pirated" skilled labor from their competitors by offering higher wages. Rapid labor turnover affected production. Skilled mechanics and essential farm workers were drafted by local Selective Service boards before arrangements were completed for training their successors.

The Army and Navy were free to recruit skilled men under their enlistment programs.

War production contracts were frequently given out without regard to the availability of labor in

Continued on Page Six

'43 MANPOWER GOAL SET AT 65,000,000

Continued From Page One

the area of plants or the presence of adequate housing and services.

The War Labor Board was the labor agency in charge of industrial wage rates, and its decisions affected the manpower situation. A high wage rate in one industry or plant might create restiveness in other establishments. The Department of Agriculture interested itself in farm wage rates.

All of these organizations influenced the flow of manpower, but there was no over-all agency to coordinate the various policies.

An approach to the task of centralizing manpower problems was proposed to Congress in March by Sidney Hillman, then head of the War Production Board's Labor Division. He suggested creation of a Manpower Board as part of a fourteen-point program which included wage stabilization, establishment of labor supply priorities, training programs, efficient use of skilled labor, a single hiring agency, utilization of local labor supplies, adequate housing, local transportation of war workers, a mobile labor corps and allocation of manpower between the armed forces, essential civilian production and agriculture.

By April it was apparent that something had to be done to centralize manpower problems in a single agency, and President Roosevelt thereupon created the War Manpower Commission by Executive Order on April 26, naming as chairman Paul V. McNutt, who retained his post as Federal Security Administrator.

The commission included representatives of the following agencies: Department of War, Department of the Navy, Department of Agriculture, Department of Labor, War Production Board, labor production division of the WPB, the Selective Service System and the Civil Service System.

Voluntary System Tried Out

The chairman was authorized "to establish basic national policies to assure the most effective mobilization and maximum utilization of the nation's manpower in the prosecution of the war."

He was given undefined supervision of all training, job recruitment and placement programs, was authorized to formulate legislative programs and even give "directives" to the Army and Navy. The framework of his authority rested on a basis of voluntary compliance only.

Mr. McNutt's task was truly gigantic. On the basis of a voluntary system he was expected to provide all the workers for the war industries, supervise their transportation, see to it that they were adequately housed, prevent costly migration of workers, stop employers from "pirating" labor, train and upgrade large forces, stop the wastage of labor in non-essential industries and also draw into the labor market millions of hitherto unutilized women, Negroes, students and older men.

The new manpower "czar" began by issuing eight directives to various agencies calling for a modified system of labor priorities. This was an attempt to keep skilled men in war industries and essential men on the farms.

Labor Board awarded the lumber and nonferrous metal workers wage increases so as to lessen the gap between their rates of pay and those in the aircraft and ship-building industries to which they were migrating.

In line with the stabilization plan the WPB ordered 200 to 300 gold mines to cease operating so as to release the manpower for more essential mining and the Army furloughed several thousand miners for work in the nonferrous metal mines.

Major Gen. Lewis B. Hershey, Director of Selective Service, buttressed the voluntary arrangement in the lumber and nonferrous metal industries by what seemed a virtual "work or fight" order. He ordered State Selective directors to reclassify "into a class immediately available for service" any of the 200,000 employes in the twelve States who were working in the critical nonferrous metal mining and lumber industries who left their occupations without proving to their local draft boards that their separation did not adversely affect the war effort.

Local stabilization agreements were negotiated on a voluntary basis under the manpower commission's direction. The one negotiated in Baltimore is typical. The agreement states that no employer will hire an employe without a written release from the latter's employer; employers agreed to use local labor and to abandon discrimination against the use of women and Negroes. They agreed to refrain so far as possible from recruiting and scouting for labor outside Baltimore and to cooperate in transferring skilled workers from non-essential to essential industries.

Training Program Undertaken

Under Mr. McNutt the agencies which develop training programs were unified in a training division of the manpower commission. Training is one of the major aspects of the commission's work for most of the five million workers who will enter labor force in 1943 will require some training before they can be set to work.

Most of the training work is being done by industry itself in accordance with the training-within-industry program and the apprenticeship training service. The training-within-industry division has helped plants employing 6,000,000 workers to set up training courses while a special job-instruction training course has been given to 237,055 supervisors, foremen and leadmen in 5,245 plants. There are now over 2,000 approved apprentice programs and about 212,000 apprentices in training.

In addition the Office of Education sponsors short vocational school courses which give a general background for mechanical work and more than 300,000 prospective war workers were enrolled in pre-employment courses or in supplementary training courses.

Through vocational training programs 4,000,000 people have received training for war plants.

A stabilization program for the dairy, livestock and poultry industries was put into effect late in the year, when critical manpower problems appeared in these areas. The Farm Placement Service of the United States Employment Service helped mobilize farm labor in 1942 when it made 3,000,000 agricultural placements through October, 60 per cent more than during the same period of 1941.

Farm Labor Outlook Bad

Despite the fact that the supply of farm labor was adequate to harvest the record farm output of 1942, the farm labor problem in 1943 will be critical, according to Mr. McNutt, because of increasing lend-lease shipments, the growing size of the Army and Navy and America's pledge to feed the starved populations freed from the Nazi yoke.

The farm labor program which will be worked out during the Winter calls for full-time continuous employment of mobile labor groups of experienced farm workers, relaxation of legal barriers which now retard the complete mobility of labor between States, expansion of the United States Employment Service farm placement machinery and adjustment of wages to bring the income of farm workers more nearly in line with those of agricultural workers. There is also being discussed a possible American-Mexican joint commission to deal with the temporary transfer of Mexican labor to the United States.

Although the crisis in manpower led Mr. McNutt to maintain that a national service act to control the nation's labor resources was "inevitable," such a proposal was unanimously opposed by labor and by the manpower commission labor-management policy committee, which submitted a broad scale voluntary program to improve the situation and to ward off an impending crisis threatening successful prosecution of the war.

Tolan Offers a Plan

Public discussion of a manpower crisis led to the introduction of several bills in Congress to deal with the program. One of these bills, offered by Senators

Pepper and Kilgore and Representative John H. Tolán, provided for the establishment of an Office of War Mobilization, the chief of which would serve as chairman of a board for war mobilization.

This bill was suggested as the bill "to end reorganizations" of the war production and manpower set-up. The idea was that for the first time there would be on top of the entire American economy an official who had the authority to secure a statement of military requirements in order to match them against the capacity of our economy to deliver.

This "czar" would regulate the flow of materials, manpower and machine facilities. He would have under him three new agencies, a new office of production and supply, an office of war manpower supply and the office of economic stabilization.

The Tolán committee, which first proposed the plan for an office of war mobilization as a result of its public hearings and investigation, felt that "this war can be lost in Washington." It regarded the demand for passage of a national service act "as a symptom of prevailing administrative shortcomings."

While the committee was not opposed to compulsion as such, it favored postponing national service legislation until subsequent to the creation of adequate machinery for manpower mobilization.

Central Authority Needed

The committee pointed out that the United States Department of Labor has been suffering from attrition for some years, that its functions have shrunk while other agencies have risen to perform labor functions. This was in line with its argument for need of a central, integrated manpower agency to handle the overall manpower mobilization program.

It was apparent to the Tolán committee as well as to the War Manpower Commission, that there had to be a final authority to relate the rate at which the armed forces should be increased to the demands for manpower in war production.

It was also obvious that occupational deferment would eventually have to be the chief instrument for organizing the manpower supply. From this it was but one step to the idea of transferring Selective Service to the Manpower Commission, the cessation of voluntary enlistment and to making the United States Employment Service the sole hiring agency for all industry.

Indeed, these were part of the program recommended to Mr. McNutt by his labor-management

policy committee in November.

While none of the proposed bills were adopted and the labor-management policy committee's recommendations were not followed out in their entirety, they naturally influenced subsequent developments. The manpower bills will make their reappearance in the new Congress.

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OBJECTIVE: At the end of this activity, you will be able to use news reports to explain how the Second World War changed the United States.

ACTIVITY: Read the article *NAVY WILL ENLIST NEGROES TO FIGHT*, and answer the following questions.

NAVY WILL ENLIST NEGROES TO FIGHT

Marine Corps Also to Take
First Groups for Combat
Service on June 1

TO ABSORB 1,000 A MONTH

Program Implements Recent
Pledge by Knox—Special
Skilled Units Planned

Special to THE NEW YORK TIMES.

WASHINGTON, May 20—The Navy Department tonight set in motion machinery, which, on June 1, will begin the recruiting of Negroes for their first chance at combat service in the Navy and the Marine Corps.

The Navy plans to absorb 1,000 Negroes a month, and to train them in almost all the skills that will fit them for both shore and high seas service. The Marine Corps will form in June and July a complete battalion of 900 Negroes equipped and trained in all arms, from machine-guns to tanks.

This program will implement the policy already announced, in general terms, by Secretary Knox. Some weeks ago, at a press conference Mr. Knox said that when Negroes were enlisted they would be assigned to unit service on shore or aboard patrol vessels. Further he

forecast that even destroyers might carry Negro crews. He indicated, however, that there would be no mixed service of Caucasians and Negroes at sea.

As outlined by an official Navy announcement tonight the new program appeared to open to Negroes most types of specialized as well as general enlisted service, with base pay ranging as high as \$72 per month, or \$96 a month if the pending pay-increase bill is passed by Congress.

Negroes who are accepted for general service, it is understood, will receive eight weeks of training at the Great Lakes Naval Training Station and will have opportunity for training in vocational schools.

Specialized courses lasting sixteen weeks will be open to enlistees who specialize as electricians, carpenters, shipfitters, machinists, metalsmiths, firemen and cooks. This training will be at Hampton Institute, Va.

Some of the Negroes will be chosen for special training as aviation machinists, and the most proficient from among the men at the Great Lakes station will be trained further as gunners, quartermasters, yeomen, storekeepers, cooks, radio men and other specialties. A number of bandmen also will be trained.

Plans for the Marine Corps battalion of Negroes indicated that the Marines would endeavor to form an elite group of fighters into a "task force" patterned after the latest model for such units—a miniature Negro sea-going army equipped with every device used by combat troops, except aircraft.

Incidentally, Negroes already are receiving Army flying and ground training at Tuskegee Institute in Alabama.

1. What branches of the U.S. armed forces have announced that they will accept African-Americans?

The Navy and Marines

2. On a monthly basis, how many African-Americans will be inducted into the Navy?

1,000

3. How did the Marine Corps plan on organizing the African-Americans it accepts?

They will be organized into a battalion of 900 men trained and equipped on everything from machine-guns to tanks.

4. Would the Navy and Marine units be segregated? Give a specific quote to support your answer. *The crews of Navy vessels would be segregated. In the article Secretary of the Navy Knox stated that there "would be no mixed service of Caucasians and Negroes at sea."*

5. How will the African-Americans in the Navy be employed?

African-Americans in the Navy will be trained as electricians, carpenters, shipfitters, machinists, metalsmiths, firemen, and cooks. Selected African-Americans will be trained as gunners, quartermasters, yeoman, storekeepers, cooks, radio men, and other specialties.

6. How will the African-American Marines be different than other Marine Corps formations?

The African-Americans that served in the Marine Corps will be a self-contained fighting "task force". The organization and equipment of this unit will be similar to Caucasian units. The only difference will be that the Marine Corps will not train African-Americans to be pilots.

7. Why did the author include the sentence at the end of the article about the Army training program at Tuskegee?

Answers will vary. Two possible points are the following:

a. *The comment was a simple statement letting the reader know of a program designed to create African-American pilots.*

b. *The author believed that the Marine Corps policy was flawed and that African-American in the USMC should be given flight training.*

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4. Would the Navy and Marine units be segregated? Give a specific quote to support your answer.
5. How will the African-Americans in the Navy be employed?
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ACTIVITY: Read the article *CURBS ON NEGROES LAID TO AIR FORCES*, and answer the following questions.

CURBS ON NEGROES LAID TO AIR FORCES

W. H. Hastie Says He Resigned
as Aide to Stimson Because
of Discriminatory Policies

HITS SEGREGATED TRAINING

And Aviation Squadrons for
Enlisted Men Do Labor Work
Mostly, He Alleges

Special to THE NEW YORK TIMES.

WASHINGTON, Jan. 31—The Army Air Forces were accused today of "reactionary policies and discriminatory practices" against Negroes in a statement by William H. Hastie, former Federal judge and law-school dean, explaining his resignation as civilian aide to Secretary Stimson.

An aide to the Secretary of War from Nov. 1, 1940, until his resignation was announced Jan. 18, Dean Hastie listed a number of instances and charged that the Air Forces from the beginning had not wanted Negro personnel.

"Resistance bred of that attitude has been met ever since," he declared in his statement to the press. "Moreover, even now the Air Command views the use of the Negro as an 'experiment' designed to determine whether he can do this or that in the field of aviation.

"This attitude is the result of wholly unscientific notions that race somehow controls a man's capacity and aptitudes. The tragedy is that by not wanting the Negro in the first place and by doubting his capacity the Air Command has committed itself psychologically to courses of action which themselves become major obstacles to the success of Negroes in the Air Forces."

Dean Hastie said that when he took office the Secretary of War directed that all questions of policy and important proposals relating to Negroes should be referred to his office for comment or approval before final action.

Says Views Were Disregarded

"In December, 1940, the Air Forces referred to me a plan for a segregated training center for Negro pursuit pilots at Tuskegee, Ala.," he stated. "I expressed my entire disagreement with the plan, giving my reasons in detail. My views were disregarded. Since then the Air Command has never on its own initiative submitted any project to me for comment or recommendation."

The situation reached its climax last month when he learned of plans to establish a segregated officer-candidate school for Negroes at Jefferson Barracks, Mo., he said.

In the meantime, he charged, organization of "aviation squadrons (separate)" was expanded without any specific military duties for them having been defined, but with odd jobs of common labor the characteristic assignment.

"'Aviation Squadrons (separate)' never would have come into existence except for the necessity of making some provision for Negro enlisted men in the Air Forces," he asserted. "Reluctant to use Negroes at all, the Air Command started off on the wrong foot by organizing some Negro labor units, while every effort was being made to recruit white volunteers with mechanical ability for skilled service."

The only instance of non-segregation, he said, was at Chanute Field, where a few Negro soldiers were accepted for technical training to provide enlisted technicians at Tuskegee, but the program stopped with the first group.

Despite a critical need for weather officers, Negroes volunteering for that service were being rejected, he said. The same situation existed in armament and engineering and "to date all Negro applicants for appointment as Army service pilots have been rejected," he declared. Two service pilot applicants actually were instructed to report for training, he stated, but were sent home as soon as it was discovered that they were Negroes.

Negro medical officers, he further charged, were getting only part of the special training in aviation which was available.

1. Why did Mr. Hastie resign from government service?
He resigned his position the Army Air Forces policies towards African-Americans was discriminatory and reactionary.
2. According to Mr. Hastie, how did the Army Air Forces feel about African-American recruits?
Mr. Hastie stated that the Army Air Force had never wanted African-Americans. Furthermore, the Air Command was looking at the African-Americans it did accept as an "experiment" rather than as recruits intended to be deployed overseas.
3. What do you think Mr. Hastie meant when he stated that the Army Air Forces had "...committed itself...to courses of action which themselves become major obstacles to the success of Negroes...?"
He believed that the mindset of the Air Command was one in which they expected the African-Americans to fail. They therefore created situations in which the African-Americans had to fail thus reinforcing the Air Command's preconceptions.
4. What did the Army Air Force originally recruit white and African-Americans for?
African-Americans were recruited for labor units while whites were recruited for skilled positions.
5. According to the article, how were African-American pilot candidates treated?
All but two African-Americans that have applied to become pilots have been rejected. The two pilots that reported were sent home as soon as they were identified as African-Americans.

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"In December, 1940, the Air Forces referred to me a plan for a segregated training center for Negro pursuit pilots at Tuskegee, Ala.," he stated. "I expressed my entire disagreement with the plan, giving my reasons in detail. My views were disregarded. Since then the Air Command has never on its own initiative submitted any project to me for comment or recommendation."

The situation reached its climax last month when he learned of plans to establish a segregated officer-candidate school for Negroes at Jefferson Barracks, Mo., he said.

In the meantime, he charged, organization of "aviation squadrons (separate)" was expanded without any specific military duties for them having been defined, but with odd jobs of common labor the characteristic assignment.

"'Aviation Squadrons (separate)' never would have come into existence except for the necessity of making some provision for Negro enlisted men in the Air Forces," he asserted. "Reluctant to use Negroes at all, the Air Command started off on the wrong foot by organizing some Negro labor units, while every effort was being made to recruit white volunteers with mechanical ability for skilled service."

The only instance of non-segregation, he said, was at Chanute Field, where a few Negro soldiers were accepted for technical training to provide enlisted technicians at Tuskegee, but the program stopped with the first group.

Despite a critical need for weather officers, Negroes volunteering for that service were being rejected, he said. The same situation existed in armament and engineering and "to date all Negro applicants for appointment as Army service pilots have been rejected," he declared. Two service pilot applicants actually were instructed to report for training, he stated, but were sent home as soon as it was discovered that they were Negroes.

Negro medical officers, he further charged, were getting only part of the special training in aviation which was available.

1. Why did Mr. Hastie resign from government service?
2. According to Mr. Hastie, how did the Army Air Forces feel about African-American recruits?
3. What do you think Mr. Hastie meant when he stated that the Army Air Forces had "...committed itself...to courses of action which themselves become major obstacles to the success of Negroes...?"
4. What did the Army Air Force originally recruit white and African-Americans for?
5. According to the article, how were African-American pilot candidates treated?

TEACHER PAGE

HOME FRONT: GOVERNMENT DOCUMENTS

OBJECTIVE: At the end of this activity, you will have a better grasp of the role and difficulties faced by minorities during the Second World War.

ACTIVITY: Read *Executive Order 8802 - Prohibition of Discrimination in the Defense Industry*, which was one of the first anti-discrimination laws in the United States, and answer the questions below.

1. What does this document do?

It guarantees that individuals would not be discriminated against because of race, creed, color, or national origin when looking for work in those industries fulfilling defense contracts.

2. Why did President Roosevelt feel the need to create this executive order?

There was evidence that workers had been denied positions in defense industries because of their race, creed, color, or national origin and that this was undermining workers' morale and national unity.

3. Whom did this order affect?

- *All United States offices, agencies, and departments that dealt with vocational and training programs for defense production*
- *All agencies that assigned and approved defense contracts*
- *All defense contractors that negotiated contracts after the signing of the executive order*

4. Who was not immediately affected?

Those companies or industries with existing contracts

5. Why did the president feel that fighting the war forced him to create Executive Order 8802?

He felt "...that the democratic way of life within the Nation can be defended successfully only with the help and support of all groups within its borders..."

6. What are the strengths and weaknesses of this document?

It is a positive step for equal opportunities in selected industries. That precedent would allow broader anti-discriminator laws to be enacted during peacetime.

A major weakness is that it does not affect those industries with existing contracts. In addition, the committee can only investigate reported cases of discrimination. Lastly, the committee charged with enforcing this order is unpaid and consists of only four members.

7. How would you have written this executive order?

Answer will vary. However, they should focus on correcting any weaknesses the students discovered in the document. For Example, the students could focus on the lack of penalties mentioned in the order.

TEACHER PAGE

Executive Order 8802 - Prohibition of Discrimination in the Defense Industry June 25, 1941

Whereas it is the policy of the United States to encourage full participation in the national defense program by all citizens of the United States, regardless of race, creed, color, or national origin, in the firm belief that the democratic way of life within the Nation can be defended successfully only with the help and support of all groups within its borders; and

Whereas there is evidence that available and needed workers have been barred from employment in industries engaged in defense production solely because of consideration of race, creed, color, or national origin, to the detriment of workers' morale and of national unity:

Now, Therefore, by virtue of the authority vested in me by the Constitution and the statutes, and as a prerequisite to the successful conduct of our national defense production effort, I do hereby reaffirm the policy of the United States that there shall be no discrimination in the employment of workers in defense industries or government because of

race, creed, color, or national origin, and I do hereby declare that it is the duty of employers and of labor organizations, in furtherance of said policy and of this Order, to provide for the full and equitable participation of all workers in defense industries, without discrimination because of race, creed, color, or national origin;

And it is hereby ordered as follows:

1. All departments and agencies of the Government of the United States concerned with vocational and training programs for defense production shall take special measures appropriate to assure that such programs are administered without discrimination because of race, creed, color, or national origin;
2. All contracting agencies of the Government of the United States shall include in all defense contracts hereafter negotiated by them a provision obligating the contractor not to discriminate against any worker because of race, creed, color, or national origin;
3. There is established in the Office of Production Management a Committee on Fair Employment Practice, which shall consist of a Chairman and four other members to be appointed by the President. The Chairman and members of the Committee shall serve as such without compensation but shall be entitled to actual and necessary transportation, subsistence, and other expenses incidental to performance of their duties. The Committee shall receive and investigate complaints of discrimination in violation of the provisions of this Order and shall take appropriate steps to redress grievances which it finds to be valid. The Committee shall also recommend to the several departments and agencies of the Government of the United States and to the President all measures which may be deemed by it necessary or proper to effectuate the provisions of this Order.



NOTES

HOME FRONT: GOVERNMENT DOCUMENTS

OBJECTIVE: At the end of this activity, you will have a better grasp of the role and difficulties faced by minorities during the Second World War.

ACTIVITY: Read *Executive Order 8802 - Prohibition of Discrimination in the Defense Industry*, which was one of the first anti-discrimination laws in the United States, and answer the questions below.

1. What does this document do?
2. Why did President Roosevelt feel the need to create this executive order?
3. Whom did this order affect?
4. Who was not immediately affected?
5. Why did the president feel that fighting the war forced him to create Executive Order 8802?
6. What are the strengths and weaknesses of this document?
7. How would you have written this executive order?

Executive Order 8802 - Prohibition of Discrimination in the Defense Industry
June 25, 1941

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Whereas there is evidence that available and needed workers have been barred from employment in industries engaged in defense production solely because of consideration of race, creed, color, or national origin, to the detriment of workers' morale and of national unity:

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NOTES

TEACHER PAGE

HOME FRONT: GOVERNMENT DOCUMENTS

OBJECTIVE: At the end of this activity, you will have a better understanding of the reason behind the use of Navajo Code Talkers during the Second World War.

ACTIVITY: Read letter written to the Commandant of the Marine Corps concerning the enlistment of Native Americans into the United States Marine Corps, and answer the questions that follow.

1. Who wrote this letter and what rank/position does he hold?
Clayton B. Vogel is the commanding general of the Pacific Fleet Amphibious Force at Camp Elliot, California in March of 1942.
2. What does the author want to see happen?
He would like to see the recruitment of Native Americans who would use their native language for military communications.
3. How did the idea to recruit Native Americans into the U.S. Marines originate?
Phillip Johnson suggested the use of Native American speakers in order to transmit messages by telephone and radio.
4. How was the idea demonstrated?
A demonstration was presented where Native Americans were given messages to transmit, receive, and decode using their native language only. According to Gen. Vogel, "the demonstration was interesting and successful."
5. What group of Native Americans were being considered for the program? Why?
Only Navajo speakers are considered for this program because they are the only Native Americans that:
 - *Have not been extensively studied by German art students and anthropologists*
 - *The Navajo language is the only Native language that offers complete security*
 - *Other than only approximately 28 Americans that have studied it, the Navajo language is "unintelligible" to everyone else*
6. What disadvantages to using Native Americans are presented in the letter?
 - *The Navajo has the lowest literacy rate of any Native American group.*
 - *The lack of modern military terminology in the Navajo language would have to be addressed.*
7. How many recruits will be needed and what qualifications will be looked for by the recruiters?
It is suggested that 200 Navajo speakers be recruited and that they speak English as well as Navajo and be physically capable of performing as messengers.
8. Give at least one term, phrase, or idea in the document that provides you with an insight into Navajo life at the time this letter was written.
"The Navajo nation had the lowest literacy rate of all Native American groups." From this statement we can infer that economically and socially the Navajo were the least likely to have good economic or educational opportunities
9. Write a response to Gen. Vogel asking for clarification about a detail left unanswered by his proposal.
Student answers will vary. However, they could ask for more testing to be carried out, preliminary Navajo-Military Terms sheet to be developed, or procedures/incentives for recruiting the types of Navajo speakers that are needed for the program to be successful.

TEACHER PAGE

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15/11-jwa

HEADQUARTERS,
AMPHIBIOUS FORCE, PACIFIC FLEET,
CAMP ELLIOTT, SAN DIEGO, CALIFORNIA

March 6, 1942

From: The Commanding General.
To: The Commandant, U. S. Marine Corps.
Subject: Enlistment of Navaho Indians.
Enclosures: (A) Brochure by Mr. Philip Johnston, with maps.
(B) Messages used in demonstration.

1. Mr. Philip Johnston of Los Angeles recently offered his services to this force to demonstrate the use of Indians for the transmission of messages by telephone and voice-radio. His offer was accepted and the demonstration was held for the Commanding General and his staff.

2. The demonstration was interesting and successful. Messages were transmitted and received almost verbatim. In conducting the demonstration messages were written by a member of the staff and handed to the Indian; he would transmit the messages in his tribal dialect and the Indian on the other end would write them down in English. The text of messages as written and received are enclosed. The Indians do not have many military terms in their dialect so it was necessary to give them a few minutes, before the demonstration, to improvise words for dive-bombing, anti-tank gun, etc.

3. Mr. Johnston stated that the Navaho is the only tribe in the United States that has not been infested with German students during the past twenty years. These Germans, studying the various tribal dialects under the guise of art students, anthropologists, etc., have undoubtedly attained a good working knowledge of all tribal dialects except Navaho. For this reason the Navaho is the only tribe available offering complete security for the type of work under consideration. It is noted in Mr. Johnston's article (enclosed) that the Navaho is the largest tribe but the lowest in literacy. He stated, however, that 1,000 — if that many were needed — could be found with the necessary qualifications. It should also be noted that the Navaho tribal dialect is completely unintelligible to all other tribes and all other people, with the possible exception of as many as 28 Americans who have made a study of the dialect. This dialect is thus equivalent to a secret code to the enemy, and admirably suited for rapid, secure communication.

15/11-jwa

Subject: Enlistment of Navaho Indians.

4. It is therefore recommended that an effort be made to enlist 200 Navaho Indians for this force. In addition to linguistic qualifications in English and their tribal dialect they should have the physical qualifications necessary for messengers.


CLAYTON B. VOGEL

Copy to CG, AFAF.

HOME FRONT: GOVERNMENT DOCUMENTS

OBJECTIVE: At the end of this activity, you will have a better understanding of the reason behind the use of Navajo Code Talkers during the Second World War.

ACTIVITY: Read letter written to the Commandant of the Marine Corps concerning the enlistment of Native Americans into the United States Marine Corps, and answer the questions that follow.

1. Who wrote this letter and what rank/position does he hold?
2. What does the author want to see happen?
3. How did the idea to recruit Native Americans into the U.S. Marines originate?
4. How was the idea demonstrated?
5. What group of Native Americans were being considered for the program? Why?
6. What disadvantages to using Native Americans are presented in the letter?
7. How many recruits will be needed and what qualifications will be looked for by the recruiters?
8. Give at least one term, phrase, or idea in the document that provides you with an insight into Navajo life at the time this letter was written.
9. Write a response to Gen. Vogel asking for clarification about a detail left unanswered by his proposal.

Name: _____

Teacher: _____

Date: _____

(288)
1533
15/11-jwa

HEADQUARTERS,
AMPHIBIOUS FORCE, PACIFIC FLEET,
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Clayton B. Vogel
CLAYTON B. VOGEL

Copy to CG, AFAF.

TEACHER PAGE

HOME FRONT: GOVERNMENT DOCUMENTS

OBJECTIVE: At the end of this activity, you will have a better understanding of the role of the Home Front during the Second World War.

ACTIVITY: Read the excerpts from “*Get in the Scrap: A Plan for the Organization of the School Children of America in the National Salvage Campaign*” from October 1942, and answer the questions below.

1. Who sponsored this program?

The program is run under the Conservation Division of the War Production Board with the support of U.S. Office of Education.

2. How many fronts are there, what groups are part of each front, what are the groups’ responsibilities, and how do they contribute to the overall war effort?

There are three fronts.

- *The FRONT is the area where actual fighting occurs. The armed forces of the United States are actively fighting the military forces of the Axis.*
- *The SECOND FRONT consists of all of the civilian workers that produce or ship goods essential for fighting the war.*
- *The THIRD FRONT includes every man, woman, and child in the United States. Their responsibility is to find any scrap that can be used in war production.*

3. What are the principal items needed?

<i>Iron</i>	<i>Brass</i>	<i>Zinc</i>	<i>Rags</i>
<i>Steel</i>	<i>Bronze</i>	<i>Lead</i>	<i>Paper</i>
<i>Copper</i>	<i>Aluminum</i>	<i>Rubber</i>	

4. Is this program important or was it just a campaign to make people feel that they were contributing to the war effort? Support your answer with details from the reading.

The National Salvage Campaign was considered essential to victory. The document states that “scrap will win the war. Without it...steel mills and munitions plants will be forced to shut down...our armies will falter.” The article implies that by scouring the country for various types of scrap materials, American industries would be capable of turning out huge amounts of war material for our military and those of our allies. Thereby achieving victory over the Axis.

5. Why are schools and students being targeted for this effort?

Other programs utilizing the efforts of school age children had been successful. These children have shown that they are “the most active and thorough collectors of...needed scrap...”

6. Do you feel that this program, and the way that it was presented would have been successful? Explain your opinion fully.

Answers will vary but should support the idea that the program would have been successful in gaining public support and bringing in significant amounts of scrap material. Points that can be made by the students are:

- *The Terms THIRD FRONT and JUNIOR ARMY make the students feel more connected to the fighting front.*
- *The provision of ranks within the scrap collectors provided motivators/ rewards for hard work and participation in the scrap drives.*
- *The sense of urgency in the fall of 1942, when the Allies had suffered a series of defeats, would have spurred on people of all walks of life to become part of the war effort in any way that they could.*
- *The sense of importance in gathering the scrap so that the military would have what they needed would have motivated people of all ages to contribute what they could to the drives.*
- *The pamphlet stresses the way in which participation in the scrap drive is a civic responsibility would get more people to participate and gather scrap.*

7. Do you feel that the scrap drives had any significant impact on the war effort? Why do you feel the way that you do and how could you prove your position?

Answers will vary. Recent research has concluded that only steel and iron collected during the scrap drives had any impact on war production. Rubber and aluminum were difficult to recycle and inferior to new production. However, the scrap drives did boost morale on the home front and kept civilian support high. Online and library research could be used to find fact that would support the student’s position.

A Plan for the Organization of School Children as the Third Front for Victory

Sponsored by the Conservation Division, War Production Board,
Washington, D. C., and indorsed by the U. S. Office of Education.

In this war, the *Front* is made up of our Army, Navy, Coast Guard, Marines, and Air Corps, engaged in actual battle with the enemy.

The *Second Front* consists of our factories, shipyards, and farms, where civilian workers are producing guns, tanks, planes, ships, and food for our fighting men.

The *Third Front* includes every man, woman, and child in the United States, whose chief duty is to comb the entire Nation for the scrap materials that are absolutely necessary to keep our factories running—absolutely necessary for Victory.

The principal scrap materials needed now are:

Iron and steel

Rubber

Copper, brass, bronze, aluminum, zinc, and lead

Old rags

Millions of tons of these materials have already been collected and used in the early months of the war. Millions of tons more must be collected quickly—and the collection must go on without let-up until the last shot is fired. Truly, scrap will win the war. Without it, our steel mills and munitions plants will be forced to shut down, the production of guns, tanks, ships, and shells will falter, and our Armies will face defeat.

Fortunately, however, America's homes and farms are an inexhaustible mine of waste materials of all kinds. We must get out this scrap and send it to war. We must dig more deeply for every ounce of iron and steel, of rubber and rags. It is no longer enough merely to contribute the scrap that lies on the surface, in plain view. We must now systematically search basements and attics.

To contribute to this great national salvage program is the greatest opportunity for every civilian to back up our soldiers on the firing line.

Items to be Salvaged

The greatest need is for scrap *iron and steel*, which must be had by the steel mills to make the quality of steel required for guns, tanks, jeeps, ships, and other munitions of war. Scrap *rubber*, especially old tires and tubes, rubbers and overshoes, garden hose, gloves, bathing caps, hot-water bottles, etc., is in constant demand for war purposes. There is also a steady demand for rags. Do not collect tin cans as other methods of collection have been provided for

Before any school saves paper, check your local dealers to find out if there is a market for it.

In assembling scrap material in the school yard, put all iron and steel in one pile, rubber in another pile, rags in another, and so on. Rubber and rags should be properly protected and stored in such a way that there will be no fire hazard or damage to rags by water.

The children should be instructed to report to their captains all abandoned bridges, saw mills, cotton gins, and other sources of iron and steel which they cannot collect themselves. This is also true of accumulations of old heavy machinery on farms.

A Big Job for Our Schools

Recent experience in several widely separated districts over the country has proved that school children are the most active and thorough collectors of these needed scrap materials.

It is therefore recommended that they be organized everywhere as a Junior Army to take their place in the vanguard of the Third Front of America's fight for Freedom and Victory.

The plan that is presented in these pages has been adapted from programs that have already been used in various communities throughout the Nation with great success—programs that have turned into needed munitions of war many thousands of tons of salvaged metals that were lying idle and useless in homes and on farms.

The adoption of this plan in any State or community will not in any way conflict with salvage programs that are now in progress by Boy Scouts, Girl Scouts, 4-H Clubs, or other organizations and industries. Coordinated to the efforts of the general salvage committee in any city, the school plan will add a youthful impetus which will be found to increase collections greatly.

HOME FRONT: GOVERNMENT DOCUMENTS

OBJECTIVE: At the end of this activity, you will have a better understanding of the role of the Home Front during the Second World War.

ACTIVITY: Read the excerpts from “*Get in the Scrap: A Plan for the Organization of the School Children of America in the National Salvage Campaign*” from October 1942, and answer the questions below.

1. Who sponsored this program?
2. How many fronts are there, what groups are part of each front, what are the groups’ responsibilities, and how do they contribute to the overall war effort?
3. What are the principal items needed?
4. Is this program important or was it just a campaign to make people feel that they were contributing to the war effort? Support your answer with details from the reading.
5. Why are schools and students being targeted for this effort?
6. Do you feel that this program, and the way that it was presented would have been successful? Explain your opinion fully.
7. Do you feel that the scrap drives had any significant impact on the war effort? Why do you feel the way that you do and how could you prove your position?

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TEACHER PAGE

HOME FRONT: PRESIDENTIAL SPEECH

OBJECTIVE: At the end of this activity, you will be able to understand President Roosevelt's justification of and efforts for Lend Lease.

ACTIVITY: Read *President Roosevelt's Press Conference of December 17, 1940*, and answer the questions below.

1. What do most Americans think about helping Great Britain and the British Empire in its war with the Axis?
Most believe that support for Britain and a successful British defense are important for the continuation of democracy and the United States.
2. According to FDR, how important is money in winning or losing a war? What proof does he provide to support his point?
Money has not had a significant impact on any major war. The proof FDR provides is his explanation that eminent bankers and brokers had assured him that the First World War would not last longer than 6 months since there was not enough money for a war to last any longer. The fact that the war lasted for 4 years is proof positive that money, or the lack of it, did not influence the length of the war.
3. Why are orders from Britain important to the United States?
These orders are important to the United States because they would create an increase in facilities to produce the materials needed for the British as well as the expanding United States Armed Forces. He further states that if the United States increased production facilities--factories, shipbuilding ways, and munitions plants, it would be stronger.
4. What are the three ways Britain could receive munitions and supplies from the United States?
 - *The British could pay for the products with cash from their own reserves or from loans.*
 - *The U.S. government could make a gift of the materials.*
 - *The U.S. government could loan the materials to Great Britain until the war was over.*
5. What analogy does President Roosevelt use to show how Lend Lease would work?
He uses an analogy of a house burning down and the loaning of a garden hose to help fight the fire. The story has been italicized in the body of the speech.
6. Do you think the speech is effective? Why, or why not? Use specific sections of the speech to support your position.
Answers will vary.
Pro arguments could focus on the fact that it simplifies the issues and puts them in terms the American public can understand and relate to.

Con arguments could focus on the lack of concern that the analogy given to America getting embroiled in the war or the fire spreading.

TEACHER PAGE

President Roosevelt's Press Conference

December 17, 1940

...I don't think there is any particular news, except possibly one thing that I think is worth my talking about. In the present world situation of course there is absolutely no doubt in the mind of a very overwhelming number of Americans that the best immediate defense of the United States is the success of Great Britain in defending itself; and that, therefore, quite aside from our historic and current interest in the survival of democracy, in the world as a whole, it is equally important from a selfish point of view of American defense, that we should do everything to help the British Empire to defend itself.

I have read a great deal of nonsense in the last few days by people who can only think in what we may call traditional terms about finances...In my memory, and your memory, and in all history, no major war has ever been won or lost through lack of money.

...In 1914 I was up at Eastport, Maine, with the family the end of July, and I got a telegram from the Navy Department that it looked as if war would break out in Europe the next day...eminent bankers and brokers assured me, and made it good with bets, that there wasn't enough money in all the world to carry on a European war for more than three months--bets at even money; that the bankers would stop the war within six months--odds of 2 to 1; that it was humanly impossible--physically impossible--for a European war to last for six months--odds of 4 to 1...

There was the best economic opinion in the world that the continuance of war was absolutely dependent on money in the bank. Well, you know what happened.

Now we have been getting stories, speeches...in regard to this particular war that is going on, which go back a little bit to that attitude. It isn't merely a question of doing things the traditional way; there are lots of other ways of doing them. I am just talking background, informally; I haven't prepared any of this -- I go back to the idea that the one thing necessary for American national defense is additional productive facilities; and the more we increase those facilities--factories, shipbuilding ways, munitions plants, et cetera, and so on -- the stronger American national defense is.

Orders from Great Britain are therefore a tremendous asset to American national defense; because they automatically create additional facilities. I am talking selfishly, from the American point of view--nothing else. Therefore, from the selfish point of view, that production must be encouraged by us. There are several ways of encouraging it--not just one, as the narrow-minded fellow I have been talking about might assume, and has assumed. He has assumed that the only way was to repeal certain existing statutes, like the Neutrality Act and the old Johnson Act and a few other things like that; and then to lend the money to Great Britain to be spent over here -- either lend it through private banking circles, as was done in the earlier days of the previous war, or make it a loan from this Government to the British Government.

Well, that is one type of mind that can think only of that method somewhat banal.

There is another one which is also somewhat banal--we may come to it, I don't know--and that is a gift; in other words, for us to pay for all these munitions, ships, plants, guns, et cetera, and make a gift of them to

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Great Britain. I am not at all sure that that is a necessity, and I am not at all sure that Great Britain would care to have a gift from the taxpayers of the United States. I doubt it very much.

Well, there are other possible ways, and those ways are being explored. All I can do is to speak in very general terms, because we are in the middle of it. I have been at it now three or four weeks, exploring other methods of continuing the building up of our productive facilities and continuing automatically the flow of munitions to Great Britain. I will just put it this way, not as an exclusive alternative method, but as one of several other possible methods that might be devised toward that end.

It is possible--I will put it that way--for the United States to take over British orders, and, because they are essentially the same kind of munitions that we use ourselves, turn them into American orders. We have enough money to do it. And thereupon, as to such portion of them as the military events of the future determine to be right and proper for us to allow to go to the other side, either lease or sell the materials, subject to mortgage, to the people on the other side. That would be on the general theory that it may still prove true that the best defense of Great Britain is the best defense of the United States, and therefore that these materials would be more useful to the defense of the United States if they were used in Great Britain, than if they were kept in storage here.

Now, what I am trying to do is to eliminate the dollar sign. That is something brand new in the thoughts of practically everybody in this room, I think--get rid of the silly, foolish old dollar sign.

Well, let me give you an illustration: Suppose my neighbor's home catches fire, and I have a length of garden hose four or five hundred feet away. If he can take my garden hose and connect it up with his hydrant, I may help him to put out his fire. Now, what do I do? I don't say to him before that operation, "Neighbor, my garden hose cost me \$15; you have to pay me \$15 for it." What is the transaction that goes on? I don't want \$15--I want my garden hose back after the fire is over. All right. If it goes through the fire all right, intact, without any damage to it, he gives it back to me and thanks me very much for the use of it. But suppose it gets smashed up--holes in it--during the fire; we don't have to have too much formality about it, but I say to him, "I was glad to lend you that hose; I see I can't use it any more, it's all smashed up." He says, "How many feet of it were there?" I tell him, "There were 150 feet of it." He says, "All right, I will replace it." Now, if I get a nice garden hose back, I am in pretty good shape.

In other words, if you lend certain munitions and get the munitions back at the end of the war, if they are intact haven't been hurt--you are all right; if they have been damaged or have deteriorated or have been lost completely, it seems to me you come out pretty well if you have them replaced by the fellow to whom you have lent them.

I can't go into details...but the thought is that we would take over not all, but a very large number of, future British orders; and when they came off the line, whether they were planes or guns or something else, we would enter into some kind of arrangement for their use by the British on the ground that it was the best thing for American defense, with the understanding that when the show was over, we would get repaid sometime in kind, thereby leaving out the dollar mark in the form of a dollar debt and substituting for it a gentleman's obligation to repay in kind. I think you all get it.

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HOME FRONT: PRESIDENTIAL SPEECH

OBJECTIVE: At the end of this activity, you will be able to understand President Roosevelt's justification of and efforts for Lend Lease.

ACTIVITY: Read *President Roosevelt's Press Conference of December 17, 1940*, and answer the questions below.

1. What do most Americans think about helping Great Britain and the British Empire in its war with the Axis?
Most believe that support for Britain and a successful British defense are important for the continuation of democracy and the United States.
2. According to FDR, how important is money in winning or losing a war? What proof does he provide to support his point?
Money has not had a significant impact on any major war. The proof FDR provides is his explanation that eminent bankers and brokers had assured him that the First World War would not last longer than 6 months since there was not enough money for a war to last any longer. The fact that the war lasted for 4 years is proof positive that money, or the lack of it, did not influence the length of the war.
3. Why are orders from Britain important to the United States?
These orders are important to the United States because they would create an increase in facilities to produce the materials needed for the British as well as the expanding United States Armed Forces. He further states that if the United States increased production facilities--factories, shipbuilding ways, and munitions plants, it would be stronger.
4. What are the three ways Britain could receive munitions and supplies from the United States?
 - *The British could pay for the products with cash from their own reserves or from loans.*
 - *The U.S. government could make a gift of the materials.*
 - *The U.S. government could loan the materials to Great Britain until the war was over.*
5. What analogy does President Roosevelt use to show how Lend Lease would work?
He uses an analogy of a house burning down and the loaning of a garden hose to help fight the fire. The story has been italicized in the body of the speech.
6. Do you think the speech is effective? Why, or why not? Use specific sections of the speech to support your position.
Answers will vary.
Pro arguments could focus on the fact that it simplifies the issues and puts them in terms the American public can understand and relate to.

Con arguments could focus on the lack of concern that the analogy given to America getting embroiled in the war or the fire spreading.

President Roosevelt's Press Conference
December 17, 1940

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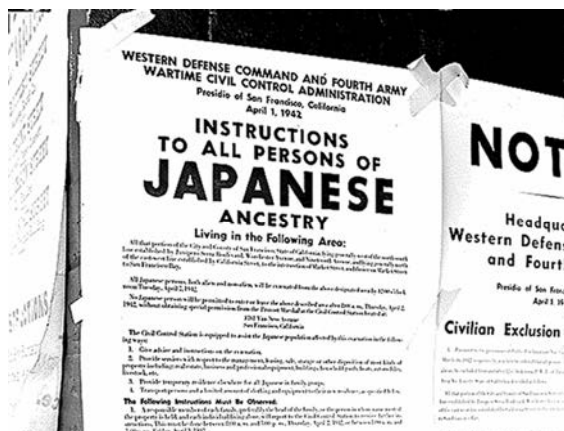
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TEACHER PAGE

HOME FRONT: DRAMATIC PRESENTATIONS

OBJECTIVE: At the end of this activity, you will be able to present information via non-traditional means, maintain the historical accuracy of presented information, and gain a broader understanding of the experiences of individuals of Japanese descent living in the United States during the Second World War.

ACTIVITY: In cooperative groups of 4 to 6 students, create a television broadcast based on the morning shows commonly seen on network television today.



Productions should be formatted as if the major feature of the day, the exclusion and relocation of people of Japanese ancestry, has just been announced the day before. Organize the production in order to do the following:

1. Present “news” about the event:
 - What the order states
 - Justifications for the order
 - Goals expected by those that have issued the order
 - Expected impact of the order on local residents from all ethnic backgrounds
 - Discuss how the exclusion order is contrary to the spirit of President Roosevelt’s earlier Executive Order 8802, which was directed towards eliminating discrimination in the workplace.
2. Present views and comments from a variety of sources by “interviewing” eyewitnesses, participants, political and military figures, as well as average people.
3. Include specific information about the relocation camps such as:
 - Location and conditions
 - What the internees will find and do once at the camps

To get started, create a cast list, job list (including props and visual materials), materials checklist, and a to-do list with scheduled times of completion for the project. Have these lists checked by the teacher in order to ensure timely completion of the project.

Productions will vary. A list of websites that will help students begin their research is provided below. A copy of the April 1, 1942 relocation order has been placed in the appendix.

National Writing Project Resources for Educators: Japanese American Internment

<http://www.writingproject.org/Resources/internment.csp>

University of Utah: Japanese-Americans Internment Camps During World War II

<http://www.lib.utah.edu/spc/photo/9066/9066.htm>

The Online Archive of California: Issei and Nissei experiences

<http://content.cdlib.org/xtf/search?relation=ob+--+jarda&style=oac-tei&sort=title&startDoc=21>

Virtual Museum of the City of San Francisco: Internment of San Francisco Japanese

<http://www.sfmuseum.org/war/evactxt.html>

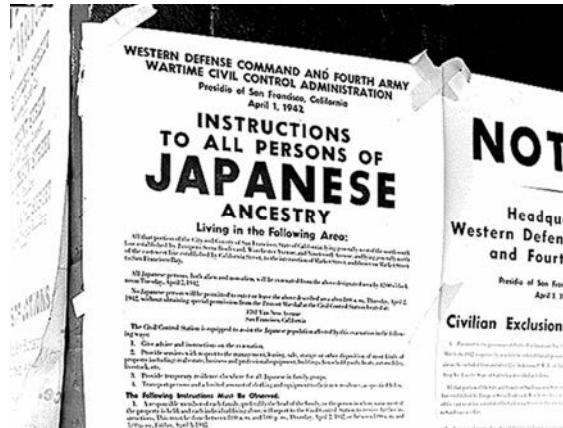
Exploring the Japanese-American Internment through Film and the Internet

<http://www.asianamericanmedia.org/jainternment/>

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TEACHER PAGE

HOME FRONT: LETTER FROM HOME

OBJECTIVE: At the end of this activity, you will be able to express the feelings, thoughts, worries, and hopes of someone living on the home front during the Second World War.

ACTIVITY: Imagine that it is 1942 and you have just seen this photograph and the two posters. Write a letter to a family member serving overseas describing your impression of life on the home front. Be sure to include details concerning scrap drives, rationing, and the news you are getting about the war.



Americans! SHARE THE MEAT as a wartime necessity

To meet the needs of our armed forces and fighting allies, a Government order limits the amount of meat delivered to stores and restaurants.

To share the supply fairly, all civilians are asked to limit their consumption of beef, veal, lamb, mutton and pork to 2½lbs. per person per week.

YOUR FAIR WEEKLY SHARE

Men, women and children over 12 yrs. old	2½	Pounds Per week
Children 6 to 12 yrs. old	1½	Pounds Per week
Children under 8 yrs. old	¾	Pounds Per week

You can add these foods to your share: liver, sweetbreads, kidneys, brains and other variety meats: also poultry and fish.

HELP WIN THE WAR!

Keep within your share

FOODS REQUIREMENT COMMITTEE
War Production Board

Claude R. Wickard
Chairman

**Note to Teacher: The above poster has been recreated for clarity. There have been no changes in text or formatting from the original poster.*

Student letters will vary. However, students may include some or all the following:

- That Hollywood stars were contributing to scrap drives.
- The need for metal was so great that not just scrap was being used.
- That you were thinking about what you could contribute to a scrap drive.
- Rationing was difficult but, if it meant that more would be available for the soldiers, it was the patriotic and right thing to do.
- You were concerned with how you were going to be able to stretch your weekly ration coupons for food, gas, and clothing.
- You have seen a number of advertisements from factories looking for workers and that you might try to find a job or enlist.

Name: _____

Teacher: _____

Date: _____

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TEACHER PAGE

HOME FRONT: NEWS REPORTING

OBJECTIVES: At the end of this activity, you will be able to present information via non-traditional means, maintain historical accuracy of presented information, and gain a broader understanding of the culture of the countries that fought in the Second World War.

ACTIVITY: During the Second World War, newspapers were especially important on the Home Front. The nation's newspapers gave a sense of unity to Americans as well as provided them with the means of following what the armed forces were facing and how they were doing. Newspapers consisted of news and editorials that kept American men, women, and children informed about world events, the course of the war, and the part that they were playing in it.



As a class, create an edition of the *Wartime Gazette* that would have been published at the end of the war. Since this will be a review of the war, any topics from America's entry until the end of hostilities are acceptable. Your edition should include information pertaining to the following categories:

- Military actions
- News and events from home
- World news and events
- Editorials
- Features such as:
 - Fashion
 - Literature and entertainment
 - Science and technology
 - Soldiers' interests
 - Cartoons

To get started, create an assignment list. You will need individuals for the following jobs:

- Editors for:
 - News articles
 - Feature articles
 - Editorials
- Graphic Specialists
- Reporters
- Illustrators

Note to Teacher: A sample has not been provided for this activity. However, a grading rubric has been provided for this activity in the appendix. Additionally, a masthead for The Wartime Gazette, similar to the one shown on this page, has also been provided in the appendix.

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TEACHER PAGE

HOME FRONT: SPEECH CRYPTOGRAM

Objectives: After deciphering the *Day of Infamy Speech*, you will be able to understand how President Roosevelt portrayed and explained the attack on Pearl Harbor to the American public.

Activity: After you have deciphered the following speech, complete the following activities.

1. Define the following terms. Make sure the definition you provide matches how the term is used in the speech.

Dastardly: *treacherously or cowardly*

Infamy: *dishonorable or evil act*

Premeditated: *action that had planning and purpose*

Onslaught: *severe and sudden attack*

Unbounding: *unrestrained, not held in check*

Uttermost: *greatest possible degree, extent, or intensity*

2. Find examples in this address of how President Roosevelt strengthened the impact of this speech.

- *FDR repeatedly stresses the reprehensible and premeditated nature of the Japanese actions.*
- *He shows how the United States believed that it had been working with Japan towards peace in the Pacific.*
- *He regretfully states the death and damage that was inflicted on U.S. forces in the Pacific.*
- *The President clearly states that the American people will prevail and that this type of action will never happen again.*

3. How do you think this speech affected how Americans interacted with Japanese both overseas and at home?

Answers will vary but should cover the following points:

- *The Japanese were the aggressors that launched an unwarranted surprise attack.*
- *People of Japanese descent could not be trusted. This resulted in:*
 - *the removal of Japanese-Americans from the West Coast of the United States.*
 - *a more unforgiving approach to combat and Japanese military personnel encountered in the Pacific.*

Cryptogram Directions: Under each letter in the cryptogram, write the letter that it represents until you have deciphered the complete text. The first sentence has been completed for you.

A key follows this coded version.

EQ. KARS TQSHALSID, EQ. HTSJUSQ, ESEWSQH MZ DGS HSIJDS, MZ DGS GMVHS

EX: **MR. VICE PRESIDENT, MR. SPEAKER, MEMBERS OF THE SENATE, OF THE HOUSE**
MZ QSTQSHSIDJDAKSH:
OF REPRESENTATIVES:

PSHDSQLJP, LSRSEWSQ 7, 1941 - J LJDS XGARG XACC CAKS AI AIZJEP - DGS

VIADSL HDJDSH MZ JESQARJ XJH HVLLSICP JIL LSCAWSQJDS CP JDDJRUSL WP

IJKJC JIL JAQ ZMQRSH MZ DGS SETAQS MZ OJTJI.

DGS VIADSL HDJDSH XJH JD TSJRS XADG DGJD IJDAMI, JIL, JD DGS

HMCARADJDAMI MZ OJTJI, XJH HDACC AI RMIKSQHJDAMI XADG ADH BMKSQIESID

JIL ADH SETSQMQ CMMUAIB DMXJQL DGS EJAIDSIJIRS MZ TSJRS AI DGS

TJRAZAR.

AILSSL, MIS GMVQ JZDSQ OJTJISHS JAQ HNVJLQMIH GJL RMEESIRSL WMEWAIB AI
DGS JESQARJI AHCJIL MZ MJGV, DGS OJTJISHS JEWJHHJLMQ DM DGS VIADSL
HDJDSH JIL GAH RMCCSJBVS LSCAKSQSL DM MVQ HSRQSDJQP MZ HDJDS J ZMQEJC
QSTCP DM J QSRSID JESQARJI ESHHJBS. XGACS DGAH QSTCP HDJDSL DGJD AD
HSSESL VHSCSHH DM RMIDAIVS DGS SFAHDAIB LATCMEJDAR ISBMDAJDAMIH, AD
RMIDJAISL IM DGQSJD MQ GAID MZ XJQ MQ MZ JQESL JDDJRU.

AD XACC WS QSRMQLSL DGJD DGS LAHDJIRS MZ GJXJAA ZQME OJTJI EJUSH AD
MWKAMVH DGJD DGS JDDJRU XJH LSCAWSQJDSCP TCJHISL EJIP LJPH MQ SKSI
XSSUH JBM. LVQAIB DGS AIDSQKSIAIB DAES, DGS OJTJISHS BMKSQIESID GJH
LSCAWSQJDSCP HMVBGD DM LRSRASKS DGS VIADSL HDJDSH WP ZJCHS HDJDSSEIDH
JIL SFTQSHHAMIH MZ GMTS ZMQ RMIDAIVSL TSJRS.

DGS JDDJRU PSHDSQLJP MI DGS GJXJAAJI AHCJILH GJH RJVHSL HSKSQS LJEJBS
DM JESQARJI IJKJC JIL EACADJQP ZMQRSH. A QSBQSD DM DSCC PMV DGJD KSQP
EJIP JESQARJI CAKSH GJKS WSSI CMHD. AI JLLADAMI, JESQARJI HGATH GJKS
WSSI QSTMQDSL DMQTSLMSL MI DGS GABG HSJH WSDXSSI HJI ZQJIRAHM JIL
GMIMCVCV.

PSHDSQLJP, DGS OJTJISHS BMKSQIESID JCHM CJVIRGSL JI JDDJRU JBJAIHD
EJCJPJ.

CJHD IABGD, OJTJISHS ZMQRSH JDDJRUSL GMIB UMIB.

CJHD IABGD, OJTJISHS ZMQRSH JDDJRUSL BVJE.

CJHD IABGD, OJTJISHS ZMQRSH JDDJRUSL DGS TGACATTAIS AHCJILH.

CJHD IABGD, DGS OJTJISHS JDDJRUSL XJUS AHCJIL.

DGAH EMQIAIB, DGS OJTJISHS JDDJRUSL EALXJP AHCJIL.

OJTJI GJH, DGSQSZMQS, VILSQDJUSI J HVQTQAHS MZZSIHAKS SFDSILAIB

DGQMVBMVD DGS TJRAZAR JQSJ. DGS ZJRDH MZ PSHDSLJP JIL DMLJP HTSJU
ZMQ DGSEHSCKSH. DGS TSMTCS MZ DGS VIADSL HDJDSH GJKS JCQSJLP ZMQESL
DGSAQ MTAIAMIH JIL XSCC VILSQHDJIL DGS AETCARJDAMIH DM DGS KSQP CAZS
JIL HJZSDP MZ MVQ IJDAMI.

JH RMEEJILSQ-AI-RGASZ MZ DGS JQEP JIL IJKP, A GJKS LAQSRDSL DGJD JCC
ESJHVQSH WS DJUSI ZMQ MVQ LSZSIHS.

WVD JCXJPH XACC MVQ XGMCS IJDAMI QSESEWSQ DGS RGJQRDSQ MZ DGS
MIHCJVBD JBJAIHD VH.

IM EJDDSQ GMX CMIB AD EJP DJUS VH DM MKSQRMES DGAH TQSESLADJDSL
AIKJHAMI, DGS JESQARJI TSMTCS AI DGSAQ QABGDSMVH EABGD, XACC XAI
DGQMVBG DM JWHMCVDS KARDMQP.

A WSCASKS DGJD A AIDSQTQSD DGS XACC MZ DGS RMIBQSHH JIL MZ DGS TSMTCS
XGSI A JHHSQD DGJD XS XACC IMD MICP LSZSIL MVQHSCCKSH DM DGS VDDSQEMHD,
WVD XACC EJUS AD KSQP RSQDJAI DGJD DGAH ZMQE MZ DQSJRGSQP HGJCC ISKSQ
JBJAI SILJIBSQ VH.

GMHDACADASH SFAHD. DGSQS AH IM WCAIUAIIB JD DGS ZJRD DGJD MVQ TSMTCS,
MVQ DSQQADMQP, JIL MVQ AIDSQSHDH JQS AI BQJKS LJIBSQ.

XADG RMIZALSIRS AI MVQ JQESL ZMQRSH - XADG DGS VIWMVILAIB
LSDSQEAIJDAMI MZ MVQ TSMTCS - XS XACC BJAIDGS AISKADJWCS DQAVETG -
HM GSCT VH BML.

A JHU DGJD DGS RMIBQSHH LSRCJQS DGJD HAIRS DGS VITQMKMUSL JIL
LJHDJQLCP JDDJRU WP OJTJI MI HVILJP, LSRSEWSQ 7, 1941 J HDJDS MZ XJQ
GJH SFAHDSL WSDXSSI DGS VIADSL HDJDSH JIL DGS OJTJISHS SETAQS.

CULMINATING ACTIVITY: SPEECH CRYPTOGRAM KEY

**Note: The text of the speech is formatted exactly as it is shown on the assignment.*

MR. VICE PRESIDENT, MR. SPEAKER, MEMBERS OF THE SENATE, OF THE HOUSE OF REPRESENTATIVES:

YESTERDAY, DECEMBER 7, 1941 - A DATE WHICH WILL LIVE IN INFAMY - THE UNITED STATES OF AMERICA WAS SUDDENLY AND DELIBERATELY ATTACKED BY NAVAL AND AIR FORCES OF THE EMPIRE OF JAPAN.

THE UNITED STATES WAS AT PEACE WITH THAT NATION, AND, AT THE SOLICITATION OF JAPAN, WAS STILL IN CONVERSATION WITH ITS GOVERNMENT AND ITS EMPEROR LOOKING TOWARD THE MAINTENANCE OF PEACE IN THE PACIFIC.

INDEED, ONE HOUR AFTER JAPANESE AIR SQUADRONS HAD COMMENCED BOMBING IN THE AMERICAN ISLAND OF OAHU, THE JAPANESE AMBASSADOR TO THE UNITED STATES AND HIS COLLEAGUE DELIVERED TO OUR SECRETARY OF STATE A FORMAL REPLY TO A RECENT AMERICAN MESSAGE. WHILE THIS REPLY STATED THAT IT SEEMED USELESS TO CONTINUE THE EXISTING DIPLOMATIC NEGOTIATIONS, IT CONTAINED NO THREAT OR HINT OF WAR OR OF ARMED ATTACK.

IT WILL BE RECORDED THAT THE DISTANCE OF HAWAII FROM JAPAN MAKES IT OBVIOUS THAT THE ATTACK WAS DELIBERATELY PLANNED MANY DAYS OR EVEN WEEKS AGO. DURING THE INTERVENING TIME, THE JAPANESE GOVERNMENT HAS DELIBERATELY SOUGHT TO DECEIVE THE UNITED STATES BY FALSE STATEMENTS AND EXPRESSIONS OF HOPE FOR CONTINUED PEACE.

THE ATTACK YESTERDAY ON THE HAWAIIAN ISLANDS HAS CAUSED SEVERE DAMAGE TO AMERICAN NAVAL AND MILITARY FORCES. I REGRET TO TELL YOU THAT VERY MANY AMERICAN LIVES HAVE BEEN LOST. IN ADDITION, AMERICAN SHIPS HAVE BEEN REPORTED TORPEDOED ON THE HIGH SEAS BETWEEN SAN FRANCISCO AND HONOLULU.

YESTERDAY, THE JAPANESE GOVERNMENT ALSO LAUNCHED AN ATTACK AGAINST MALAYA.

LAST NIGHT, JAPANESE FORCES ATTACKED HONG KONG.

LAST NIGHT, JAPANESE FORCES ATTACKED GUAM.

LAST NIGHT, JAPANESE FORCES ATTACKED THE PHILIPPINE ISLANDS.

LAST NIGHT, THE JAPANESE ATTACKED WAKE ISLAND.

THIS MORNING, THE JAPANESE ATTACKED MIDWAY ISLAND.

JAPAN HAS, THEREFORE, UNDERTAKEN A SURPRISE OFFENSIVE EXTENDING THROUGHOUT THE PACIFIC AREA. THE FACTS OF YESTERDAY AND TODAY SPEAK FOR THEMSELVES. THE PEOPLE OF THE UNITED STATES HAVE ALREADY FORMED THEIR OPINIONS AND WELL UNDERSTAND THE IMPLICATIONS TO THE VERY LIFE AND SAFETY OF OUR NATION.

AS COMMANDER-IN-CHIEF OF THE ARMY AND NAVY, I HAVE DIRECTED THAT ALL

MEASURES BE TAKEN FOR OUR DEFENSE.

BUT ALWAYS WILL OUR WHOLE NATION REMEMBER THE CHARACTER OF THE
ONSLAUGHT AGAINST US.

NO MATTER HOW LONG IT MAY TAKE US TO OVERCOME THIS PREMEDITATED
INVASION, THE AMERICAN PEOPLE IN THEIR RIGHTEOUS MIGHT, WILL WIN
THROUGH TO ABSOLUTE VICTORY.

I BELIEVE THAT I INTERPRET THE WILL OF THE CONGRESS AND OF THE PEOPLE
WHEN I ASSERT THAT WE WILL NOT ONLY DEFEND OURSELVES TO THE UTTERMOST,
BUT WILL MAKE IT VERY CERTAIN THAT THIS FORM OF TREACHERY SHALL NEVER
AGAIN ENDANGER US.

HOSTILITIES EXIST. THERE IS NO BLINKING AT THE FACT THAT OUR PEOPLE,
OUR TERRITORY, AND OUR INTERESTS ARE IN GRAVE DANGER.

WITH CONFIDENCE IN OUR ARMED FORCES - WITH THE UNBOUNDING
DETERMINATION OF OUR PEOPLE - WE WILL GAIN THE INEVITABLE TRIUMPH -
SO HELP US GOD.

I ASK THAT THE CONGRESS DECLARE THAT SINCE THE UNPROVOKED AND
DASTARDLY ATTACK BY JAPAN ON SUNDAY, DECEMBER 7, 1941 A STATE OF WAR
HAS EXISTED BETWEEN THE UNITED STATES AND THE JAPANESE EMPIRE.

PLAIN	A	B	C	D	E	F	G	H	I	J	K	L	M
CIPHER	J	W	R	L	S	Z	B	G	A	O	U	C	E

PLAIN	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
CIPHER	I	M	T	N	Q	H	D	V	K	X	F	P	Y

HOME FRONT: SPEECH CRYPTOGRAM

OBJECTIVES: After deciphering the *Day of Infamy Speech*, you will be able to understand how President Roosevelt portrayed and explained the attack on Pearl Harbor to the American public.

ACTIVITY: After you have deciphered the following speech, complete the following activities.

1. Define the following terms. Make sure the definition you provide matches how the term is used in the speech.

Dastardly:

Infamy:

Premeditated:

Onslaught:

Unbounding:

Uttermost:

2. Find examples in this address of how President Roosevelt strengthened the impact of this speech.

3. How do you think this speech affected how Americans interacted with Japanese both overseas and at home?

Cryptogram Directions: Under each letter in the cryptogram, write the letter that it represents until you have deciphered the complete text. The first sentence has been completed for you.

EQ. KARS TQSHALSID, EQ. HTSJUSQ, ESEWSQH MZ DGS HSIJDS, MZ DGS GMVHS
EX: **MR. VICE PRESIDENT, MR. SPEAKER, MEMBERS OF THE SENATE, OF THE HOUSE**
MZ QSTQSHSIDJDAKSH:
OF REPRESENTATIVES:

PSHDSQLJP, LSRSEWSQ 7, 1941 - J LJDS XGARG XACC CAKS AI AIZJEP - DGS

VIADSL HDJDSH MZ JESQARJ XJH HVLLSICP JIL LSCAWSQJDSCP JDDJRUSL WP

IJKJC JIL JAQ ZMQRSH MZ DGS SETAQS MZ OJTJI.

DGS VIADSL HDJDSH XJH JD TSJRS XADG DGJD IJDAMI, JIL, JD DGS

HMCARADJDAMI MZ OJTJI, XJH HDACC AI RMIKSQHJDAMI XADG ADH BMKSQIESID

JIL ADH SETSQMQ CMMUAIB DMXJQL DGS EJAIDSIJIRS MZ TSJRS AI DGS

TJRAZAR.

AILSSL, MIS GMVQ JZDSQ OJTJISHS JAQ HNVJLQMIH GJL RMEESIRSL WMEWAIB AI
DGS JESQARJI AHCJIL MZ MJGV, DGS OJTJISHS JEWJHHJLMQ DM DGS VIADSL
HDJDSH JIL GAH RMCCSJBVS LSCAKSQSL DM MVQ HSRQSDJQP MZ HDJDS J ZMQEJC
QSTCP DM J QSRSID JESQARJI ESHHJBS. XGACS DGAH QSTCP HDJDSL DGJD AD
HSSESL VHSCSHH DM RMIDAIVS DGS SFAHDAIB LATCMEJDAR ISBMDAJDAMIH, AD
RMIDJAISL IM DGQSJD MQ GAID MZ XJQ MQ MZ JQESL JDDJRU.

AD XACC WS QSRMQLSL DGJD DGS LAHDJIRS MZ GJXJAA ZQME OJTJI EJUSH AD
MWKAMVH DGJD DGS JDDJRU XJH LSCAWSQJDSCP TCJHISL EJIP LJPH MQ SKSI
XSSUH JBM. LVQAIB DGS AIDSQKSIAIB DAES, DGS OJTJISHS BMKSQIESID GJH
LSCAWSQJDSCP HMOVBGD DM LRSRAKS DGS VIADSL HDJDSH WP ZJCHS HDJDSSEIDH
JIL SFTQSHHAMIH MZ GMTS ZMQ RMIDAIVSL TSJRS.

DGS JDDJRU PSHDSQLJP MI DGS GJXJAAJI AHCJILH GJH RJVHSL HSKSQS LJEJBS
DM JESQARJI IJKJC JIL EACADJQP ZMQRSH. A QSBQSD DM DSCC PMV DGJD KSQP
EJIP JESQARJI CAKSH GJKS WSSI CMHD. AI JLLADAMI, JESQARJI HGATH GJKS
WSSI QSTMQDSL DMQTSLMSL MI DGS GABG HSJH WSDXSSI HJI ZQJIRAHM JIL
GMIMCVCV.

PSHDSQLJP, DGS OJTJISHS BMKSQIESID JCHM CJVIRGSL JI JDDJRU JBJAIHD
EJCJPJ.

CJHD IABGD, OJTJISHS ZMQRSH JDDJRUSL GMIB UMIB.

CJHD IABGD, OJTJISHS ZMQRSH JDDJRUSL BVJE.

CJHD IABGD, OJTJISHS ZMQRSH JDDJRUSL DGS TGACATTAIS AHCJILH.

CJHD IABGD, DGS OJTJISHS JDDJRUSL XJUS AHCJIL.

DGAH EMQIAIB, DGS OJTJISHS JDDJRUSL EALXJP AHCJIL.

OJTJI GJH, DGSQSZMQS, VILSQDJUSI J HVQTQAHS MZZSIHAKS SFDSILAIB

DGQMVBMVD DGS TJRAZAR JQSJ. DGS ZJRDH MZ PSHDSLJP JIL DMLJP HTSJU
ZMQ DGSEHSCKSH. DGS TSMTCS MZ DGS VIADSL HDJDSH GJKS JCQSJLP ZMQESL
DGSAQ MTAIAMIH JIL XSCC VILSQHDJIL DGS AETCARJDAMIH DM DGS KSQP CAZS
JIL HJZSDP MZ MVQ IJDAMI.

JH RMEEJILSQ-AI-RGASZ MZ DGS JQEP JIL IJKP, A GJKS LAQSRDSL DGJD JCC
ESJHVQSH WS DJUSI ZMQ MVQ LSZSIHS.

WVD JCXJPH XACC MVQ XGMCS IJDAMI QSESEWSQ DGS RGJQRDSQ MZ DGS
MIHCJVBD JBJAIHD VH.

IM EJDDSQ GMX CMIB AD EJP DJUS VH DM MKSQRMES DGAH TQSESLADJDSL
AIKJHAMI, DGS JESQARJI TSMTCS AI DGSAQ QABGDSMVH EABGD, XACC XAI
DGQMVBG DM JWHMCDVDS KARDMQP.

A WSCASKS DGJD A AIDSQTQSD DGS XACC MZ DGS RMIBQSHH JIL MZ DGS TSMTCS
XGSI A JHHSQD DGJD XS XACC IMD MICP LSZSIL MVQHSCCKSH DM DGS VDDSQEMHD,
WVD XACC EJUS AD KSQP RSQDJAI DGJD DGAH ZMQE MZ DQSJRGSQP HGJCC ISKSQ
JBJAI SILJIBSQ VH.

GMHDACADASH SFAHD. DGSQS AH IM WCAIUAIIB JD DGS ZJRD DGJD MVQ TSMTCS,
MVQ DSQQADMQP, JIL MVQ AIDSQSHDH JQS AI BQJKS LJIBSQ.

XADG RMIZALSIRS AI MVQ JQESL ZMQRSH - XADG DGS VIWMVILAIB
LSDSQEAIJDAMI MZ MVQ TSMTCS - XS XACC BJAIDGS AISKADJWCS DQAVETG -
HM GSCT VH BML.

A JHU DGJD DGS RMIBQSHH LSRCJQS DGJD HAIRS DGS VITQMKMUSL JIL
LJHDJQLCP JDDJRU WP OJTJI MI HVILJP, LSRSEWSQ 7, 1941 J HDJDS MZ XJQ
GJH SFAHDSL WSDXSSI DGS VIADSL HDJDSH JIL DGS OJTJISHS SETAQS.

ARTICLE RUBRIC

Student Name: _____ Date: _____

Article: _____ Instructor: _____

	1	2	3	4	SCORE
ORGANIZATION	Information and details are not in sequential order	Information is presented in a choppy manner making understanding difficult	Information is presented in a logical manner with only minor areas of reader difficulty	Information is presented in a logical manner with no difficulty for the reader	
CONTENT	Student does not have an understanding of the material and cannot answer questions about subject.	Student has a slight understanding of the material and can answer some questions about the subject	Student understands the material and can answer most questions about the subject	Student has a complete understanding of the material and can answer all questions about the material.	
GRAMMAR AND SPELLING	The article has four or more spelling errors &/or grammatical errors.	The article has three misspelled words &/or grammatical errors.	The article has no more than two misspellings &/or grammatical errors.	The article has no misspelled words or grammatical errors.	
ASSIGNMENT INSTRUCTIONS	Student did not follow instructions for the finished article	The article has three or more areas in the article that are not in accordance with instructions	The article has one or two areas in the article that are not in accordance with instructions	The article fully complies with the instructions for the assignment	
REFERENCES AND BIBLIOGRAPHY	There are no references provided for the article	The article does not have the appropriate number of references &/or the bibliography had errors	The bibliography was incorrectly completed	Work displays the correct number of references, with a correctly written bibliography	
TEACHER COMMENTS				SCORE	

LETTER / JOURNAL RUBRIC

Student Name: _____ Date: _____

Article: _____ Instructor: _____

	1	2	3	4	SCORE
FIRST PERSON WRITING	Journal/Letter is not written in first person form.	Approximately 50% of the Journal/Letter is written in first person point of view.	More than 50% of the Journal/Letter is written in first person point of view.	The Journal/Letter is written entirely in first person format.	
CONTENT	Journal/Letter has minimal details about the life/experiences of the soldier and includes at least 3 historical inaccuracies	Journal/Letter provides some details about the life/experiences of the soldier and includes 2 historical inaccuracies	Journal/Letter provides significant details about the life/experiences of the soldier and includes 1 historical inaccuracies	Journal/Letter excellent details about the life/experiences of the soldier and includes 0 historical inaccuracies	
EMOTION and REALISM	Journal/Letter does not allow reader to make an emotional connection with the "soldier author"	Journal/Letter does not allow reader to make a significant emotional connection with the "soldier author"	Journal/Letter allows the reader to make an emotional connection with the "soldier author"	Journal/Letter allows the reader to make a significant emotional connection with the "soldier author"	
LANGUAGE AND GRAMMAR	Choppy sentence structure and poor grammar make the Journal/Letter difficult to read	Journal/Letter contains no more than 2 language or grammar errors.	Journal/Letter contains no more than 1 language or grammar errors.	Journal/Letter contains no language or grammar errors.	
VOCABULARY	Many words used incorrectly or out of historical context throughout Journal/Letter	Some words used incorrectly or out of historical context in the Journal/Letter	Few words used incorrectly or out of historical context in the letter	No words used incorrectly or out of historical context in the letter	
TEACHER COMMENTS				TOTAL	

MAP ANALYSIS FORM

What is shown on this map?

Who, when, and where produced this map?

Why was this map produced?

How was the information from the map gathered?

Identify and explain the components &/or markings on the map.
Title

Legend/Key

Scale &/or Contour Intervals

Compass/Orientation Arrow

Projection Type

Colors Used

Notations

Printed Text

Handwritten

Other

Identify four important facts discovered in your study of this map.

POSTER ANALYSIS FORM

What colors are used in this poster?

Is there any significance to the color choices? Why or why not?

What images are used in this poster?

If an image is used, is it:

Easy to understand &/or interpret

Striking &/or unforgettable

Are the images used symbolic or factual? If symbolic, what do they represent?

Is the message that the poster conveys:

Visual

Verbal

Both visual and verbal

Who is the poster's target audience?

What is the purpose of the poster?

How does the purpose of the poster help the war effort?

Effective posters attract notice, are memorable, get people to do what the creators want, and provide clear, simple, and direct symbols &/or phrases. Is this an effective poster? Explain your answer.

PHOTOGRAPH ANALYSIS FORM

Examine the photograph for between two and three minutes and develop an impression of the image. Write what you think this photograph is showing.

Now, divide the photo into four equal sections. Carefully examine each section and see if details in the photograph become apparent. Complete the chart below and list people, objects, scenery, and activities seen in the photograph.

PEOPLE	OBJECTS	SCENERY	ACTIVITIES

After examining this image, what conclusions can you reach about the event that was photographed?

What questions does this photograph create or leave unanswered?

How and where could you find answers for the questions raised by the image?

Name: _____ Teacher: _____ Date: _____

IMAGE ANALYSIS FORM

Where possible, give the title, artist, and date of the image.

TITLE: _____

ARTIST/PUBLISHER: _____

DATE CREATED/PUBLISHED _____

After examining the image, complete the chart below:

PEOPLE	ANIMALS	ITEMS	ACTIVITIES	LOCATION and SCENERY

List words or phrases that are used to identify people, items, or ideas in the image.

What important symbols are used in the image? Explain what the symbols mean.

Explain the purpose &/or message of the image.

What techniques does the artist use to make his point? (Satire, emotional appeal, logic, etc.)

Is the artist's point clearly expressed? Why or why not?

DOCUMENT ANALYSIS FORM

Type of document (check one):

- Letter
- Speech
- Magazine
- Newspaper

- Journal/Diary
- Government Document
- Song Lyrics
- Legal Document

Name/Title of Document:	
Date of Document:	
Author (if known):	
Where document was created:	
Summary of document:	
What is the document's purpose? Give examples to support your answer.	

	Statement	Importance
1		
2		
3		

List three statements from the document and explain why they are important.

WHAT MAKES AN EFFECTIVE POSTER?

The following information will help you better understand the components of an effective poster. Part 1 describes what an effective poster will do. Part 2 lists the essential elements of an effective poster. Examples of the elements listed in Part 2 are pointed out and described in the poster at the bottom of the page.

1. An effective poster will do the following:

- Attract attention
- Be remembered by the viewer
- Get the viewer to do what the poster asks

2. A poster is viewed by people in a short period of time and from distance. Therefore, an effective poster will include the following:

- A. Verbal communication that is uncomplicated
- B. Images and text that are clear and easy to distinguish as well as understand from a distance
- C. Limited colors are used in order to get the viewer's attention but not become confusing
- D. The message is relevant to the viewer
- E. Images are clear and striking
- F. The viewer's eyes are directed through the poster's text and images in an orderly manner

C: Shades of brown and black are used. This allows for great detail in the drawing but keeps the images easy to view and understand.

B: A charging soldier makes up the central part of the image. The other soldiers are clear and easily distinguishable. The Japanese soldiers are positioned below and losing to the British soldiers.

D: The message of the poster is relevant to the target audience of British civilians and military personnel.



F: The central soldier's pose draws the viewer's eye from the top right corner of the poster down the soldier's body to the text at the bottom of the poster.

E: The first image the viewer sees is a soldier charging the enemy. His foot almost looks as if it is stomping on the Japanese soldier below him. In addition, the soldier in the background attacking a Japanese soldier with a bayonet draws the viewer's eye towards the slogan at the bottom of the poster.

A: Three bold words clearly state the message of this poster.

Original Photograph of a Woman War Worker and Final Poster



Photograph Caption:

This girl in a glass house is putting finishing touches on the bombardier nose section of a B-17F navy bomber, Long Beach, Calif. She's one of many capable women workers in the Douglas Aircraft Company plant. Better known as the "Flying Fortress," the B-17F is a later model of the B-17, which distinguished itself in action in the South Pacific, over Germany, and elsewhere. It is a long range, high altitude heavy bomber, with a crew of seven to nine men -- and with armament sufficient to defend itself on daylight missions.

Photographer: Alfred T. Palmer
Created/Published: October 1942

Poster Text:

The more WOMEN at work the sooner we WIN!
 WOMEN ARE NEEDED ALSO AS:
 FARM WORKERS, TYPISTS, SALESPeOPLE,
 WAITRESSES, BUS DRIVERS, TAXI DRIVERS,
 TIMEKEEPERS, ELEVATOR OPERATORS,
 MESSENGERS, LAUNDRESSES, TEACHERS,
 CONDUCTORS
 - and in hundreds of other war jobs!
 SEE YOUR LOCAL U.S. EMPLOYMENT SERVICE

Created By: United States. Office of War Information,
Created/Published: 1943

**WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION**

Presidio of San Francisco, California

April 1, 1942

**INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE**

ANCESTRY

Living in the Following Area:

All that portion of the City and County of San Francisco, lying generally west of the north-south line established by Junipero Serra Boulevard, Worcester Avenue, and Nineteenth Avenue, and lying generally north of the east-west line established by California Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon Tuesday, April 7, 1942.

No Japanese person will be permitted to enter or leave the above described area after 8:00 a.m., Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station located at:

1701 Van Ness Avenue
San Francisco, California

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property including real estate, business and professional equipment, household goods, boats, automobiles, livestock, etc.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence as specified below.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone must report to the Civil Control Station to receive further instructions. This must be done between 8:00 a.m. and 5:00 p.m., Thursday, April 2, 1942, or between 8:00 a.m. and 5 p.m., Friday, April 3, 1942.
2. Evacuees must carry with them on departure for the Reception Center, the following property:
 - a. Bedding and linens (no mattress) for each member of the family.
 - b. Toilet articles for each member of the family.
 - c. Extra clothing for each member of the family.
 - d. Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family.
 - e. Essential personal effects for each member of the family.

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions received at the Civil Control Station.

The size and number of packages is limited to that which can be carried by the individual or family group. No contraband items as described in paragraph 6, Public Proclamation No. 3, Headquarters Western Defense Command and Fourth Army, dated March 24, 1942, will be carried.

3. The United States Government through its agencies will provide for the storage at the sole risk of the owner of the more substantial household items, such as iceboxes, washing machines, pianos and other heavy furniture. Cooking utensils and other small items will be accepted if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given family.

4. Each family, and individual living alone, will be furnished transportation to the Reception Center. Private means of transportation will not be utilized. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station at 1701 Van Ness Avenue, San Francisco, California, between 8:00 a.m. and 5:00 p.m., Thursday, April 2, 1942, or between 8:00 a.m. and 5:00 p.m., Friday, April 3, 1942, to receive further instructions.

**J. L. DeWITT
Lieutenant General, U. S. Army
Commanding**

WARTIME GAZETTE

V-E DAY
MAY 8, 1945

VICTORY  EDITION

V-J DAY
SEPTEMBER 2, 1945

WARNING!

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3



Rosie The Riveter

Words and Music by
REDD EVANS &
JOHN JACOB LOEB

Moderato (*Rhythmically*)

The musical score is arranged in three systems. The first system shows the piano introduction in G major, marked 'Moderato (Rhythmically)' and 'mf'. The second system begins the vocal line with the lyrics 'While oth - er girls at - tend their fav - rite cock - tail bar -'. The piano accompaniment continues with a 'mp' dynamic. The third system continues the vocal line with lyrics 'Sip - ping dry Mar - ti - nis, munch - ing cav - i - ar - There's a girl who's real - ly put - ting them to shame Ros - ie is her name -'. The piano accompaniment features various chords and dynamics throughout.

* Chord Names for Guitar

Piano Arr. by Geo. N. Terry

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4

Refrain

All the day long wheth-er rain or shine— She's a part of the as-
 Ev-'ry one stops to ad-mire the scene— Ros-ie at work on the

sem-bly line— She's mak-ing his-to-'ry work-ing for vic-to-ry,
 B-Nine-teen— She's nev-er twit-ter-y ner-vous or jit-ter-y,

Uke Tacet (imitate noise of riveting machine)

Ros-ie Brrr the riv-et-er. Keeps a sharp look-out for sab-o-tage—
 Ros-ie Brrr the riv-et-er. What if she's smeared full of oil and grease—

Sit-ting up there on the fu-se-lage— That lit-tle frail can do
 Do-ing her bit for the old Lend-lease— She keeps the gang a-round

Uke Tacet (imitate noise of riveting machine)

More than a male can do, Ros-ie Brrr the riv-et-er. Ros-ie's got a boy friend
 They love to hang a-round, Ros-ie Brrr the riv-et-er. Ros-ie's buys a lot of

Rosie The Riveter-8

Char - lie, Char-lie, he's a ma-rine - Ros - ie, is pro - tect-ing
 war bonds That girl real-ly has sense - Wish-es she could pur-chase

Char - lie Work-ing ov - er-time on the riv - et - ing ma-chine.
 more bonds Put - ting all her cash in - to na - tion - al de-fense.

When they gave her a pro - duc-tion "E" - She was as proud as a
 Sen - a - tor Jones, who is "in the know" - Shout-ed these words on the

girl could be, - There's some-thing true a - bout Red, white and blue a - bout
 ra - di - o, - Ber - lin will hear a - bout, Mos - cow will cheer a - bout

Uke Tacet (Imitate noise of riveting machine) C7 F | 2 Uke Tacet (Imitate noise of riveting machine) C7 F

Ros - ie Brrr the riv - et - er. Ros - ie Brrr the riv - et - er.
 Ros - ie Brrr the riv - et - er. Ros - ie Brrr the riv - et - er.

Chords: Bb, F+, Bb, D7, D+, D7, G9, Gm7, C7, F, E7, F, D7, Gm, F#dim, Gm, C9, F, Dm, Gm7, Bbm.

Rosie The Riveter-3