Teacher's Guide

Museum of History & Holocaust Education

Beyond Rosie: Women in World War II

GRADE 5

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Museum of History and Holocaust Education

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About this Teacher's Guide

This Teacher's Guide accompanies the Museum of History and Holocaust Education's exhibit *Beyond Rosie: Women in World War II*, which explores the many ways that women contributed to and were affected by the war. Touching on Rosie the Riveter, the iconic symbol of women's involvement in World War II, this exhibit focuses on the women who served as defense workers during the war. Using historical panels and images from World War II, Beyond Rosie demonstrates how World War II changed the everyday social, political, and economic realities for women on the home front.

Beyond Rosie is accompanied by a traveling exhibition that brings the content to your classroom. To enquire about availability, please email us at **mhheeducation@kennesaw.edu**.

This curriculum guide for **fifth grade** teachers will help educate students about the different roles that women played in World War II, and the impact that women had on the war effort.

Although many of the lessons in this guide focus on **Social Studies** standards, the activities are designed to be cross-curricular and can also be used for English Language Arts and Advanced Placement classes.

This guide is organized by individual lessons that are intended to take between one and two class periods to complete. We recognize, however, that not all teachers will be able to dedicate this amount of time to the topic of women in World War II; the activities, therefore, can be pulled out of the lessons and stand alone as individual parts.

In designing this guide, we also sought to place a heavy emphasis on primary and secondary sources to teach this topic. All primary sources and worksheets that are needed for each lesson are included in the guide. Sources include propaganda posters, images, and oral history testimony.

Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.

Credits: *The descriptions, activities, and graphics in this guide were developed by Dr. Richard Harker, Dr. Jennifer Dickey, Zoila Torres, and Caitlin O'Grady of Kennesaw State University's Museum of History and Holocaust Education. Thank you to the following Kennesaw State University Public History students who contributed to this guide: Jane Custer, Richard Fueston, Pat Gary, Carter Ivey, Chelsea Johnson, Joe Beacham, Ginger Conley, Amy Holden, Rebbeca Mattox, Wade Gill, Kaitlyn McKee, Jacqueline Watkins, Scott Wilbur, Heather Billotte, Payton Godfrey, Catherine Graham, and Rickie Majesky.*

Overview:

More so than any war in history, World War II was a woman's war. Women, motivated by patriotism, an opportunity for new experiences, and a desire to serve, participated widely in the global conflict. Within the Allied countries, women of all ages proved to be invaluable in the fight for victory.

Rosie the Riveter is a fictional character created by J. Howard Miller to entice women into the workforce and became the most enduring image of their involvement in World War II. Rosie, however, only tells one part of a very large and complex story. Allied women found ways to challenge traditional gender roles and stereotypes as wartime production workers, enlistees in auxiliary military units, members of voluntary organizations or resistance groups, and as wives and mothers on the home front. Other women, however, were unable to choose their wartime roles—those in central Europe experienced firsthand the terrors of fascism and tyranny. This trunk explores these diverse and complex experiences and honors women during World War II.

Propaganda played a critical role in influencing women's participation in the war effort. Posters, radio, and newspaper advertisements appealed to women's patriotism to create energetic support for and participation in the war. The image of Rosie the Riveter remains the lasting symbol of these propaganda efforts, though many different images and slogans were used to mobilize American women.

The government used patriotic language, catchy slogans, and emotional appeals to encourage women to buy war bonds, maintain a stable home front, work in factories and on farms, and join auxiliary military units and other voluntary services. Jobs and services appeared fashionable and glamorous, and propaganda, largely created by the Office of War Information, emphasized that women would earn more money supporting the war effort than in most other professions.

When men left to serve in the armed forces, their absence created a labor shortage throughout the United States. By 1943, government officials and industry leaders looked to women workers to contribute to the production needs created by war. Nearly six million American women went to work during World War II in jobs that women had not traditionally held before: in factories and on farms.

Women took jobs in wartime production to express patriotism and gain financial independence. By filling jobs in plants, shipyards, and on farms, they helped to sustain the booming industrial and agricultural sectors – a crucial factor in helping the Allies win the war.

The presence of women in industry challenged traditional views of women's work. Though most lost their jobs when men returned from war, women proved in a very visible way that their capabilities extended beyond traditional roles as wives and mothers.

War production provided new types of heavy industrial work for women of all colors. Despite often being relegated to the lowest paying jobs in wartime work, African American women nonetheless entered the industrial workforce in droves. All women used their new positions to gain a stronger voice in labor; between 1940 and 1944 the number of women in unions grew from 800,000 to three million. Some unions, such as the United Auto Workers, began women's bureaus.

The numbers of women in skilled professions also grew as they took advantage of new opportunities in higher education. Women seeking medical and law degrees doubled, and they moved into the fields of engineering, banking, insurance, and business administration. Though clerical work, widely considered a female occupation, also expanded, women broke through traditionally male professions in numbers not seen before.

More than 1.5 million women assisted the Allies during World War II. As radio operators, mechanics, and ordnance specialists, women served with distinction. Although many male superiors doubted the effectiveness of their new recruits, by the end of the war the performance and skill of these women was celebrated in popular culture and by military leaders, including Dwight D. Eisenhower.

By joining organizations such as the Women's Auxiliary Army Corps (WAAC, later the WAC) and the Women's Air Force Service Pilots (WASPS), more than 350,000 American women proved their effectiveness in the male-dominated military. In 1948, President Harry Truman signed the Women's Armed Service Integration Act, opening the door for women to serve full-time in the Armed Forces, though not in active combat roles.

Women of all classes filled the roles of food and beverage distributors, nurses and many other jobs in the Red Cross, the United Service Organizations (USO), the American Women's Voluntary Services (AWVS) and other service organizations during World War II. Driven by patriotism and a desire to assist troops, hundreds of thousands of women embraced these new non-military jobs, often as unpaid volunteers.

In some voluntary positions, women went into the very heart of combat and challenged the assumption that they were neither brave nor capable of facing the horrors of war. Red Cross food and service vendors such as Captain Elizabeth A. Richards distributed hot food and drinks to soldier fox-holes on the front lines. By 1945, sixteen women had been awarded Purple Hearts for wounds received in battle.

In addition to filling the labor shortage left when millions of men joined the armed forces, women were required to maintain order and stable conditions at home in the face of the social and economic turmoil created by total war.

When the government introduced rationing in response to commodity shortages, especially sugar, meat, rubber and gasoline, women had to do more with less. In order to ensure that military personnel were adequately supplied on the front lines, a spirit of "make-do and mend" swept the nation. Although wartime life was challenging, women as the heads of households embraced frugality and conservation and reinvented the way that they fed, clothed and cared for their families and homes. Although the responsibilities were overwhelming, women often felt liberated and enjoyed their new roles as providers and innovators at home.

Thousands of women resisted fascism in Europe and demonstrated courage and bravery by standing up for what they believed to be right.

Individual women such as Violette Szabo, who worked in the British Special Operations (SOE), collaborated with government agencies and with underground resistance groups such as The White Rose in Germany. The risks that these women took to disrupt and defeat the Axis powers saved the lives of men, women, and children throughout Europe.

Allied women engaged with resistance groups in sophisticated activities of deception and sabotage. These acts included the disruption of German industrial plans and transport routes and helping with the provision of aid to victims of the Nazi regime. Women's resistance activities, along with allied, female code breakers, also contributed to the success of Allied military operations later in the war, particularly the D-Day landings in Normandy in June 1944.

Women in occupied Europe did not experience World War II as Allied women did. They faced direct, often terrifying confrontations with the physical destruction of war and the tyranny of fascism.

Jewish and other women in the camps and ghettos sometimes found ways to improve, if even slightly, their inhuman living conditions. Through "mutual assistance" groups, in which women provided each other with food, care, and clothing, through camp work in laundry or food detail, and even in secret resistance groups that shared information with the outside world, some women resisted the Nazi plan of total destruction of non-Aryan peoples.

Women performed dramatic acts of bravery. Rosa Robota was a member of the Polish underground movement and continued to defy the Nazis even after she was deported to Auschwitz in 1942. In 1944, Robota and other women smuggled gunpowder in order to destroy Crematoria IV in the Auschwitz Sonderkommando uprising. She was arrested and executed in January 1945 after refusing to divulge any information.

Although World War II opened doors for many women, Japanese Americans were not among that group. In 1942, the U.S. government interned over 120,000 Japanese Americans in assembly centers and relocation camps primarily in the western United States. Considered a possible threat to national security because of their ethnic background, these women – most of whom were American citizens – were detained in the camps until 1945. In the 1980s, the U.S. government began issuing reparations to surviving internees for the loss of their property, livelihood, and civil liberties.

More than 50 million people both military and civilian perished during World War II making it the most catastrophic conflict of the 20th century. In spite of its destructiveness, the war allowed women to make significant gains in occupations that had previously been closed to them. They found independence in steady salaries and adventure in their new roles outside the home, excelled at managing wartime rations and food shortages, and maintained stable homes in the absence of husbands, brothers, and fathers.

Georgia Standards of Excellence correlated with *Beyond Rosie: Women in World War II* activities:

FIFTH GRADE

These lessons meet the criteria for the following 5th Grade Georgia Standards of Excellence:

SOCIAL STUDIES

SS5H4: Explain America's involvement in World War II.

a. Describe **German aggression in Europe** and Japanese aggression in Asia.
e. Describe the effects of **rationing** and the **changing role of women** and African Americans or Blacks; include **"Rosie the Riveter"** and the Tuskegee Airmen.
f. Explain the role of **Eleanor Roosevelt** and the U.S. in the formation of the United Nations.

One Women and Propaganda

Time Required 1 – 2 Class Periods

Overview:

Propaganda played a critical role in influencing women's participation in the war effort. Posters, radio, and newspaper advertisements appealed to women's patriotism to create energetic support for and participation in the war. The image of Rosie the Riveter remains the lasting symbol of these propaganda efforts, though many different images and slogans were used to mobilize American women.

The government used patriotic language, catchy slogans, and emotional appeals to encourage women to buy war bonds, maintain a stable homefront, work in factories and on farms, and join auxiliary military units and other voluntary services. Jobs and services appeared fashionable and glamorous, and propaganda, largely created by the Office of War Information, emphasized that women would earn more money supporting the war effort than in most other professions.

In part, due to the success of this propaganda, 6 million women joined the workforce and a further 350,000 joined military services between 1941 and 1945.

Although most propaganda used positive language and images, women were also seen as potential threats to the success of the Allied war effort. Government images and slogans warned women against "loose talk" and urged them to practice self-censorship.

Learning Objectives:

- Learn to define and recognize different types of propaganda
- Develop an understanding of the importance of propaganda in World War II in the United States
- Develop an appreciation for the importance that propaganda played in the lives of women throughout the United States during the war.

Materials needed:
Pens/Pencils, paper, projector, computer with Internet access, crayons/markers

Introduction:

1. Ask the students if they know what propaganda is. As a class, develop a definition so that everybody understands it. Possible definition: "Propaganda is biased or misleading information that is designed to persuade the general public to think in a certain way."
2. Discuss as a class what ways the students think that propaganda may have been used in World War II. What ways may the governments of different countries attempt to persuade the public to think in a certain way?
3. Explain that women were the target of a lot of propaganda throughout the war and the government played on their emotions, especially their patriotism and desire to bring their family and friends back from war faster.

Part 1: Propaganda Primary Source Analysis

1. Distribute one of the six attached propaganda posters (Source Sheets 1, 2, 3, 4, 5, and 6) to each student.
2. Explain that these propaganda posters are from World War II and that they are all primary sources. (This is a good opportunity to introduce the students to the concept of primary sources and discuss the importance of studying primary sources. Definition: A primary source is a first-hand or eye-witness account of a historical event).
3. Ask each student to answer the following questions in relation to their propaganda poster.
   - Who does this poster target?
   - What is it trying to persuade the audience to do?
   - What emotions does the poster play upon?
   - Do you think the poster is successful?
4. Project the posters on to the screen and ask the students to lead a discussion of their posters with the class. As a class compare and contrast the different posters, discussing their similarities and differences and what they tell us.

Part 2: Propaganda in Everyday Life

1. Explain that the students will create their own propaganda poster to persuade their classmates and the rest of the school to follow the rules that are displayed on their poster.
2. Split the class in to groups of 3 or 4 students and after distributing crayons/markers and paper to the students ask each group to choose one of the following school rules on which to make their poster.
   - Wash Your Hands
   - Don't Run In the Halls
   - No Talking In the Media Center
   - No Cutting in Line
   - Listen In Class
   - No Throwing Food
   - Do Your Homework
   - Eat Healthy...Eat Your Vegetables
   - No Cheating
   - No Horseplay on the Playground
3. Ask each group to brainstorm ideas for their poster. What will their slogan be, what images will they use, what colors will make their poster more appealing, what emotions will they try to evoke in the audience? Then allow each group time to make their poster.
4. Once finished, have each group present their poster to the class, explaining why they chose the images and slogans that they did.
5. Display the students' posters either in the classroom, media center or around the school.

Part 3: Women in World War II Crossword Puzzle

1. Make copies of the attached Women in World War II Crossword Puzzle (Activity Sheet 1) and distribute one to each member of the class. Ask them to complete the puzzle by conducting research on the websites listed on the Activity Sheet.

Answers: *1. Winston Churchill, 2. Mildred McAfee, 3. George Marshall, 4. Rosie the Riveter, 5. Annie Fox, 6. Camp Lejeune, 7. Secret Agent, 8. WASPS, 9. WAAC, 10. Frances Wills, 11. Eleanor Roosevelt, 12. Second Shift*

Source Sheet 1 – Propaganda Primary Source Analysis

Source: Library of Congress

Source Sheet 2 – Propaganda Primary Source Analysis

Source: Library of Congress

Source Sheet 3– Propaganda Primary Source Analysis

Source: Library of Congress

Source Sheet 4 – Propaganda Primary Source Analysis

Source: Library of Congress

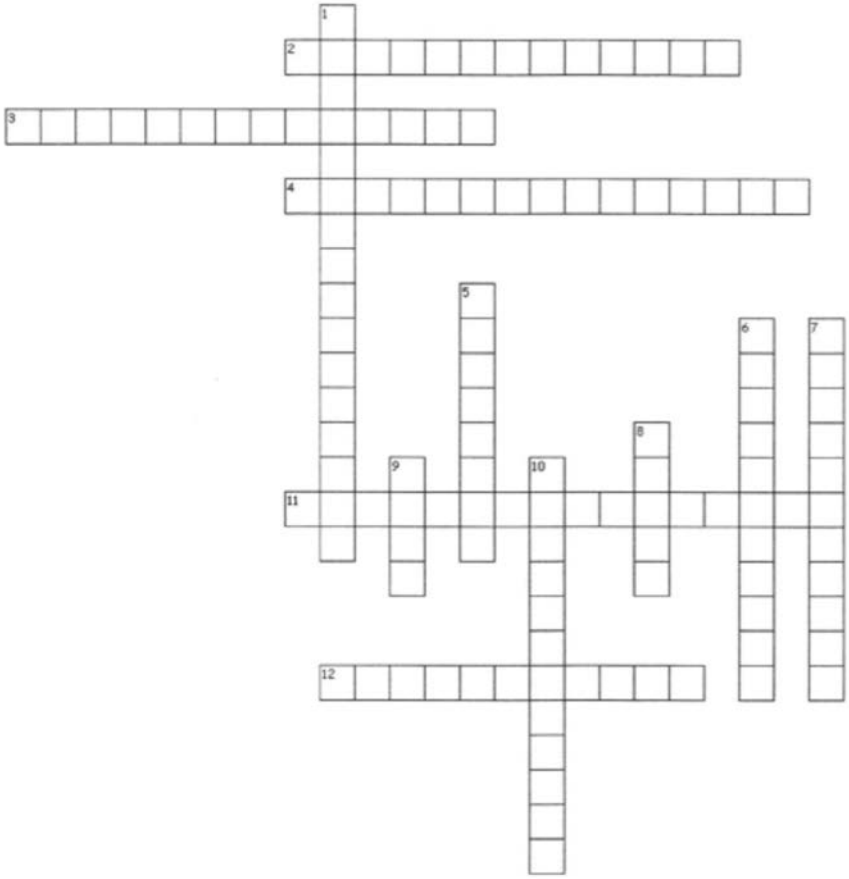
Source Sheet 5 – Propaganda Primary Source Analysis

Source: Library of Congress

Source Sheet 6 – Propaganda Primary Source Analysis

Source: Library of Congress

Activity Sheet 1 – Crossword Puzzle



Across:

2. Who was the first director of the WAVES (Women Accepted for Volunteer Emergency Services) in World War II?
3. Which famous general ordered the War Department to create a women's corps?
4. Who was the famous fictional propaganda character that showed women's involvement in World War II?
11. Which famous first lady stood for women's rights during World War II?
12. Women had to work and be at home during World War II. What is this double standard called?

Down:

1. Which famous British Prime Minister ordered women in the Auxiliary Territorial Service not to fire a weapon?
5. Who was the first woman to receive the Purple Heart in World War II?
6. What famous military camp served as a training post for women marine's during World War II?
7. What position did women hold in the Special Operations Executive (SOE) during the war?
8. What group of women were the first to fly American military aircraft during the war?
9. What organization was founded in 1942 to prevent women from going in to combat?
10. Who was one of the two African American women who were sworn into the WAVES during the war?

Conduct research using these websites:
https://history.army.mil/brochures/WAC/WAC.HTM
http://www.historylearningsite.co.uk/the-role-of-british-women-in-the-twentieth-century/women-in-world-war-two/
http://womenofwwii.com/category/marines/
www.history.com/topics/american-women-in-world-war-ii

Two Military Auxiliary Services

Time Required 1 – 2 Class Periods

Overview:

More than 1.5 million women assisted the Allies during World War II. As radio operators, mechanics, and ordnance specialists, women served with distinction. Although male superiors often doubted the effectiveness of their new recruits, by the end of the war the performance and skill of these women was celebrated in popular culture and by military leaders, including General Dwight D. Eisenhower.

By joining organizations such as the Women's Auxiliary Army Corps (WAAC, later the WAC) and the Women's Air Force Service Pilots (WASPS) more than 350,000 American women proved their effectiveness in the male dominated military. In 1948, President Harry Truman signed the Women's Armed Service Integration Act, opening the door for women to serve full-time in the Armed Forces, though not in active combat roles.

U.S. Women's Service Branches	
ANC	Army Nurses Corps
OSS	Office of Strategic Services
SPARS	Semper Paratus Always Ready (Coast Guard)
WAC	Women's Army Corps (previously WAAC)
WAFS	Women's Auxiliary Ferrying Squadron
WASP	Women's Air Force Service Pilots
WAVES	Women Accepted for Volunteer Emergency Services

Learning Objectives:

- Define the branches of women's military auxiliary services and apply this knowledge to understanding the roles that women played in military auxiliary services.
- Understand how women's involvement in the military during World War II challenged traditional gender stereotypes
- Interpret and analyze primary documents related to this topic
- Learn about Morse Code and its role in World War II

Materials needed:
Pen/Pencil, paper, computer with Internet access, projector, white board

Introduction:

1. Begin with a discussion of gender discrimination in the United States military before and during World War II. Explain that women were not allowed to serve alongside men because they were not thought to be capable of performing men's jobs.
2. Explain that a need to allow the military to perform at maximum capacity ensured that women were allowed to serve in the U.S. military in auxiliary roles during the war. Define "auxiliary" for the students.
3. Write the acronyms of some of the organizations on the whiteboard and ask the students to guess what they think these stand for. Explain each acronym and discuss the work that each organization did during World War II.

Part 1: Military Auxiliary Services Biographies

1. Make copies of the five attached biographies (Source Sheets 7, 8, 9, 10, and 11) and distribute one to each member of the class.
2. Ask the students to read their individual's biography and answer the following questions about their individual:
   - Who is the person you read about?
   - Why did she sign up for military service? What branch did she join?
   - What was her job in the military?
   - Did she face any challenges?
   - What did she do after World War II ended?
   - What do you admire about her?
3. Once the students have answered the questions, divide the class into small groups so that the students who worked on the same individual are in the same groups. Instruct the groups to share their answers with one another.
4. Ask each group to explain and describe the life and actions of their individual to the entire class.

Part 2: Primary Source Analysis

1. Divide the class into groups of 3 or 4 students each and distribute to each group a copy of one of the three attached primary source analysis source sheets (Source Sheet 12, 13 and 14).
2. Instruct each group to answer the following questions about their photograph:
   - What clues in the picture help provide context?
   - When and where do you think this picture taken?
   - Who is in the picture?
   - What do you think is happening in the picture?
   - How does the picture relate to women's role in WWII?
3. Project the three photographs on to the board and discuss as a class what these photographs tell us about changing gender roles in the military during the war.

Teachers Key:

Source Sheet 12: Ferry pilot Florene Watson, WAF, warms up her P-51. Watson ended up flying every aircraft produced by the United States during WWII, but the P-51 was her favorite. Her job was to ferry completed aircraft from the factory and fly them to airbases across the country.

Source Sheet 13: Specialist (T) 3rd Class Dorothy Knee and Specialist (T) Genevieve Close direct aircraft arrivals and departures from the control tower at Naval Air Station, Anacostia, District of Columbia, in early or mid-1943. Without using complex technology, the Navy WAVES women use binoculars, a radio, and clip board to safely direct planes to land.

Source Sheet 14: WAVES practice marksmanship at an indoor range at Treasure Island Naval Base, California, 11 February 1943. Their pistols are High Standard Model B types. Women entering into most branches of the Women's Auxiliary Service joined basic training to learn skills and hone their mind and bodies.

Part 3: Military Morse Code

1. Explain to the class that during World War II a lot of communication was done by Morse Code rather than by telephone. Explain that Morse Code translates letters into dots and dashes.
2. Lead the class in clapping out SOS: the internationally recognized call for help. SOS is three short claps, three long claps, and three more short claps.
3. Explain that Morse Code was created by Samuel F.B. Morse in the 1840's and is a way to communicate over long distances. It was used and translated by many women in military auxiliary services in World War II. They would listen for enemy messages while others passed messages between soldiers and home.
4. Distribute copies of Activity Sheet 2 to every student and ask them to translate the encoded message. Answer: Arrive in Chicago Tuesday.
5. Once the class has translated the message, have them clap the message as a group.

Part 4: Military Auxiliary Services Definitions and Wordsearch

1. Make copies of the attached Word Search Activity Sheet (Activity Sheet 3) and distribute one to every student.
2. Before the students complete the word search, ask each student to define the eight terms on the work sheet. Definitions are attached for teacher's use (Activity Sheet 3B).
3. Discuss as a class why each of these terms is important in relation to everything that they have learned about women's involvement in Military Auxiliary Services during World War II.
4. Ask each student to complete the word search.

Source Sheet 7 – Military Auxiliary Service Biography

DOLORES MAILLETTE

Dolores Maillette joined the Navy on February 4, 1944. After six weeks of boot camp, Maillette was sent to Stillwater, Oklahoma for special training. Mailette said, "One of my most memorable memories of Stillwater was being awakened in the pre-dawn hours on 6 June 1944 to listen to radio broadcasts of the Normandy invasion. Several shipmates were crying for loved ones taking part in the landings on the beaches."

Maillette received a security clearance which allowed her to do top secret work in Washington, D.C. Maillette's job included attending meetings with 4-star admirals where she recorded their conferences. She also transcribed information about missile research. The WAVES' life was very different from Navy men. On weekends, Navy men were allowed to take leave to relax for a while but WAVEs were always expected to dress in full uniform and always had to report to the Officer-of-the-Day.

After the war, Mailette returned to Michigan where she worked as a secretary while she served in the local Navy Reserve unit. She married and had six children. She worked as a secretary until she retired.

Source: http://womenofthewaves.com/profiles/maillettepage1.htm

Source Sheet 8 – Military Auxiliary Service Biography

ETHEL MEYER FINLEY

Ethel Meyer Finley was always interested in airplanes and flight. After the United States became involved in World War II, Finley wanted to help her country by using her flying skills. When the Women's Air Force Service Pilot program (WASP) was established, Finley signed up to be a WASP.

After her training, she co-piloted planes transporting military personnel, she test-piloted planes after they were repaired, and she became part of a squadron of male flight instructors. Finley was accepted and respected by the men she worked with and the men she instructed. Finley said, "Teaching had always been a woman's profession and so consequently there wasn't that much objection, and the men wanted to go to combat anyway."

After the war, Finley married to a serviceman and had children. She worked to help other women and she became involved in the effort to have women recognized for their military service to their country in World War II.

Source: http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.24653/

Source Sheet 9 – Military Auxiliary Service Biography

BETTIE LOU BASYE HUTCHINSON OTT

Bettie Lou Basye was a drum majorette who joined the military one week after she heard the news about Pearl Harbor. Ott decided to become a nurse so she could help the soldiers. Ott said, "I wanted to really have something to do with the war. It meant my kid brother on a tanker in the Mediterranean, delivering oil to Africa, to Italy. It meant losing several more Orville schoolmates. It meant my boyfriend…was gone. It meant just an end to all that life I had known just a few months before."

The Cadet Nurses Corps gave Ott and other women training to become army nurses. After quickly completing nursing school, the nurses were sent to army basic training for six months. Ott was assigned to a hospital in California where she helped care for soldiers who were wounded in action. Most of the soldiers were victims of firebombs, so they were badly burnt. Ott changed their bandages, tended to all their needs, and gave them encouragement as they healed. After the war, Ott continued to nurse wounded soldiers, especially burn victims. She married a serviceman and had children. Ott became an anti-war activist in the 1960s.

Source: Studs Terkel, The Good War (New York, NY: The New Press, 1984), 129.

Source Sheet 10 – Military Auxiliary Service Biography

OVETA CULP HOBBY

Oveta Culp Hobby became commander of the WAACs in 1942. She had already worked for the War Department helping to find ways for women to serve in the military. She also helped the War Department find ways to attract women to military service. After Hobby organized the Women's Auxiliary Army Corp (WAACs), President Roosevelt asked her to serve as the director.

In 1945, Hobby became the first woman to receive the Distinguished Service Medal. After the war, she returned to Texas where she stayed busy raising her two children and working with her husband running a newspaper and radio station. In 1953, President Eisenhower appointed Hobby as the first Secretary to the Department of Health and Education. When her husband became ill, she retired from her post. After her husband died, she took over running their newspaper and radio station.

Oveta Hobby stayed active in politics. She promoted racial equality and gender equality in the military and across the nation. Oveta Culp Hobby once said, "Women who stepped up were measured as citizens of the nation, not as women….This was a people's war, and everyone was in it."

Source: www.tshaonline.org/handbook/online/articles/fho86

Source Sheet 11 – Military Auxiliary Service Biography

OLIVIA HOOKER

Olivia Hooker was born in Tulsa, Oklahoma, in 1915. She was 6 years old during the Tulsa Race Riots. Black neighborhoods were attacked and burned, leaving many African-Americans homeless and injured. After the riots, Hooker moved to Columbus, Ohio. When World War II erupted, Hooker attempted to join the Navy WAVES but was rejected due to her skin color, so instead she joined SPARS and became the first African-American woman in the Coast Guard.

In the Coast Guard, she "learned about the importance of keeping people to their duties without insulting or mistreating them…It [being in the military] teaches you how to better form relationships, and how to deal with people without bias and prejudice. It not only teaches you to be tolerant, but how to be creative and step up to the plate." After the war, the military helped pay for her college education, and she received a doctorate in psychology. Hooker served as a school psychologist, active member of the NAACP, and role model for new generations.

Source: www.uscg.mil/history/people/HookerOliviaBio.pdf

Source Sheet 12 – Primary Source Analysis

Source: Library of Congress

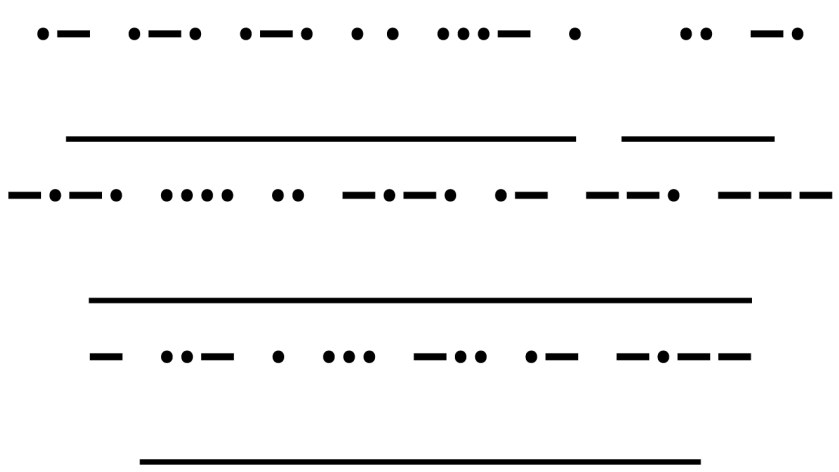
Source Sheet 13 – Primary Source Analysis

Source: Library of Congress

Source Sheet 14 – Primary Source Analysis

Source: Library of Congress

Activity Sheet 2 – Morse Code



A	•—	**J**	•———	**S**	•••
B	—•••	**K**	—•—	**T**	—
C	—•—•	**L**	•—••	**U**	••—
D	—••	**M**	——	**V**	•••—
E	•	**N**	—•	**W**	•——
F	••—•	**O**	———	**X**	—••—
G	——•	**P**	•——•	**Y**	—•——
H	••••	**Q**	——•—	**Z**	——••
I	••	**R**	•—•		

Activity Sheet 3 – Military Auxiliary Services

S E S R U N C L Y T N N G A C
L O B K J Q R R I T E O V O C
H K K C B E A L R N M I A P C
S S M S I I R E S Z X T Y W T
E C S J L G C O R D N A N C E
W P I I Y R B H W U W R Y D T
X G X V U Y A B A G P G A M H
R U R I I D O L Z S Q E F F R
A V T S L L T H O O P T S U J
N G I F T M I G G L R N T M N
A K M Z T I U A W D U I A J J
R Q B F U N Y A N I F A N L T
F R S V F I E A V E B F K G I
K J F S E U R D B R J M L G Q
H K O O O I C F Q E S F I L C

Auxiliary

Soldier

Civilian

Integration

Ordnance

Recruit

Nurses

OSS

Activity Sheet 3B – Military Auxiliary Services

TEACHER'S DEFINITIONS

Integration- An act or instance of combining a part with a whole. World War Two was the first time that women were integrated into the military.

Ordnance- Usually cannon shells, bullets, or other types of ammunition. Women were instrumental as they procured, stored, manufactured, and issued weapons and munitions.

O.S.S. - The Office of Strategic Services became the modern CIA. This organization was used to discover enemy information and influence what the enemy knew about the Allies. More than 4,000 women worked for the O.S.S. during the war.

Nurses- The first women to be put in harm's way by the military were nurses. They took care of wounded soldiers, often close at the fighting at the front line. This was the only job that women were allowed to have at the beginning of the war. Thousands also served in U.S. hospitals.

Auxiliary- This word was used in describing the different organizations that American women served in during World War Two. The word means additional or supplementary.

Civilian- A person who is not a soldier and is not engaged in fighting. When women joined the military during World War Two, they were no longer civilians.

Soldier- A person who has been added to the official military of a nation and can be used in combat. Women were forbidden by Congressional order to engage in combat. They had supporting roles to release other soldiers for combat. This did not necessarily relieve them of all dangerous duty and many died in service during the war.

Recruit- A newly enlisted or drafted member of the armed forces. A recruit could be a volunteer or forced by law to join the military. Women became the latest recruits for the armed services and freely volunteered in large numbers.

Three 'Into the Factories'

Time Required 1 – 2 Class Periods

Overview:

Men leaving to fight in World War II created a labor shortage in industries in the United States. To fill this void and maintain the United States' industrial and economic strength, the government looked to women as a source of labor. Women entered traditionally male-dominated jobs in armaments, farming, and industry in numbers previously unheard of. At least 6 million women in the United States answered the call from the government, which used propaganda posters and film to convince women to contribute to the war effort.

Propaganda served an important purpose in women entering the work force, and slogans such as "Women in War—We can't Win Without Them" began to appear. These propaganda posters usually displayed pretty, well-dressed women, and downplayed how hard and gritty the work would be. The idea was to convince women that they could be feminine and still be valuable to the war effort.

Women faced several obstacles including prejudice in the work force, doubt from their husbands, and even a lack of confidence in themselves. At first, in 1941, only women who were already in the labor force made the change to wartime production. Many women, both black and white, left domestic jobs that paid as little as $14 a week to work in shipyards and factories for as much as $37 a week. The government hoped that girls graduating from high school would put off college to work in the factories. Millions of unmarried women and later married housewives, answered the call of the government.

Women riveted, welded, built airplanes, trains, and ships, worked in offices as typists or secretaries, made clothing for soldiers, and even worked on farms in food production. Through the help of women, agriculture as well as industry thrived during the war. In armaments industries, women packed parachutes and made guns, bombs, and other weapons to help the American troops. Women working on airplanes helped to weld, work on engines, fix propellers, made nuts and bolts, and riveted the metal together. Similar duties were performed by women working in shipyards.

Almost 50% of women in the United States worked during the height of wartime production between 1943 and 1944. At first, more married women worked than single women. At least two-thirds of these women worked due to necessity before the war and shifted to higher paying jobs during wartime while the remaining one-third were housewives before the war.

Despite these changes, however, the government continually reminded women that once the war was over, they would return to their pre-war occupations.

Learning Objectives:

- Understand what industries women went into and how this affected the economy, and how this affected the women themselves during World War II.
- Recognize the various industries that women joined.
- Analyze primary sources to understand the impact of women entering the factories.
- Read and analyze stories of women in the work force.
- Discover the reasons that women went to work and the hardships and benefits that came along with it.
- Compare and contrast the United States' and Britain's similarities and differences in women working during World War II.

Materials Needed:

Pens/pencils and paper, whiteboard and markers, printer, projector, crayons or markers, and construction paper, computer with Internet access

Introduction:

1. Introduce the topic of women in the workforce in World War II by discussing the iconic symbol of Rosie the Riveter (Source Sheet 15) with the students. Discuss women's role in the workforce in World War II and the role that propaganda played in recruiting women in to the workforce.

Part 1: Doing Men's Work – Primary Source Analysis

1. Ask students to think of jobs that they associate with women. Write the answers on the whiteboard.
2. Show to following video to students: Manpower, 1943 (Length 8:33). **https://archive.org/details/gov.fdr.8**
3. Break the students up into groups of 3-4 and ask them to discuss what they think this video tells us about the conditions and life of women in WWII. (This can be a good opportunity to discuss what a primary source is). Ask them to answer the following questions:
   - How do you think that women were viewed in this time period?
   - What did you find interesting/funny about the video?
   - What type of jobs were portrayed in the video?
   - How has the modern workforce changed for women?
4. Have groups share their discussion and answers with the class. Focus the discussion on what industries the women went into and what they did in those industries as well as how society viewed women.

Part 2: Propaganda Posters

1. Show the students the World War II propaganda posters attached (Source Sheet 16) either on the whiteboard or by printing them out. Discuss the messages of the posters and what is effective about them.
2. Have students split into 6 groups and assign each of them an industry: Armaments, Shipbuilding, Airplane Industry, Office Work, Farming, Clothing. Explain that they will be creating a propaganda poster for their industry.
3. Have the groups create their own title—one that they think will create interest in their type of job—and ask them to brainstorm about what slogans, images, and other details they think would persuade others to join their industry.
4. Allow students time to design and work on their posters. Once the groups have finished, have each group present their poster to the class and discuss their ideas with the class.

Part 3: Analyzing Primary Sources

1. Have students split into small groups of 3-4 students and hand out one of the attached primary sources of women's stories to each group (Source Sheet 17).
2. Have each group analyze one source, asking the following questions: Have each student write down what the woman in their story did, how or if she benefited during the war, and what hardships she faced. What kind of information about racial attitudes can be observed in these oral histories?
3. Disperse and reassemble the class into new groups and have students tell their new group what they learned from their source (Jigsaw Strategy).

Part 4: Women in Britain – Compare and Contrast

1. Give students Source Sheet 18 that describes working life for women in Britain. This is a secondary source and provides a good opportunity for discussing the differences between primary and secondary sources.
2. Students should read the document and write a clear and concise paragraph that compares and contrasts similarities they found as well as some of the differences between working women in the U.S. and women in Britain. Prompt questions: How was the experience different in the United States versus Britain? Why do you think there were differences?

Source Sheet 15: We Can Do It!

'Rosie the Riveter'

J. Howard Miller's Image, 1942

Westinghouse Electric Company

Source Sheet 16: Propaganda Posters

Source: Library of Congress

Source Sheet 17: Their Stories primary sources

Herb Collins recalls his mother

My father operated a store, and after the war began, business started to slow down. So my mother took a job up at Dahlgren at the old proving grounds [military test site.] She worked for about three years there. They had a bus that went from Carolina County to Dahlgren every day, and we got up at three o'clock in the morning, and I studied at that time by lamplight from three o'clock until time to catch the school bus and go to school. That would have been about eight o'clock. Then she would come home on the bus at night, and I would prepare meals and have them ready when she got home. I learned to cook that way.

Roy Hoopes, *"Americans Remember the Home Front: An Oral Narrative of the World War II Years in America"* (New York, 1977), p. 96-97.

Margaret Oakham started the war working in an airplane factory and ended by joining the army.

Shortly after Pearl Harbor I went to school and took a short course in electrical work at night and went to work at Glen L. Martin's in Baltimore. I worked my way up until finally I worked on the B-26's. At one time I could wire the whole center section. The soldering that you did was very important because some of it was connected with giving signals and things. Sometimes I worked with girls who were not as conscientious about the work, and I became very annoyed, because I remember saying what if some of their own family were on a ship and they had done inferior work and things did not work the way they should. A lot of people could be killed. I was infuriated, because I was very conscientious about my work. If it took me longer that it took somebody else, it didn't worry me, because it had to be right.

Roy Hoopes, *"Americans Remember the Home Front: An Oral Narrative of the World War II Years in America"* (New York, 1977), p. 102.

Genevieve Lewis, in Clairton, Pennsylvania

I went into the steel mill at Clairton. When you go into a mill, they tell you are taking a man's job. But I just kept the mills clean. When the mills were shut down, we would sweep up the wet scale that would come off the steel. That was it. We swept the mills. It wasn't so hard a job. But they told us we were taking a man's job, because the boys were all going in the service. We had quite a few coloreds, but the whites had the best jobs, working in the office and things like that. I don't know how the morale in the plant was because I didn't work around much with the men in the plant. Down in our department we didn't have any racial problems, and we got along real well in our neighborhood during the war. I didn't follow the war too much, but when I would come home, my husband would be talking about it.

Roy Hoopes, *"Americans Remember the Home Front: An Oral Narrative of the World War II Years in America"* (New York, 1977), p. 105.

Source Sheet 18: Working Women in Britain

In spring 1941, the first woman registered under the Registration for Employment Order. By August 1941, 87,000 women out of a potential workforce of 2 million had found work in auxiliary services and munitions. Still the sums did not add up, but the Government remained reluctant to conscript women. Its natural inclination… was to rely on volunteers. The Government persisted with official schemes to encourage volunteers though these sometimes did more harm than good. But if the conscription of women was a momentous step, it was also inevitable, and eventually the Government saw no alternative.

So for the first time, in late 1941, British women were conscripted. It was the only way the needs of the armed forces and essential war industries could be met, the nation fed, its cities defended and daily life in wartime organized effectively. At first, the scheme was applied to women on a relatively small scale: only unmarried females between the ages of twenty and thirty were to be called up and they would choose whether to go into the auxiliary forces or into vital work in industry. It was also agreed that no woman, whether in the civilian or military sphere, would be expected to fire a gun or bear arms of any kind. By February 1942, all women aged between eighteen and sixty, married or single, with or without children, had to register with the Ministry of Labor…

Carol Harris, "Women at War, 1939-1945: The Home Front." (Gloucestershire, 2000), pp. 6-8.

Vocabulary Definitions:

Conscription/Conscript- required service of people during wartime.

Munitions- weapons and ammunition used for war.

Four A New Voice

Time Required 1 – 2 Class Periods

Overview:

The growth in women moving into wartime industries greatly altered the voice of women in the workforce during World War II. The number of female members in labor unions increased from 800,000 in 1940 to 3 million in 1944. The United Auto Workers, a labor union which had been predominantly male since its founding in 1935, saw the need to start women's bureaus. Other unions also followed suit. Unions pushed for equal pay, legislation that protected rights, and social programs to address the needs of women employees.

African-American women also found employment in the war economy, but not without obstacles. Discrimination was still a problem, and white workers sometimes initiated strikes against the presence of African-American workers. The need for labor, however, did provide significant advances. Executive Order 8802, issued by President Franklin Roosevelt in 1941, barred discrimination in defense and civil service jobs. Employment also increased for African Americans in clerical positions as well as apparel manufacturing. These small gains greatly advanced the cause of all African Americans, including women, in the post war years.

Due to increasing prospects for higher education, women also began finding employment in jobs that required training and skill. Medicine and law were some of the many areas that attracted women. Women workers during the war proved that they were capable of performing jobs typically reserved for men. Doors that were previously closed were now opening. To aid working mothers, a crucial piece of legislation known as the Lanham Act was passed in 1942. This act provided the necessary funding for states to provide child-care facilities. At the end of 1945, the government spent $51.9 million dollars, funding the creation of 3,102 centers. After the war, however, many of the advances made by women would be challenged by the return of men to the workforce. Many women were expected to return to their roles prior to the war. Through the remainder of the 20th century, activists for women's rights would use the tremendous success and gains of women's contribution during World War II as arguments for their cause.

Learning Objectives:

- Develop a timeline of women's rights in the United States in years 1900-1960
- Understand what a union is and how these unions affected women in World War II
- Utilize and develop research skills through Internet and library resources in order to collect facts on the assigned union
- Introduce students to Eleanor Roosevelt and how she played a role in women gaining a new voice
- Analyze a primary document and apply the knowledge they gained to women during World War II

Materials needed:
Pen/pencil and paper, access to Internet or the media center, printer, whiteboard, markers, projector

Introduction:

1. Introduce the topic of the development of women's rights, union membership, and an increasing voice in traditionally male-dominated employment by asking students to define certain vocabulary, including "women's rights" and "unions". Use these definitions as a starting point to begin a discussion with the class about how the changing nature of the workforce in World War II may have affected women's role in society.

Part 1: Timeline of Women's Rights

1. Distribute the attached timeline (Source Sheet 19) to students.
2. Ask students to read the timeline and choose seven events between the years 1900-1960 that they think are the most important in the development of women's rights in the first half of the twentieth century. Ask students to write these down and explain why they chose each event. Ask them to pay particular attention to the years 1914-1918 and 1941-1945.
3. Ask students what they found most interesting about the development of women's rights. Did they think women had more or less rights during this time period?
4. Ask students what they noticed about both World War I and World War II in relation to women's rights. What is different about the period after World War I compared to the era after World War II?

Part 2: Women in Unions

1. Write the word "union" on the board. Ask students what they think this word means and how it applies to women gaining a "new voice." Write the following definition of a union on the board: "a number of persons, states, etc., joined or associated together for some common purpose." Do students know of any unions or have family members who are part of unions today? Would they have considered joining a union during WWII?
2. Split students into groups of 3-4 and assign each group one of the following unions: AFL- American Federation of Labor, UAW- United Auto Workers, UEW- United Electrical Works, UPI- United Paperworks International, ILGWU- International Ladies Garment Workers Union.
3. Using the Internet in the classroom and/or library resources have the students research their union women and fill out the attached worksheet (Work Sheet 1.) A good source is http://www.elcentrohistory.com/thesis.html.
4. Return to the classroom and have students discuss something that they found unique about their union. After listening to their fellow classmates, ask the various groups if they noticed similarities and differences among the different unions.
5. Should time permit, have students write a letter to the president of the U.S. as a member of their union. They should focus their letter on wages and equality in the work place. The letter should start out with "Dear Mr. President." Make sure students present their case to the president, possibly citing an example of an injustice that a female worker may have faced.

Part 3: Legislation and its Supporters

1. Show students a picture of Eleanor Roosevelt (Source Sheet 20). Ask the students if they know who she is and why she is important.
2. Visit http://www.un.org/en/documents/udhr/ to view the Universal Declaration of Human Rights, of which Eleanor Roosevelt was a strong supporter. Go to article 23, which states:
   (1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

   (2) Everyone, without any discrimination, has the right to equal pay for equal work.

   (3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

   (4) Everyone has the right to form and to join trade unions for the protection of his interests.

   Students will need help with some of the vocabulary in this article.
3. Ask students how this document affected women working during World War II as well as how it affected women in unions. How do students think that having the voice of Eleanor Roosevelt on the side of the workers impacted women during World War II? Write their answers on the board.
4. In addition to the legislation regarding human rights, the Lanham Act had an impact on women on the homefront during World War II. Ask students if they are or ever have been in daycare. How do they think that daycare has helped their family?

Part 4: Team Trivia

1. Break students up into teams of 4 students.
2. Ask them to come up with their own union-based names for their team. Write them down on the board.
3. From the list of attached questions (Activity Sheet 4), start with a group of your choosing and ask them one of the questions. If the group answers correctly, they will receive a point on the board and the teacher will move onto the next group to ask them a new question. However, if the first group answers incorrectly then the question passes to the next group. Whichever group has the most points at the end of the game wins.

Source Sheet 19: Timeline

1900 Although divorces are rare, two-thirds of divorce cases are initiated by the wife; a century earlier, most women lacked the right to sue and were hopelessly locked into bad marriages.

1909 Women garment workers strike in New York for better wages and working conditions in the uprising of the 20,000. Over 300 shops sign union contracts.

1912 Juliette Gordon Low founds first American group of Girl Guides, in Atlanta, Georgia. Later renamed the Girl Scouts of the USA.

1913 Alice Paul and Lucy Burns organize the Congressional Union, which later becomes the National Women's Party. Members picket the White House.

1914 The feminist publication, *The Woman Rebel,* is banned by the Post Office.

1917 During World War I women move into many jobs working in heavy industry in mining, chemical manufacturing, automobile and railway plants.

1917 Jeannette Rankin of Montana becomes the first woman elected to the U.S. Congress.

1919 The House of Representatives passes the women's suffrage amendment giving women the right to vote, 304 to 89; the Senate passes it with just two votes to spare, 56 to 25.

1923 The Supreme Court strikes down a 1918 minimum-wage law for District of Columbia women because (with the vote) women are considered equal to men. This ruling cancels all state minimum wage laws.

1933 Frances Perkins, the first woman in a Presidential cabinet, serves as Secretary of Labor during the entire presidency of Franklin D. Roosevelt.

1941 A massive government and industry media campaign persuades women to take jobs during the war. Almost 6 million women respond, 2 million as industrial "Rosie the Riveters."

1945 Women industrial workers begin to lose their jobs in large numbers to returning service men, although surveys show 80% want to continue working.

1957 The number of women and men voting is approximately equal for the first time.

1960 Women now earn only 60 cents for every dollar earned by men.

1955 Women of color earn only 42 cents for every dollar earned by men.

From: http://www.ibiblio.org/prism/mar98/path.html

Work Sheet 1: Union Worksheet

Names_____

Name of Union_____

1. When was your assigned union founded? _____

2. What part did it play during World War II?_____

3. Who were members of the union? Auto workers? Factory workers?_____

4. What happened to the union after the war ended?_____

5. In your opinion, did this union help women to gain a stronger position in society? _____

6. What did you find interesting or unique about this union?_____

Source Sheet 20: Picture of Eleanor Roosevelt

Source: Library of Congress

Activity Sheet 4 – Team Trivia Teacher's Questions

1. Name one union other than the one you researched.
2. Name one industry in which women worked.
3. Why did women enter the work force?
4. What did the Lanham Act accomplish?
5. Name something significant that occurred regarding women's rights between 1900 and 1960.
6. What is a union?
7. Who was Eleanor Roosevelt?
8. What does the Universal Declaration of Human rights accomplish?
9. How did having the support of Eleanor Roosevelt benefit women?
10. Which profession had higher rates of pay? Factories or service?
11. Did women's positions in work increase or decrease after World War II?
12. Name one of the changes that women's unions sought?
13. In what fields in higher education did women become educated?
14. When did campaigns to incorporate women into the work force begin according to the timeline?
15. Did women gain the right to vote before or after World War II?

Five "Until Everyone Comes Home"

Time Required 1 – 2 Class Periods

Overview:

World War II created more opportunities for women than had any other war in history. Women embraced the chance to aid troops on the home front and overseas as United Service Organization (USO) entertainers and American Red Cross nurses.

While military service took men away to war, it opened new doors for women to increase their education by going to nursing school and later entering the workforce as Red Cross nurses. The Red Cross was a volunteer service group in which women worked on the front lines. By doing so, they freed men for combat. At home, the Red Cross rolled 2.5 billion surgical dressings and put together comfort kits to send abroad to POWs and to men on the front lines. Many were educated through the federally funded Cadet Nurse Corps program during the war and were able to fill the shortages of physicians and nurses on the home front.

President Franklin Delano Roosevelt created the USO in 1941 to provide the emotional support the troops needed to get through the war, and to keep them connected to their families. During World War II, the USO operated over 3000 clubs in the United States where women worked as volunteers as hostesses, dancing partners, and ping-pong or card players for soldiers at home. Marlene Dietrich, a German-born actress, abandoned her successful movie career in 1943 to entertain American troops across Europe to boost morale. She and other entertainers travelled close to the front lines to put on shows.

Learning Objectives:

- Become familiar with the American Red Cross' role overseas and on the home-front during World War II.
- Become familiar with vocabulary and terms associated with the American Red Cross and the USO.
- Analyze the changing role of women in the workforce, in the military, and in American society by the end of World War II.
- Identify the changing position or role of women in American society in the years after World War II.

Materials needed:
Computer with Internet access, white board and marker, paper, pens/pencils

Introduction:

1. Discuss the wide variety of voluntary roles that women played in World War II. Highlight the importance of both the Red Cross and the USO, and the different roles that they played, in the U.S. war effort. Ask the students to brainstorm reasons that they think these organizations were important for the United States and its troops.

Part 1: Assemble a Red Cross comfort kit

1. Explain that the class is going to create Red Cross comfort kits and send it to a member of the military abroad. Ask each student to bring in one of the following items: toothbrushes, toothpaste, bar of soap, shampoo, lotion, deodorant, tissues, washcloths, combs, bags. Use the following website to brainstorm and develop ideas as a class for this project: http://troopcarepack.com/.
2. Project the photographs of the comfort kits from 1944 and from today (Source Sheet 21) on to the board. Ask the students what elements from the World War II comfort kit and the present-day comfort kit are the same? What elements are different? Why are these particular items necessary to send to soldiers abroad?
3. Explain the comfort kits were helpful for soldiers during World War II. Then discuss why comfort kits are still being sent out today. As a class assemble the kits that you have collected and prepare to send it away.
4. Email donations@troopcarepack.com to get the necessary information to be able to send the comfort kits to the U.S. troops.

Part 2: Narrative of a Red Cross Nurse

1. Pass out a copy of the excerpt of the narrative from nurse Evangeline Bakke Fairall (Source Sheet 22). Either read aloud or have the students read the excerpt on their own.
2. Discuss the following questions as a class: What do they think the hardest part of this job was to Fairall and her fellow nurses? Based on the duties that Fairall lists in the narrative, how crucial a role do they think nurses played in the war effort on the front lines? The women had to learn to adapt quickly to changing priorities of the kinds of patients that came through the hospital based on the types of injuries they encountered. How difficult do they think it may have been? From what Fairall has written, can you infer what they may have done to cope and make adjusting to unexpected changes easier?
3. Instruct the students, using Fairall's narrative as an example and starting point, to write a narrative of their own, as a letter home to their families, a diary entry, or even a story, describing the conditions and experience of being on the front lines. Remind them to use their imaginations and place themselves in the shoes of a Red Cross nurse and describe how they would feel if they were working in a situation similar to that of Fairall. Give the students no more than twenty minutes, and their narrative should consist of at least one substantial paragraph.
4. Have volunteers read their narratives out loud. As a class, discuss any common themes running through each narrative, and also any major differences between their own narratives and that of Fairall's.

Part 3: Word Search

1. Hand out copies of the attached word search (Activity Sheet 5) and ask the students to complete it.
2. After students have found all of the words in the word search ask them to write definitions next to the words.

Part 4: Critical Thinking Questions

1. Write the following questions on the white board and ask the students to write one to two sentence answers to each. The answers are included in italics for the teacher. If the class has not had an opportunity to cover some of this material then this is a good opportunity to review this material.

   - What did members of the Red Cross do on the home front to aid soldiers overseas?

     They rolled surgical dressings and made comfort kits to send abroad to POWs, soldiers on the front lines, and children.

   - What did members of the Red Cross do on the front lines beside the soldiers that fought in World War II? What was significant about their role on the front lines?

     They worked as nurses, freeing men for combat.

   - What was the purpose of the USO?

     They provided emotional support for soldiers both on the home front and on the front lines through entertainment and keeping them connected to their families.

   - Who was a famous actress that gave up her Hollywood career to work for the USO overseas?

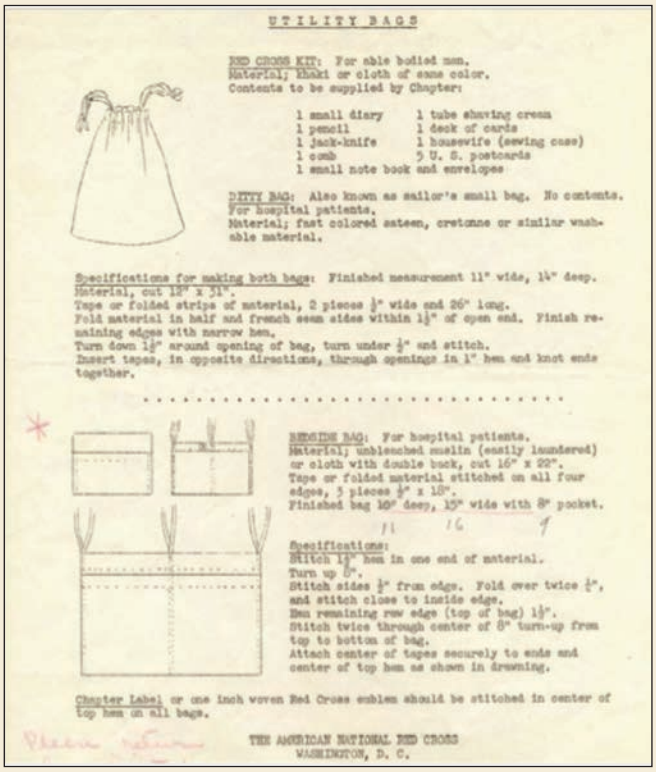
     Marlene Dietrich.

   - What opportunities did World War II unlock for women in the workforce?

     It made nursing a profession that was respected, and also provided women with more opportunities to further their education beyond a high school diploma.

2. Once the students have finished answering the questions, ask for students to share their answer with the class and conclude with a discussion about the importance of the Red Cross and the U.S.O. to the United States during World War II and today.

Source Sheet 21



UTILITY BAGS

RED CROSS KIT: For able bodied men.
Material; khaki or cloth of same color.
Contents to be supplied by Chapter:

1 small diary	1 tube shaving cream
1 pencil	1 deck of cards
1 jack-knife	1 housewife (sewing case)
1 comb	5 U. S. postcards
1 small note book and envelopes	

DITTY BAG: Also known as sailor's small bag. No contents.
For hospital patients.
Material; fast colored sateen, cretonne or similar washable material.

Specifications for making both bags: Finished measurement 11" wide, 14" deep.
Material, cut 12" x 31".
Tape or folded strips of material, 2 pieces ½" wide and 26" long.
Fold material in half and french seam sides within 1½" of open end. Finish remaining edges with narrow hem.
Turn down 1½" around opening of bag, turn under ½" and stitch.
Insert tapes, in opposite directions, through openings in 1" hem and knot ends together.

BEDSIDE BAG: For hospital patients.
Material; unbleached muslin (easily laundered) or cloth with double back, cut 16" x 22".
Tape or folded material stitched on all four edges, 3 pieces ½" x 18".
Finished bag 16" deep, 15" wide with 8" pocket.

Specifications:
Stitch 1½" hem in one end of material.
Turn up 8".
Stitch sides ½" from edge. Fold over twice ¼", and stitch close to inside edge.
Hem remaining raw edge (top of bag) 1½".
Stitch twice through center of 8" turn-up from top to bottom of bag.
Attach center of tapes securely to ends and center of top hem as shown in drawning.

Chapter Label or one inch woven Red Cross emblem should be stitched in center of top hem on all bags.

THE AMERICAN NATIONAL RED CROSS
WASHINGTON, D. C.

Red Cross Gift Kit - 1944

Red Cross Gift Kit – Present Day

Source Sheet 22

EVANGELINE BAKKE FAIRALL, U.S. ARMY, 250TH STATION HOSPITAL IN LIVERPOOL, ENGLAND

Blackouts were always in effect, so we had to do a lot in complete darkness, often without the aid of even a flashlight to show the way…

We soon learned to dread air alerts but had no desire to ignore them. Many a night, and often on consecutive nights, we climbed out of bed, put our trench coats over pajamas, went to the wards to be with the patients, and remained there until the "all clear" came... It could be an hour or two hours later before we could return to our tents, cold and hungry.

…[On the morning of D-Day] Very early we heard thousands of planes going overhead, toward the Continent; just thousands. As the day went on, they were coming back, and we knew fewer were returning. Everyone was quiet.

When we heard our first convoy of battle patients was coming, we were very excited, because we could finally get to do the work we had come to do. We couldn't do enough for that first group of one hundred patients. My first battle patient had a bullet wound in the spine and was paralyzed from the neck down. I'll never forget that first patient.

…We worked like beavers, never enough nurses to go around. One nurse might have responsibility for nearly two hundred very sick patients, spread over an area of approximately two city blocks.

Activity Sheet 5 - Word Search

S I Y G T Z S R Y W O S O X V
R E B H S E E O R D T T T L O
P X S V U D E Y L R C Q O P L
U A W R C D Q D A I Q D V Q U
R A T R U N I E L O H X O F N
N A O R R N H Q O J K F V T T
X S H H I E Q P H D V H S M E
S D L B L O K U R D B M U N E
F I P P E N T E R T A I N E R
K X R N L O A I J R U P G Z W
N U F C X N B I S W K U I N T
P U S O D Q M B Z M C X X X C
P U M E F U O H J C Z K F F U
N N U B E J C B D M I U F T D
M B V I D W E E H L O E E L W

AWVs

Combat

Entertainer

Foxhole

Nurses

Patriotism

Purple Hearts

Red Cross

Six Make Do and Mend!: Rationing in World War II

Time Required 1 – 2 Class Periods

Overview:

Rationing was used throughout the world during World War II and had a dramatic effect on citizens. Rationing included clothes, food, gas, and household items. Clothing rationing was based on a point system; for example a woman's coat was equal to 15 coupons, whereas a woman's blouse was only 5 coupons and woolen dress 11 coupons. In 1942, 60 coupons were issued per household, but in 1943 that number dropped to 40 coupons and then was raised in 1944 to 48 coupons. Prices soared as shortages increased and coupons were also used for household items like soap.

Food rationing started in the spring of 1942 when the government realized that something had to be done to control the supply and demand of certain foods. Food had to be shipped to the troops fighting overseas, and this left a shortage in the United States. Rationing ensured that wealthy families couldn't just buy large quantities of foods that were in short supply at a higher price. This meant that every family, regardless of wealth, was affected by rationing. Food rationing came to an end in 1946.

The foods that were rationed were everyday items like butter, sugar, meat, fruits, vegetables, coffee, and even ketchup. The government created a point system that every family used to determine how much of each item they would receive. The point system was translated into red and blue stamps and the larger your family was, the more stamps you received.

Red points were used for meat, butter, cheese, sugar and oils while blue points were used for canned foods. To purchase certain foods, you needed the right amount of stamps and additional money. Families used any extra resources to get special items. For example, a family could save the fat from frying bacon and use it to purchase extra meat. Also, victory gardens were created for fresh fruits and vegetables and families did not have to put stamps towards those particular items.

During World War II, Americans grew vegetables in gardens they called "Victory Gardens" (or sometimes "Gardens for Victory"). Growing a Victory Garden was one of the ways people on the home front, called civilians, could contribute to the war effort because they were growing their own food. By growing their own food, civilians increased the amount of food the government could send to troops on the front lines overseas and prevent food shortages both on the home front and the front lines. Civilians plowed backyards, vacant lots, parks, baseball fields, and even school yards to build Victory Gardens. At the peak of the Victory Garden program, there were about 20 million gardens on the home front and around 40% of all vegetables produced in the United States came from Victory Gardens.

Learning Objectives:

- Learn the importance of rationing and control and maintenance of resource in World War II
- Understand rationing of food pertaining to World War II and create a healthy menu that fits into the rationing standards.
- Become familiar with terms associated with Victory Gardens and the large national propaganda campaign that took place to promote Victory Gardens throughout the United States.

Materials Needed:

Computers with Internet access, paper, pen/pencils, printer, projector, colored pencils, markers and/or crayons

Introduction:

1. Explain the need for rationing and control of resources in the United States during the war and discuss the impact that this had on the lives of every American regardless of race or class. Emphasize the important role that women, as the head of the house, played in this. Ask the students why it was important during World War II to ensure that the maximum amount of produce and food was available for soldiers on the front lines.

Part 1: Narrative of a Red Cross Nurse

1. Introduce the concept of Victory Gardens to the students. Explain that these were grown throughout the war to supplement families' diets and to encourage everyone to feel that they were part of the war effort.
2. Analyze as a class the two posters on the attached Source Sheet 23 and discuss what they tell us about Victory Gardens. Discuss how the creation of Victory Gardens was an important propaganda target for the U.S. government to ensure that the public supported the war effort.
3. Distribute paper and markers/crayons to students and have each student design a propaganda poster to motivate others to grow a Victory Garden. These posters should be colorful, have a catchy slogan, include large images and follow proper grammar, punctuation, and spelling.
4. When completed, hang the posters around the room or allow students to take the posters home.

Part 2: Food Rationing on the Home Front

1. Explain to the students that they will plan their menu for the week based on World War II food rationing standards.
2. Write on the board that each student will be allowed 16 red stamps and 48 blue stamps for the week. Explain that red points were used for meat, butter, cheese, sugar and oils while blue points were used for canned food. Vegetables, however, were not included in rationing because they were grown by many people in Victory Gardens.
3. Instruct the students to plan breakfast, lunch, and dinner for themselves for 7 days without using more than the stamps they are awarded. Explain that the meals should be nutritious and show that they can be resourceful and inventive. Display the food pyramid attached (Source Sheet 24) to reinforce the construction of healthy meals.

4. Explain to the students that they can add fresh fruits and vegetables to their menus without using extra points as these items came from victory gardens. Use this as an opportunity to reinforce what was learnt about Victory Gardens previously.
5. At the end of the activity ask the students what they learned about rationing in World War II through planning their own menus. Was it hard to have so few stamps? What did they use their stamps on the most? Would it be useful to have a victory garden? How did it feel to be restricted on what you could and could not buy?

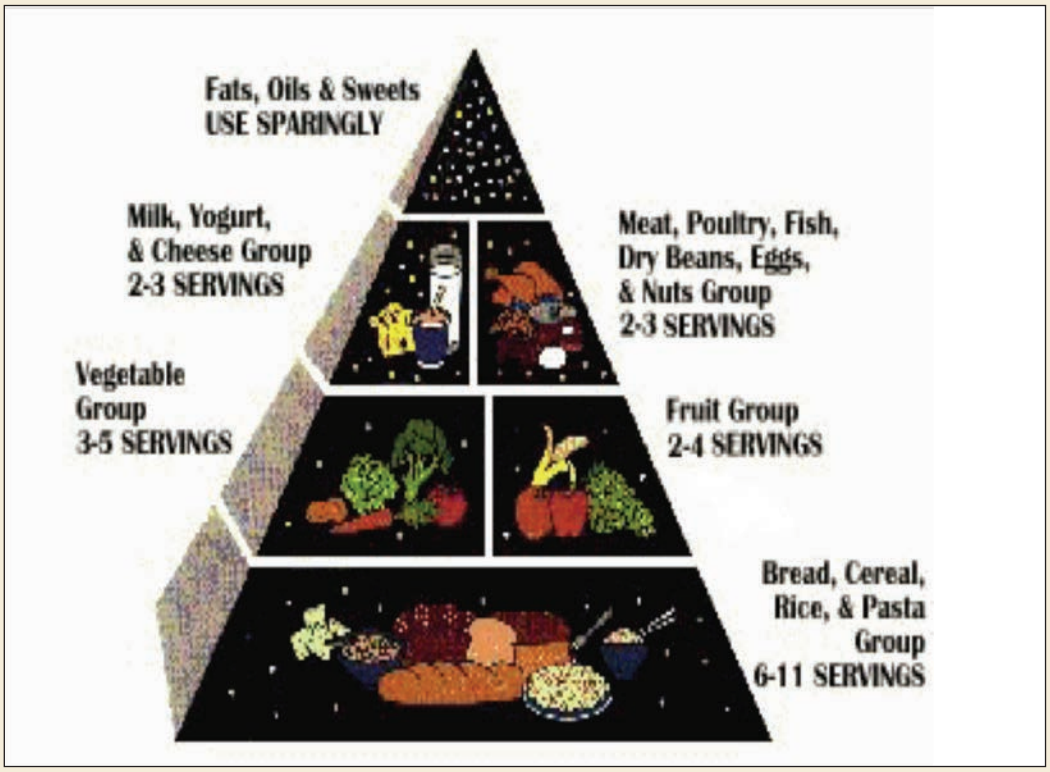
Part 3: Make Do and Mend word search

1. Distribute copies of the Make Do and Mend word search (Activity Sheet 7).
2. Discuss, as a class, the significance of the title "Make Do and Mend" and emphasize how this mantra came to embody the spirit of the nation throughout the war.
3. Allow the students time to complete the word search and then ask the students to define the 12 words on the activity sheet

Source Sheet 23 - Victory Gardens

Images courtesy of the Library of Congress

Source Sheet 24 – Food Pyramid



Source: http://www.nal.usda.gov/fnic/Fpyr/pmap.htm

Activity Sheet 7 – Make-Do and Mend word search

C Y I H D J T W L S R R N S S
K O N H U E D U D Q A L N E E
B R N C E G T W R T O E Y G Z
W H O S Y R Z A I M D N A Q U
J G V Y E F A O R R O T U I R
I D A N M R N W A E R I D F S
Q B T N H I V G D O B U L F R
X G O M N C Y A H N P I Z G E
X D R G Z R P S T G Y P L O D
C B S B O T F G V I K N S O I
X K D T N O R F E M O H D D V
X P C T O T A L W A R N D S O
U I J J V W P L R O E W Z C R
V M A K E D O A N D M E N D P
N I H D Q Q V M E M B X Y K U

Conservation

Goods

Homefront

Innovators

Liberated

Make Do And Mend

Providers

Rationing

Seven Women in the Secret War

Time Required 1 – 2 Class Periods

Overview:

World War II also impacted the lives of women across the globe. Thousands of women resisted fascism in Europe and demonstrated courage and bravery by standing up for what they believed to be right.

Individual women such as Violette Szabo, who worked in the British Special Operations Executive (SOE), collaborated with government agencies and with underground resistance groups such as The White Rose in Germany. The risks that these women took to disrupt and defeat the Axis powers saved the lives of men, women, and children throughout Europe.

Allied women engaged with resistance groups in sophisticated activities of deception and sabotage. These acts included the disruption of German industrial plans and transport routes and the provision of aid to victims of the Nazi regime. Women's resistance activities also contributed to the success of Allied military operations later in the war, particularly the D-Day landings in Normandy in June 1944.

Learning Objectives:

- Understand how information was passed from person to person during resistance.
- Know and understand how information was passed through newspapers and pamphlets without being caught.
- Students will know the names and locations of the main resistance movements along with what they were fighting for and the main women involved.

Materials Needed:

Pen, pencil, paper, crayons/colored pencils/markers, computer, map, flashcards

Introduction:

1. Begin by asking students what they think 'Resistance' means. Ask them to brainstorm 3 about the different ways that people resisted the Nazis in Europe during World War II and the Nazi occupation of many European countries.
2. Explain that throughout the duration of World War II many different individuals, especially women, acting through opposition to the Nazis, took part in many different kinds of resistance activities to undermine the Nazi's war effort.

Part 1: Resistance Pamphlets

1. Explain that special newspapers and pamphlets were produced in Nazi occupied Europe that told members of resistance groups when and where to meet. The pamphlets were in their native language, so the Nazis could read it, but they had a special code that only the members could de-code. These pamphlets often appeared to advertise for a new movie or an opera, however, the code allowed for resistance activities to be coordinated.

2. Explain to the students that they will create their own pamphlet or newspaper in groups of 3-4, that will instruct other members of their team where to meet and when.
3. The content has to make sense to the class, not just containing random words. For example, they could say that "the Sanders Elementary School chorus will be performing The Wizard of Oz on Saturday April 3, 2012," when it really means, "The Fifth Grade Resistance will meet at Camp Timber Ridge on Tuesday May 6, 2012."
4. Explain that on the back of the pamphlet the students should write an explanation for their code, and translate it.
5. Explain that as well as including information the pamphlet should include images and logos to be believable.
6. Once the groups have brainstormed their pamphlet, allow them time to make it. Once complete each group should present their pamphlet to the class and after everyone should try to guess the secret meaning. The groups will then explain what their pamphlet really means by translating their code for the class.

Part 2: European Resistance Webquest

1. Explain that there were many different resistance groups throughout Europe that tried to thwart the Nazis through secret activities. The webquest activity will show students the geographical diversity of these groups.
2. Give the students the webquest sheet attached (Work Sheet 2).
3. Divide students in to groups of 2 and ask them to use the Internet to look up the answers to the questions on the webquest.
4. Ask the students to write their answers on a separate piece of paper in paragraph form.

Part 3: Word Game

1. Direct the students to make flashcards with key terms that they have learnt about the resistance on the front and the definitions on the back. Suggestions include "Resistance", "Underground Movement", "Infiltrate", "White Rose", "Soviet Partisans", "Dutch Resistance", "Greek Resistance", "Yugoslav Partisans", "French Forces of the Interior".
2. Have the students group their words into piles according to how they think the words fit together.
3. After they have grouped their words together, ask the students to write a paragraph about each group, explaining why they placed the different words in the group together.

Worksheet 2 – European Resistance Webquest

All answers can be found at www.historylearningsite.co.uk/resistance_movements.htm

1. Who were the Yugoslav resistance movement and what were they fighting for? What was the name of their leader?

2. What two women fought with the Soviet Partisans? What were the Soviet Partisans fighting for and how were they fighting?

3. Who were the French resistors? What did they do to help the Allies to victory? HWhich country's relationship with France helped these resistors?

4. What was the Norwegian Resistance and what did they fight for? How did women help with this movement?

5. What was the Greek Resistance? Who were Matilda Bourla and Fanny Florentin? What did they do to participate in the Greek Resistance? How did women, in general, participate in the resistance? Find your answer here: http://jwa.org/encyclopedia/article/greek-resistance-during-world-war-ii

6. Why did the Dutch Resistance form? How did they resist the Nazi takeover? How did women help with this resistance?

Worksheet 2B ANSWERS – European Resistance Webquest

1. Who were the Yugoslav resistance movement and why were they fighting? What was the name of their leader?

   The Yugoslav Partisans were an active resistance group made up of several groups, but the two main groups were the Serbs and the Croats. They were led by the Communist, Tito. They were fighting against the ever advancing Socialists of Russia (USSR). This was the first resistance group of Serbia to have an all-female group. Women did just as much work as the men in fighting and defending their country. Milka Kufrin was one of these women who played an active role in fighting against the Germans and Russians.

2. What two women fought with the Soviet Partisans? What were the Soviet Partisans fighting for and how were they fighting?

   The Soviet Partisans were a group of men and women who were fighting for the defeat of Germany on the Eastern Front. They were fighting with guerilla tactics and were full of military and civilian participants. They destroyed rail networks so supplies and messages could not get passed from Russia to Germany. Liza Ivanova and Vera Krylova were both women who assembled and led groups of men and women in guerilla warfare in Russia against the Germans.

3. Who were the French resistance? What did they do to help the Allies to victory? Which country's relationship with France helped the resistance?

   The French resoistance grew from 40,000 members in 1943 to 100,000 members in 1944, These individuals often had little contact wiwth one another. Information collection, sabotage and spying were all conducted by resistors who were supported by the British Special Operations Executive (SOE). French resistors played an important part in the success of the Allies on D-Day and the days and months after.

4. What was the Norwegian Resistance and what did they fight for? How did women help with this movement?

   The Norwegian Resistance did not want to harm any of their civilians, so originally they refused to collect any sort of Nazi intelligence for the British SOE. After a lot of discussion between the two groups, the Norwegians agreed to attack the German heavy water factories. These factories are where German nuclear weapons are made. Women had specific roles just for them, but they also did some jobs that were men's jobs. Women held secretarial positions, passed along information illegally and smuggled weapons and food to the soldiers. Two sisters, who were teachers, organized a campaign known as the "school battle." They were fighting against "Nazification." This meant that they refused to teach any Nazi-influenced curricula in their classrooms. They did not want their students being forced to be influenced by anything that is going on with the war.

5. What was the Greek resistance? Who were Matilda Bourla and Fanny Florentin? What did they do to participate in the Greek resistance? How did women, in general, participate in the resistance? Find your answer here: http://jwa.org/encyclopedia/article/greek-resistance-during-world-war-ii

   The Greek Resistance was made up of two groups known as the National Liberation Front (EAM) and the National Republican Liberation Front (EDES). They fought off the Italians and the Germans and kept them from invading Albania, Greece and the other Balkan nations. Many women became nurses for the Greek Red Cross, and they "acted as runners, contacts, and smugglers of weapons and propaganda." Many women also fought with the forces, and many were captured and tortured. Matilda Bourla became a nurse for the Greek Red Cross at a young age. When the hospital she was working at was being threatened to be overrun by the Germans, she and many others carried wounded soldiers on their backs for hours up into the mountains. Fanny Florentin trained girls to become nurses' aides. When everyone else abandoned the wounded soldiers in an attack, she stayed at the hospital (she worked for the Greek Red Cross in Albania) and tried to protect the soldiers until she was captured.

6. Why did the Dutch Resistance form? How did they resist the Nazi takeover? How did women help with this resistance?

   The Dutch Resistance formed when the Nazis came into the Netherlands and took over, however it was slow to take form. The resistance originally started because a massive number of Jews were arrested and taken to Auschwitz Concentration Camp. As stated before, things started out slow. Factory workers went on strike. When American and British films were banned, people began booing at the German films. People also listened to the banned British radio in their homes at night. University students were forced to sign an oath to the Nazi Party; 85% refused. Men and women both began speaking out against the Nazis. When things began to get a little more heated, men and women, especially, began helping Jews escape the region, hiding them in their homes and forging important identification papers that say the Jews are not Jews. Women would bring these refugees into their homes, while their husbands were out fighting, feeding them and giving them a place to stay away from Nazi control, for fear of being sent to a concentration camp.

Eight Women and the Holocaust

Time Required 1 – 2 Class Periods

Overview:

Women in occupied Europe did not experience World War II as Allied women did. They faced direct, often terrifying confrontations with the physical destruction of war and the tyranny of fascism.

Jewish and other women in the camps and ghettos sometimes found ways to improve, if even slightly, their inhuman living conditions. Through "mutual assistance" groups, in which women provided each other with food, care, and clothing, through camp work in laundry or food detail, and even in secret resistance groups that shared information with the outside world, some women resisted the Nazi plan of total destruction of non-Aryan peoples.

Women were capable of dramatic acts of bravery. Rosa Robota was a member of the Polish underground movement and continued to defy the Nazis even after she was deported to Auschwitz in 1942. In 1944, Robota and other women smuggled gunpowder in order to destroy Crematoria IV in the Auschwitz uprising. She was arrested and executed in January 1945 after refusing to divulge any information.

Women, including those who were Jewish, Roma, physically or mentally disabled, and political prisoners, were sought out for annihilation as they were not deemed part of the Nazi-defined "master race." Though not targeted because of their gender, women's experience of the Holocaust differed from men's.

One of the camps, Ravensbrück, was built specifically for women, and was located 50 miles North of Berlin. A number of the women imprisoned there were "political prisoners," resistance fighters, and those who had tried to help "undesirables" in some way and who stood up against Nazi oppression.

Learning Objectives:

- Learn about the life of Anne Frank and to identify the key events in her life.
- Understand the fate of many women deemed 'undesirable' by the Nazis
- Analyze different primary sources and what they tell us about different women's experiences of the Holocaust.
- Appreciate that the Holocaust was not received passively, and that some women showed incredible bravery and courage during this period of history.
- Learn about the experience of prisoners at Ravensbrück.

Materials Needed:

Computer with PowerPoint, pens/pencils, paper, red construction paper, erasers

Introduction:

1. Introduce the topic of women in the Holocaust by asking the students what they know about the Holocaust. Explain that the Holocaust occurred in Germany and Nazi occupied Europe between 1933 and 1945 and saw the mass murder of 6 million Jewish people and 5 million others who were deemed "undesirable" by the Nazi Party. This may be a good time to introduce new vocabulary, especially "anti-Semitism" and spend time learning about Nazi Germany.

Part 1: The Diary of Anne Frank

1. Ask students if they have heard of Anne Frank before. If so, where, and what are their impressions of her?
2. Introduce Anne Frank and her diary using the attached narrative (Source Sheet 25).
3. Lead a class discussion about what Anne did before and after she went into hiding. Ask if the students impressions of Anne and her life have changed, and, if so, how.
4. Discuss Anne's Jewish heritage and the difficulty she and her family experienced under Nazi oppression.
5. Ask students if they have a diary, and, if so, how regularly they write in it.
6. Explain to students that they will write diary entries and then bind them together with red construction paper to resemble Anne's diary Kitty and to commemorate her life.
7. Give students one piece of red construction paper for their cover and 3 white sheets of paper for the inside of their diary.
8. Ask students to write two entries. Ask the students to write about what they would do if they had to go into hiding and were not able to go outside for fear of being arrested and sent to a camp. Each entry should be at least a half page long. Students will take their diary home for homework if they cannot finish in time.

Part 2: Bravery and the Women of Ravensbrück Concentration Camp

1. Introduce the individual women of Ravensbrück with the individual biographies attached (Source Sheets 26, 27, 28, and 29). Distribute one individual to each student.
2. Read the four biographies aloud as a class and then ask the students to answer the questions pertaining to their individual.
3. Separate the students in to groups that worked on the same biography.
4. Have students discuss their answers to these questions in their groups and then discuss these individuals as a class to understand the different experiences of the Holocaust.

Part 3: Poems - Primary Source Analysis

1. Explain that different aspects of life in concentration camps were recorded in poems, paintings and drawings. These were often created by inmates to relieve the burden of the horrible experience of the camps and to make life easier for themselves.
2. Explain the artistic and handcrafted works of women with attention to why these actions were important in keeping the women's individual spirit as well as communal prisoner morale alive. Also explain how this cultural resistance took great bravery.
3. Split the students in to groups of 2 or 3 and give each group one of the poems attached (Source Sheets 30, 31 or 32).

4. Ask each group to read their poem and as a group answer the following questions: What do we learn about the Holocaust from this poem? How does this poem sound (happy, sad, angry, despair)? How does this poem make you feel?
5. Once the groups have finished answering these questions have them read their poem to the class, and then explain what their poem means.

Part 4: Bravery, Courage, and the Will to Live – Discussion

1. Discuss with the group that many prisoners in concentration camps were given only a small amount of food to eat every day and that this led to hunger and increased ill health amongst prisoner populations.
2. Explain how mutual assistance grew up in many camps where prisoners shared their very small rations and tried to help one another to try and limit the hunger and illness that was suffered.
3. Emphasize that these incredible acts of kindness, although often making very little difference, demonstrate that human kindness can occur in even the worst situations.

Source Sheet 25

THE LIFE OF ANNE FRANK

Anne Frank was born on June 12 1929, in Frankfurt, Germany to Otto Frank and Edith Frank-Hollander. Her family had moved to Amsterdam, Holland in 1933. Frank and her family went into hiding in a secret annex along with a few others in Amsterdam when the Nazi's invaded in May of 1940. Before going into hiding, Frank had many friends and went to school, but life for Jews under Nazi law began to change drastically.

On her 13th birthday, in 1942, Frank had received a diary as a gift from her parents. It was later that year that Frank and her family had little choice but to hide in the "secret annex" adjacent to her father's old office building. Frank wrote regularly for two years in her diary with little else to do in the cramped annex, where everyone was silent for fear of discovery, but in August of 1944 the family's hiding place was discovered by the Nazi secret police. Frank ended up in the camp Bergen-Belsen in Germany, after being evacuated from Auschwitz in October, 1944, when the Allies began retaking territories that had been occupied by Nazi forces.

Frank, only 15 years old, and her older sister, Margot, died of typhus in April 1945, due to the terrible living conditions prisoners were subjected to. Frank's father was the only member of the family to have survived the war, and he was given Frank's notebooks among them was her diary.

Source: Library of Congress

Source Sheet 26

MARGARETE BUBER-NEUMANN

Margarete Buber-Neumann (21 October 1901 - 6 November 1989) was a prominent member of the German Communist Party who was imprisoned in both the Soviet Union and Nazi Germany during World War II. However, initially a devoted communist, her arrest during Stalin's purges significantly changed her political and social opinions. She survived both the Karlag Gulag and Ravensbrück Concentration Camp, and drew on her experiences in publishing her memoirs entitled Under Two Dictators: Prisoner of Stalin and Hitler. Two of her most relevant observations are written in her autobiography: First, she compared the Nazi and Communist systems and denounced them equally. Secondly, she revealed that the social differences of inmates outside these complexes were still relevant and significantly influenced their interactions as prisoners.

1. In what two concentration camps was Buber-Neumann interned?

2. What kinds of camps were they ?

3. What is her book about?

4. What was her political party?

5. What views did she change?

Source: Robert Qian, Women in European History, http://womenineuropeanhistory.org/index.php?title=Margarete_Buber-Neumann

Source Sheet 27

ROSA JOCHMANN

Rosa Jochmann was born on July 19, 1901, in Austria. She worked as a member of the Social Democratic Party until the Gestapo arrested her for her resistance activities in 1939.

Jochmann was taken to Ravensbrück, a concentration camp, in 1940, and became a block elder of Barrack One. In 1943, she was placed in the punishment bunker because she had "organized" food for other prisoners.

After the camp was liberated by the Russian Army, Jochmann organized a transport to help the Austrian prisoners return home, After World War II; she was again active in the Social Democratic party and was a member of the senate for many years,

Rosa Jochmann died on January 28, 1994.

1. Where was she born and arrested?

2. What kind of work did she do?

3. What job did she do in Ravensbrück?

4. How did she help the Austrian prisoners?

5. What did she do after released?

Source: http://chgs.umn.edu/museum/exhibitions/ravensbruck/jochmann.html

Source Sheet 28

CHARLOTTE MULLER

Charlotte Müller was born in 1912 in Thuringia, Germany. She grew up in Chemnitz, where her family became associated with the Bibelforscher (Jehovah's Witnesses) in 1923. In August 1936, the Gestapo arrested her for illegally producing and distributing religious literature, upon serving her two-year sentence, she refused to sign a declaration renouncing her beliefs. She immediately was sent to the Lichtenburg camp. Along with several hundred other Bibelforscher women, she suffered severe punishment for nonparticipation in patriotic ceremonies.

In May 1939, Muller was transferred to Ravensbrück, where she spent a year in the penal block for refusing to bring the swastika flag. She was reunited with her family in December 1945.

The Communist government in East Germany banned Jehovah's Witnesses in 1950, and Muller again was arrested for her religious activities. Altogether, she spent nine years imprisoned by the Nazi regime and six years by the Communist regime.

1. Where was she born?

2. Why was she arrested?

3. Why was she sent to Lichtenburg camp?

4. Why was she put into the penal block in Ravensbrück?

5. Why was she arrested in 1950?

Source: http://chgs.umn.edu/museum/exhibitions/ravensbruck/muller.html

Source Sheet 29

DR. ANTONINA NIKIFOROWA

Dr. Antonina Nikiforowa was born on June 16, 1907, in Leningrad. She attended medical technical school and later studied medicine at Leningrad University. She joined the Soviet Army two days after the German attack on Russia, While in the army, she was transferred to the navy hospital in Kurisari on the island Sameera. After heavy fighting, Sameera was occupied and the Germans took Nikiforowa as a prisoner of war.

After refusing to become a worker in Germany, she was sent to Majdanek; from there she was transferred to Ravensbrück, where she worked as a prisoner doctor. When the Nazis abandoned the camp, she was put in charge of the survivor patients.

After the war, Nikiforowa returned home to Leningrad (now St. Petersburg) and wrote several books about Ravensbrück.

1. Where was she born?

2. What kind of work did she do?

3. Why was she arrested?

4. What did she do after she was free?

5. Where did she go to school?

Source: http://www.chgs.umn.edu/museum/exhibitions/ravensbruck/nikiforowa.html

Source Sheet 30

THE STONES

I used to like watching stones,

They are naked, simple like a truth.

Silent rough beings.

Without tears and love - without complaint…

Thrown on huge, wide earth…

Stripped yearnings, free from hope

Stand, belonging to nobody, yet with grief…

Of their hard eternity

Free from illusion -

Alone in nothingness.

And I sorrowed unwisely over something,

That I might cry among those mute rocks,

That winds chop them up,

Storms are passing by,

But they last -

And nobody rules over them,

Because they had lived

And became human hearts.

Grażyna Chrostowska, Interned at Ravensbrück, 1941

Source: http://individual.utoronto.ca/jarekg/Ravensbruck/GrazynaChrostowskaPoetry-English.html

Source Sheet 31

THE FOREIGN LAND

Silent rows of grey, low buildings

And equally grey skies,

The grayness without hope.

Droves of different people, lost in gloom.

The grim picture, strange, too much silence.

In the dead emptiness, homesickness drags itself following silence,

A pale, strong and mute despair, suffocated by emotion

Wanders in dark, blind nooks-

Listen, free forests sibilate beyond it.

Are we? Are we enduring? Still the same-

I don't feel my being,

Don't see, don't follow.

We have been leaving traces

More shallow than oblivion,

On the foreign, harsh land.

We had been here and nothing else.

Grażyna Chrostowska, Interned at Ravensbrück, 1942

Source: http://individual.utoronto.ca/jarekg/Ravensbruck/GrazynaChrostowskaPoetry-English.html

Source Sheet 32

SNOW

There is a lot of snow,

They sell Christmas Trees on squares

And someone expects irrationally,

That just today is the girls return,

To the merry rally,

And that all of us together,

Dad and we and Kasia, will be forever.

Snow is falling quietly outside the window,

The last traces of tiny feet disappeared on the road,

In the white storm of the time, everything is lost,

But our God sits in the evening under the tree,

We believe; he is close when we have a cup of tea.

Grażyna Chrostowska, Ravensbrück, Date unknown

Source: http://individual.utoronto.ca/jarekg/Ravensbruck/GrazynaChrostowskaPoetry-English.html

Resources for Teachers: K-12 Educational Programs

The mission of the Museum of History and Holocaust Education is to support K-12 students and teachers in the study of World War II and the Holocaust. Our programs are free and flexible, and you can customize a program to fit your school's specific needs. We offer:

- Field Trips to the museum
- In-School Programs
- Traveling Trunks
- Traveling Exhibitions
- Online Teacher's Guides
- Summer Workshop for High School Students
- No Place for Hate Art and Writing Contest
- Professional Development Workshops
- On-Site Events

To reserve a program, or for more information, contact us at **470-578-2083** or by email at **mhheeducation@kennesaw.edu**.

The Legacy Series

The Museum of History and Holocaust Education's *Legacy Series* oral history program uses filmed interviews to preserve the experiences of Holocaust survivors, World War II veterans, and home front workers living in Georgia. Through our website, you can find short video clips excerpted from these filmed interviews, in which the individuals share their World War II and Holocaust experiences. We encourage you to use these in your classroom to support your teaching about World War II and the Holocaust, and to help your students meet history face to face.

historymuseum.kennesaw.edu/educators/legacy_series.php

KENNESAW STATE
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MUSEUMS, ARCHIVES AND RARE BOOKS
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