

# ALL OF OURS ★ TO FIGHT FOR ★

AMERICANS IN THE SECOND WORLD WAR

## RESOURCES

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# **THIS TEACHER'S GUIDE**

, along with the student workbook and the pre- and post-visit programs, was developed to prepare you and your middle and high school students for your visit to the Museum of Jewish Heritage—A Living Memorial to the Holocaust. For all school groups, a visit to the museum is inquiry-based: we ask students to respond to the materials they see on their Museum tour while involving them in a conversation about the meaning and relevance of the objects and exhibits they see. The Museum visit is meant to engage students and spark their interest. If we succeed, students will leave the Museum with more questions than answers and a desire to learn more.

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*Ours to Fight For: American Jews in the Second World War* is a special exhibition at the Museum. It speaks about the role of Jews in the military and on the home front. The issues that Jews confronted in those years were often similar to the issues that most Americans faced. This teacher's guide and its accompanying workbook, *All of Ours to Fight For: Americans in the Second World War*, adapts the exhibition's themes to apply to all Americans.

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In this teacher's guide and in the exhibition's student workbook we use the personalized style of the exhibition to address the issues and experiences faced by Americans of different backgrounds. In the pages that follow you will find a selection of resources, primary documents, narratives, and activities that align with state and national standards and core curriculum, representing a sampling of the extensive materials available on the Second World War. We invite you to review and adapt these materials to meet your classroom needs. Based on suggestions that we received from teachers, we created a series of activities and discussion questions that you are encouraged to modify to meet the needs and the abilities of your students.

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America fought in the Second World War for just three and a half years. In that short time, nearly 16.5 million men and women—more than 11 percent of the entire U.S. population—served in the military. Over 250,000 Americans were killed during the war, and 670,000 were wounded. Millions more supported the war effort on the home front, working in factories and on farms, buying war bonds, and growing food in “victory gardens.”

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The bravery, hard work, and sacrifice of both soldiers and civilians helped to change the world and transform the United States. The armed forces brought together men and women from every region and every background and united the country in a common cause.

## THE MUSEUM

The Museum of Jewish Heritage — A Living Memorial to the Holocaust is New York’s primary institution of public education about modern Jewish history and the Holocaust. The Museum tells the story of twentieth-century Jewish life from the perspective of those who lived it. Created as a living memorial to the victims of the Holocaust, the Museum honors those who died by celebrating their lives and legacy. It conveys a message of memory and hope that is of universal significance.

With *All of Ours to Fight For* the Museum enables visitors to experience people’s real lives during the Second World War. The material for this exhibition was collected from a variety of sources over a four-year period. By focusing on first-person histories, including family photographs, treasured objects, and filmed reminiscences, the exhibition calls attention to the individual lives at the heart of the war stories of tragedy and triumph.

## WHAT YOUR STUDENTS SHOULD KNOW

Because a visit to the Museum cannot comprehensively cover the role of all Americans in the Second World War, there are some issues we believe would be useful for your students to understand *before* they come to the Museum.

A basic background would begin with some familiarity with the chronology of events of the Second World War period. We feel that studying the war requires knowledge of the Holocaust, and for this reason a basic understanding of Jews and Judaism is useful for students to have. For further information or to schedule a visit please contact the Museum’s Education Department at 646-437-4304. For teachers who want to give students a more in-depth investigation of the Second World War dilemmas, please see our website about pre- and post-visits: *Whose to Fight For? The U.S. Public Debate About Intervention Before the Second World War*; *All of Ours to Fight For: Ethnic and Racial Minorities During the Second World War*; *On the Home Front*; *Continuity and Change: American Jewish Life Before, During, and After the Second World War*; and *Seeking Justice After the Second World War*.

## WHY YOUR STUDENTS SHOULD BE PREPARED

A core strength of the exhibition *Ours to Fight For* is how it describes the experiences of individual American men and women who served in the military and on the home front. These participants in history share their experiences directly with visitors, enabling students to make connections and to find relevancy. The optimal use of a Museum visit, therefore, is not to teach the history *per se*, but rather to focus students’ attention on an exploration of these varied experiences. The historical narrative (Europe in crisis after World War I; isolation and neutrality; the failure of peace; the beginnings of military aggression; the home front; the United States in the Second World War; and the aftermath of war) is more effectively taught in the classroom, preferably prior to a visit to the Museum. Throughout the exhibition a variety of interpretive media allows students to make connections with those who served abroad and on the home front and to think about the legacy of this historic period. The exhibition can serve as a means of reinforcing your existing curricula about twentieth-century history.

## HOW TO PREPARE YOUR STUDENTS FOR A VISIT

Please note the many components of this educational packet and consider that best suits your students’ needs. You may combine these materials with your own curriculum in social studies, language arts, or electives. Feel free to photocopy pages, such as the Second World War Chronology or Glossary, to give as handouts to students.

We hope that the contents of this teacher’s guide enable you to maximize the educational potential of your visit and to engage all of your students. Please be aware that we have many opportunities for professional development for educators. We welcome your input and will try to address your needs.

## STATE AND NATIONAL STANDARDS

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### STANDARDS

The United States History Standards for Grades 5–12 (developed by the National Center for History in the Schools) identifies in *Era 8* (The Great Depression and the Second World War 1929–1945) *Standard 3*: The causes and course of the Second World War, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

- The student understands the international background of the Second World War.
- The student understands the Second World War and how the Allies prevailed.
- The student understands the effects of the Second World War at home.

#### **The New York State Social Studies Learning Standard 1**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. The key ideas are:

- The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.
- Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.
- Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.
- The skills of historical analysis include the ability to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; and understand the importance of changing and competing interpretations of different historical developments.

#### **The New York State English Language Arts and English as a Second Language Standard 1**

Students will read, write, listen, and speak for information and understanding. Students will write at least 1,000 words per month across all content areas and standards.

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Identify the intended audience
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, free-writing, note taking, and outlining
- Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)

### NEW YORK STATE CORE CURRICULUM

In the New York State Core Curriculum, in the Middle School course of American History, Unit 10 focuses on The Second World War: The United States Assumes Worldwide Responsibilities. The objectives of this unit should be:

- ★ To understand why the Second World War began and how it changed the lives of millions of people
- ★ To be aware of the much different world left as a legacy of the Second World War
- ★ To understand the relative importance of United States domestic and foreign policies over time
- ★ To analyze the role played by the United States in international politics, past and present
- ★ To describe historic events through the eyes and experiences of those who were there
- ★ To understand why the Second World War is considered a "total war" affecting all aspects of American life?

## STATE AND NATIONAL STANDARDS

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### Grade 6

#### **Objectives**

To learn about the devastation experienced by Jews and other groups at the hands of Nazi Germany.

#### **Content Outline**

- The Crime of Genocide: Encountering the Holocaust

### Grade 8

- European conflicts resulted in several basic problems for United States policy makers
- The question of whether to shift focus from domestic problems to foreign policy
- Issue of neutrality versus growing power of totalitarian states
- The United States Assumes Worldwide Responsibilities
- The Second World War

#### **Objectives**

To be aware of the much different world left as a legacy of the Second World War.

To describe historic events through the eyes and experiences of those who were there. As well as to understand that the period immediately following the Second World War was a prolonged period of prosperity with a high level of public confidence in the U.S.

#### **Content Outline**

- Origins of the War
  - Isolationism
- Prewar Alliances
- Failure of Peace
  - German attack on Poland; the Second World War Begins
  - U.S. role to 1941—Guarded Isolation, Aid to Allies
- The United States in the Second World War
- Japanese Attack on Pearl Harbor
- A Two Front War
- New Aspects of the War (technology)
- Atomic Bomb
- The Nazi Holocaust
- The Home Front
- End of the War
- Impact of the War
- The Changing Nature of the American People from the Second World War to the Present
- Postwar Baby Boom
- Growth of the Suburbs

## STATE AND NATIONAL STANDARDS

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In the New York State Core Curriculum, in the High School course, United States History and Government, Unit Six concentrates on The United States in an Age of Global Crisis, Responsibility and Cooperation 1933–1950.

### **Grade 11**

#### ***Objectives***

Students analyze documents and artifacts related to the study of the Second World War. They should be asked to consider which events of the first half of the 20th century were turning points. To understand the post war world students should understand that the defeat of Germany and Japan in the Second World War had fundamental impacts on the future political development of both these powers.

#### ***Content Outline***

- Peace in Peril
- Isolation and Neutrality
- Failure of Peace: Triumph of Aggression
- The U.S. in the Second World War
  - Human Dimension of the War
  - Arsenal of Democracy
  - Role of Women
  - Mobilization of the Draft
  - Financing the War
  - Rationing
  - Experiences of Men and Women in Military Service
- The Atomic Bomb: Hiroshima and Nagasaki
- Impacts of Technology on Total War
- The War's Impact on Minorities
- The Nazi Holocaust
- War Crimes Trials
- Demobilization
- Global Special Arrangements-Post Second World War

## CHRONOLOGY

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**January 10, 1920:** The Treaty of Versailles requires Germany to accept responsibility for World War I and pay compensation to the Allies.

**October 28, 1922:** Mussolini marches on Rome and institutes the world's first fascist government.

**January 11, 1923:** France and Belgium occupy the Ruhr after Germany defaults on reparations payments.

**August 27, 1927:** The Kellogg-Briand Pact is signed in Paris, providing for the “renunciation of war as an instrument of national policy.”

**October 29, 1929:** The stock market crash ushers in the Great Depression.

**September 18, 1931:** The Japanese army invades Manchuria and establishes the puppet kingdom of Manchukuo.

**January 30, 1933:** Adolf Hitler forms a coalition and becomes chancellor of Germany.

**March 2, 1933:** The Enabling Act grants Hitler dictatorial powers.

**March 4, 1933:** Franklin Delano Roosevelt is sworn in as president of the United States.

**March 20, 1933:** Hitler opens the first concentration camp in Dachau.

**April 1, 1933:** A one-day boycott of Jewish shops is the first official anti-Semitic act of the Nazi regime in Germany.

**October 13, 1933:** The American Federation of Labor votes to boycott German goods.

**April 12, 1935:** Sixty thousand American students take the Oxford Oath, pledging not to go to war under any circumstances.

**August 31, 1935:** Roosevelt signs the Neutrality Act.

**September 10, 1935:** The Nazi government of Germany passes the Nuremberg Laws to protect “Aryan” racial purity.

**March 7, 1936:** Hitler orders troops into the Rhineland in violation of the Treaty of Versailles.

**August 1, 1936:** Hitler opens the Summer Olympic Games in Berlin as a showcase of Nazi progress.

**May 1, 1937:** Roosevelt signs the Permanent Neutrality Bill.

**July 7, 1937:** After a four-year truce, Japan and China exchange fire on the Marco Polo Bridge.

**August 13, 1937:** Japan bombs Shanghai.

**December 12, 1937:** Japanese bombers attack the USS Panay in the Yangtze River, killing two American seamen.

**December 13, 1937:** The Chinese city of Nanking falls to the Japanese, who commit major atrocities there.

**March 12, 1938:** Hitler occupies Austria in the Anschluss.

**September 29, 1938:** Neville Chamberlain and Hitler conclude the Munich Agreement for the dismemberment of Czechoslovakia, causing Chamberlain to exclaim that he had achieved “peace in our time.”

**October 15, 1938:** German troops occupy the Sudetenland; the Czech government resigns.

**November 9–10, 1938:** The Kristallnacht (“Night of Broken Glass”) pogrom against the Jews of Germany.

**March 15–16, 1939:** The German army occupies Czechoslovakia.

**May 22, 1939:** Germany forms the Axis Alliance with Italy.

**May 26, 1939:** Allied armies evacuate Dunkirk in Operation Dynamo.

**July 26, 1939:** Roosevelt unilaterally cancels the Japanese-American Treaty of Commerce, enforcing an embargo on Japan.

**August 2, 1939:** Albert Einstein writes to Roosevelt suggesting that America build an atomic bomb.

**August 23, 1939:** Germany and the Soviet Union conclude the Non-Aggression Pact.

**September 1, 1939:** Germany invades Poland. Two days later, Britain and France declare war on Germany, launching the Second World War.

**September 5, 1939:** Roosevelt declares American neutrality in the European conflict and a state of emergency.

**September 17, 1939:** The Soviet Union invades Poland.

**October 2, 1939:** The Declaration of Panama provides for a “safety belt” around the Western Hemisphere.



## CHRONOLOGY

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**November 4, 1939:** Roosevelt signs the 1939 Neutrality Act, repealing the previous Neutrality Act and introducing the “cash and carry” policy for Britain and an embargo on belligerents (Germany).

**April 9, 1940:** Germany invades Denmark and Norway.

**May 10, 1940:** Germany invades the Netherlands, Belgium, Luxembourg, and France. Chamberlain resigns and Winston Churchill becomes prime minister of Great Britain.

**May 19, 1940:** National hero Charles Lindbergh makes a radio address calling on America to stay out of the war, to counter Roosevelt’s calls for increased spending on defense.

**June 14, 1940:** German troops enter Paris.

**June 22–24, 1940:** France surrenders to Germany.

**July 10, 1940:** The German Luftwaffe commences with the aerial bombing of Britain—the Battle of Britain—which lasts until October 31. Individual Americans soon sign up for the Royal Air Force to defend Britain against Germany.

**September 16, 1940:** Roosevelt launches the Selective Service Act, instituting the draft.

**September 17, 1940:** African American leaders present the government with a seven-point program to mobilize African Americans for the war effort.

**September 22, 1940:** Japan invades French Indochina.

**September 27, 1940:** The Tripartite Pact establishes an alliance between Germany, Italy, and Japan.

**October 25, 1940:** Benjamin O. Davis, Sr. is the first African American appointed Brigadier General.

**December 17, 1940:** Roosevelt proposes the Lend-Lease Act.

**December 29, 1940:** Roosevelt delivers his “Arsenal of Democracy” radio speech.

**January 6, 1941:** Roosevelt delivers his “Four Freedoms” speech.

**January 13, 1941:** The 78th Tank Battalion, the first all-African American tank battalion, is formed.

**March 11, 1941:** Roosevelt signs the Lend-Lease Act, favoring Britain in the war.

**April 6, 1941:** Germany, Italy, and Hungary invade Yugoslavia and Greece.

**May 27, 1941:** Roosevelt cites false documents about Germany’s plans for world conquest to win support for his “unlimited national emergency.”

**June 14, 1941:** Axis funds in the United States are frozen.

**June 22, 1941:** Germany launches Operation Barbarossa: the invasion of the Soviet Union. Two days later, the Lend-Lease Act is extended to include the Soviet Union.

**June 25, 1941:** Roosevelt signs Executive Order 8802, banning discrimination by defense contractors based on race, creed, color, or national origin.

**July 3, 1941:** Stalin implements a “scorched earth” policy.

**July 17, 1941:** Roosevelt encourages doubleheader baseball games at night to keep workers on the job during the day.

**July 19, 1941:** The first African American pilots begin training at the Tuskegee air base in Alabama.

**July 22, 1941:** Roosevelt extends the draft.

**July 24, 1941:** The American oil embargo against Japan begins.

**July 26, 1941:** The Army of the Philippines is incorporated into the U.S. Army under General Douglas MacArthur.

**August 9, 1941:** At the Atlantic Conference, Roosevelt and Churchill coordinate war efforts between neutral U.S. and Great Britain.

**August 12, 1941:** In the Atlantic Charter, Roosevelt and Churchill call for a peace that will ensure that “all men in all the lands may live out their lives in freedom from want and fear.”

**October 27, 1941:** Roosevelt displays a map showing Hitler’s plans for Central and South America.

**November 26–27, 1941:** The United States and Great Britain demand that Japan withdraw from China and Indochina.

**December 7, 1941:** At 7:55 a.m., the Japanese air force attacks Pearl Harbor, killing 2,403 military personnel. The same day, Japan launches attacks on Malaysia, Hong Kong, Singapore, and the Philippines.

**December 8, 1941:** Roosevelt delivers his “Day of Infamy” speech. Congress declares war on Japan.

**December 10, 1941:** Japan invades the Philippines.

## CHRONOLOGY

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**December 11, 1941:** Germany and Italy declare war on the United States.

**December 18, 1941:** Roosevelt appoints a Coordinator of Government Films to mobilize Hollywood for the war effort.

**December 25, 1941:** Hong Kong surrenders to Japan.

**January 2, 1942:** Manila falls to the Japanese.

**January 20, 1942:** Nazi officials meeting at the Wannsee Conference decide on the “Final Solution to the Jewish Question.”

**January 26, 1942:** The first American forces arrive in Great Britain.

**February 15, 1942:** Singapore falls to Japan.

**February 19, 1942:** Roosevelt signs Executive Order 9066, beginning the official internment of Japanese Americans.

**February 22, 1942:** Ordered by the president to leave the Philippines, General Douglas MacArthur vows, “I shall return.” Eighty thousand U.S. and Filipino troops surrender to the Japanese.

**March 10, 1942:** Burma falls to Japan.

**March 18, 1942:** Roosevelt creates the War Relocation Authority to move Japanese Americans to internment camps.

**April 10, 1942:** The Bataan Death March of American prisoners to POW camps in the Philippines begins.

**May 7–8, 1942:** The Japanese defeat in the Battle of the Coral Sea halts Japanese expansion in the South Pacific.

**May 15, 1942:** Charity Adams becomes the first African American woman commissioned as an officer in the WACs.

**June 1, 1942:** The Marines begin accepting African American recruits.

**June 7, 1942:** The American victory at Midway turns the tide of the war in the Pacific.

**June 18, 1942:** The Manhattan Project is launched.

**June 25, 1942:** General Dwight D. Eisenhower arrives in London.

**August 19, 1942:** The Battle of Dieppe.

**October 23–November 3, 1942:** The German army is defeated at El Alamein.

**November 8, 1942:** In Operation Torch, U.S. and British troops land in Axis-occupied North Africa.

**November 11, 1942:** Germany occupies Vichy France.

**December 17, 1942:** British foreign secretary Anthony Eden tells the British House of Commons about mass executions of Jews by Nazis. The United States declares those crimes will be avenged.

**January 14–24, 1943:** The Casablanca Conference between Roosevelt and Churchill results in a demand for Germany’s unconditional surrender.

**January 31, 1943:** German General Paulus orders his troops to surrender at Stalingrad, turning the tide of the war against Germany.

**May 10, 1943:** Japan invades the Aleutian Islands, Alaska.

**May 13, 1943:** German and Italian armies in North Africa surrender to Generals Patton and Montgomery.

**June 3, 1943:** Zoot Suit Riots: sailors in Los Angeles attack Mexican Americans.

**June 20, 1943:** Race riots rock Detroit.

**July 9–10, 1943:** Allied troops invade Sicily in Operation Husky.

**July 25, 1943:** The USS Harmon, the first naval fighting ship named after an African American, is launched.

**July 25–26, 1943:** Mussolini and the fascists are overthrown in Italy.

**September 8, 1943:** Italy surrenders unconditionally to the Allies.

**September 11, 1943:** The German army occupies Rome.

**October 7, 1943:** Japan executes 100 American POWs on Wake Island.

**October 13, 1943:** Italy declares war on Germany.

**November 28, 1943:** Churchill, Roosevelt, and Stalin meet at the Teheran Conference to plan the spring 1944 invasion of Western Europe.

**December 24, 1943:** General Dwight D. Eisenhower is named Supreme Commander of the Allied Expeditionary Forces.

**January 27, 1944:** Soviet troops end the 900-day siege of Leningrad.

## CHRONOLOGY

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**June 5, 1944:** The Allies enter Rome.

**June 6, 1944:** Allied troops land in Normandy in the D-Day invasion (Operation Overlord).

**July 23, 1944:** The first liberation of a concentration camp, Majdanek, by Soviet troops.

**July 27, 1944:** U.S. troops capture Guam.

**August 25, 1944:** Paris is liberated.

**September 13, 1944:** American troops reach the Siegfried Line in western Germany.

**October 23–26, 1944:** The Japanese navy is destroyed in the Battle of Leyte Gulf.

**December 16, 1944:** Hitler's last major offensive, the Battle of the Bulge, begins in the Ardennes.

**January 3, 1945:** General MacArthur is named commander of all ground troops and Admiral Nimitz is named commander of all naval troops in the Pacific Theater.

**January 27, 1945:** Soviet troops liberate Auschwitz.

**January 28, 1945:** The Battle of the Bulge ends in German defeat.

**February 4–11, 1945:** Churchill, Roosevelt, and Stalin meet at Yalta to discuss postwar Europe.

**February 13–15, 1945:** The Royal Air Force and U.S. Army Air Force bomb Dresden, Germany.

**February 19, 1945:** The United States invades Iwo Jima.

**March 3, 1945:** Manila falls to the United States.

**March 9–10, 1945:** Some 100,000 people die in the fire-bombing of Tokyo.

**April 4, 1945:** The Ohrdruf concentration camp is liberated.

**April 11, 1945:** The Buchenwald concentration camp is liberated.

**April 12, 1945:** President Franklin Roosevelt dies. Harry S. Truman becomes 33rd U.S. president.

**April 15, 1945:** The Bergen-Belsen concentration camp is liberated.

**April 25, 1945:** U.S. and Soviet troops meet at Torgau, marking the division of Germany by the Allied armies.

**April 29, 1945:** U.S. troops liberate Dachau, the first Nazi concentration camp.

**April 30, 1945:** Adolf Hitler commits suicide in his Berlin bunker.

**May 2, 1945:** German troops surrender in Italy and Berlin.

**May 7, 1945:** All German forces surrender unconditionally to the Allies.

**May 8, 1945:** Victory in Europe Day (VE Day).

**May 9, 1945:** Victory in Europe Day in the Soviet Union.

**June 5, 1945:** The Allies divide Germany into four occupation zones.

**June 22, 1945:** Okinawa falls to the United States.

**July 17–August 2, 1945:** Truman, Churchill, and Stalin meet at the Potsdam Conference in Germany to decide how to administer the country in the wake of the Allied victory.

**August 5, 1945:** The atomic bomb is dropped on Hiroshima.

**August 9, 1945:** The atomic bomb dropped on Nagasaki.

**August 15, 1945:** Japan accepts the terms of unconditional surrender.

**September 2, 1945:** Japan formally surrenders aboard the USS Missouri.

**November 20, 1945:** The Nuremberg War Crimes trials begin.

**January 10, 1946:** The first General Assembly of the United Nations, with fifty-one nations represented, convenes in Great Britain.

**May 3, 1946:** War crimes trials begin in Tokyo.

**December 8, 1946–April 11, 1949:** An American military court in Nuremberg tries 177 people, including industrialists and doctors, who took part in Nazi euthanasia programs.

**June 29, 1948:** President Truman desegregates the military.

**December 10, 1948:** The United Nations General Assembly adopts the Universal Declaration of Human Rights.

## GLOSSARY

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**America First Committee:** The most powerful Isolationist group in America before the United States entered the Second World War. Over 800,000 members opposed America's entry, arguing that U.S. interests were better served by defending the country at home. The famous aviator **Charles Lindbergh** was a leader of the America First Committee.

**Battle of the Bulge:** On December 16, 1944, the German army launched its last great counteroffensive of the Second World War, Hitler's "last stand." It is also known as the Battle of the Ardennes. By January 28, 1945, the German forces were destroyed or routed, but not without some 77,000 Allied casualties.

**Braceros:** Mexican immigrant laborers in the southwestern United States who helped to replace other agricultural workers, serving in the military during the Second World War.

**Censorship:** The process of banning or deleting information, whether from private correspondence or public broadcasts. During the Second World War, soldiers' letters home were often censored, in case they fell into enemy hands.

**Chaplain:** A soldier who provides for the religious and spiritual needs of the troops.

**Civil liberties:** Basic rights, including the right to due process under law, which are ensured by the Constitution for all Americans. During times of crisis the government sometimes has infringed upon the civil liberties of some Americans, (for example, in the treatment of Japanese Americans during the Second World War).

**Committee on Fair Employment Practices:** A committee established through an executive order by President Roosevelt in 1941 to promote full employment of all able-bodied citizens and to eliminate discriminatory practices in the workplace.

**D-Day** (June 6, 1944): The day that the Allies first landed in Normandy, France, launching the surprise attack that eventually led to the defeat of Nazi Germany. It was led by Dwight D. Eisenhower, the Supreme Commander of the Allied Expeditionary Force. The plan for landing entailed nine divisions of sea and airborne troops, over 150,000 men, along a fifty-mile stretch of coast in just twenty-four hours.

**Distinguished Flying Cross:** The most prestigious medal awarded by the U.S. Army Air Force.

**"Double Victory":** A slogan adopted by African Americans during the Second World War, calling for victory over the enemy overseas *and* victory over racism and prejudice in the United States.

**Executive Order:** A rule having the force of law, issued by the president or a governor of the states, which takes effect unless the legislature overrules it within a given period of time.

**Executive Order 8802:** A decree issued by President Roosevelt in 1941, after pressure from the African American community, stating, "There shall be no discrimination in the employment of workers in defense industries and in Government, because of race, creed, color, or national origin."

**Executive Order 9066:** A decree issued by President Roosevelt in February 1942 that forced Japanese Americans on the West Coast to leave their homes and relocate to special internment camps, often in the desert, in the name of national security.

**Franck Report:** A government report issued on June 11, 1945, that assessed the long-term implications of introducing nuclear weapons into the Second World War. The report suggested that the atomic bomb be detonated first on a desert island as an international event to demonstrate the scope of American power to Japan.

**Hiroshima:** A city in Japan. At 8:16 a.m. on August 6, 1945, "Little Boy," the first nuclear bomb detonated in a military attack, was dropped on the city, immediately killing approximately 80,000 people.

**Home Front:** The combined efforts of civilians in the United States to support the war by working in factories that produced goods for the military and keeping the country in a state of readiness to defend itself. Activities included planting victory gardens, buying war bonds and stamps, civil defense, collecting scrap metal, etc.

**Internationalists:** Americans who believe that the United States should be more actively and impartially involved in international affairs in order to promote understanding between opposing powers. Before America entered the Second World War, Internationalists opposed American involvement in the European conflict, hoping that the United States could mediate between Germany, Britain, and France. After the war, the Internationalists were avid supporters of the United Nations.

## GLOSSARY

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**Isolationists:** Americans who believe that America should stay out of foreign conflicts, including the war in Europe and Asia prior to December 7, 1941.

**Labor Force:** All of the men and women employed in industry.

**Levittown:** New suburban developments, established after the war, to provide affordable housing for men and women returning from service.

**Manzanar:** Officially titled the Manzanar War Relocation Center, originally named the Owens Valley Reception Center Manzanar. Located in the southern California desert, this was one of ten internment camps in which Japanese Americans were held during the Second World War.

**March on Washington Movement:** A campaign led by **A. Philip Randolph**, which tried to organize African Americans in a march on the capitol to obtain employment opportunities equal to white Americans. President Roosevelt succumbed before the march and issued **Executive Order 8802**, calling for the employment of African Americans in all war-related industries.

**Media:** Mass communications, e.g., newspapers, newsreels, radio, etc., that were used to keep the public informed about the war. The media was sometimes censored (see **Censorship**).

**Nagasaki:** A city in Japan. At 11:02 a.m. on August 9, 1945, “Fat Man,” the second nuclear bomb detonated in a military attack, was dropped on the city. Although the bomb missed its target by over a mile, approximately 75,000 people were killed instantly, and many more died later due to related injuries.

**Normandy:** A peninsula in northwestern France, near the English Channel, where Allied troops from the United States, Great Britain, and Canada launched their invasion of Europe on **D-Day**.

**Nuremberg War Crimes Trials:** The general name for two sets of trials of Nazi war criminals. The trials were held in the German city of Nuremberg from November 20, 1945 to October 1, 1946.

**Potsdam Conference:** A conference held in Germany from July 17, 1945 to August 2, 1945, between Harry Truman of the United States, Winston Churchill of Great Britain, and Joseph Stalin of the Soviet Union to decide how Germany would be governed after the war. The conference decided on four spheres of influence: American, British, French, and Soviet. The first three would later form West Germany, while the Soviet sphere became East Germany.

**Satire:** A means of criticizing certain official or popular norms through irony or wit.

**Segregated:** Kept separate by race. During the Second World War, African Americans and Asian Americans were often segregated in the military and on the home front.

**Tuskegee Airmen:** America’s first black military airmen, in a **segregated** but highly decorated flying unit that provided aerial support to bombers during the war.

**United Nations:** An international organization founded in October 1945, immediately after the Second World War, with headquarters currently in New York City. The UN encompasses almost all of the independent states in the world. According to its charter, the goal of the United Nations is “to save succeeding generations from the scourge of war” and to ensure human rights around the world.

**V-Mail:** Letters sent between military personnel and their families, which were photographed and sent on rolls of microfilm to conserve space.

**War Bond:** Government-sponsored bonds that could be purchased for various U.S. dollar amounts and helped to pay for the production and military costs of the **war effort**.

**War Effort:** The combined efforts of all Americans, in the military and on the **home front**, to help defeat Germany and Japan during the Second World War.

## GLOSSARY

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**War Relocation Authority:** The government body responsible for moving Japanese Americans living on the West Coast of the United States to remote internment camps, away from major population centers.

**War Stamps:** Government-sponsored stickers that could be purchased for small sums of money and collected in albums by children and their parents. Each album containing \$18.75 worth of war stamps could be traded in for a \$25 **war bond**.

**Wartime Economy:** During the war, much of the country's industrial production was diverted to help win the war. For example, factories that once made cars were converted to produce jeeps and tanks.

**Weimar Republic:** Another name for the German state between the two world wars. The Weimar Republic was a liberal democracy. During this period the country suffered economically, both from forced reparations after World War I and also because of the Great Depression, and politically, because of the unstable government. Nazism gained popularity by positioning itself as a solution to these problems.

## BIOGRAPHICAL GLOSSARY

**George H. Bender** (1896–1961): A U.S. congressman and Isolationist who participated in the Tolan Committee, which made recommendations regarding the relocation of Japanese, German, and Italian Americans during the Second World War.

**Neville Chamberlain** (1869–1940): Prime minister of the United Kingdom at the beginning of the Second World War. He made a series of agreements with Hitler intending to avert war in Europe. His policy later became known as appeasement.

**Winston Churchill** (1874–1965): British statesman and inspiring leader, who served as prime minister during the Second World War and after.

**Charles Coughlin** (1891–1979): American priest who broadcast on the radio during the years leading up to the Second World War. His popular weekly sermons condemned President Roosevelt's policies and promoted anti-Semitism.

**Benjamin O. Davis, Jr.** (1912–2002): Commander of the Tuskegee Airmen and the first African American general in the United States Air Force. At his insistence, the first black flying unit, the 332nd Airborne, flew in Europe despite opposition from the highest ranks of the military.

**Charles de Gaulle** (1890–1970): Leader of the Free French forces that fought with the Allies during the Second World War, even though their country was occupied. He was head of the provisional government (1944–1946) after France was liberated and was president from 1958 to 1969.

**Dwight D. Eisenhower** (1890–1969): The 34th president of the United States (1953–1961), and the American general who commanded the Allied forces in Europe.

**Joseph Goebbels** (1897–1945): Minister of Propaganda in Nazi Germany and one of Hitler's closest confidants, he was responsible for spreading Hitler's message in Germany and beyond.

**Ira Hayes** (1923–1955): Native American of the Pima nation and a hero of the Battle of Iwo Jima. He was one of the six men who raised the flag in the famous photograph by Joe Rosenthal.

**Hirohito** (1901–1989): Emperor of Japan during the Second World War. By tradition, Japan's emperors were revered as semisacred beings. Politically, he was mostly a figurehead and lacked power. He was not tried for war crimes and continued to reign after the war.

## BIOGRAPHICAL GLOSSARY

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**Adolf Hitler** (1889–1945): German dictator and Nazi party leader who led his country into the Second World War. His anti-Semitic policies resulted in the Holocaust.

**Robert Jackson** (1892–1954): Chief U.S. prosecutor at the **Nuremberg War Crimes Trials**, which convicted members of the Nazi leadership of crimes against humanity. Jackson later served as a justice in the Supreme Court and participated in the landmark *Brown v. Board of Education* decision that desegregated public schools.

**Maya Lin** (1959– ): An American artist and architect who designed the controversial Vietnam War Memorial in Washington, D.C., and the Civil Rights Memorial in Montgomery, Alabama.

**Charles Lindbergh** (1902–1974): American aviator hero, famous for his nonstop solo trans-atlantic flight in 1927; Lindbergh was the most prominent spokesperson in the campaign to oppose U.S. involvement in the Second World War.

**Douglas MacArthur** (1880–1964): U.S. Army general and supreme commander of the Allied Forces in the Pacific during the Second World War. In September 1945, MacArthur received the official Japanese surrender, ending the war.

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## FILMS ON THE SECOND WORLD WAR

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The following films are available on videocassette, DVD, or both.

### HOME FRONT

*Gentleman's Agreement*, 1947, Director: Elia Kazan, 118 min.

The story of one man's awakening to the realities of social prejudice during and after the Second World War. Journalist Phil Green's story focuses on anti-Semitism, an example of prejudice running rampant in the United States. *Gentleman's Agreement*, which won the Motion Picture Academy's best picture award in 1947, is considered to be one of the most provocative and socially responsible films of its time.

*Since You Went Away*, 1944, Director: John Cromwell, 179 min.

Focuses on the home front and the war's impact on the lives of average Americans through the story of one family. While her husband is off at war, Anne struggles to be strong for her two daughters. Because money is tight, they take in a boarder and his grandson and must deal with all sorts of problems trying to keep their spirits up.

*The Homefront*, 1985, Director: Steven Schechter, 84 min. Documentary

Provides a broad overview of the effects of the Second World War on America's economy and social fabric. Companion to the book *Homefront: America During World War II*. New York: G. P. Putnam's Sons, 1984.

*Military Service (Combat and POWs)*

*The Young Lions*, 1958, Director: Edward Dmytryk, 167 min.

Based on a novel by Irwin Shaw, the story follows two Nazis and two Americans—one of whom is a Jew—facing prejudice in the army, from training, to the disillusionment of war, and the shock of the concentration camps. [Fix this sentence!]

*The Battle of Midway*, 1942, Director: John Ford, 30 min. Documentary

In 1942, Japanese forces attempted to capture Midway Island in the North Pacific from June 4 to 5, but they were soundly defeated by U.S. forces. Filmed by naval photographers and narrated by Hollywood actors, this documentary presents both American and Japanese points of view, [word missing here?] of Fleet Commander Chester Nimitz and Admiral Yamamoto.

*The Longest Day*, 1962, Directors: Ken Annakin, British exterior episodes; Andrew Marton, American exterior episodes; Bernhard Wicki, German episodes, 179 min.

Provides a view of the D-Day invasion from both sides of the front line. Reenacts D-Day from four points of view (American, English, French, and German) in the battle scheme for Normandy. Filmed largely on invasion sites in France.

*Patton*, 1970, Director: Rudolph Mate, 171 min.

Biography of the Second World War general George S. Patton. An in-depth portrait that traces his rivalry with German counterpart, Rommel; his relationship and treatment of his men; and his contempt for diplomacy.

*Saving Private Ryan*, 1998, Director: Steven Spielberg, 170 min.

Definitive portrayal of the D-Day invasion, as seen in the twenty-four-minute opening sequence, which portrays realistic combat with intensity. Focuses on a single family and the courage of a single combat unit. Contains graphic content.

*Stalag 17*, 1953, Director: Billy Wilder, 120 min.

During the Second World War, a group of GIs are thrown together in a notorious German prison camp, Stalag 17. They spend their time scheming to help each other escape. But when two prisoners are killed in an escape attempt, it becomes obvious that there is a spy among them. Contains graphic content.

*The Story of G.I. Joe*, 1945, Director: William Wellman, 109 min.

Based on war correspondent Ernie Pyle's human interest columns. Pyle joined Company C, 18th Infantry, which fought across North Africa and Italy. Shows the emotional breakdown and physical courage of the common foot soldier. Widely acknowledged as one of the greatest war pictures for its unsentimental portrayal of mud, blood, and death. Contains graphic content.

*Thirty Seconds Over Tokyo*, 1944, Director: Mervyn LeRoy, 139 min.

A Second World War thriller based on the story of the first American air raids on Japan. Tells about a serviceman whose day-dreams of the bride he left behind are intertwined with the nightmares and terrors of thunderous bombings crossing the Pacific, and the fate of the men under his command.

## FILMS ON THE SECOND WORLD WAR

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*To Hell and Back*, 1955, Director: Jesse Hibbs, 106 min.

Autobiographical account of army veteran-turned-Hollywood actor, Audie Murphy, the most decorated soldier of the Second World War.

*Pearl Harbor*, 2001, Director: Michael Bay, 184 min.

Story of two children who grew up wanting to fly planes. Examines how December 7, 1941 changed the lives of all Americans, those who served and those who remained behind.

*Berga: Soldiers of Another War*, 2003, Director: Charles Guggenheim, 85 min. Documentary

Story of a group of more than 300 soldiers who were either Jewish or looked Jewish and were sent to concentration camps instead of POW camps.

## THE HOLOCAUST AND LIBERATION

*Opening the Gates of Hell*, 1992, Director: Timothy Roberts, 45 min. Documentary

Made almost fifty years after the liberation of the concentration camps. Reveals the sights encountered by the liberating troops, in personal accounts and through photographs and archival film. Many had never spoken of the horrors they had witnessed. Veterans interviewed in this video share their dark memories so that the world will never forget.

*Band of Brothers*, 2001, Directors: David Frankel and Tom Hanks, approx. 58 min.

Story of the U.S. Army's liberation of concentration camps, showing interaction between soldiers and survivors. "Easy Company" enters Germany, and a forest patrol discovers a camp, abandoned by the Nazis but filled with near-dead prisoners. The local citizenry disavow knowledge of its existence.

*We Were There*, 1994, 30 min. Documentary

A profound account of Jewish liberators of the Nazi concentration camps. Interviews with liberators. A powerful story of love and renewal between the Jewish GIs and victims of the camps. It is a testament to the human condition that such a story came out of the Holocaust.

*Schindler's List*, 1993, Director: Steven Spielberg, 197 min.

Based on the true story of Oskar Schindler, Nazi party member, womanizer, and war profiteer who used power and influence to save the lives of more than 1,100 Jews during the Holocaust.

*The Pawnbroker*, 1965, Director: Sidney Lumet, 116 min.

Sol Nazerman is a Nazi death camp survivor, haunted by the death of his wife and sons. He runs a pawnshop and takes refuge in misery and a bitter condemnation of humanity. When his assistant sacrifices his own life for the pawnbroker during a robbery, Sol is finally confronted with the inherent goodness of the human spirit.

*Sophie's Choice*, 1982, Director: Alan Pakula, 152 min.

Sophie Zawistowska, a Polish Catholic beauty, survived Auschwitz and settled in America. Sophie's volatile love affair with Nathan, a Jew, reveals both characters' terrifying secrets. Based on the novel by William Styron.

## END OF WAR

*The Long Way Home*, 1997, Director: Mark Jonathan Harris, 116 min. Documentary

For most Holocaust survivors, the war did not end with the liberation from Nazi concentration camps. Personal accounts reveal that the battle to rebuild lives lasted long after the Allies' victory, from liberation to the creation of the state of Israel. Explores the challenges Holocaust survivors faced to re-create identity.

*The Best Years of Our Lives*, 1946, Director: William Wyler, 170 min.

This story of three veterans who return to the same small town explores the difficulties veterans had integrating into postwar American society.



## FILMS ON THE SECOND WORLD WAR

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### ETHNIC AND RACIAL MINORITIES

*Home of the Brave*, 1949, Director: Mark Robson, 86 min.

An African American GI suffers a nervous breakdown from his wartime experience at the hands of the enemy, his fellow soldiers, and a lifetime of racial discrimination. Crippled by rage, he develops psychosomatic paralysis. A strong cry for racial justice that is still relevant.

*The Tuskegee Airmen*, 1995, Director: Robert Markowitz, 106 min.

Project to integrate African American pilots into fighter pilot program. Shows prejudice and harassment.

*We Served with Pride: The Chinese American Experience in WWII*, 2002, Director: Montgomery Hom, 60 min. Documentary  
Highlights the contributions of Chinese Americans in the military, both overseas and on the home front.

*Windtalkers*, 2002, Director: John Woo, 134 min.

Personal account of an American marine charged with protecting a fellow marine Navajo Code Talker in the Pacific theater during the Second World War. Illustrates the struggle over patriotism and the importance of maintaining an impenetrable secret code.

*Manzanar*, 1971, Director: Robert Nakamura, 16 min. Documentary.

A lyrical, pensive documentary that captures the director's emotions upon visiting the Manzanar relocation camp. As a Nisei, Nakamura recalls his childhood experiences in the camp.

*Presumed Enemies*, 2000, Selma Wassermann and Jodi Wigmore. [Interactive CD Rom]

Includes brief history of Japanese American immigration, participation in World Wars I and II, and personal narratives about internment in the United States and Canada, plus information on repatriation. Includes video segments and suggested lesson plans and activities.

*Nisei Soldier*, 1984, Producer and Director: Loni Ding, 30 Min. Documentary.

*Nisei Soldier* explores the heroism of American men of Japanese ancestry who fought bravely during the Second World War, despite moral dilemmas. Many left families imprisoned in relocation centers. Many Nisei enlisted in the all-Japanese American 442nd Infantry Regiment that fought in Europe. Includes study guide.

*A Family Gathering*, 60 min. Documentary.

The consequences of the U.S. internment policy on the Yasui family of Oregon and their battle to reclaim their place as Americans. Story of family survival and the need to understand personal connections to the past.

*Of Civil Wrongs and Rights: The Fred Korematsu Story*, PBS/POV July 10, 2001, Director: Eric Paul Fournier, 60 min. Documentary.

Story of Korematsu's historic battle of resistance and his landmark Supreme Court case in 1944.

### GENERAL OVERVIEW VIDEOS

A series of videos dealing with a variety of topics pertaining to the Second World War period was created by National Video Resources [73 Spring Street, Suite 404, New York, New York, 10012, tel: 212-274-8080, nvrinfo@nvr.org, www.nvr.org] entitled *From Rosie to Roosevelt: The American People, The American Command, and Postwar Years, Cold War Fears: American Culture and Politics, 1946–1960*.

The short videos are titled "The Home Front," "The Life and Times of Rosie the Riveter," "Color of Honor/Days of Waiting," "Proudly We Served: The Men of the USS *Mason*," "America and the Holocaust: Deceit and Indifference," and "D-Day"

## WEBSITES ON THE SECOND WORLD WAR

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The following annotated list of websites is divided by category to correspond with the sections of the special exhibition Ours to Fight For. We invite you to visit the companion site for the exhibition at [<http://www.ourstofightfor.org>].

The Education Department of the Museum of Jewish Heritage - A Living Memorial to the Holocaust cannot vouch for the veracity of the materials and opinions expressed on these websites, which are subject to change. We hope that you will explore these websites and share them with your students as you see fit.

### GENERAL REFERENCE MATERIALS ON THE SECOND WORLD WAR

Primary Source Material/Documents: Digital History

<http://www.digitalhistory.uh.edu/historyonline/us35.cfm>

Offers a series of quotations, questions, and discussion topics pertaining to key figures in the Second World War.

Veterans History Project

<http://www.loc.gov/folklife/vets/>

The Veterans History Project, a Library of Congress site, covers the Second World War (as well as World War I and the Korean, Vietnam, and Persian Gulf wars). It is dedicated to oral histories of wartime participants—men and women, civilians and military personnel, volunteers, support staff, and war industry workers. It includes useful information on how to conduct oral histories.

A People at War

[http://www.archives.gov/exhibit\\_hall/a\\_people\\_at\\_war/a\\_people\\_at\\_war.html](http://www.archives.gov/exhibit_hall/a_people_at_war/a_people_at_war.html)

This online exhibition of the National Archives and Records Administration (NARA) highlights the contributions of the hundreds of thousands of Americans, both military and civilian, who served their country during the Second World War. Includes lesson plans to correspond with NARA documents.

Our Documents

<http://www.ourdocuments.gov>

Contains 100 milestone American documents, fifteen directly related to the Second World War, plus educational resource guides for teachers and students and information on National History Day.

World War II History Resource

<http://www.worldwar2history.info/WWII/index.html>

This comprehensive site is useful as a general resource for Second World War information and has an annotated bibliography, a section devoted to quotations, a public forum, a series of linked pages, an image library, and a brief historical overview of the Second World War. The text is adapted from the U.S. Army Center for Military History.

Grolier's World War II Commemoration

[http://gi.grolier.com/wwii/wwii\\_mainpage.html](http://gi.grolier.com/wwii/wwii_mainpage.html)

Brief encyclopedic entries that describe the major events and figures of the Second World War.

Teaching and Learning with the American Memory Collection

<http://rs6.loc.gov/ammem/ndlpedu/index.html>

Teacher's guide created as a companion to resources available online through the Library of Congress.

U.S. Army in World War II

<http://www.army.mil/cmh-pg/catalog/WWII-Pubs.htm>

The Center for Military History (CMH) offers a comprehensive listing of their documents detailing U.S. involvement in the Second World War.

Yale Avalon Project Collection of WWII Documents

<http://www.yale.edu/lawweb/avalon/wwii/wwii.htm>

A selection of legal and diplomatic (not military) documents, including presidential and congressional proclamations and the full text of the Atlantic Charter.

## WEBSITES ON THE SECOND WORLD WAR

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Second World War: Encyclopedia (UK)

<http://www.spartacus.schoolnet.co.uk/2WW.htm>

A rich resource for articles on specific topics, with particular emphasis on military maneuvers, as well as a number of individual biographies.

World War II Timeline

<http://history.acusd.edu/gen/WW2Timeline/start.html>

Web-based timeline developed by UCSD professor Steve Schoenherr. Searchable by date and topic. Offers recommended links, maps, and a bibliography.

WWII U.S. Veterans Website

<http://ww2.vet.org/>

Includes virtual presentations, slide shows, and plans for a memorial museum, as well as a veterans' forum.

### Before the War/Outbreak

Pearl Harbor Remembered

<http://my.execpc.com/~dschaaf/mainmenu.html>

Created in memory of Pearl Harbor victims[?] by their families, this website provides an introduction to the topic and links to other sites.

### Home Front: New Opportunities and Conflicts

The 1943 Detroit Race Riots

<http://www.detnews.com/history/riot/riot.htm>

Article with photographs that examines the conflict in Detroit and its causes and climate.

World War II, Segregation Abroad and at Home

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart8.html#08a>

Online exhibition featuring select artifacts from the Library of Congress collection that address issues of racism and segregation during the 1940s.

Women in the Workforce

Women at War: Redstone's WWII Female "Production Soldiers"

<http://www.redstone.army.mil/history/women/welcome.html>

Story of women's contributions to the war effort at the Redstone Arsenal in Huntsville. Features a short film in RealPlayer and Windows Media Player.

Women Come to the Front: Journalists, Photographers, and Broadcasters During World War II

<http://www.loc.gov/exhibits/wcf/wcf0002.html>

A brief overview of women's changing position in the world of journalism.

Grandma What Did You Do During the War?

[http://www.stg.brown.edu/projects/WWII\\_Women/WomenInWWII.html](http://www.stg.brown.edu/projects/WWII_Women/WomenInWWII.html)

Speaks frankly about the feelings of segregation and newfound freedom that African Americans and women experienced. It explores the tensions and changes that occurred during the Second World War in both the military and on the home front.

### Japanese Americans (Executive Order 9066)

Teaching Tolerance Activity

<http://www.tolerance.org/teach/expand/act/activity.jsp?cid=265>

Teacher activity to commemorate the sixtieth anniversary of Pearl Harbor, emphasizing the importance of remembering how the defense of freedom abroad during the Second World War eroded freedom at home for Americans of Japanese descent.

## WEBSITES ON THE SECOND WORLD WAR

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Executive Order 9066

<http://www.usconstitution.com/JapaneseRelocationOrder.htm>

Provides a copy of the written text of Executive Order 9066, issued by Roosevelt in 1942.

Our Documents

<http://www.ourdocuments.gov/doc.php?doc=74>

Features a copy of the original document 9066 signed by President Franklin Roosevelt on February 19, 1942, as well as suggested questions and activities and an historical overview. A printable pdf version is available.

### Teaching with Historic Places

The War Relocation Camps of the Second World War: When Fear Was Stronger Than Justice

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89manzanar.htm>

Lesson plan outline to be used when teaching students about the relocation camps established in the United States during the Second World War. Created by the National Parks Service in association with NARA.

Densho

<http://www.densho.org/>

Densho's mission is to preserve the personal testimonies of Japanese Americans who were incarcerated during the Second World War. It provides an extensive archive of materials and videos.

A More Perfect Union

<http://americanhistory.si.edu/perfectunion/experience/>

An expansive virtual exhibition site created by the Smithsonian that provides extensive visuals, detailed materials, and lesson plans on the experience of Japanese Americans during the Second World War.

Japanese American Veterans' Association

<http://www.javadc.org/>

Homepage for the Japanese American Veterans' Association, an organization dedicated to Japanese Americans who served in the U.S. armed forces. This site features articles written about service experiences of Japanese Nisei during the Second World War.

## MILITARY SERVICE

Today's Military: The Basics of Basic Training

[http://www.todaysmilitary.com/wil/t5\\_wil\\_training\\_basic.php](http://www.todaysmilitary.com/wil/t5_wil_training_basic.php)

World War II: Preparing for Battle

<http://www.army.mil/cmh-pg/photos/WWII/Preps/WW2-Prep.htm>

Shows pictures from army training, then and now. Website also features music, information, and photographs highlighting army service jobs both abroad and on the home front.

Letters from Home

[http://www.merkki.com/letters\\_from\\_home.htm](http://www.merkki.com/letters_from_home.htm)

The letters that soldiers received from home reflected feelings that war brings out, such as anxiety in uncertain times. A well-executed personal site tracing the story of the Allied soldiers[?] imprisoned by the Germans at Stalag Luft I, this personal scrapbook provides a means for students to identify with veterans.

### Minority Groups: Case Studies

The Holocaust—A Guide for Teachers: Stereotypes

<http://www.remember.org/guide/History.root.stereotypes.html>

Information on prejudice and stereotyping.

## WEBSITES ON THE SECOND WORLD WAR

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### Latinos in World War II

<http://www.utexas.edu/projects/latinoarchives/project.html>

University of Texas project that collected the testimony of over 125 Latino and Latina servicemen and women who served in the U.S. war effort.

### PRDream: Puerto Ricans and the American Dream

<http://www.prdream.com/>

Materials on Puerto Rican accomplishments and historical figures in the United States, including an oral history archive of Second World War veterans.

### African Americans in the Merchant Marines

<http://www.usmm.org/africanAmericans.html>

Provides an overview and also gives detailed descriptions of the achievements of African Americans in the Merchant Marines.

### African Americans in the U.S. Army

<http://www.army.mil/cmh-pg/books/wwii/11-4/>

A resource for studying the contributions made by African Americans and the eventual desegregation and integration of the military. A detailed online reference book by Professor Ulysses Lee.

### African Americans in World War II

<http://www.historyplace.com/unitedstates/aframerwar/index.html>

Provides a straightforward historical overview of African American contributions in the military and on the home front. Details valuable contributions to the war effort as well as discrimination and segregation.

### Lest We Forget: African Americans in WWII

<http://www.coax.net/people/lwf/ww2.htm>

Comprehensive site celebrating the achievements and contributions of African Americans in the U.S. armed services.

### Jim Crow in History (PBS)

<http://www.jimcrowhistory.org/resources/narratives.htm>

An excellent and extensive source that offers teacher-created lesson plans and first-person narratives on the experience of segregation in the United States in the 1940s and 1950s.

### Tuskegee Airmen

National Historic Parks Site

<http://www.nps.gov/tuai/>

Official website for the Tuskegee historic park site. Includes learning activity pages.

### Reference Material on the Tuskegee Airmen

[http://www.kent.k12.wa.us/KSD/SJ/TuskegeeAirmen/Tuskegee\\_Ref.html](http://www.kent.k12.wa.us/KSD/SJ/TuskegeeAirmen/Tuskegee_Ref.html)

Contains links to other sites, as well as a brief bibliography.

### Smithsonian: Black Wings

<http://www.nasm.si.edu/interact/blackwings/>

Highlights achievements of Tuskegee Airmen. Explores the history of racism and racial segregation among pilots. Includes classroom activities and teacher resources.

### Tuskegee Airmen

<http://tuskegeeairmen.org/airmen/who.html>

An official site that provides an overview of the Tuskegee airmen, their training and missions. Includes a bibliography.

### U.S. Army Center for Military History

<http://www.army.mil/cmh-pg/>

Features online exhibitions on topics such as WACs in Camp: 1945–1978, by Bettie J. Morden, as well as the contributions of other minority groups in the army.

## WEBSITES ON THE SECOND WORLD WAR

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### Navajo Code Talkers

The U.S. Mint Navajo Code Talker's online exhibition

[http://www.usmint.gov/mint\\_programs/medals/navajo/index.cfm?flash=yes&action=PhotoGallery](http://www.usmint.gov/mint_programs/medals/navajo/index.cfm?flash=yes&action=PhotoGallery)

A large selection of online images of Navajo Code Talkers during the Second World War.

### Navajo Code Talkers Facts and Dictionary

<http://www.history.navy.mil/faqs/faq12-1.htm>

Information about Navajo Code Talkers' participation in the Second World War, includes a Navajo Code Dictionary, FAQs, and a bibliography. Created by the Department of the Navy.

## Women in the Military

### WASP on the Web

<http://www.wasp-wwii.org/wasp/home.htm>

Highlights the accomplishments of women in the service. Discusses the first women trained to fly aircraft and details the Women Airforce Service Pilots (WASP) participation in the war effort.

### Women in the Military

<http://www.mtsu.edu/~kmiddlet/history/women.html>

Images and general reference materials on women in the U.S. armed forces.

### The Women's Army Corps: A Commemoration of World War II Service

<http://www.army.mil/cmh-pg/brochures/wac/wac.htm>

An extensive article prepared in the U.S. Army Center of Military History by Judith A. Bellafaire, featuring photographs.

## HOLOCAUST

### Yad Vashem, Israel Holocaust Martyrs' and Heroes' Remembrance Authority

<http://www.yad-vashem.org.il/>

Provides comprehensive online resources and a historical overview, virtual exhibitions, and lesson plans.

### U.S. Holocaust Memorial Museum

<http://www.ushmm.org/>

Extensive resource with exceptional materials, narratives, images, virtual exhibitions, and lesson plans.

### Children of the Camps

<http://pbs.org/childofcamp/index.html>

Transcript with supporting materials and photographs of the award-winning PBS program, a good introduction for teachers and students.

### Houston Holocaust Museum

<http://www.hmh.org/>

Promotes awareness of the dangers of prejudice, hatred, and violence against the backdrop of the Holocaust. Extensive site with educational section.

### Simon Wiesenthal Center

<http://www.wiesenthal.com/>

International Jewish human rights organization dedicated to preserving the memory of the Holocaust by fostering tolerance and understanding through community involvement, educational outreach, and social action. Large site with teacher's resource materials.

### Museum of Tolerance Multimedia Learning Center

<http://motlc.wiesenthal.com/pages/>

Interactive website with a section devoted to the Second World War.

## WEBSITES ON THE SECOND WORLD WAR

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Remember.org Cybrary

<http://www.remember.org/>

Includes a forum for teachers to exchange lesson plans and ideas pertaining to the Holocaust.

Social Studies School Service (resource catalog)

<http://www.socialstudies.com/c/@lko8g8xw-pg6l/Pages/holo.html>

A private developer and vendor of educational resources featuring prescreened and evaluated teacher's materials and lesson plans on teaching the Holocaust.

H-Net Humanities (Holocaust)

<http://www.h-net.org/~holoweb/>

A member of H-Net Humanities and Social Sciences Online, an environment for scholars of the Holocaust to communicate with each other through web-based mediated forums.

Holocaust Teacher Resource Center

<http://www.holocaust-trc.org/>

Sponsored by the Holocaust Education Foundation, Inc. Educators (kindergarten through grade 12) will find materials, including entire documents that may be downloaded for direct use in the classroom.

Voice/Vision Holocaust Survivors Oral History Archive

<http://holocaust.umd.umich.edu/>

Collection of the work of Dr. Sid Bolkosky, professor of history at the University of Michigan-Dearborn, who conducted oral histories of over 150 survivors.

## END OF THE WAR

### Atomic Bomb

A-bomb History

<http://www.dannen.com/decision/>

Offers historical information and source material, including the original documents on the decision to drop the bomb.

A-Bomb WWW Museum

<http://www.csi.ad.jp/ABOMB/>

Historical overview with information on the history of the atom bomb, and web forum of discussion in Japanese and English.

Truman Presidential Museum and Library

The Decision to Drop the Atomic Bomb Study Collection and Teaching Materials

[http://www.trumanlibrary.org/whistlestop/study\\_collections/bomb/large/bomb.htm](http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/bomb.htm)

A teacher-friendly site with lesson plans, activities, and an online book documenting the history of the atomic bomb.

### Aftermath of the Second World War

For European Recovery: The Fiftieth Anniversary of the Marshall Plan

<http://lcweb.loc.gov/exhibits/marshall/>

In-depth resources, dates, and primary documents pertaining to the Marshall Plan.

Nuremberg Trials

<http://www.law.umkc.edu/faculty/projects/ftrials/nuremberg/nuremberg.htm>

Provides an overview of the trials accompanied by images.

Wikibooks, the Free Textbook Project

[http://wikibooks.org/wiki/After\\_WWII](http://wikibooks.org/wiki/After_WWII)

Recommended lesson plans and student activities/discussions about the aftermath of the Second World War.

## WEBSITES ON THE SECOND WORLD WAR

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### MAP RESOURCES

Maps of WWII

<http://www.onwar.com/maps/wwii/index.htm>

A large volume of maps of all theaters of combat.

World War II Maps at the University of Texas Library

[http://www.lib.utexas.edu/maps/historical/history\\_ww2.html](http://www.lib.utexas.edu/maps/historical/history_ww2.html)

A collection of high-quality color images on specific events, periods, and military maneuvers. Includes recommended links to other websites.

Japanese Empire (Pre-1941)

<http://www.foxvalleyhistory.org/wwii/pre1941/map.htm>

German and Italian Military Conquests (December, 1941)

<http://www.foxvalleyhistory.org/wwii/pre1941/map1.htm>

Europe Between the Wars (1918–1939)

[http://www.maps.com/reference/history/whistory/hw\\_019.html](http://www.maps.com/reference/history/whistory/hw_019.html)

World War II European Theater (1940–1945)

[http://www.maps.com/reference/history/whistory/hw\\_021.html](http://www.maps.com/reference/history/whistory/hw_021.html)

Asia (1930–1941)

[http://www.maps.com/reference/history/whistory/hw\\_020.html](http://www.maps.com/reference/history/whistory/hw_020.html)

World War II Pacific Theater (1940–1945)

[http://www.maps.com/reference/history/whistory/hw\\_022.html](http://www.maps.com/reference/history/whistory/hw_022.html)

Axis Powers (1942)

[http://baby.indstate.edu/gga/gga\\_cart/78927.jpg](http://baby.indstate.edu/gga/gga_cart/78927.jpg)

Europe (1942)

<http://freepages.genealogy.rootsweb.com/~atpc/maps/europe-1942.html>

### VISUAL REFERENCE MATERIALS

Library of Congress American Memory Collection

<http://memory.loc.gov/ammem/ammemhome.html>

A gateway to primary source materials relating to U.S. history and culture. Offering more than 7 million digital items from more than 100 historical collections.

A Summons to Comradeship: World War I and II Posters: University of Minnesota Libraries

<http://digital.lib.umn.edu/warposters/warpost.html>

Large, historically significant collections of posters from the Second World War. Posters from government, commercial, and charitable organizations, many of which are available digitally on this site.

Kittleson Collection at the Minneapolis Public Library

<http://www.mpls.lib.mn.us/wpdb/index.asp?searchsubject=Food%20conservation>

A database-driven website that offers images and descriptive information on posters that were published between 1939 and 1945.

National Archives: Powers of Persuasion

[http://www.archives.gov/exhibit\\_hall/powers\\_of\\_persuasion/powers\\_of\\_persuasion\\_home.html](http://www.archives.gov/exhibit_hall/powers_of_persuasion/powers_of_persuasion_home.html)

A two-part online exhibition focusing on war posters developed during the Second World War.



## WEBSITES ON THE SECOND WORLD WAR

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### ORAL HISTORY PROJECTS

Teaching Tolerance

<http://www.tolerance.org/teach/index.jsp>

Supports the efforts of K–12 teachers and other educators to promote respect for differences and appreciation of diversity, serving as a clearinghouse of information about antibias programs implemented in schools across the country.

Facing History and Ourselves

<http://www.facing.org/>

Provides resources that help students find meaning in the past and recognize the need for participation and responsible decision making.

Frankel-y Speaking About World War II in the South Pacific

<http://www.frankel-y.com/>

A well-written online book of selections from the many letters sent by Stanley Frankel to his future wife and others during his time in the service.

Tankbooks.com

<http://www.tankbooks.com/>

Offers a series of thematic oral histories (divided into chapters), featuring archival imagery, compiled and created by webmaster Aaron Elson.

Veterans History Project

<http://www.loc.gov/folklife/vets/youth-resources.html#samples>

Contains sample materials from School/Youth Organizations, for the collection of oral histories including Sample Interview, Sample Audio/Video Recording Logs (requires the free Acrobat Reader), and a Sample Transcript.

The DropZone Virtual Museum

<http://www.thedropzone.org/>

Features artifacts, documents, oral histories, and book reviews of materials on the war efforts in Europe and the Pacific.

See also: Densho (Japanese American archive) and PR Dream and University of Texas (Latino and Latina archive) that appear earlier in this list of websites.

### The Second World War Trivia Quizzes and Games

The following links contain trivia quiz material pertaining to the Second World War:

<http://www.gashbag.com/ww2.htm>

<http://www.quia.com/hm/2884.html>

<http://www.geocities.com/limeydvr/facts.htm>

<http://www.triv.net/html/History/wwii2.htm>

<http://home.att.net/%7Ebetsynewmark/TrivWW2G.htm>