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ABSTRACT

This activity book is designed for grades 5-8 to look at America at home during World War II. The work examines the efforts of the men, women, and children who supported and supplied one of the greatest mobilizations of people and material that the world has ever witnessed. The activities were planned to compliment the exhibit of the same name, but they can be used to enrich any study of World War II and the homefront. The booklet is divided into five parts. Activities are designed to be completed in a single session, except for the "Victory Garden in a Pot." Part 1, "Road to War," contains: (1) "Teacher Resource"; (2) "The Road to War: Time Line"; (3) "Faces in the News"; and (4) "Places in the News." Part 2, "Where Were You on December 7, 1941?" contains: (1) "Teacher Resource"; (2) "Oral History Release"; (3) "Where Were You on December 7, 1941? Personal Accounts"; (4) "Oral Histories: Why? Who? How? Basic Rules"; and (5) "My Family Interview." Part 3, "Mom Goes to Work," contains: (1) "Teacher Resource"; (2) "Yesterday and Today"; (3) "Rosie the Riveter"; and (4) "Mom Goes to Work: Personal Accounts." Part 4, "V for Victory." contains: (1) "Teacher Resource"; (2) "What was Rationing?"; (3) "Pitching In"; (4) "The Ration Stamp Game"; (5) "A Victory Garden in a Pot"; and (6) "Creative Cooking." Part 5, "The Sights and Sounds of War," contains: (1) "Teacher Resource"; (2) "The Sights of War: Personal Accounts"; (3) "Symbols"; (4) "My Class Insignia"; (5) "V-Mail"; and (6) "The Sounds of War." A glossary and 21 references are included. (EH)

THROUGH MY EYES
A Child's View of World War II

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MESSAGE FROM THE VETERANS OF FOREIGN WARS OF THE UNITED STATES

The Veterans of Foreign Wars is proud to support the publication of this activity book that will assist your students in studying the American home front during World War II.

As military veterans who have served in the Army, Air Force, Coast Guard, Marine Corps, and the Navy against enemies in the Spanish American War, World Wars I and II, Korea, Vietnam, Panama, Grenada, and most recently in Operation Desert Storm, we need to know we have the support of the American people and that they understand the important tasks they must perform back home if we are to meet our military objectives.

The 2.2 million members of the Veterans of Foreign Wars take pride in our associations with these other organizations in being able to provide the information in this booklet that is important to you. We feel it is our duty as citizens to be fully informed about the history of our nation.

This educational resource is provided to help honor and thank the veterans of World War II, their families, and those who served on the home front -- to let them know that "A Grateful Nation Remembers." It is hoped that this resource will encourage the study of the history of this era, so that this knowledge will help ensure a safer and better tomorrow.

THROUGH MY EYES
A Child's View of World War II

APPROPRIATE FOR GRADES 5-8

CO-SPONSORED BY THE NATIONAL ARCHIVES-CENTRAL PLAINS REGION &
THE JOHNSON COUNTY MUSEUM SYSTEM

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ABOUT "THROUGH MY EYES: A CHILD'S VIEW OF WORLD WAR II"

Most Americans who lived through the years of World War II look back at those years as a time when the country was united in a common cause. Americans were dedicated to fighting a declared enemy, and patriotism was part of the American culture. It is very possible that part of this nostalgic look at the period is colored by the events of the "Cold War," the Korean Conflict, and Vietnam--events that questioned many values in the United States. Most recently, Desert Storm represented an effort by American society to recapture the unity of that era fifty years ago.

This activity book is designed to look at America at home during this period. It is not designed to explore the achievements of American forces that served throughout the world. Rather, the purpose of this publication is to look at the efforts of the men, women and children that supported and supplied one of the greatest mobilizations of people and materiel[1] that the world has ever witnessed.

This publication is part of a collaborative effort between the Johnson County Museum System, the Veterans of Foreign Wars, and the National Archives--Central Plains Region. While the activities were planned to complement the exhibit "Through My Eyes: A Child's View of World War II," they will enrich any study of World War II and the Home Front. Realizing that all activities are not appropriate for all classes, a variety of activities are suggested. Activities are designed to be completed in a single session, with the exception of the "Victory Garden in a Pot."

[1]"n materials and equipment in warfare." Oxford American Dictionary, p.548.

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THE ROAD TO WAR

Teacher Resource: THE ROAD TO WAR

World War II represents the greatest confrontation of the twentieth century. More nations were involved in this conflict, more ground contested, and more technology developed than ever before. Yet this conflict had its beginnings in the treaties and agreements aimed at preventing future conflict.

Historians agree that the Second World War began as a result of the First World War. Called "the war to end all wars," World War I thrust the world into the twentieth century. Unleashing the airplane, the tank, and chemical warfare, the devastation inflicted by World War I resulted in numerous treaties and agreements intended to end warfare forever. However, national jealousies arose as several countries believed that the victorious nations wished only to preserve their power at the expense of the national interests of lesser nations.

As a nation defeated, Germany was forced to cede valuable land and pay crushing reparations. Both England and France, which had suffered the brunt of the war, felt the only way to insure peace was to so weaken Germany that it would never again pose a threat to Europe. The loss of territory and national pride resulted in political instability in the country throughout the decade following the end of World War I.

Italy felt slighted by the treaty terms. Having been a member of the Allied nations, Italy hoped to gain valuable colonies. Colonies represented resources and markets. However, post-war treaties eliminated colonies, cheating Italy out of what she felt was her reward.

Japan also felt cheated by post-war disarmament treaties. Japan had thrust itself into the twentieth century by massive industrialization and military modernization. Treaties during the 1920s limited her naval capability. Japan lacked resources necessary to support a modern industrial nation, and limiting her navy crippled her ability to acquire these resources.

The Soviet Union was created during the First World War. Western nations feared the new government of communism, isolating the country. The Soviet Union did not participate in world organizations or treaty negotiations. Its successive leaders used this isolation to gain total control of the world's largest country.

England struggled to maintain her far-flung colonial empire and naval domination. Devastated by four years of fighting, the British wanted to return to the pre-war days of world supremacy.

France suffered most severely from the First World War. It demanded reparations to help rebuild a crippled country and wanted territory from Germany to help her economy.

The United States emerged from the First World War as a new world power. Although the U.S. had participated in the conflict for only a short period of time, the men and materiel contributed assured an Allied victory. While President Wilson proposed a sweeping treaty to end colonialism, establish nations according to cultural choice, and create a world organization to debate differences, most Americans wanted nothing more to do with European intrigues.

As a result, antagonism arose among the "Have-Not" nations toward the nations they felt restricted their national goals--the "Have" nations. The Germans had a word that best expressed this conflict--Lebensraum or "living space." By this they meant more space for German people: space to farm, space to provide resources for industry, space for markets, and space to feel pride in being German. Italy, Japan, and the Soviet Union each sought their own Lebensraum.

The onset of the economic crisis of the Great Depression brought this situation to a critical point. As millions were thrown out of work, farms were deserted and foreign markets disappeared, nations looked for solutions to worldwide disaster. Most found it in the strong leadership of single individuals who promised a return to national pride and prosperity.

In Italy, Benito Mussolini brought order out of chaos during the 1920s through brutal tactics and the creation of a new ideology called fascism. Claiming fascism would stop the spread of communism, a world-wide fear, Mussolini assumed absolute control of the government and used terror to silence his opponents.

In Germany, Adolf Hitler came to power promising the German people a return to national pride and economic well-being. Using Mussolini as his model, Hitler established National Socialism in Germany, claiming it to be the best way to stop the spread of communism. Hitler played on the fears, hatreds and disillusionment of the German people to gain control of the government.

Japan's emperor was absolute ruler of the people, but the actual government of the country rested with the cabinet. During the 1920s, a military coalition gained control of the cabinet. Smarting from the terms of treaties such as the Kellogg Pact, this military government demanded access to resources that Japan lacked. The Japanese people were told it was Japan's destiny to lead the world.

Democratic nations also looked to their leaders. A war-weary Britain wanted to believe the promises of Neville Chamberlain when he promised "Peace in our time."

America, although spared the devastation of war suffered by Europe, was reeling from the economic crisis of the Depression. Elected in 1932, Franklin Roosevelt became the charismatic leader of the United States. Instituting sweeping social programs to help the people of the country, he adopted sometimes dictatorial powers to help the nation.

Josef Stalin succeeded Lenin as absolute leader of the Soviet Union. After eliminating his enemies within the Communist Party, he waited for his opportunity to bring the Soviet Union back into the world arena.

Actual fighting began in 1931 when Japan militarily occupied Manchuria for its valuable iron and coal resources. Although Manchuria was a province of China, other nations were not ready to go to war to protect Chinese interests.

In 1933 Adolf Hitler became Chancellor of Germany. As he consolidated his power, he annexed Austria and demanded the Sudetenland, part of Czechoslovakia. He convinced world leaders that all he sought was a united nation of Germanic peoples. They agreed, not wanting war.

In Spain, civil war erupted. While the Spanish people wanted freedom from chaos, this conflict became a stage for a contest between the Soviet Union, Germany and Italy. While these nations used Spain as a testing ground for new weapons, the United States and most European nations preferred to remain uninvolved.

In 1935, Italy invaded Ethiopia. In 1937, Japan invaded China, and on September 1, 1939, Germany invaded Poland. With the invasion of Poland, England and France declared war on Germany.

As Europe and Asia went to war, most Americans wanted to remain out of conflict. This movement was known as isolationism. Most Americans felt that the expanse of two oceans would insulate them from the conflicts in the rest of the world. Americans who disagreed with the non-involvement policies of the United States served as volunteers in Spain, China, and in the Canadian and British armed forces.

On December 7, 1941, Japan attacked the American territory of Hawaii, hoping to neutralize the American navy. On December 8, Roosevelt requested a declaration of war against Japan. Three days later, the Germans, honoring a previous treaty with the Japanese, declared war on the United States. America was at war.

OBJECTIVES:

1. Identify the major nations involved in World War II.
2. Identify leaders of the nations involved in World War II.
3. Identify the areas of major conflict.

Vocabulary:

war	Allied Nations
conflict	Axis Powers
isolationism	communism
fascism	
Nazi	

Personalities:

Benito Mussolini
Adolf Hitler
Hideki Tojo
Winston Churchill
Franklin Roosevelt
Josef Stalin

TO BEGIN:

1. Introduce this unit with a class discussion of the meaning of the word conflict. Discuss the types of conflicts that students may have. For example, conflicts with friends, a brother or sister, or with a parent. How are these conflicts similar to or different from conflicts between nations? When do these national conflicts become war?

2. Extended discussion: Upper level classes may wish to discuss whether or not war is ever justified. Do nations have to fight? When? Why?

LESSONS:

1. Using a map of the world, discuss the events leading to the Second World War and identify the Allies, the Axis Powers, and the major areas of conflict.

2. Distribute THE ROAD TO WAR time line to students and review the events leading to war. Point out to students that no one thing caused World War II.

Upper level activities should include identifying points at which international conflict might have been avoided if action had been taken.

3. HEADLINES: Use the HEADLINES work sheet to review events. Number the headlines in chronological order and then use the numbers on these headlines to identify the areas in the world where these events took place.

4. Map Identification: Have students color in the Allied countries and the Axis countries. Use any colors for identification you choose. Shade the areas of conflict.

Allied Nations	Axis Nations
United States	Germany
France	Italy
Great Britain	Japan
Soviet Union	Finland

Areas of Conflict

Europe
North Africa
China
Indo-China
Pacific Islands

Upper Level: Sweden and Switzerland maintained their neutrality throughout the war. Discuss why combatant nations would respect the neutrality of a nation. For example, both the Axis Powers and the Allies used Sweden as an area of contact. Also, some nations provided necessary banking facilities for the warring nations. Another question--if Germany had won the war, would the neutrality of such nations have been respected?

5. FACES IN THE NEWS: Distribute this worksheet to identify the major leaders of the war. Have each student select one of the leaders and write a short essay on that man's leadership. Students should look at how that leader helped and hindered his nation. For example, Mussolini was much admired for rescuing Italy from chaos in the 1920s. Hitler also had many admirers during the 1930s for his national reform. And, conversely, Roosevelt was greatly criticized for some of his tactics.

Upper level: Situation game--Divide the class into small groups and have each group appoint a leader. Consider the question: What should a nation do to protect its interests?

THE ROAD TO WAR

1926 Mussolini declares himself dictator of Italy

1931 Japan invades Manchuria

1933 Roosevelt inaugurated President of the United States

1933 Adolf Hitler becomes Chancellor of Germany

1935 Italy invades Ethiopia

1936 Spanish Civil War begins

1936 Alliance between Italy and Germany formed called the Axis

1937 Japan invades northern China

1937 Japan seizes Peking, Tientsin, and bombs Shanghai, China

1937 Japan sacks Nanking, China

1937 Japan sinks American gunboat Panay in Yang-tse River

1938 Germany annexes Austria

1938 Italy invades Albania

1938 Germany annexes the Sudetenland

1938 Munich Conference: Great Britain's Chamberlain promises "Peace in our time."

1939 Germany takes the rest of Czechoslovakia

1939 September 1: Germany invades Poland; Britain and France declare war on Germany

1940 Japan joins the Italian-German Alliance

1940 Germany begins war in Western Europe; Norway, Holland, Belgium and Luxembourg fall

1940 France surrenders to Germany

1940 Battle of Britain begins during which Hitler hopes to bomb the British into surrender

1941 December 7: Japan attacks Pearl Harbor

FACES IN THE NEWS

The men listed below were the world leaders during World War II. Draw a line between the man and the country he led.

BENITO MUSSOLINI	JAPAN
ADOLF HITLER	UNITED STATES
HIDEKI TOJO	GREAT BRITAIN
WINSTON CHURCHILL	SOVIET UNION
FRANKLIN ROOSEVELT	GERMANY
JOSEF STALIN	ITALY

Choose one of the men above. Write a short biography of that leader. Discuss how that man helped or hindered his country.

PLACES IN THE NEWS

Headlines such as these appeared in newspapers all over the nation. Americans learned of places around the world as they followed events. Arrange the following headlines in the order in which they happened. Number them 1 to 12--1 is the first event. Using your numbers, locate each event on a world map.

POLAND FALLS AFTER THREE DAYS OF BLITZKRIEG

FRANKLIN ROOSEVELT ELECTED, PROMISES RELIEF FOR AMERICA

VALIANT STRUGGLE ENDS AS ETHIOPIA SURRENDERS TO ITALIAN FORCES

JAPAN INVADES CHINA, TERRIBLE LOSSES AT PEKING AND TIENTSIN

MUSSOLINI NEW LEADER OF ITALY

GERMANY DEMANDS THE SUDETENLAND

WINSTON CHURCHILL NEW PRIME MINISTER OF BRITAIN

JAPANESE ARMY TAKES OVER MANCHURIA

CIVIL WAR IN SPAIN, RUSSIA AND GERMANY ARM OPPOSING FORCES

FRANCE SURRENDERS

ADOLF HITLER NEW CHANCELLOR OF GERMANY

JAPANESE ATTACK PEARL HARBOR

PLACES IN THE NEWS

TO THE CONGRESS OF THE UNITED STATES:

Yesterday, December 7, 1941 — a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with ~~the~~ nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

WHERE WERE YOU ON DECEMBER 7, 1941?

Teacher Resource: WHERE WERE YOU ON DECEMBER 7, 1941?

OBJECTIVES:

1. Conduct an oral history interview with family members about an important family event.
2. Conduct an oral history with a community member about an aspect of the home front during World War II.

Vocabulary:
oral history

TO BEGIN:

1: Introduce this unit with a class discussion about how people remember important events in their lives. Begin with family events that people remember. Examples are weddings, births of children, graduations and traditional family celebrations. Discuss how different people will remember the event in different ways. For example, a mother and child will remember a birthday party differently. List types of events on a blackboard and have the students select one and write a paragraph about what they remember about an event in their own lives.

2. Discuss how people remember national events as well as personal events. For each generation, one event tends to dominate memory. For those who were children or young adults during the Second World War, the dominating event is the attack on Pearl Harbor. Other events that people may remember are the Kennedy assassination, the first man to set foot on the moon, the Nixon resignation, the explosion of the space shuttle Challenger. As practice, ask the children to select one of these events and ask an adult family member what they remember about the event.

LESSONS:

About Oral Histories:
The World War II Commemoration provides a wonderful opportunity for students to conduct oral histories with members of their community. Oral histories are an excellent way to gain information about people and the times in which they lived and provide practice for students in research and the use of various forms of information.

As the teacher, decide how the class will use the information. The final project could be a written report, a class scrapbook,or a bulletin board. If the equipment is available, video taping of the project is an option.

Oral histories can be conducted in a number of ways:
1. Written--the interviewer asks questions of the subject and writes down the responses.
2. Audio taping--the interviewer records the interview on tape.
3. Video taping--the interviewer films the interview.

Different formats for oral histories should also be considered.
1. One-on-one: one person interviews a subject.
2. Small group: a group of 4-6 students interview a subject. This can be conducted as a news conference. Children play the role of newspeople.
3. Class question and answer: the entire class asks questions of a subject. This can also be conducted as a news conference.
Although the first two methods are preferable, time and guest availability may make the third form necessary.

Equipment:
Two things are always required despite the form selected for the interview--pencil and paper. Even though a student may be taping an interview, students must make notes about the answers to the questions.

If taping the interview, be sure to have the proper equipment needed, extra tapes, extension cords and/or batteries for the recorder.

When inviting a speaker to the school, divide the class into small groups and use the news conference format. Have each group prepare a set of questions about a different topic and then, in turn, question the speaker.

Have each group present to the class the information they learned, either in the form of an oral report, a news story for a classroom paper, or pictures they have created. Taking the spoken word

and translating it into a picture or illustration can be a useful art project. Illustrations should include details learned from the interviews.

Practice first:
Assign students a family interview. An excellent way to begin is to tell students to select a photograph of a family event. Use the photograph during the interview to focus the subject's attention on the event and to stimulate discussion. Encourage students to select a photo with more than one person in the photo and to talk to more than one person about the event. In the final presentation of the interview, ask students to compare the different stories. Remind the students that no one is wrong. People often remember things in different ways.

NOTE: When using information acquired from oral histories, the class must get a release from the person interviewed. No matter how you intend to use the information, you must ask the subject to sign a release.

Upper level: When using the information acquired from oral histories, the information must be cited as other sources. The following reference is recommended:

Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations (Chicago: The University of Chicago Press, 1987), 196.

Footnotes and Endnotes:
[1]Name, Interviewer's name, date.
Example:
[1]Bette Parker Crowson, Interview by Margaret Brooks, October 12, 1991.

Bibliography:
Name. Interviewer's name, date.
Example:
Crowson, Bette Parker. Interview by Margaret Brooks, October 12, 1991.

ACTIVITIES:

1. Distribute student sheet: WHERE WERE YOU ON DECEMBER 7, 1941? Compare the types of information provided: the facts about the attack, what America was doing on that Sunday, and the remembrances of the three young people.

2. Distribute the sheet SIMPLE RULES FOR ORAL INTERVIEWS. Review with students the procedures for interviews.

3. Distribute the student worksheet FAMILY INTERVIEWS. Have students select a family photograph and prepare questions to ask about the event. The worksheet should be the final product for the class.

4. Contact members of the community to come to the classroom to discuss different aspects of the home front. If students know a family member who was alive during the Second World War, have them interview that person.

5. When inviting a guest to the classroom, the classroom teacher should conduct the initial interview with the guest. Review the facts of the guest's experience--place of birth, how old were you during this period, etc. Ask the subject specific questions about his/her experience that will help in the classroom interview. Present this information as part of the classroom research.

6. Prepare final classroom project.

Oral History Release:

Subject _____

Address _____

_____

I hereby give _____
(name of interviewer)

permission to use the information from the interview given on

_____.
(date of interview)

The information may be used for scholarly and educational purposes. My name may_____, may not_____(check one) be used.

Signature

_____

Date _____

Interviewer's Name _____

Address _____

_____

Where were you on December 7, 1941?

Some events are so important in our lives that we remember every detail. Sometimes these events are personal such as weddings, births, graduations, or family celebrations. Sometimes these events are national such as the attack on Pearl Harbor.

Of all the events of World War II, the attack on Pearl Harbor seems to stand out for most Americans. There were other events during the war--D-Day, the death of President Roosevelt, victory in Europe, and the atom bomb. But the one event that Americans seem to recall in detail is Pearl Harbor.

WHAT HAPPENED?

The Japanese executed a daring, surprise attack on the naval and army installations at Pearl Harbor in Hawaii. Hawaii was at that time a territory of the United States and a base for the American Pacific Fleet. The Japanese were able to destroy or severely damage most of the United States fleet. Fortunately the aircraft carriers were at sea during the attack and escaped destruction. Thousands of American lives were lost as the ships exploded. The purpose of the attack was to so disable American forces in the Pacific region that the Japanese would have time to gain military control of the area. The attack began at 7:55 a.m., but because of the time difference, news of the disaster did not reach much of the rest of the country until early afternoon.

On December 8, President Roosevelt asked Congress to declare war on the Japanese. His address was broadcast around the nation.

WHAT WERE AMERICANS DOING ON DECEMBER 7, 1941?

In general, America was beginning to recover from the depths of the Depression. For many, the approaching Christmas season promised to be more cheerful than it had for some time.

Most Americans spent their Sundays in much the same way, whether it was in New York, Kansas City or Los Angeles. For many Americans, Sunday was a day to spend with family and friends. Most Americans attended church in the morning and then returned home to have a large family meal. Roast beef or fried chicken were Sunday favorites. Dinners included three or four vegetables, homemade breads and home-canned relishes from the summer garden. Pies and cakes ended the meal. Many Americans ate this meal midday or in the early afternoon. A light supper was served in the evening. One woman remembers this traditional Sunday dinner: "There were always several small dishes of relishes like piccalilli and tomato and corn relishes. We had these relishes instead of salad. My mother made the relishes from vegetables from the garden and there were jars of them stored in the cellar. I loved the Sunday dinners when company came because Mama would use her good china--that meant I didn't have to do the dishes. Mama never let anyone touch her good china."[1]

[1]Bette Parker Crowson, Interview by Margaret Brooks, October 12, 1991.

THREE PERSONAL ACCOUNTS:

Carolyn Gregory Perkins was 14 years old in 1941. She lived in the central Kansas town of Osborne. The family had moved from their family farm outside of town when her father was forced to sell it because of the Depression. Carolyn was a freshman in high school. On that Sunday, the family went to church where Carolyn sang in the junior choir, the only choir in her church. Her family returned home to enjoy a traditional family dinner. "There was always family there--they would come into town." Carolyn doesn't remember exactly how she heard of the attack, but she remembers how concerned the adults were. The strongest memory she has about what she heard was the surprise and shock expressed by the adults. "No one thought that such an attack was possible. They were shocked!" She was very aware of how worried the adults were. The next day the entire school was called to an assembly in the auditorium of the high school. On the stage was a radio and the students listened as President Roosevelt asked Congress for a declaration of war against the Japanese. "I knew things were serious because my parents were so worried, but the whole thing became real for me when my brother was sent overseas. Then the war became really terrible when he was reported missing in action."[1]

Floyd Perkins was fifteen years old and lived with his widowed mother in Topeka, Kansas. His mother worked six days a week at a laundry as a seamstress. He and his mother attended church where Floyd sang in the choir. They returned home for dinner. After the meal, Floyd walked six blocks to the movies. "You could see a double feature, a newsreel and a cartoon for fifteen cents." He remembers that the day was cloudy and cold as he walked home. When he got home, his mother's cousin was visiting and he told Floyd about the attack. Floyd went around the corner and bought a special edition of the newspaper with the story of Pearl Harbor. The next day his school was assembled to listen to the Presidential address. The radio was placed on the stage in the auditorium and everyone listened. The war became real for Floyd when he heard Dr. Kenneth McFarland, then superintendent of Topeka schools, address the student body. McFarland told the student body that fourteen and fifteen year olds would be in the final battles. Floyd was drafted into the army in 1944.[2]

Barbara Campbell Magerl was nine years old in December of 1941. She lived in Kansas City, Missouri, and her father worked for the railroad. On December 7, 1941, her family attended Catholic Mass and returned home for breakfast. Immediately afterward, preparations for the Sunday family dinner began. At that time there was a married sister, a brother and herself at home. Other members of the family were expected. On this day her brother, who had joined the navy, was home. When the family heard the news of the attack, she remembers her brother saying, "What a stupid mistake to have them [the ships] all in harbor." One of Barbara's most vivid memories is the newsboys calling "EXTRA!" when a special edition of the newspaper came out to report the attack. "That was exciting because it was just like in the movies." The next two days were exciting and frightening as her brother in the navy and her brother-in-law in the national guard were called immediately back to duty. "The war became very real, very quickly."[3]

[1]Carolyn Gregory Perkins, Interview by Margaret Brooks, October 16, 1991.
[2]Floyd Perkins, Interview by Margaret Brooks, October 16, 1991.
[3]Barbara Campbell Magerl, Interview by Margaret Brooks, October 22, 1991.

ORAL HISTORIES: WHY? WHO? HOW? BASIC RULES

WHAT IS AN ORAL HISTORY?

An oral history is an interview with a person who lived in a particular time. The purpose of an oral history is to gain information about how people lived as well as what they did. Think about history as a photograph. The facts of a certain event provide the outline of the photograph; interviews with people who lived through that event provide the detail and the color to the photograph. For example, we can look at a ration stamp for shoes issued during World War II. We know that leather was rationed because it was needed for the war effort. Now add to these facts this account of a young woman living in Washington, D.C., in 1944: "My Mother gave me her shoe ration coupon as a Christmas present. I wanted new shoes more than anything. . . . That was the best Christmas present I ever received."[1]

Basic Rules for Oral Interviews:

BE PREPARED:

1. DO YOUR RESEARCH: An oral history is not a fishing trip. Know what questions you want answered in advance. Know the facts of an event or a time before questioning your subject.
2. PREPARE YOUR QUESTIONS: If possible, contact the subject in advance and explain the type of information you wish. This allows the subject to prepare for the interview and the information gained allows you to prepare questions about specific topics. Questions that require a simple yes or no and "tell me everything you know" questions produce little useful information. For example: a poor question--Tell me everything you remember about World War II. A prepared question--Was there one thing you missed most because of rationing? Why?
3. HAVE THE PROPER EQUIPMENT: You will need pencils and paper, even if you tape the interview. You should always take notes during the interview. If you are audio or video taping, be sure the equipment is in proper working order. You should also have extra tapes, extension cords or batteries for the recorder.

BE CONSIDERATE:

4. EXPLAIN EVERYTHING: When you contact the subject, explain why you want to talk with that person. Explain the purpose of the interview: how the experience of the interview will help you and your project. Describe the information you want. This allows the subject to think about the topic. Also the subject may have documents and/or photographs that will help. Describe where and how the interview will take place. Most people are more comfortable in their own homes. When you invite guests to your classroom, explain to them what the surroundings will be like.
5. MAKE THE SUBJECT COMFORTABLE: Provide a comfortable chair. Do not plan an interview to last longer than one to one and a half hours.
6. USE YOUR BEST MANNERS: You are an invited guest into someone's life.

REVIEW:

6. REVIEW YOUR NOTES AND ANY TAPES: Make sure you understand any notes you made during the interview. If you taped the interview, listen to the tape and review your notes. Make additional notes about the interview. Write down your impressions of the interview.

[1]Bette Parker Crowson, Interview by Margaret Brooks, October 12, 1991.

My Family:

I INTERVIEWED _____

_____

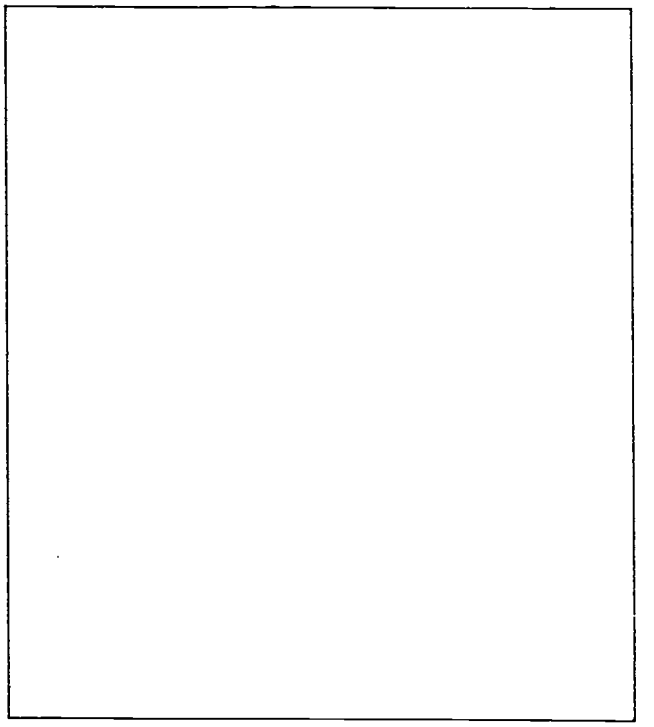
_____

THE INTERVIEW TOOK PLACE AT _____

_____

DATE OF THE INTERVIEW _____

I AM _____



MOM GOES TO WORK

Teacher Resource: MOM GOES TO WORK

At the start of the Second World War, the United States was recovering from the worst depression in the history of the industrialized world. Millions had been unemployed and families lost their farms and their homes. Although the Roosevelt Administration had instituted sweeping social programs to help relieve the suffering of the American people, true recovery did not begin until war started in Europe. Under the title of "Preparedness," Roosevelt convinced an isolationist Congress to add to American military strength. The armed forces expanded and manufacturers began producing the materiel of war. All of this created jobs.

After the attack on Pearl Harbor, America shifted into high gear. Now, where there had been no jobs before, there was a labor shortage. As men volunteered and were drafted to serve in the armed forces, the question became--who will build the ships, the tanks and harvest the food needed to support American forces? The answer was Mom.

The government started a massive campaign to bring women, especially married women, into the work place--and not just any work place. Women were now needed to weld, rivet, and solder in factories, shipyards, and munition plants.

Why was this different? Women have been producers since the beginning of time. Until the Industrial Revolution, their contributions were bounded by family and home. With the advent of the factory system, women entered the work force as wage earners.

Historically, certain jobs became feminized. Florence Nightingale and Clara Barton thrust women into the nursing profession. In the late 1800s, teaching became female dominated, and with the introduction of the telephone and typewriter, secretarial and clerical responsibilities were feminized. When men and women had the same job, such as teaching, women were paid less than men for the same work.

During the years of the Depression, most people believed married women should not work. With millions of men out of work, most Americans felt jobs should go to men with families.[1] An example of this bias is the laws passed in some states that prohibited married women from teaching school.

But in 1941, the government needed workers, and millions of American women went to work. Many were eager for the lucrative salaries offered; many went for patriotic reasons.

Whole families moved to where the new jobs were offered. One area greatly affected was southern California with its airplane industry. All major cities in the United States were affected as every industry converted to wartime production. In some cases, new communities were created. An example was in De Soto, Kansas, where the Sunflower Ordnance Works moved the small rural town of Prairie Center to create a huge complex that included a munitions factory, family and bachelor housing, a school, a hospital, as well as postal, grocery, and entertainment facilities.

As America went to war and Mom went to work, there was one problem--the children. Some factories instituted child care facilities within the plant, but these were not universal. Often women moved in with other family or friends and shared the household and childcaring responsibilities. In many cases children were left alone, to spend their days in movie theaters, locked in their homes or automobiles, or left to roam the streets.[2]

[1]Sherna B. Gluck, Rosie the Riveter Revisited: Women, the War, and Social Change (Boston: Twayne Publishers, 1987), 8

[2]Richard R. Lingeman, Don't You Know There's a War On? The American Home Front 1941-1945 (New York G.P. Putnam's Sons, 1970), 85-87.

OBJECTIVES:

1. Identify "Rosie the Riveter."
2. Compare jobs done by women during World War II to jobs done by women today.

TO BEGIN:

1. Begin this unit with a discussion of the types of jobs women do today. Ask if there are jobs that are thought to be "women's work," both inside and outside the home.

2. Discuss why women work. For example, during the Depression, most women worked to provide necessities for their families. Today, do women work to buy food or provide extra things for their families? Do women work to express their talents in a given field?

3. Extended discussion: There is some debate among historians about the impact of World War II on working women. During the war, society accepted the working woman and mother. After the war, attitudes changed again. Jobs should be for the returning soldiers. Who should work in any society? Are women care givers or wage earners? Or both?

LESSONS:

1. Distribute ROSIE THE RIVETER. Discuss her as a symbol of women who worked in factories and other places. Is there a symbol of working women today? Have each student create a poster that symbolizes the work his/her mother does today. This includes women that work inside and outside the home. The title of the poster is "MOM AT WORK."

2. Read or distribute to the class MOM GOES TO WORK. Compare the accounts of three children. Pass out the worksheet "Yesterday and Today." Have children complete worksheet.

3. Additional research: Explore which wartime industries were located in or near your community. Invite someone who worked at that location or whose mother worked at that location during World War II to visit your class. Using the rules for Oral Histories, conduct a news conference with that person.

4. Upper level: An excellent publication of oral histories of women who worked in the aircraft industry in California is:

Rosie the Riveter Revisited: Women, the War, and Social Change by Sherna B. Gluck, Twayne Publishers: Boston, 1987.

Chapters 5-8 and chapter 10 are particularly good for recounting the experience of both single and married women. Assign students different chapters. Ask them to compare the experiences of the women in the book to those of women today. This can be in the form of an oral report to the class or a written essay. The discussion should include changes in the attitude of society toward working women and a comparison of their needs to work.

YESTERDAY AND TODAY

Following are statements about life in the past. After each, write a sentence about life today.
For example:
YESTERDAY: Married women could not teach school in many states.
TODAY: Married women can teach or do any other jobs they wish.

YESTERDAY: During World War II, women built ships, airplanes, and bombs for the war.
TODAY:

YESTERDAY: Large factories provided day care centers, post offices, and even grocery stores for their employees.
TODAY:

YESTERDAY: Working mothers were expected to clean their houses, cook all the meals, and do the laundry.
TODAY:

YESTERDAY: Not all work places provided child care. Often children were left alone.
TODAY:


We Can Do It!
J. Howard Miller
28
WAR PRODUCTION CO-ORDINATING COMMITTEE

Who Was Rosie the Riveter?

"Rosie the Riveter" was the symbol of the women who went to work in the factories, shipyards and munitions plants. She was created to show how women could support the war effort. Photographs of lovely young women building airplanes and ships were published all over the country to inspire women to go to work for Uncle Sam.

We can think of "Rosie" as all the women who went to work for victory. Not only did she build bombs. She staffed government offices and typed the orders that supplied American forces around the world. She went into the fruit orchards of California and the wheat fields of Kansas to harvest the crops. She was the full-time volunteer for the Red Cross and the Civil Defense Administration.

Rosie was a young, unmarried woman who wanted the good jobs offered by the government. She was a mother with small children whose husband or brother was fighting somewhere in the world. She was a grandmother whose son or son-in-law was in the military. She went to work for better pay and because she felt it was her duty to her country.

MOM GOES TO WORK

Women worked before World War II. There were jobs that were considered "women's work." These included teachers, nurses, secretaries, and sales clerks. Some women were lawyers, doctors, architects, and managers of businesses--but these were very few. Most of the women in the work force were unmarried. Married women were expected to stay home and take care of their husbands and children. During the Great Depression, this attitude became even stronger because most Americans thought that jobs should go to men with families to support.

When America went to war, the country needed workers. With so many men in military service, women were asked to go to work. The United States government began a great campaign to get women to work, especially married women. Where did they go to work? They worked in the airplane factories in Los Angeles, Wichita, Kansas City; they worked in the shipyards in San Francisco and Mobile. They worked in Detroit where they built tanks, jeeps, and troop carriers. They worked in the ordnance factories where they assembled bombs and bullets. They harvested crops and worked in processing plants where they prepared food for the troops. When the military expanded or built camps, they worked in the offices and supply depots. They worked in the hospitals that were built to care for the wounded soldiers that returned home.

So many working mothers was a new experience for America. Before the war, working mothers depended on relatives to take care of their children or children were expected to take care of themselves. Floyd Perkins remembers his childhood in Topeka, Kansas:

> Well, it was just my mother and me. She was a widow and she always worked. During the Depression, she worked for a laundry as a seamstress--she repaired and altered clothing. She didn't come home 'til the work was done. . . . I was in school--so I would come home, let myself in, and listen to the radio or do my homework. I knew better than get into trouble. She also did sewing at home and worked two nights a week at the VFW dances, selling tickets. When she worked Saturday nights for the VFW, she would give me a dime for the movies. I would go back to the hall when the movie let out. In 1942, she went to work for Winter Hospital in Topeka--it was built by the army to treat orthopedic wounds. That was better because she was home every night about five.[1]

When so many women went to work, many factories began providing services for working mothers. Day care centers, post offices, and banks were opened in many factories. Many families moved to where the jobs were but despite these services, not everyone was happy. Thomas Shaffer didn't like California:

> I was eight years old when we went to California. We moved from Ogden, Utah, with another family. Their son was my best friend. We all went because there were jobs at the Kaiser Shipyards in Richmond [near San Francisco]. Mom worked days and Dad worked nights. They would pass each other coming and going from work. Mom took my sister to the day care center at the shipyard. I went to school. Boy, did I go to school. I got into so much trouble, they made me go twice a day. They had two sessions of school--one in the morning, one in the afternoon. I went to both sessions. . . . All I thought about was going home to Wyoming--that was home to me. Going back to Wyoming was all my friend and I talked about. In 1944, Dad packed everything up on a flat bed trailer that he pulled behind the car. They bought me a cowboy hat and I sat in the backseat of a 1921 Chevrolet as we went home. I was so happy--except my friend stayed in California.[2]

Women not only worked in defense plants; they volunteered their time to help the war effort. They worked for the Red Cross, knitting sweaters, caps, mittens, and socks. They rolled bandages. They collected scrap

metal, fats, and newspapers. They served as air raid wardens for their blocks. Barbara Campbell Magerl's mother volunteered her time:

> My mother didn't work in a plant during the war. She was air raid warden for our block. When we had air raid drills, she had to be sure there was no light coming from any of the houses. If she saw any light, she had the authority to turn those people into the police. I would stand on the porch with her during the drills to see if there were any lights showing from the houses.[3]

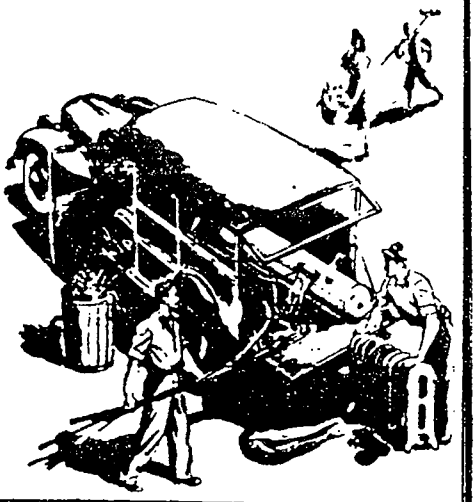
[1]Floyd Perkins, Interview by Margaret Brooks, December 4, 1991.
[2]Thomas Shaffer, Interview by Margaret Brooks, November 28, 1991.
[3]Barbara Campbell Magerl, Interview by Margaret Brooks, October 22, 1991.

JUNK RALLY

Don't [you and I] let brave men die
because we faltered at home

Pile the scrap metal on your parkway

Civilian Defense workers
will pick it up



Junk helps make guns, tanks, ships for our fighting men . . . . . .
Bring in anything made of metal or rubber . . . .

If you must sell your scrap metal please take it to our local salvage dealers.

Flat irons, rakes, bird cages, electric irons, stoves, lamp bulbs, bed rails, pianos, washing machines, rubber goods, farm machinery, lawn mowers, etc. are needed.

V FOR VICTORY

Teacher Resource: V FOR VICTORY

OBJECTIVES:

1. Discuss how everyone in a country is involved when that nation goes to war.
2. Identify the things Americans did to support the war effort.
3. Identify the things children did to contribute to the war effort.

Vocabulary:
rationing
Victory Garden
scrap drive

TO BEGIN:

1. When Americans look back at World War II, everyone remembers rationing. Richard R. Lingeman states: "As the war drew on, nearly every item Americans ate, wore, used or lived in was rationed . . . ."[1] Today, we in America are used to being able to buy anything we want when we want it. Rationing, making do with old clothes, and not being able to drive wherever and whenever we want are not part of our current experience. We look back on that time as a time of doing without, but many who lived then don't think of it that way. Remember, America was recovering from the Great Depression and most Americans had lived with only the things they needed for a long time. Americans accepted rationing, no consumer goods, and "making do."

Discuss with the class the things human beings need to live--food, water, air, shelter and clothing. Then discuss the things they think they need--telephones, radios, television, and automobiles.

Ask students to make a list of everything they use in one day. Include everything from shampoo to clean socks. The list should include everything they eat, wear, watch, listen to, talk into. The next day, in class, have students cross off the list all things they did not need to live through the day. Discuss the difference between what they need and what they used.

ACTIVITIES:

1. Read or distribute to the class WHAT WAS RATIONING? Rationing was put into place to make sure everyone had what they needed and to make sure that prices did not rise on scarce items. What items should be rationed in time of war? Discuss what children would miss if things like sugar were rationed.

2. Distribute PITCHING IN. Children helped in the war effort during World War II. How do children help society today? An example would be recycling.

3. Distribute THE RATION STAMP GAME. Review with students the types of things that will be "rationed" in one day. After completing the assignment, discuss the things that were most difficult to give up.

Upper Level: Ask students to create a class ration game of things in modern life that would be most difficult to do without--for example, the telephone. Then set limits on the usage of these things. Ask the class to participate in the game. At the end of the time established by the class, require each student to write an essay entitled "What I Missed Most."

4. Distribute CREATIVE COOKING. Discuss how people adapted to using less. Discuss the recipes and helpful hints. The class may want to prepare the "Sugarless Chocolate Cookies."

5. A VICTORY GARDEN IN A POT: Thousands of Americans planted Victory Gardens to provide their families with food. Empty city spaces such as ". . . back-yards, parking lots emptied by gas rationing, playgrounds, Chicago's Arlington Racetrack, the Portland [Oregon] Zoo, Ellis Island, and Alcatraz" filled with vegetables.[2] As a class and science project, try producing a garden in a pot. Basic instructions are included. For more information about things that will grow well in your area, contact your County Extension Service. When the vegetables are ready to harvest, have a class "garden picnic" to sample the goodies.

[1]Richard R. Lingeman, Don't You Know There's a War On? The American Home Front 1941-1945 (New York: G.P. Putnam's Sons, 1970), 235.

[2] William Manchester, The Glory and the Dream: A Narrative History of America 1932-1972 (Boston: Little, Brown and Company, 1973), 302-303.

WHAT WAS RATIONING?

Ration books became a way of life for Americans during World War II. Rationing was a system that provided everyone with the same amount of things that were scarce. The system was intended to keep prices low for these items and to make sure people had what they needed. Some things became scarce because they came from places controlled by the enemy. Because rubber came from Japanese-controlled Southeast Asia, tires and other things made of rubber were among the first things to be rationed. Some things were scarce because they came from foreign countries and had to be brought by ship. This was dangerous because enemy navies were operating in both oceans. Sugar and coffee were examples of this. Some things were scarce because they were needed to supply the military. Gasoline, oil, metal, leather, meat and other foods were examples of this.

Because so many things were needed for the war effort, some things disappeared completely during the war. No automobiles were manufactured as Detroit made tanks and other vehicles for the military. Because sugar was rationed, candy and chewing gum were scarce. Nylon and silk were needed for the war, so ladies did without stockings, painting their legs instead.

Carolyn Gregory Perkins remembers rationing in central Kansas:

> My dad sold his car because he couldn't get tires or gas. That wasn't too bad because we lived in a small town and it was easy to get around. But the one thing we really missed was sugar. We never did without food because we had family on farms who would bring us meat, eggs, and butter. But sugar was hard to come by. . . . You had to have stamps for sugar. . . . The thing I really missed was Coca-Cola. I guess they didn't make it during the war because it needed sugar. There was a terrible substitute. It was awful. I knew the war was over when I could get a real Coke again.[1]

Patricia Thomas Faust was a small child in Phoenix, Arizona, during the war:

> I would go to the store with my mother, and I remember how careful we had to be. You had to have this stamp for this and another stamp for something else. And you made everything go as far as you could. . . . One thing we couldn't get was butter--we had to use Oleo. Oleo was white and didn't look like butter so they gave you a bowl of yellow dye to mix with it. That was my job--to mix the two together. I hated doing that. Later, they put some kind of capsule in the Oleo and that was easier to mix. . . . We didn't go hungry but the one thing I really missed during the war was bubble gum.[2]

Bette Parker Crowson lived with her widowed mother in Washington, D.C.:

> Mother locked her car in the garage and we rode the streetcar from then on. . . . No one went hungry--you just couldn't always get things you were used to. We had to be creative with the food we could get. When you didn't have meat, you ate vegetables. My mother made us creamed asparagus on toast for lunch. I used to love that. . . . Of course there were no silk stockings and then nylons became impossible to come by. We used leg make-up and we would draw the seam line up the back of our legs--because, you know, all stockings had seams in those days.[3]

[1]Carolyn Gregory Perkins, Interview by Margaret Brooks, October 16, 1991.
[2]Patricia Thomas Faust, Interview by Margaret Brooks, October 28, 1991.
[3]Bette Parker Crowson, Interview by Margaret Brooks, October 12, 1991.

PITCHING IN

"V FOR VICTORY" was the motto of everyone in America. This stood for everything Americans did to support the war effort from joining the military to planting Victory Gardens. Children and young people "pitched in" too. Young people worked in Victory Gardens, collected scrap metal and cooking fats, took Red Cross courses in nursing and nutrition, made balls of tinfoil from gum wrappers, bought savings bonds, and helped farmers harvest crops.

In large cities and small towns all over the country, young people worked for victory. In Olathe, Kansas, the local newspaper noted that students of the Olathe schools were making "gift boxes which include toys, pens and pencils, crayons, tooth brushes, and many other items. The children are even knitting afghans." The children collected over five tons of scrap metal, and members of the football team helped local farmers bale hay. "It may be depended upon that any time the need. . .should arise, the schools of Olathe will be ready and willing to 'pitch in and do their part.' "[1]

In most cities around the nation, children took wagons door-to-door, collecting scrap metal. This included everything from old appliances to tin cans to pots and pans. In schools, children made large balls of tin foil from gum wrappers. "We used to make balls of tin foil from gum wrappers. We just knew it was going to make a winning bullet."[2]

And children worked in Victory Gardens. People around the country planted Victory Gardens to provide fresh vegetables. Women canned the crops from the gardens and the children helped.

Paul Martin was eight years old when he and his family would ride out to a lot south of Kansas City:

> We would go in the evenings after Dad got off work. The whole family would go and work. There were lots of plots in this field and many families were working them. The field was at 68th Street and State Line Road. Out there, State Line Road was gravel and riding out there, I thought we were really going into the country. . . . I hated weeding! Do you know any eight-year-old boy who wants to spend a summer evening weeding vegetables? . . . . I did like it when Mom canned the vegetables. She used big pots on a gas burner down in the basement. Sometimes I stirred the vegetables. The house would smell of cooking vegetables for days. I liked that smell. I remember stewed tomatoes. She would put those in dark green jars. We ate those all year round. I still like stewed tomatoes.[3]

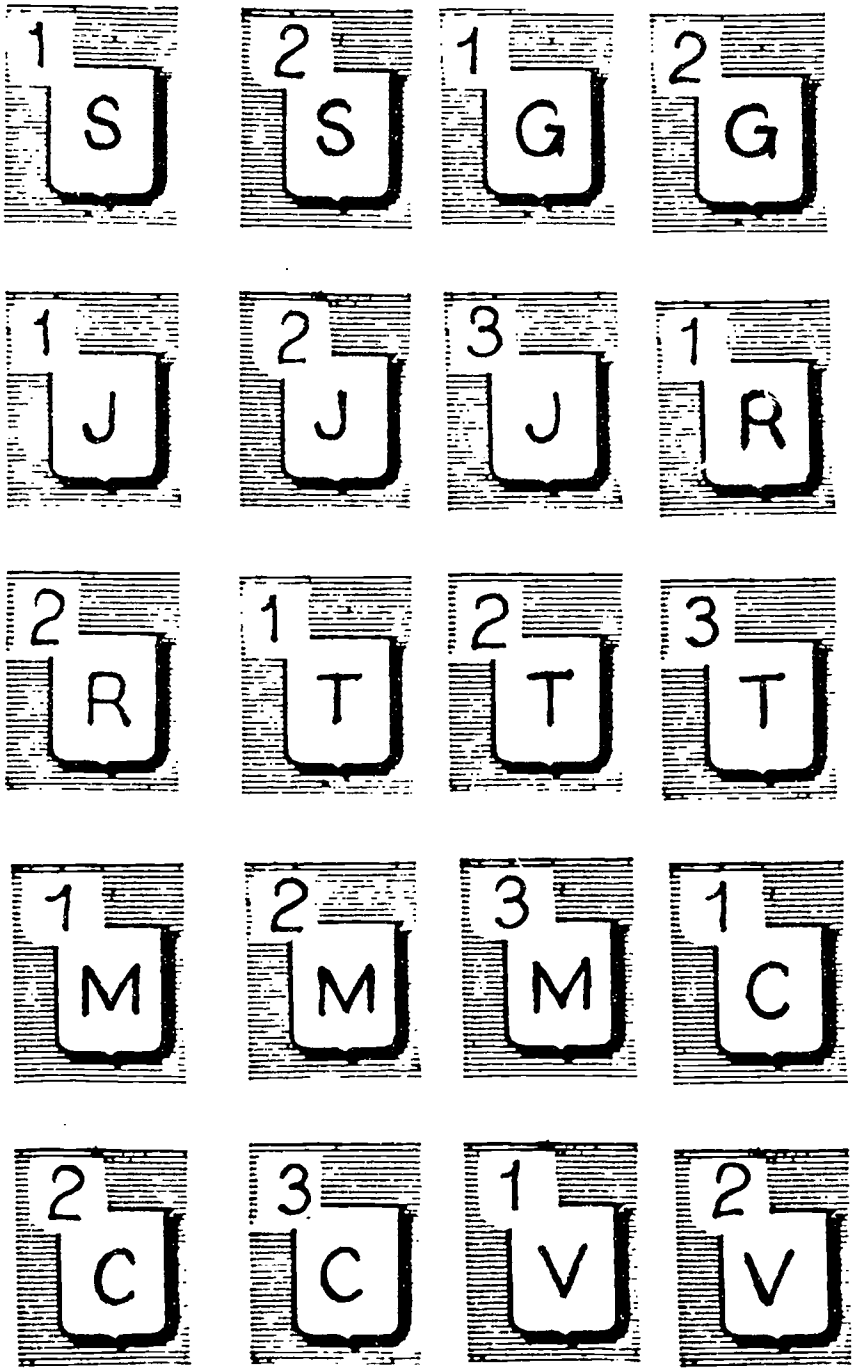
[1]The Olathe Mirror (Olathe, Kansas), October 15, 1942.
[2]Barbara Campbell Magerl, Interview by Margaret Brooks, October 22, 1991.
[3]Paul Martin, Interview by Margaret Brooks, December 12, 1991.

THE RATION STAMP GAME

For the next 24 hours, you can experience rationing. Use the stamps below. When you use a stamp, mark an X through it. When you have used your stamps, you may have no more of that thing for the day.

EACH STAMP EQUALS:

S = 1 can of soda pop
J = 1 glass or container of juice
T = 1-15 minute telephone call
M = 1 serving pizza, hamburger, hot dog, taco or lunch meat
G = 1 stick of chewing gum or bubble gum
R = 1 hour of radio or audio tapes
C = 1 cookie, candy, or chip
V = 1 hour television, video movie or Nintendo



A VICTORY GARDEN IN A POT

In every city and small town in America during World War II, people planted Victory Gardens to provide fresh vegetables for their families. Mothers and children canned the extra vegetables for winter use. Now try your hand at growing a garden in a pot.

Containers: You can grow vegetables in many kinds of containers. Three-pound coffee cans, milk cartons, plastic buckets, gallon cans and bushel baskets make good "pots." Large-growing vegetables, like tomatoes, should be planted in large containers, such as bushel baskets or 5-gallon cans. Plant radishes and other small vegetables in the smaller pots. On the side of your containers, near the bottom, punch four or more small 1/4 inch holes for drainage of water.

Soil: Packaged, ready-made potting soil can be used, or you can get soil from ground around where you live. If your soil is sandy, mix it with an equal amount of peat moss. If it is clay-like soil, mix it with an equal amount of sand and peat moss.

Vegetable Growing Guide:

Group 1: Grow in large containers (a bucket, basket, or similar size). These need full sunlight. Put the plants outdoors in late April.

Vegetable	Planting Depth (seeds)	Space Between Plants
Tomato	1/2" or transplants	1" per pot
Pepper	1/2" or transplants	1" per pot
Squash	1/2" or transplants	1" per pot

Group 2: Grow in medium size containers (8-12" across). These will do well in medium sun. Move outdoors in late April.

Vegetable	Planting Depth (seeds)	Space Between Plants
Tomato (Tiny Tim or Small Fry)	1/2" or transplants	1" per pot
Carrots	1/2"	1-2" between plants
Beets	1/2"	2-3" between plants
Leaf Lettuce	1/4"	4-6" between plants
Turnips	1/4"	3-4" between plants
Onions	(sets 3/4" deep or plants 1" deep)	1-2" between plants
Mustard	1/4"	3/4" between plants

Group 3: Can be grown in small containers (6-8" across). They will grow in shade and prefer cool locations. They can be grown on a windowsill in winter months.

Vegetable	Planting Depth (seeds)	Space Between Plants
Radishes	1/2"	1/2" between plants
Chives	1/4"	1 plant per pot
Parsley	1/4"	1 plant per pot

The above information was reprinted from "Growing Vegetables in Minigardens." A Publication of the Cooperative Extension Service, Kansas State University, Manhatten, Kansas.

CREATIVE COOKING

As more food items became scarce, women became very creative with their meat and sugar-saving recipes. The "Helpful Hints" and recipes were printed in the Great Bend Daily Tribune's Reporter of the Air Victory Cook Book from Great Bend, Kansas.

SOME HELPFUL HINTS:

A little vinegar added to the rinse water will prolong the life of rayon or silk hose.

Bits of chocolate are better mouse trap bait than cheese.

To keep dresser drawers from sticking, rub a cake of soap on them.--Odilla Leiker, Hays.

To cut down on meat that is rationed, use more liver, heart, tongue, brains. Also chicken, rabbit, and fish, as they are not counted as rationed meats.--Elva Brinson, Claflin.

For an effective yet inexpensive cleaner to use in house cleaning time, mix equal parts of salt and soda together. Sprinkle a little of this mixture on a damp cloth even the most stubborn spot will dissappear like magic. . . . --Mrs. Otto Teichmann, St. John.

Sugar Savers: Use a pinch of soda in cranberry sauce after it has been cooled to save sugar. Add a pinch of salt to foods cooked with sugar. It increases the sweetening power of sugar. . . . -- Mrs. H.J. Wirtz, Ness City.

RECIPES:

Some meatless favorites:

Meatless Meat Loaf

2 C cold baked beans, 2 C bread crumbs, 1 C nut meats, 2 eggs, 2 T melted butter, 2 T chopped green peppers, or 1 t ground sage, salt to taste. Mix well and shape as you would a meat loaf. Pour over it one can tomato pulp or soup and a little water. Bake 30 min. in mod. oven. Baste frequently while baking.--Mrs. Harry Tammen, Larned.

For Meatless Day--Mock Chicken and Noodles

1 qt. milk, 4 T butter, 1-1/2 C noodles, 5 hard cooked eggs. When milk has reached the boiling point add butter and noodles. Cook 20 min. Then add the eggs cut in halves, and salt and pepper to taste.--Mrs. G.W. Shaffer, Great Bend.

Sweets without sugar:

SUGARLESS CHOCOLATE COOKIES:

Cream 1 C shortening, 3/4 C strained honey, 3/4 C maple syrup, 2 eggs beaten whole. Sift together 2-1/2 C flour, 1 t salt, 1 t soda and add to first mixture. Add 1 C chopped nuts and 2-7oz. pkgs. Nestles semi-sweet chocolate in pieces. Flavor with 1 t vanilla. Drop by 1/2 t on greased cookie sheet. Bake 350 degress, 15-20 minutes.--Mrs. H.A. Hermes, Larned.--Mrs. Bill Krier, Claflin.--Mrs. B.H. McElhaney, Stafford.

SOLDIER COOKIES:

1/2 C shortening, 1/4 C sugar, 3/4 C dark syrup, 1 egg, 2 sqs. unsweetened chocolate or 2 heaping T cocoa, 1 t soda, 1-3/4 C flour, 1/2 C buttermilk, 1/2 C nut meat. Cream shortening and sugar, add syrup and egg, add the melted chocolate--or cocoa, if used, is sifted with flour and other dry ingredients. Add milk alternately with flour. Fold in nut meats. Bake in 350 degree oven for 15-20 minutes.--Mrs. W.D. Glasgow, Luray.

THE SIGHTS AND SOUNDS OF WAR

Teacher Resource: THE SIGHTS AND SOUNDS OF WAR

OBJECTIVES:

1. Identify those things that would have been seen during World War II.
2. Compare the forms of information available to Americans during the war to the forms of information available today.
3. Discuss why symbols of celebrations and events have meaning for us.

Vocabulary:
censor
V-Mail
symbol

THE SIGHTS OF WAR
TO BEGIN:

1. Begin this unit with a discussion of the things students see around them. Are there things in their school that tell them that they are in that school--posters announcing school events, signs for student elections, examples of student work in various places? Point out that these signs are unique for that school. Just as those signs are unique, there are signs of different events and times in history that are unique. During Halloween, Jack-o-Lanterns are recognized. During Thanksgiving, pilgrims and turkeys tell us what season it is. During Desert Storm, Americans showed their support by decorating homes and businesses with yellow ribbons, American flags, and signs saying "Support Our Troops."

ACTIVITIES:

1. Read or distribute to the class THE SIGHTS OF WAR. Compare Desert Storm to the types of things children saw during World War II.

2. Take a "Discovery Walk." Walk around your school to look for those things that say something special about the place or the time. Have students write a short story about a visitor from another time or place who visits and sees these things. Include descriptions of specific things and the impression these things make on the visitor.

3. Distribute the SYMBOLS worksheet. Discuss the importance of symbols in our lives. Point out that symbols have meaning in our lives because we give them meaning. Our experience, memories and feelings all become identified with the symbol.

Discuss the symbols illustrated on the page. Have students design a symbol that represents their class. Each design should have a short description of what the various things in the design represent. The design should be colored because colors have meaning as well.

4. Distribute V-MAIL. This poem was written by a young man from Stanley, Kansas. Although censored, mail was the strongest tie between family and friends throughout the war. In this poem, Seaman Second Class Martin tells everything the censors will not let him say. Have fun with this humorous side of the war.

Upper level extended discussion: During World War II, censorship was practiced. During Operation Desert Storm, censorship was used again. Some in America thought it was wrong not to inform the public about all the events. Does a government have an obligation to inform the public about everything it does? Why? When? A short essay or a classroom debate are possible activities.

THE SOUNDS OF WAR
TO BEGIN:

1. During World War II, people listened to the world around them. The radio was every family's link to the news of the world. Begin with a discussion of the means by which we get most of our information and entertainment today.

ACTIVITIES:

1. Read or distribute to the class THE SOUNDS OF WAR. Have students identify sounds they associate with today. The sounds might include certain songs, computer sounds, television or video sounds. As a class project, prepare an audio tape of "Sounds of the 90s."

2. Listen to recordings of the music and/or radio broadcasts from World War II.

THE SIGHTS OF WAR

The time is February 1991. You are walking down the main street of a small town in Kansas. You notice that every lamppost in the center of town has a red, white and blue banner hanging from it. At the top of each banner is an American flag. As you pass the drug store and the cafe, you notice yellow ribbons hung on the doors. As you stroll by the homes at one end of the street, you see porches and doors decorated with yellow ribbons. Some windows have signs saying "Support our Troops." Almost every tree is tied with a yellow ribbon and many have so many ribbons on their branches they seem to be covered with yellow blossoms. Why? America is at war. This conflict is Operation Desert Storm and flags, yellow ribbons, bumper stickers and signs proclaim support for Americans fighting in Saudia Arabia, Kuwait and Iraq.

Now the time is September 1943. You are walking down the same street. As you pass the grocery store on the corner, you see a sign telling which ration stamps may be used that week. You enter the post office to mail a letter to a relative in the military. You see a poster with aircraft silhouettes to help you identify enemy aircraft. You leave the post office and go to the drug store for an ice cream soda. There is a poster in the window of the store saying, "Loose lips sink ships!" As you walk home, you see star banners in the windows of neighbors. The blue stars in the Jones' window mean they have two sons in the army. The gold star in the Edwards' window means their son was killed in Europe. Why do you see these things? America is at war.

These were the sights of World War II. Posters were everywhere, warning America about the hazards of spies and loose talk. Signs in store windows told which ration stamps were usable that week. Darkened neighborhoods were part of air raid drills as all America prepared for enemy attacks. Families attended movies weekly where they saw newsreels of the fighting and cartoons and comedies with war themes. Families eagerly looked for the mailman each day, hoping that a small letter known as V-Mail would come from a loved one. Every house had banners and signs proclaiming the number of family members serving in the military and recent contributions to war bond drives.

For some these sights were exciting; for some, they were frightening.

Thomas Shaffer remembers sitting on a hill above San Francisco Bay:

> I hated living in California, but there were exciting things to see. Because Mom and Dad worked at the shipyard, I was on my own a lot. My friend and I would sit on a hill overlooking San Francisco Bay. We liked to watch the ships coming and going. There were large balloons with long cables that went from the balloon down to the bay. These were supposed to stop the enemy from strafing the harbor the way they did at Pearl Harbor. . . . And we could always see lots of airplanes flying over. Every ten minutes P40s flew over and every twenty minutes P38s flew by. For a little boy, it was all pretty exciting.[1]

One of the most welcomed sights of the war was V-Mail. These were the letters from loved ones serving around the world.

Bette Parker Crowson remembers the mail:

> Oh, you always looked for the mail. Sometimes they were regular letters. Sometimes it was the little V-Mail. It all depended on where they were serving. Sometimes there would be words or sentences blacked out by the censors. Servicemen were not supposed to say where they were, what the weather was like, what unit they were in--anything that would help the enemy. Getting those letters was so important. . . . . I think the one sight I will always remember is the mailman coming up the walk waving a letter from my brother. He was in the Pacific and we were really worried about him.[2]

Air raid drills and service stars are part of Barbara Campbell Magerl's memories:

> It was exciting and scary at the same time. We lived in Kansas City and to see all the lights go out was something. I would stand on the porch and look out at our dark neighborhood during the drills. . . . I remember the service stars that people had in their windows. There were blue stars for people serving in the military. If that person was killed, you changed the star to gold. I remember when the star hanging in a neighbor's house across the street turned to gold. . . .When the Germans surrendered, the whole school went to mass. There over the altar was a banner with gold stars for each member of the parish that was killed.[3]

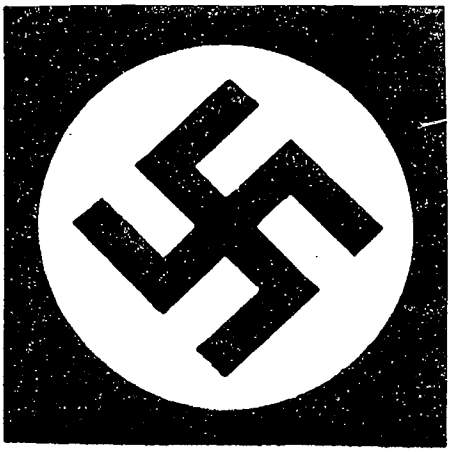
Patricia Thomas Faust remembers seeing war everywhere:

> I don't know but I seem to remember that all I saw was war. The streets were full of men in uniform. There were posters everywhere warning you about what to say. And when you went to the movies--the newsreels, the cartoons and most of the pictures were about war. Even the funny movies had war themes. I was scared because that was all I saw--war. It was scary when you are a little child to see war everywhere.[4]

[1]Thomas Shaffer, Interview by Margaret Brooks, November 28, 1991.
[2]Bette Parker Crowson, Interview by Margaret Brooks, October 12, 1991.
[3]Barbara Campbell Magerl, Interview by Margaret Brooks, October 22, 1991.
[4]Patricia Thomas Faust, Interview by Margaret Brooks, October 28, 1991.

SYMBOLS

Symbols become meaningful to us because of our experience. Some symbols make us smile and feel happy; some make us angry and sad. Here are two examples of symbols from World War II.



This is a swastika. Adolf Hitler used it as the symbol for Nazi Germany because he thought it represented the struggle of the German people.[1] Because of World War II, the swastika has become a symbol of murder and destruction. Some people use it today as a symbol of hate.

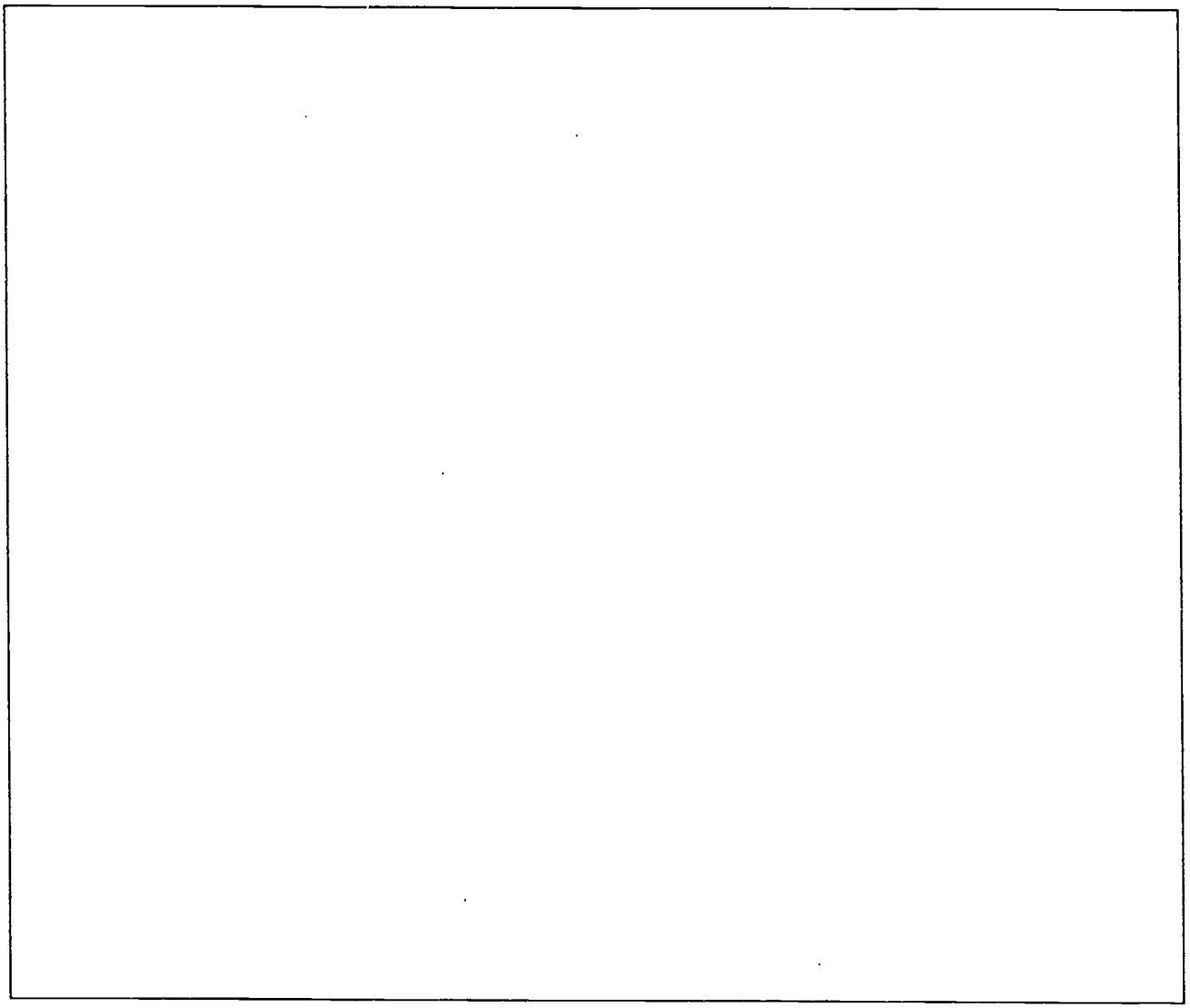
This is a military insignia. Insignias were worn by different units of the military services. This insignia was designed by Walt Disney for the Olathe Naval Air Station in Johnson County, Kansas. The Indian represented the commander of the base who was called "Injun Joe." The Indian and the buzzard wear goggles because the navy recruits trained in open cockpits. The sunflower is the state flower of Kansas.[2]

[1]William L. Shirer, The Rise and Fall of the Third Reich: A History of Nazi Germany (New York: Simon and Schuster, 1959), 43-44.

[2]The Flying Jayhawk, Vol. 1, No. 2 (Olathe Naval Air Station, Olathe ,Kansas), October 16, 1942.

MY CLASS INSIGNIA

In the box provided, create an insignia for your classs. In the space below the box, describe what each thing and color in your drawing represents.



V-MAIL

What was V-Mail?
"*A V-letter was written on a single sheet of special stationery, which was on sale at post offices, and was photographed after mailing; the film was sent overseas by air, and the letter was then printed in reduced size on photographic paper and delivered."[1]

Can't write a thing, censors to blame,
Just say I'm well and sign my name,
Can't tell where I sailed from,
Can't mention the date.
Can't even remember the meals we ate.
Don't know where we will land.
Couldn't inform you, but God is at hand.
Couldn't mention the weather,
Can't say it is raining
All military secrets must secrets remain.
Can't keep a diary for such is a sin,
Can't have a flashlight to guide me at night,
Can't keep the envelopes your letters came in,
Can't say for sure, Mom, just what I can write,
So will call this my letter and wish you good night.

Robert L. Martin[2]

[1]Keith Winston, P.F.C., V...-Mail Letters of a WWII Combat Medic (Chapel Hill, Algonquin Books of Chapel Hill), p.100.
[2]Laurel Mermoud and others, The Settlement of the Stanley Area, 3rd ed., 1980.

THE SOUNDS OF WAR

Americans watched Operation Desert Storm on their televisions. Daily, millions saw missile attacks, news conferences, and reports of the war. During World War II, Americans listened to the war on their radios.

In every American home, radios provided news and entertainment. Families would gather around the radio in their living rooms to hear Edward R. Murrow describe the bombing of London from an English rooftop. They heard the words of Adolf Hitler proclaim a new German empire that would last a thousand years. They heard Winston Churchill praise the efforts of British airmen with: "Never in the field of human conflict was so much owed by so many to so few." And school children around the nation listened when President Roosevelt asked the United States Congress to declare war on the Japanese: "Yesterday, December 7, 1941--a date which will live in infamy--the United States was suddenly and deliberately attacked by the naval and air forces of the Empire of Japan."

Radios also provided Americans with entertainment. Comedy shows featuring Jack Benny, music from the Big Bands, and thrillers like the Green Hornet had Americans gathering around their radios. Americans needed relief from the worry of war, and in homes all over America rugs were rolled back as people danced to the music.

GLOSSARY

ALLIED NATIONS: the United States, Great Britain, the Soviet Union, France and China.

AXIS POWERS: Germany, Italy, Japan and Finland. The term was created by Mussolini after Italy and Germany signed a treaty of alliance. "Mussolini called the relationship between the two nations an 'Axis' around which Europe would revolve."[1]

CENSOR: a person who edited mail to be sure that it did not contain information that would help the enemy.

CHURCHILL, WINSTON: prime minister of Great Britain from 1940-1944.

COMMUNISM: a form of government arising from the Russian Revolution in 1917. Based on the writings of Karl Marx, communism evolved under the leadership of Lenin and Stalin. Ideally, under communism, all property and means of production are owned by the workers. The workers then share equally in the produce and profits. Realistically, it evolved into a totalitarian regime in which the government sought to control every aspect of a citizen's life.

CONFLICT: disagreement between two or more parties or nations; at times may involve the use of force.

FASCISM: beginning in Italy, fascism was a form of government that proposed to combine agriculture, industry and government to help the common man. It was intensely national, placing the needs of one country above other states. Under fascism, one-man dictatorships were established and the use of military force was advocated to achieve national goals. In Germany, fascism was called National Socialism. While having the same goals as Italian fascism, it developed into totalitarianism, meaning the government sought to control every aspect of a citizen's life.

HITLER, ADOLF: dictator of Germany from 1934-1945.

ISOLATIONISM: a movement in America during the 1930s and early 1940s; its supporters did not want the United States to become involved with war in Europe or Asia.

MUSSOLINI, BENITO: dictator of Italy from 1926-1945. Creator of fascism.

NAZI: the shortened version of Hitler's National Socialist German Workers' Party; "so called from the German way of pronouncing the first two syllables of National."[2]

ORAL HISTORY: an interview with a person who lived in a particular time. The purpose of an oral history is to gain information about how people lived as well as what they did.

RATIONING: a system by which limited quantities of goods are distributed equally.

ROOSEVELT, FRANKLIN: president of the United States from 1933-1945.

"ROSIE THE RIVETER": symbol of American women who worked in war plants during World War II.

SCRAP DRIVES: campaigns established to collect any and all old metal for the war effort.

STALIN, JOSEF: dictator of the Soviet Union from 1927-1953.

SUDETENLAND: eastern Czechoslovakia. Before World War II, three million Germans were living in this area. Hitler demanded it become part of Germany because of the number of Germans living there.

SYMBOL: any object, sign or design that represents something else.

TOJO, HIDEKI: prime minister of Japan from 1941-1944.

VICTORY GARDEN: individual small gardens cultivated to provide fresh vegetables for American families during World War II.

V-MAIL: military mail. The name applied to the process by which the letters were microfilmed, the film sent home, and then reprinted. The process was developed to save of valuable shipping space needed for troops and supplies.

WAR: armed conflict between two or more nations.

[1]Rebecca Brooks Gruver, An American History, 3rd ed., (Reading, Massachusetts Addison-Westley Publishing Company, 1981), 718.

[2]R.R. Palmer and Joel Colton, A History of the Modern World, 3rd ed, (New York: Alfred A Knopf, 1965), 806.

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The Johnson County Museum System, located in Johnson County, Kansas, is dedicated to the collection and preservation of local history. Local history provides people with a sense of place and serves as both a window and mirror for a community and its people. As part of this mission, the Museum System operates two sites. The Johnson County Historical Museum offers permanent and changing exhibits, workshops, public programs and special events. The Lanesfield School Historic Site offers visitors the living history experience of one-room school education.

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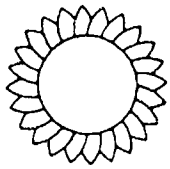

Johnson County
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This educational resource is provided to help honor and thank the veterans of World War II, their families, and those who served on the home front -- to let them know that "A Grateful Nation Remembers." It is hoped that this resource will encourage the study of the history of this era, so that this knowledge will help ensure a safer and better tomorrow.