

TRAVELING TRUNK WORLD WAR II

UPCOUNTRY HISTORY
MUSEUM

540 Buncombe St.
Greenville, SC 29601

(864) 467-3100
WWW.UPCOUNTRYHISTORY.ORG

Lesson Plans,
Activities, Handling
Instructions

Teacher's Guide



This Teacher's Guide was created by
Heather Yenco, *Museum Educator* and
Megan Weaver, *Education
Department Intern*.

Special thanks to Bob Dicey, Lynn
Duncan, and Thomas Riddle.



Blank V-Mail Letter



Ration Stamps



Military Jacket

Object-based learning:
Enhance lessons.
Captive students.



WAC Postcard



R O M E
ALLIED SOLDIERS'
SOUVENIR GUIDE

Prepared by
ARMY EDUCATION
Assembled in
from with
SERVICES
brand

Map of Rome

Table of Contents

What's in the Trunk	Incident Report
Packing, Display, and Return	
South Carolina Academic Standards and Indicators	3
Treating Artifacts with Care	4
Artifact Reading Session	5
"Allied Soldiers' Guide to Rome" - Soldiers' Life in World War II	6
"Twice a Patriot!" - African Americans in World War II	7
"Speed Them Back - Join the WAC." - Women in World War II	9
"I am very glad to hear from you." - Communication during World War II	12
"Together We'll Win!" - Women on the Home Front	14
"If you don't need it, DON'T BUY IT" - Rationing during World War II	16
"Patriotism was rampant." - School Life during World War II	18
"Move Faster and Hit Harder" - The Science Behind World War II	20
"Freedom ... and white bread" - Advertisements in World War II	22
"Thoughts on the War" - History Then and Now	23
Veterans History Project	25
Additional Resources	27
Traveling Trunk Feedback Form	29
	30

World War II
Traveling Trunk
A

97

Nº 383110CN UNITED STATES OF AMERICA
OFFICE OF PRICE ADMINISTRATION
WAR RATION BOOK TWO
IDENTIFICATION

Rider, John C.
(Name of person to whom book is issued)

(Street number or rural route)

(City or post office) (State) (Age) (Sex)

ISSUED BY LOCAL BOARD NO. *2629-1* _____
(County) (State)

(Street address of local board) (City)

By *May A. Hogue* _____
(Signature of issuing officer)

OFFICE OF PRICE ADM.
R-123

Ration Book



Photograph of Sailor

What's in the Trunk

- *Allied Soldiers' Souvenir Guide to Rome*
- Board Puzzle- Missing two pieces
- Canteen
- Canteen Cover
- Gloves (for handling artifacts)
- Greeting Cards (2)
- Hand Level
- Jacket
- Pants
- High School Yearbook
- Patches (6)
- Photograph
- *Popular Science Magazine*
- Postcard (1)
- Posters (12)
- Ration Books (3)
- Teacher's Guide
- *Threads of Victory* DVD
- *Time Magazines* (2)
- *Treasure Chest of Famous Marches*
- USB Drive containing:
 - .asf Newsreels
 - .jpg Reproductions
- V-Mail Letter and Envelope (reproduction)
- V-Mail Postcard
- V-Mail Stationary

Questions?

Call
864.467.3100



Packing, Display, and Return

This trunk contains 44 objects. Please note how the objects were packed when you unpack the trunk – this will make re-packing easier!

Check the contents of the trunk with the “What’s in the Trunk” page before and after use. If any objects are missing, please fill out the enclosed incident report.

If you plan to display the artifacts, please follow these guidelines:

- Display the photographs, postcards, and other flat paper objects using book or music stands. Please do not use pushpins, tape, staples, reusable adhesive, or any other material that will pierce the paper, leave a stain, or otherwise damage the artifacts.
- When placing artifacts on a table, make sure the area is clear of anything that may damage them – pencils, pens, paint, water, food, etc.
- Do not display the *Popular Science* magazine or yearbook in an open position. This will damage the spine and cause the pages to come loose.
- Do not leave any of the artifacts in an open and unattended place where they may be susceptible to theft or unsupervised handling by the general public.

Please return the trunk by the designated return date on your confirmation letter. There is only one trunk serving 15 counties and their schools – we want as many people as possible to be able to enjoy this resource!

To return the trunk to the Upcountry History Museum, you have two options:

1. Return the trunk in person to the front desk of the Museum.
2. Mail the trunk via UPS.

Please follow the instructions in your confirmation letter when returning the trunk.



South Carolina Academic Standards and Indicators

Language Arts

- *Grade 2*, 2-2.1, 2-2.2, 2-2.3, 2-2.4, 2-5.1, 2-5.2, 2-5.3, 2-6.1, 2-6.2
- *Grade 3*, 3-2.1, 3-2.2, 3-2.3, 3-2.4, 3-2.6, 3-2.8, 3-5.1, 3-5.2, 3-5.3, 3-6.2
- *Grade 4*, 4-2.1, 4-2.2, 4-2.3, 4-2.4, 4-2.6, 4-2.8, 4-5.1, 4-5.2, 4-5.3, 4-6.2, 4-6.8
- *Grade 5*, 5-2.1, 5-2.2, 5-2.3, 5-2.4, 5-2.6, 5-2.8, 5-5.1, 5-5.3, 5-6.2
- *Grade 6*, 6-2.1, 6-2.2, 6-2.4, 6-2.6, 6-2.8, 6-2.9, 6-5.1, 6-5.2, 6-5.3, 6-6.1, 6-6.2
- *Grade 7*, 7-2.1, 7-2.2, 7-2.3, 7-2.4, 7-2.6, 7-2.7, 7-5.1, 7-5.2, 7-5.3, 7-5.4, 7-6.1, 7-6.2
- *Grade 8*, 8-2.1, 8-2.2, 8-2.3, 8-2.4, 8-2.6, 8-2.7, 8-5.1, 8-5.2, 8-5.3, 8-5.4, 8-6.1, 8-6.2
- *English 1*, E1-2.1, E1-2.2, E1-2.3, E1-2.4, E1-2.6, E1-2.7, E1-5.1, E1-5.2, E1-5.3, E1-5.4, E1-6.1, E1-6.2
- *English 2*, E2-2.1, E2-2.2, E2-2.3, E2-2.4, E2-2.6, E2-2.7, E2-5.1, E2-5.2, E2-5.3, E2-5.4, E2-6.1, E2-6.2
- *English 3*, E3-2.1, E3-2.2, E3-2.3, E3-2.4, E3-2.6, E3-2.7, E3-5.1, E3-5.2, E3-5.3, E3-6.1, E3-6.2
- *English 4*, E4-2.1, E4-2.2, E4-2.3, E4-2.4, E4-2.6, E4-2.7, E4-5.2, E4-5.3, E4-5.4, E4-6.1, E4-6.2

Social Studies

- *Grade 2*, 2-1.3, 2-2.3, 2-2.4, 2-2.5, 2-4.1
- *Grade 3*, 3-5.1, 3-5.2, 3-5.7
- *Grade 5*, 5-5.4, 5-4.5, 5-4.6, 5-4.7, 5-5.1, 5-5.2
- *Grade 7*, 7-4.5, 7-5.5, 7-5.6, 7-6.1
- *Grade 8*, 8-7.1, 8-7.4
- *US History*, USCH-8.1, USCH-8.2, USCH-8.3, USCH-8.4, USCH-8.5

Visual Arts

- *Grades 1-2*, VI.A., VI.B.
- *Grades 3-5*, II.A., III.B., IV.C., V.C.
- *Grades 6-8*, I.A., II.A., III.B., IV.A., IV.C., V.B., V.C., VI.A., VI.B.
- *Grades 9-12*, II.A., II.C., III.A., IV.A., IV.C., V.A., V.B., V.C., VI.B.
- *Grades 9-12 Advanced*, IV.A., IV.B., IV.C., V.A., V.B., VI.B.



Treating Artifacts with Care

Almost all of the objects in this trunk are artifacts, and they must be treated with respect. These artifacts are very fragile and irreplaceable.

The most important rule for working with artifacts is to handle with care!

Below are some guidelines that students and teachers alike should follow in order to best preserve the artifacts for the future.

- You **MUST** wear cotton gloves when handling **EVERY** artifact. Gloves prevent the natural oils of human skin from coming in contact with the artifacts and degrading them. The gloves provided are washed between each school visit, and you may reuse the gloves as often as necessary.
- **HANDLE WITH CARE!**
 - Special care should be taken when you remove and return objects from their protective covers. Please do not force any object into or out of its packaging, as this may damage the artifact.
 - Extra care should also be used when passing artifacts between people.
 - The handling of artifacts should always be done under close teacher supervision! Students should not have free access to the trunk and its contents.
- **TURN PAGES CAREFULLY!** You may look through the yearbook and magazines, but you must be extremely careful. These items are very delicate.
- When placing artifacts on a table, make sure the area is clear of anything that may damage them – pencils, pens, paint, water, food, etc.
- On page 31 you will find links to the articles in the *Time* and *Popular Science* magazines. If any of these articles are being used in a lesson, please use the reproductions, in order to best preserve the magazine pages. There are also reproductions of posters and *Time* advertisements on the USB key that may be printed for use in the classroom.
- If an artifact has been damaged, don't panic! Many artifacts can be repaired if necessary. Please record any damage on the incident report provided in the Teacher's Guide.

Thank you for your understanding of the delicate nature and importance of these artifacts!



Artifact Reading Session

When you read an artifact, you are observing, analyzing, and discovering important details about the object. All of the artifacts in this trunk can be used during a reading session. Some objects may be easier to read than others, but through careful examination you can find out a lot about all of them!

How to Lead an Artifact Reading Session:

1. Review the “Treating Artifacts with Care” page for students.
2. There are several ways to proceed:
 - a. Divide the class into small groups and pass out gloves and artifacts. Ask each group to examine their artifact(s) and report to the class their discoveries.
 - b. Call up students one at a time so they each handle and examine an artifact in front of the class.
 - c. If it is not appropriate to let students handle the artifacts on their own, the teacher can handle them and show them to the class.
3. Remember, you must wear gloves when handling the artifacts!



Artifact Reading Session

Sample Questions:

Objects

1. What kind of artifact do you have?
2. What is it made of?
3. Is there anything written on it?
4. Where does it come from? Can you tell?
5. How was it used?
6. Who used it?
7. Where was it used?
8. Do we have anything similar to it today?
9. Is there anything different about it that you cannot identify or do not understand?
10. What can we learn about WWII from this artifact?

Printed Materials

1. What kind of artifact do you have?
2. What is it about?
3. Who wrote it?
4. Who was the audience?
5. Why was it written/produced?
6. When was it written/produced?
7. Where was it written/produced?
8. What is important about this artifact?
9. Is there anything you do not understand about this artifact?
10. What can we learn about WWII from this artifact?



“Allied Soldiers’ Guide to Rome” Soldiers’ Life in World War II

Artifacts:

- Canteen
 - Made by the AGM Company, this was the first style of canteen issued during WWII.
- Canteen Cover
 - The US Marine Corps canteen cover was unique in its cross-strap design. Covers used by other military branches had smaller flaps that did not cross each other. The canteen in this kit does not have crossed straps.
- Hand Level
- Patches
 - See page 11
- Jacket and pants
- *Allied Soldiers’ Souvenir Guide to Rome*



Objectives:

1. To understand the history and sacrifices of the men and women who fought in WWII
2. To assess the notion of “hero” and what it means during war

World War II resulted in more loss of life and material destruction than any other war in recorded history. The United States entered the WWII after the Japanese attack on Pearl Harbor on December 8, 1941, in which nearly 2,400 servicemen and women were killed. Kirk McBee of Greenville, a descendent of Vardry McBee, was killed at Pearl Harbor and is considered Greenville’s first casualty of the war.

One of the most famous battles on the European front occurred on June 6, 1944, when the Allied countries invaded the northern French coast, in what was called “Operation Overlord.” Now known as D-Day, this attack was the largest amphibious assault in history, with more than 150,000 troops and 5,000 vehicles landing along 50 miles of Normandy coastline.



“Allied Soldiers’ Guide to Rome” Soldiers’ Life in World War II

On the Pacific front, one of the most notorious battles was on the island of Iwo Jima, that began on February 19, 1945. On this small island, 600 miles south of Tokyo, over 6,000 American troops were killed in action, resulting in one of the deadliest battles of WWII. From Iwo Jima also comes one of the war’s most iconic images - the photograph of US Marines raising an American flag over Mount Suribachi, the highest point on the island.

WWII officially ended on August 15, 1945, after the US dropped two atomic bombs on Hiroshima and Nagasaki, Japan. In Emperor Hirohito’s radio address announcing Japan’s surrender, he claimed that if Japan had continued to fight, “it would result not only in an ultimate collapse and obliteration of the Japanese nation, but also it would lead to the total extinction of human civilization.” Hiroshima soon became a center for anti-nuclear sentiment and pacifism in Japan, which was the first nation to abolish the use of nuclear weapons and still has one of the strongest anti-weapons positions in the world.

Activities:

1. Choose one of the patches and research the military division that it represents.
2. Many soldiers experienced extreme weather conditions during combat - blizzards in Europe and monsoons in the Pacific. Combat is one of the most traumatic events an individual can endure, and only those who have actually experienced battle can fully comprehend its effects.
 - a. Research a particular battle of WWII. Find personal accounts from the men and women who were engaged in combat.
 - i. Do personal accounts change your perspective about war? Why or why not?
3. What is a hero?
 - a. Do we expect soldiers to be heroes?
 - b. Why do you think many soldiers don’t consider themselves heroes when they perform what seem to us to be incredibly heroic tasks?

“Allied Soldiers’ Guide to Rome”
Soldiers’ Life in World War II



US Army Theater of Operations (ETO)



90th Infantry “Tough Hombres” Division



5th Air Force



3rd Army Air Force



6th Armored Division



3rd Army

“Twice a Patriot!”

African Americans in World War II

Artifacts:

- Photograph of soldier and his sweetheart
- Poster
- *Time* magazine article
 - “The South: Hot Issue,” p. 20, February 26, 1945

Objectives:

1. To understand the effects of racial discrimination and segregation during WWII
2. To assess the importance of photographs as historical evidence




Under heavy pressure from African American civil rights leaders, Franklin D. Roosevelt issued Executive Order 8802 in June 1941. The order barred discrimination on racial or religious grounds in government and industrial programs. Even though it did not end racial segregation in the military or anywhere else, it did make possible the first African American Marine Corps unit and Army flight training facility. Before this order, most African Americans in the military served as cooks, custodial staff, and other similar positions.

On July 19, 1941, the US Army opened its first flight training facility for African Americans at the Tuskegee Army Air Field in Alabama. In March 1942, the first of the Tuskegee Airmen graduated. In all, Tuskegee trained 992 pilots, and 450 of them flew missions in North Africa. During WWII, the Tuskegee Airmen destroyed 261 enemy aircraft and won over 850 medals.

In 1942, President Roosevelt established a presidential directive giving African Americans an opportunity to be recruited into the Marine Corps. These African Americans, from all states, were not sent to the traditional boot camps of Parris Island, South Carolina and San Diego, California. Instead, African American Marines were segregated in basic training at Montford Point, a facility at Camp Lejeune in North Carolina. Approximately 20,000 African American Marines received basic training at Montford Point during WWII.

In the Upcountry, African Americans were trained at both Camp Croft in Spartanburg and the Greenville Army Air Base; they were trained separately from white soldiers and had separate barracks, social clubs, and cafeterias. African Americans comprised nearly one-third of the GAAB's population at any given time during WWII.



“Twice a Patriot!”

African Americans in World War II

By the end of WWII, over a million African Americans had served in the US Military. A number of African American units were honored with Distinguished Unit Citations for their service during the war, including the 614th Tank Destroyer Battalion and the 969th Field Artillery Battalion.

When African Americans returned home after the War, they began to challenge societal norms. Having fought an enemy that had engaged in racial genocide, African Americans saw similarities in the Jim Crow South and their status as second-class citizens. The freedom they were fighting for overseas was not offered to them in their own country. The first Civil Rights actions occurred shortly after WWII because of this new perspective.

Activities:

1. Examine the photograph.
 - a. Who is the photo of?
 - b. Where was it taken?
 - c. When was it taken?
 - d. Why was it taken?
2. Make up a story based on the photo, then write or act it out.
3. Find other photographs from WWII. (See links on “Additional Resources” page.)
 - a. Discuss the usefulness of photographs as historical evidence.
 - i. How does this photograph affect you? What would be the effect if this photo appeared on the front page of the newspaper?
 - ii. What can photographs tell us about history that written articles cannot?
 - iii. How much can photographs be relied upon to tell us the truth?
4. Discuss the social impact of African Americans in the military.
 - a. Most training camps were located in the South, where there was legal segregation. How did this affect the way African Americans experienced basic training?
 - b. After basic training, black soldiers fought alongside white soldiers in battle. For many white soldiers, the war was the first time they really got to know African Americans.
 - i. How do you think soldiers reacted to this situation?
 - ii. Do you think this changed people’s opinions of the opposite race? Why or why not?
 - c. What obstacles do you think African Americans faced in the military?

“Speed Them Back - Join the WAC.”

Women in World War II

Artifacts:

- Women’s Army Corps postcard
- Advertisements and Posters

Objectives:


1. To understand the role of women in military service
2. To understand the social changes that resulted from women in the military



On May 15, 1942, Franklin D. Roosevelt signed Public Law 554, “An Act to Establish a Women’s Army Auxiliary for Service with the Army of the United States.” Originally, women in the Women’s Army Auxiliary Corps (WAAC) acted as civilians. But by 1943, WAAC was fully integrated into the United States Army, and its name changed to the Women’s Army Corps (WAC).

The idea of women in uniform was a new concept during WWII. Recruitment of women relied greatly on the supposed glamour and adventure of service with the armed forces. In reality, most women in the WAC were consigned to stateside secretarial duties. A WAC division housed at Greenville Army Air Base performed clerical jobs around the base, and women became radio operators, radio mechanics, and Teletype operators.

Over 150,000 American women served in the WAC during World War II. Members of the WAC were the first women other than nurses to serve within the ranks of the United States Army. Both the military and the American public initially had difficulty accepting the idea of women in uniform. However, political and military leaders realized that women could supply the additional resources so desperately needed in the military and industrial sectors. Given the opportunity to make a major contribution to the national war effort, women seized it. By the end of WWII their contributions were widely heralded.



“Speed Them Back - Join the WAC.”

Women in World War II

Activities:

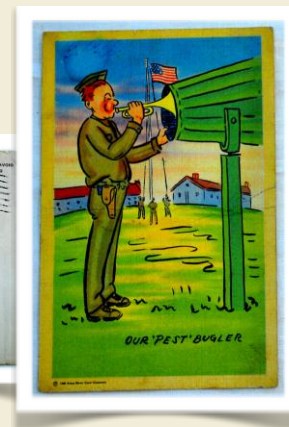
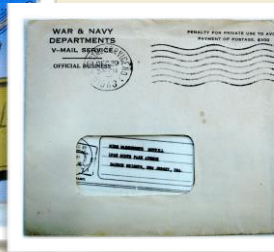
1. Study the postcard, posters, and advertisements.
 - a. Who is the audience?
 - b. What is the message?
 - c. What kind of symbolism is there?
 - d. What were these materials used for?
 - e. If these advertisements were produced today, would they be different? If so, how? Would a poster refer to a woman as “sister” or “girl” today?
2. Discuss the contributions of women in the military.
 - a. What roles did women have in WWII?
 - b. Why was WWII the first war in which large numbers of women were recruited?
3. Discuss the social impact of women in the military.
 - a. What obstacles do you think women faced in the military?
 - b. How do you think male soldiers reacted to serving alongside women?

“I am very glad to hear from you.”

Communication during World War II

Artifacts:

- V-Mail greeting card
- V-Mail letter
- Greeting cards
- Postcards



Objectives:


1. To understand the importance of communication between soldiers and those on the home front
2. To assess the measures taken by the government that placed security above personal liberty

Mail was the primary means of communication during World War II. People sent letters, V-Mail, postcards, and greeting cards to each other throughout the war. These means of communication provided close connections between the front lines and the home front, maintaining strong ties across great distances. Civilians saw the war through the experiences of their loved ones fighting overseas, and soldiers received news of home, family, and friends.

In an effort to allow more room in shipping necessary war materials rather than bulky mail, the government created Victory-Mail. Letters written on V-Mail sheets were placed on microfilm paper, shipped overseas, and then blown up at their destination for the soldiers or families to read. One mail sack of 150,000 V-Mail letters weighing 45 pounds replaced the 37 mail bags weighing 2,575 pounds of the same number of traditional letters.

Loved ones and even strangers purchased greeting cards to send to someone in the military or to a base hospital in order to boost troop morale during the war. Postcards were generally sent from soldiers to assure their families of their safety, whether it was true or not.

All mail from military personnel was censored during the war. Enlisted men had all of their letters scanned for any “sensitive” material - information that, if the letter were intercepted by the enemy, would give clues as to locations, military strength, and upcoming military engagements. Sensitive material was either cut out from the letter, or the entire letter was confiscated. Even though soldiers were guided on what they could say, they often did not know if their letters would be mailed.



“I am very glad to hear from you.”
Communication during World War II

Activities:

1. Examine and read the various forms of written communication.
 - a. What do the messages have in common?
 - b. What are the differences between the messages in each form of communication?
 - c. What is the mood/tone of the letters?
 - d. Why were these letters and cards sent between the soldiers and those on the home front?
2. Imagine you are away on summer vacation and wish to write a letter to your family back home. But, you cannot mention any details that will give away your location and activities.
 - a. How hard is it to write about your travels without giving any details?
 - b. What did you write about instead?
 - c. Even though soldiers could not write about what they were doing while overseas, they wrote many letters back home. Why was it so important to send letters back home?

“Together We’ll Win!”

Women on the Home Front

Artifacts:

- Advertisements and Posters
- *Time* magazine article
 - “Women: They Think of the Moment,”
p. 18, February 26, 1945



Objectives:

1. To understand the role of women on the home front in WWII
2. To understand the social climate during WWII and the changes that resulted from the mass employment of women

World War II brought about a revolution in American labor. Large numbers of women were needed to replace men in the workforce, and their role was vital to the war effort. At first reluctant to hire women, railroads, shipyards, factories, and textile mills depended on their labor to produce weapons and other materials for war. Women also held nontraditional jobs such as gas attendants, meat cutters, shipping clerks, forest rangers, miners, and taxi drivers. In the Upcountry, women also became technicians, truck drivers, news reporters, and grocery workers. They even began to manage businesses and chair various committees in the absence of men.

Women were so desperately needed to fill roles left open by enlisted men that the federal government encouraged women to leave their homes and join the workforce. One method of recruitment was the use of posters and advertisements encouraging women to work.

Women proved that they had the same capabilities as men in many areas of work, and when the war ended and the men returned home, they came back to a new society. Women had been warned to expect their returning husbands to be changed by the war, but the men had not been warned that their wives had also changed. Prior to the war, many women would have said that they could not manage the family budget, hold a job, and raise the family without a husband's support. After the war, many women discovered the strength to adapt to and prosper in new situations.



“Together We’ll Win!”

Women on the Home Front

Activities:

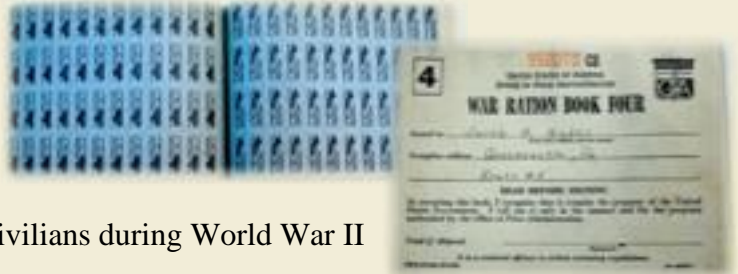
1. Ask students to describe the traditional role of women in American society prior to the 1940s. Make a class list of nontraditional jobs women were encouraged to take during the war.
 - a. Point out that only a few occupations, such as nursing and teaching, were considered suitable for women. During World War II, many women held jobs outside the home for the first time.
2. Examine the posters and advertisements.
 - a. Who is the audience?
 - b. What is the symbolism?
 - c. What is the message?
 - d. Why was the labor of women needed? What jobs were being promoted for women?
 - e. If these posters were produced today, would they be different? If so, how? Would a poster refer to a woman as “sister” or “girl” today?
3. Discuss the social impact of women in the workforce.
 - a. How might male workers react to women in various jobs? (*Short of physical assault, charges of sexual harassment did not exist in the 1940s.*)
 - b. What would you expect to happen when the war ended? Would women give up their wartime jobs? What would be the reaction of returning soldiers?
 - c. What obstacles do you think were faced by the women who wanted to continue to work outside the home?
 - a. Ask the female students to state their career goals. Help students draw conclusions about the connections between the posters and the students’ career goals.

“If you don’t need it, DON’T BUY IT”

Rationing during World War II

Artifacts:

- Ration Books 1, 3 and 4



Objectives:

1. To understand the sacrifices made by civilians during World War II
2. To evaluate the role of the government in the economy during World War II

During World War II, shortages of various consumer goods became a constant factor of life. In some cases, the supply of goods was shut off because the area of origin had become a war zone, such as rubber from the East Indies. In other cases, there was increased consumer demand, since the war created new employment and increased buying power. The greatest impact on consumer goods came from the need to divert supplies from civilians to soldiers.

Dealing with the shortage of consumer goods became a major concern of the US government, and rationing became its strategy. Congress passed the Priorities and Allocation Act in 1940 and the Second War Powers Act in 1942 to allow government regulation of the production and distribution of vital goods. The main regulating agency was the Office of Price Administration. Additionally, War Price and Rationing Boards, made up mostly of volunteers, helped in the rationing process on a local level.

Rationing was done in four different ways:

- *Uniform coupon rationing* was used to distribute goods such as sugar, coffee, and shoes equally. This was simply a process of needing a coupon for each of those items purchased.
- *Point rationing* was used to distribute meats, fats, canned fish, cheese, canned milk, and processed foods. Consumers could use their assigned points in any combination to purchase the controlled foods.
- *Differential coupon rationing* was used to allow people to purchase gasoline and fuel oil based on need. For example, a doctor or minister would be issued more gasoline coupons than a clerk or housewife, based on a greater need to travel.
- *Certificate rationing* were special applications that were required to purchase typewriters, automobiles, bicycles, rubber boots, tires, and stoves. Potential buyers would use the application to document their need for these controlled items.



“If you don’t need it, DON’T BUY IT” Rationing during World War II


To make this complex system work, the government produced ration coupons, ration books, certificates, auto stickers, and ration tokens that could replace minted coins. Every man, woman, and child was issued a ration book. School teachers served as registrars and helped distribute these books.

Each version of the War Ration books was different, as supplies and demands for different foods and materials changed during the war. Training sessions were held to teach women to shop wisely, conserve food, and plan nutritious meals. The government also printed monthly meal-planning guides with recipes and daily menus. *Good Housekeeping* magazine printed monthly special sections for cooking with rationed foods, and numerous national publications featured articles that explained rationing to Americans.

While life during war meant daily sacrifice, few complained because they knew it was the men and women in uniform who were making the greater sacrifice. A poster released by the Office of War Information stated simply, “Do with less so they’ll have enough.” Another encouraged Americans to “Be patriotic - sign your country’s pledge to save the food.”

Activities:

1. Examine the ration books.
 - a. What do they all have in common?
 - b. What is different between them?
2. Discuss the sacrifices Americans made during WWII.
 - a. Make a list of ten items you would be willing to go without if it was necessary to support our soldiers and share with the class.
 - i. Are there any items that the class has in common? Are these items needed for soldiers?
 - b. How did rationing affect the daily lives of Americans?
3. Discuss the role of the government in the national economy.
 - a. What were the pros and cons of rationing during WWII?
 - b. Is it appropriate for the government to control the purchases of its citizens?



“Patriotism was rampant.” School Life during World War II

Artifact:

- 1941 Parker High School yearbook
- *The Treasure Chest of Famous Marches*
- Board Puzzle
 - Charlotte Becker prints, such as the one on this puzzle, were popular throughout the war and won her a place in history for her portrayal of children.



Objectives:

1. To find examples of students' reactions to WWII
2. To find activities that seem familiar to students today

This 1941 Parker High School yearbook is full of reminders that the students pictured were living in a time of war. But they were also average students going to school, joining clubs and sports teams, and attending dances. Even though the United States did not fully enter WW II until December 1941, students were well aware of foreign affairs.

Activities:

1. Let students explore the pages of the yearbook, looking carefully for details in the photographs.
 - a. What clues can you find that show the students were aware of the War? (see “*Dignified (?) Seniors...*” and “*We Followed the Fads...*”)
 - b. Compare the dress of the teachers and students.
 - c. How do the hairstyles, clothing, and language of 1941 compare to those of today?
 - d. How do the student activities compare to those of today?
2. Discuss the impact of foreign affairs on students of yesterday and today.
 - a. In what ways did WWII affect the lives of students?
 - b. How do American foreign affairs affect your life today?

“Move Faster and Hit Harder”

The Science Behind World War II

Artifacts:

- *Popular Science* articles
 - Founded by Edward L Youmans in 1872, this magazine joined countless other publications during WWII in helping to inform the American public about the war.
 - August 1941
 - “Army’s Nerve System” pp. 92-95
 - “Poison-gas defense is the army chemist’s job” pp. 100-104
 - “Chemurgy - a strong new weapon” pp. 105-107



Objectives:


1. To understand the scientific developments that occurred during World War II
2. To assess how these development changed the course of history
3. To assess the ethical considerations of using some of these technologies

See the “Additional Resources” page for a link to the online version of this magazine.

Science, mathematics, and new technology had a huge impact on WWII and civilian life, and many of the discoveries during the 1940s still have an impact on our lives today. Some of the inventions and technological advancements that occurred during the war include rockets, pioneered by Nazi Germany; electronic computers, developed by the British; the mass production of penicillin; plastics; radar; and the atomic bomb.

Of course, the most famous technology that came out of WWII is the atomic bomb. On August 2, 1939, Albert Einstein wrote to President Franklin D. Roosevelt. He told Roosevelt of efforts in Nazi Germany to purify uranium-235, which could be used to build an atomic bomb. It was shortly thereafter that the United States Government began the serious undertaking known as "The Manhattan Project."

Simply put, the Manhattan Project was committed to expediting research that would produce a viable atomic bomb. From 1939 to 1945, more than \$2 billion was spent on the Manhattan Project. Robert Oppenheimer oversaw the project from conception to completion.



“Move Faster and Hit Harder”

The Science Behind World War II

The atomic bomb has been used only twice in warfare - at Hiroshima and Nagasaki, Japan. On August 6, 1945, “Little Boy” (weighing over 4 ½ tons) was dropped from the Enola Gay onto Hiroshima. The Aioi Bridge was the target, and the bomb missed by only 800 feet. In an instant, 66,000 people were killed and 69,000 injured by a 10-kiloton atomic explosion.

The area of total vaporization from the atomic bomb blast measured one half mile in diameter; total destruction one mile in diameter; severe blast damage two miles in diameter. Within a diameter of two and a half miles, everything flammable burned.

On August 9, 1945, “Fat Man” (weighing over 5 tons) was dropped on Nagasaki. Though the bomb missed its target by over a mile and a half, it still leveled nearly half the city. In a split second, Nagasaki's population dropped from 422,000 to 383,000. Over 25,000 people were injured.

Physicists who have studied these two atomic explosions estimate that the bombs utilized only 1/10th of 1% of their respective explosive capabilities.

Activities:

1. Read the *Popular Science* articles.
 - a. What can you learn about these new technologies from the articles?
 - b. Do we still use these technologies today? In what ways?
2. Discuss the technologies of WWII.
 - a. Which had the biggest impact on fighting the war?
 - b. Which had the biggest impact on our world today?
3. Discuss the implications and ethical considerations of the technology from WWII.
 - a. What kinds of technological weapons are morally acceptable and what kinds are not?
 - b. Was it the right decision for the US Government to bring Nazi rocket scientists to the US to help develop the American space program?
 - c. If the Nazi medical experiments produced medical data that would be useful for today's researchers, would it be ethical to use that data?
 - d. Is it heroic to use new weapons technologies that allow people to kill from a distance, without ever seeing their enemies? Why or why not?

“Freedom ... and white bread” Advertisements in World War II

Artifacts:

- Advertisements in *Time* magazines
- Printed reproductions and .jpg files are available on the USB key

Objectives:


1. To understand the government’s role in commercial advertising during WWII
2. To assess the similarities and changes in advertising from WWII and the present day



In 1942, the Advertising Council was created to respond to the shock of World War II. The Ad Council began a campaign to promote advertising as a way to maintain companies’ positive images in the minds of consumers during a time of shortage and rationing.

Despite the economic circumstances of rationing and wartime conservation, which should have created a decrease in advertising, advertisements in magazines actually increased. The Internal Revenue Service ruled in 1942 that a business could receive a tax deduction on advertising that featured wartime subject matter. Companies responded by creating numerous advertisements that had patriotic themes.

The Treasury Department needed bond and stamp sales to finance the war. To help the effort, the government agency announced a campaign involving war loan drives. If companies included a push to buy war bonds and stamps on their advertisements, they could receive a tax deduction for that, as well. Money would be raised for the war effort, and companies would keep their product or service name in front of the public and show a strong sense of patriotism, even though in some cases (such as the automobile industry), no product existed at all.



“Freedom ... and white bread” Advertisements in World War II

Activities:

1. Study the advertisements from the *Time* magazines.
2. Find some contemporary advertisements from today’s magazines. Compare and contrast the advertisements from WWII and today.
 - a. What is being sold?
 - b. Who is the audience?
 - c. What is the symbolism?
 - d. What is the message?
 - e. How does the advertisement get its message across? (Illustrations, photographs, text, etc.)
 - f. Would a WWII advertisement be effective today? Why or why not?
3. Discuss the implications of the federal government’s influence on advertising during WWII.
 - a. Why did most advertisements have patriotic themes?
 - b. Because of government incentives, companies advertised products that were not readily available due to rationing and shortages. Was this ethical? Why or why not?

“Thoughts on the War”

History Then and Now

Artifacts:

- *Time* magazine article
 - “Battle of the Pacific: Hell’s Acre,” (Battle of Iwo Jima), pp. 25-26, February 26, 1945
- *Time* magazine advertisement
 - “Parents of Boys under 10...WATCH GREECE!” p. 87, February 26, 1945
- Universal Newsreels



Objectives:

1. To assess how the passage of time changes our perspective of historical events
2. To analyze the reactions of the US to its enemies, both during WWII and today


See “Additional Resources” page for links to online versions of the above magazines.

In the 1940s, the editors at *Time* made a pledge to present readers with news of the conflict they dubbed “World War II,” marking the first use of these words to describe the worldwide fighting. Time Inc. had more than eighty correspondents reporting from every front - from the Battle of the Coral Sea in the Pacific to the Battle of the Bulge in Europe.

Being on the war front allows reporters to provide color, detail, and rich description to readers and viewers back home. However, their presence may also influence or alter the situation at hand.

Back home, the United States government responded to the perceived threat of Japanese and German Americans. During WWII, over 11,000 people of German ancestry and 120,000 people of Japanese ancestry were put into internment camps across the US, even though most of them were US citizens.

In 1988, Ronald Reagan signed legislation that apologized for the internment on behalf of the US government. The legislation stated that government actions were based on “race prejudice, war hysteria, and a failure of political leadership.” Over \$1.6 billion in reparations were later disbursed by the US government to Japanese Americans who had either suffered internment or were heirs of those who had suffered internment.



“Thoughts on the War” History Then and Now

Activities:

1. Read one or more of the *Time* articles. Find more recent information about the same topic (Battle of Iwo Jima, etc.).
 - a. What facts and commentaries have remained the same over time? What has changed?
 - b. Why do you think some information stays the same and other information changes?
 - c. Can you think of other, more recent events in which information that came out immediately afterward was later proven wrong?
2. Read the *Time* advertisement about Greece.
 - a. What are some of the things that the editors at *Time* are concerned about?
 - b. Did any of these things end up happening?
 - c. Do Americans have any similar concerns about other countries or groups of people today?



Preserving World War II history is important, and one of the most important parts of this history is the personal narratives of the many soldiers who served in the war. WWII veterans are dying every day, and when they die, so do their memories - unless they have been recorded and preserved. One way that students can actively participate in preserving this history - and other war histories - is to conduct interview with veterans and current service members.

The American Folklife Center at the Library of Congress presents *Veterans History Project*, which “collects, preserves, and makes accessible the personal accounts of American war veterans so that future generations may hear directly from veterans and better understand the realities of war.” The *Veterans History Project* collects first-hand accounts of veterans from WWI, WWII, the Korean War, the Vietnam War, the Persian Gulf War, and the Afghanistan and Iraq conflicts.

The Library of Congress encourages students in the 10th grade and above to contribute to the project by interviewing veterans and submitting videos to the LOC’s archives. The *Veterans History Project* has an extensive website that includes guidelines for interviews, background information on the wars included in the archive, and, of course, the stories of the many men and women who contributed to the project.

If you are interested in having your class participate in this important project, please visit <http://www.loc.gov/vets/vets-home.html> for more information.



Additional Resources

The History Channel

- <http://www.history.com/topics/world-war-ii>

The History Channel, *National World War II Memorial Teacher's Guide*

- http://www.wwiimemorial.com/education/ww2_part_1.pdf
- http://www.wwiimemorial.com/education/ww2_part_2.pdf

The Library of Congress, *Experiencing War: Stories from the Veterans History Project*

- <http://www.loc.gov/vets/stories/>

Montford Point Marine History

- <http://www.montfordpointmarines.com/History.html>

National WWII Museum, *Science and Technology of WWII*

- <http://www.ww2sci-tech.org/>

PBS

- *Reporting America at War*, Lesson Plans and Information on War Correspondents
 - <http://www.pbs.org/weta/reportingamericaatwar/index.html>
- *The War*, Lesson Plans
 - <http://www.pbs.org/thewar/>

Plog, Photo Blog from the *Denver Post*

- “Captured: The Pacific and Adjacent Theaters in WWII”
 - <http://blogs.denverpost.com/captured/2010/03/18/captured-blog-the-pacific-and-adjacent-theaters/>
- “Captured: The 65th Anniversary of D-Day on the Normandy Beaches”
 - <http://blogs.denverpost.com/captured/2009/06/05/the-65th-anniversary-of-d-day-on-the-normandy-beaches/>



Additional Resources

Popular Science magazine, August 1941(Google Books)

- http://books.google.com/books?id=xScDAAAAMBAJ&pg=PA20&dq=popular+science+august+1941&hl=en&ei=c96ITPznJoT58AaKr61c&sa=X&oi=book_result&ct=result&resnum=6&ved=0CD4Q6AEwBTgK#v=thumbnail&q&f=false

Teaching American History in South Carolina, Lesson Plans and Primary Sources

- <http://www.teachingushistory.org/lessons/lessonPlans.html>
- <http://www.teachingushistory.org/lessons/ideas/TeacherLessonIdeas.html#Modern>
- <http://www.teachingushistory.org/tTrove/DocsbyTime.html#Modern>
- <http://www.teachingushistory.org/tours/wwII/intro.html>

Time magazines

- February 26, 1945
 - <http://www.time.com/time/magazine/0,9263,7601450226,00.html>
- May 21, 1945
 - <http://www.time.com/time/covers/0,16641,19450521,00.html>

Tuskegee Airmen History

- http://www.tuskegeeairmen.org/Tuskegee_Airmen_History.html

Upcountry History Museum's WWII Education Page, Images and Information

- <http://www.upcountrywwii.org/education/>

Free Video Player download, if you cannot play the Universal Newsreels video files on your computer's media player

- <http://www.videolan.org/vlc/>



Traveling Trunk Feedback Form

Thank you for taking the time to fill out this feedback form. Your input will be extremely helpful for improving this trunk and for creating future trunks. You may use an extra sheet of paper if needed. Please return this form with the trunk or email it to www.upcountryhistory.org/education

School Name: _____
Teacher Name: _____
Email Address: _____
Grade Level and Subject: _____

How did you learn about the Traveling Trunk? (select all that apply)

- Museum Website
 Visit to the Museum
 Email Flyer
 Word-of-Mouth
 Other (please specify) _____

Please circle the corresponding number of your response.

5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree

It was easy to reserve, receive, and return the Traveling Trunk.	5	4	3	2	1
The Traveling Trunk was age-appropriate for my students.	5	4	3	2	1
The Traveling Trunk supported my curriculum goals.	5	4	3	2	1
The activities were engaging and kept my students' attention.	5	4	3	2	1
The artifacts were interesting to my students.	5	4	3	2	1
I would recommend the Traveling Trunk to a colleague.	5	4	3	2	1

What did you like best about the Traveling Trunk?

What can be improved?

What other themes or subjects would you like to see in a Traveling Trunk?

Do you have any other comments?



Incident Report

Please fill out this form if an artifact has been damaged. You may use an extra sheet of paper if needed. If you need additional forms, email www.upcountryhistory.org/education

Teacher Name: _____

Email Address: _____

Date of damage to artifact: _____

Artifact that was damaged: _____

Please describe the damage to the artifact.

Where is it damaged?

How extensive is the damage? (length of tear, depth of dent, etc.)

How did the artifact become damaged?

Was the damage done by the teacher, a student, or someone else?

If damaged by a student or someone else, did it occur under teacher supervision?

Do you have any additional comments about the incident?



Incident Report

Please fill out this form if an artifact has been damaged. You may use an extra sheet of paper if needed. If you need additional forms, email www.upcountryhistory.org/education

Teacher Name: _____

Email Address: _____

Date of damage to artifact: _____

Artifact that was damaged: _____

Please describe the damage to the artifact.

Where is it damaged?

How extensive is the damage? (length of tear, depth of dent, etc.)

How did the artifact become damaged?

Was the damage done by the teacher, a student, or someone else?

If damaged by a student or someone else, did it occur under teacher supervision?

Do you have any additional comments about the incident?
