The Palm Springs Air Museum – no matter how often you visit, there is always something new and exciting to experience.

Welcome to Teachers

Dear Teacher,

Welcome to the Palm Springs Air Museum. *World War II – A Curriculum Guide for Secondary Teachers* is designed to give you lessons and activities to foster your student's understanding of World War II, a crucial period in American history. We are dedicated to preserving the unique aircraft of World War II, educating future generations by teaching the history of World War II, and honoring the veterans who have protected our democracy.

This curriculum guide may be used either as a coherent unit or as a source for individual lessons and enrichment projects independent of the museum. Each lesson contains learning objectives, lesson activities, and student handouts. The activities support the History-Social Science Standards for California Public Schools.

To schedule a tour of the museum with your students, contact our Youth Education Program Director at (760) 482-1939. We recommend that you schedule a minimum of two hours for your visit to the museum. Before your visit to the museum, we suggest you review the Highlights of Your Tour featured on the next page. You may wish to assign each student a specific "highlight" to research during the trip. Also, it is recommended that prior to your visit, you review Lessons 4 and 5 in this curriculum guide. They provide an overview of some of the content featured at the museum.

During your tour, visit the museum's five climate-controlled hangars, featuring one of the world's largest collections of flying World War II airplanes and planes from Korea, Vietnam, and beyond. Also, the museum has computer flight simulators and an extensive library for research. It's an awesome walk-through history that has had classes and individuals returning for more. After your visit, we encourage you to use the lesson activities designed to help your students better understand the exhibits they have seen.

Visit palmspringsairmuseum.org frequently to view our YouTube channel, learn about exhibits and events, and receive the many benefits of becoming a member of the museum.

For membership information, refer to our website palmspringsairmuseum.org/membership/

Highlights of Your Tour at the Palm Springs Air Museum

While visiting the Palm Springs Air Museum, have your students interview their tour guide about some of the topics listed below. Many of the volunteers are combat veterans who are willing to share their experiences and sacrifices for the education of future generations.

Interview topics to ask your tour guide, as applicable:

Personal experiences in the armed services ..... Lesson 3
Advantages and limitations of various airplanes during warfare ..... Lesson 5
Advances made in the aerospace and defense industries during World War II..... Lesson 5 & Lesson 6
Personal experiences related to the impact of the war on the home front ..... Lesson 6

Some of the items to look for in the Robert J. Pond Hangar - Pacific Theater of Operations:

Road to War – Pacific, a pictorial timeline labeled "A Chronological History of The Road to War" located at the entrance to the hangar..... Lesson 1
Pearl Harbor diorama with narration by Tom Brokaw ..... Lesson 2
Medal of Honor plaque ..... Lesson 4
Bob Hope stage ..... Lesson 4
The Grumman "cats", Avenger, Corsair, Dauntless, Grumman Goose, Invader, Stearman. Information signs are provided for each aircraft that tell when the plane was built, by whom and its specifications. Also, look for the ship models..... Lesson 5
Display case with artifacts from the home front ..... Lesson 6
Information about presidents who served during World War II ..... Lesson 8
Photo of General MacArthur signing the Surrender Documents ..... Lesson 9

Some of the items to look for in the Donald and Peggy Cravens Hangar – European Theater of Operations:

Road to War – Europe, a pictorial timeline labeled "A Chronological History of The Road to War" located at the entrance to the hangar..... Lesson 1
Wall mural dedicated to the Tuskegee Airmen..... Lesson 4
Jackie Cochran display case ..... Lesson 4
Women of World War II display which highlights the Women Airforce Service Pilots (WASP) ..... Lesson 4
B-25 Mitchell Bomber, P4-7 Thunderbolt, P-51 Mustang, P-63 Kingcobra, Spitfire, and the PBY. Information signs are provided for each aircraft that tell when the plane was built, by whom. and its specifications. ..... Lesson 5
Movie posters (Also, posters are displayed in the theater.)..... Lesson 6
"Women in the War" exhibit..... Lesson 6

Some of the items to look for in the Strategic Bombing Hangar:

B-17 Flying Fortress..... Lesson 5

Other Hangars include:

General Ken Miles Korea & Vietnam Hangar
Jim Houston F-177A Hangar

Note: The Palm Springs Air Museum is a "working museum." This means the planes and exhibits are frequently moved to new locations.

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Acknowledgments

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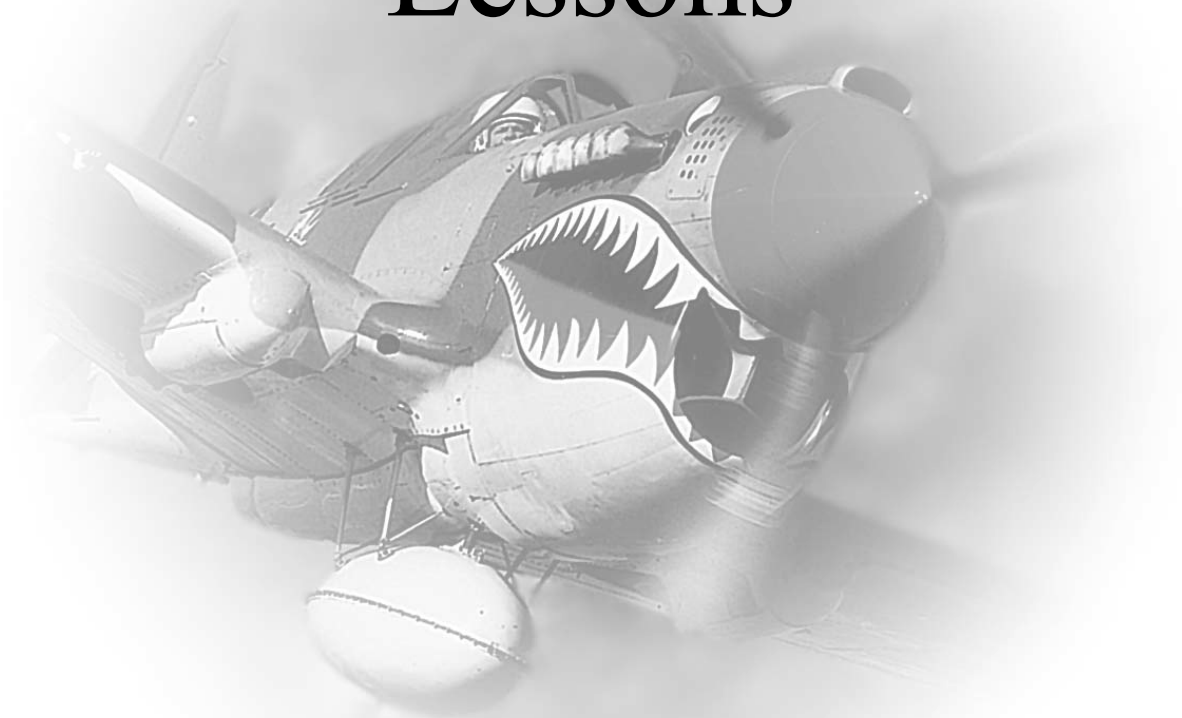
Permission is hereby granted to reproduce and distribute the handouts in this publication for educational and research purposes.

Lessons

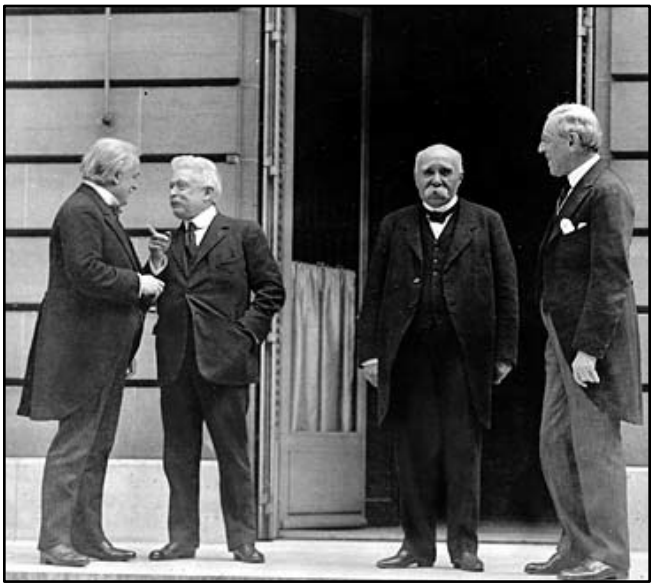


Lesson 1: The Road to World War II

This lesson begins with background information on the Treaty of Versailles following World War I and a discussion of President Woodrow Wilson's Fourteen Points which were to have been the basis for establishing a lasting peace. Students examine a timeline of events from the Treaty of Versailles through the interwar period to the entry of the United States into the conflict in December 1941.

Learning Objectives:

- *Examine the basic provisions of the Treaty of Versailles (June 28, 1919) and evaluate how the Treaty did and did not carry out the goals expressed by President Wilson in the Fourteen Points.*
- *Explain the events following World War I that led to World War II.*
- *Analyze cause-and-effect relationships.*
- *Evaluate the consequences of actions world leaders took during the interwar era.*
- *Support interpretations with historical evidence to construct a coherent and reasoned argument.*



The victorious Big Four at the Versailles Conference in January 1919. Left to right, David Lloyd George of Great Britain, Vittorio Orlando of Italy, George Clemenceau of France, and Woodrow Wilson of the United States.

Background Information:

The origins of World War II can be traced as far back as the nationalist movements spurred by the French Revolution and the wars of Napoleon Bonaparte in Europe; and, in Asia to the "Opening of Japan" in 1853 and the rapid industrialization that followed. Most importantly, the terrible confrontation of World War I (1914-1918) caused undue hardship, led to the Nazi rise to power in Germany, and led to another even greater world war. At the end of the decade of the 1930s, the Axis powers and their allies had engulfed the world in flames.

In 1940 the United States, although officially clinging to neutrality, faced an ever more belligerent enemy threatening our security. President Franklin Roosevelt, in his fireside chat of December 29, 1940, referred to the United States as the "Arsenal for Democracy" and recommended military aid for those nations fighting to maintain their independence in the face of the Axis onslaught. In March 1941, Congress overwhelmingly approved the Administration's "Lend Lease" Act permitting the U.S. President to lend or lease arms to any country considered vital to U.S. security. Gradually American industry began to convert to a war footing.

World War II devastated Europe and Asia and took the lives of more than 60 million people. It was the largest and most costly conflict in the history of the world and affected political relationships throughout the remainder of the century. "Every man, woman, and child alive today has been affected in some manner by this mammoth war." (Source: A Chronological History of The Road to War, Palm Springs Air Museum, 2005)

While students tour the Palm Springs Air Museum, have them examine the two pictorial timelines titled "A Chronological History of The Road to War". Use the timelines to focus on the pivotal events leading to the outbreak of World War II in Europe and Asia. Events depicted on the timelines correspond to topics that students study in world and United States history.

All the events, military confrontations, and peace settlements represented on the timelines played a role in the long-range causes of World War II. This lesson, however, begins with an examination of the Versailles Peace Accords. Many historians have argued that the seeds of war were sown in the very clauses of the Versailles Treaty.

LESSON ACTIVITIES

Note to the teacher: If your students have not yet studied World War I, try to plan time ahead of your field trip to the Palm Springs Air Museum to have students read information about the causes of World War I, President Wilson's Fourteen Points, and the terms of the Treaty of Versailles (June 28, 1919). If students have completed a study of World War I in either their world or U.S. history classes, conduct a brainstorming activity on the long-range and immediate causes of World War I.

Activity #1 The Fourteen Points and the Treaty of Versailles

Materials needed: For each student, a copy of Handout #1, page 48 *The Fourteen Points and the Treaty of Versailles*. All Handouts are available following Lesson 9.

Procedure:

Step 1: Read to the class the following excerpt of President Wilson's speech to the U. S. Congress, on January 8, 1918, in which he called upon the world to negotiate a lasting peace based on justice rather than vengeance.

…We have no jealousy of German greatness, and there is nothing in this program that impairs it. …We do not wish to injure her or to block in any way her legitimate influence or power. We do not wish to fight her either with arms or with hostile arrangements of trade, if she is willing to associate herself with us and the other peace-loving nations of the world in covenants of justice and law and fair dealing….

Step 2: Distribute Student Handout #1, *The Fourteen Points and the Treaty of Versailles*. The handout lists the basic points in Woodrow Wilson's proposal for a just peace and a synopsis of the provisions of the Treaty of Versailles. For a further examination of the Treaty, you may wish to have students examine the website, Treaty of Versailles: Primary Documents in American History. For access, scan the barcode.

Step 3: Students examine the basic provisions of Wilson's Fourteen Points and the Treaty of Versailles. Pair the two documents side-by-side to discuss the following:

- How are Wilson's Fourteen Points and the Treaty of Versailles similar?
- Where do Wilson's Fourteen Points and the Treaty of Versailles differ?
- On a scale of 1 (low) to 5 (high), evaluate the effectiveness of the Treaty of Versailles in achieving the goals and objectives of Wilson's Fourteen Points.

Background Information:

At the Treaty of Versailles, blame for World War I was placed on Germany. As such, it was largely disarmed, and its industrial Rhineland region was occupied by Allied Forces. The purpose of the Treaty of Versailles was to make a fair peace that would last. Instead, they created a vindictive settlement that left Germany raging for revenge. At the same time, the respective countries were unwilling to enforce the provisions of the treaty that they wrote.

Activity #2 Which events lead to World War II?

Materials needed: For each student, a copy of Handout #2, page 49, *A Chronological History of The Road to War, 1919-1941.*

Procedure:

Step 1: Divide the class into small groups. Assign each group one of the three pages of the Handout. You may have several groups for each page.

Step 2: Distribute Handout #2 *A Chronological History of The Road to War, 1919-1941.*

Step 3: For their assigned page, have students within each group examine the information provided on the timeline to determine:

- On your page, which actions conform to Wilson's Fourteen Points and to the Treaty of Versailles?
- On your page, which actions contradict the spirit of Wilson's Fourteen Points and the Treaty of Versailles?

Step 4: Each group reports their findings to the rest of the class. Discuss responses.

Step 5: Conduct a general class discussion on the causes of World War II. Have students use evidence listed in the timeline to support their response to each of the following:

- Compare the German, Italian, and Japanese drive for empire in the 1930s.
- Analyze the cause-and-effect relationships between the events listed on the timeline.
- The League of Nations was formed in 1920 to keep the peace. Why did the League fail?
- Why were steps not taken to stop Nazi Germany from sending troops into the Rhineland and from annexing Austria?
- What was the effect of the appeasement policy adopted by the British and French?
- How did the war begin in the Pacific?
- Why did the United States remain neutral when war first broke out in Asia and Europe?
- What events precipitated the attack on Pearl Harbor?
- Why did Japan attack the United States in 1941, a nation considerably larger and more powerful than Japan?

Step 6: Evaluate the consequences of actions taken by world leaders in the interwar era. Ask the class what steps could have been taken that may have prevented war. Explain to students that the failed League of Nations of 1920 helped world leaders form a more inclusive and effective United Nations in 1946. For more information about the League of Nations, scan the bar code on the right.

Step 7: Assign an essay in which students express their opinion in support or opposition to the following:

Prompt: Some historians argue that the Treaty of Versailles was a major cause of World War II. Do you agree or disagree? Explain your position using historical evidence.

Students should offer historical evidence from their study of the events leading to the war to construct a coherent and reasoned argument to support their opinion.

Step 8: Conclude with a discussion of what lessons were learned from the policies implemented before World War II that may influence decisions being made today.

Extended Activity:

Encourage students to further research these events and relationships and other key events during the period between the two world wars through searches on the Internet or in their textbooks. Ensure that students understand that World War II began as two separate and unrelated conflicts stemming from German and Italian aggression in Europe and Japanese aggression in Asia.

Lesson 2: Declaration of War

A discussion about war introduces the unit followed by a story describing the bombing of Pearl Harbor and America's response. Articles I and II of the U.S. Constitution are examined to compare and contrast the powers of Congress and the President. Students develop oral interview skills and prepare for their visit to the Palm Springs Air Museum.

Learning Objectives:

- *Examine the reasons for the American declaration of war on December 8, 1941.*
- *Analyze historically significant speeches to find the rhetorical devices and features that make them memorable (Roosevelt's "Day of Infamy" speech and his fireside chat of December 9).*
- *Explain the Constitution's provisions regarding the nation's entry into a war.*
- *Use clear research questions and suitable research methods (i.e., personal interviews) to elicit and present evidence from primary and secondary sources.*

Caption: A navy photographer snapped this photograph of the Japanese attack on Pearl Harbor in Hawaii on December 7, 1941, just as the USS Shaw exploded.

LESSON ACTIVITIES

Activity #1 Why Do Nations Go to War?

Introduce the lesson with a brief discussion on "Why does a nation go to war?" Have students compile a list of reasons why they think nations go to war. In a "brainstorming" activity have students create a list of wars in which the United States has participated. Discuss the dates for each of the wars and locate the conflict zones on a world map.

Activity #2 U.S. Entry into World War II - The First Typed Draft of Franklin D. Roosevelt's War Address "A Date Which Will Live in Infamy"

Materials needed: For each student, a copy of Handout #3, page 52, *Proposed Message to the Congress Draft No. 1 December 7, 1941,* and Handout #4, page 53, *Annotated Draft of Pages 1 and 2 of the Speech Delivered to the Congress by President Franklin D. Roosevelt on December 8, 1941.*

Procedure:

Step 1: Read to students the following description of America's entry into World War II.

On December 7, 1941, the alarm "AIR RAID PEARL HARBOR . . . This is no drill" came without warning for the U.S. armed forces serving on the island of Oahu. Two aerial attacks of 353 Japanese fighters, bombers, and torpedo planes had just launched their attack from six Japanese aircraft carriers on the U.S. Pacific Fleet and the other various military facilities on the island.

The attack wrecked two U.S. Navy battleships, one minelayer, and two destroyers beyond repair, and destroyed 188 aircraft; personnel losses were 2,388 killed and 1,178 wounded. Damaged warships included three cruisers, a destroyer, and six battleships. Fortunately, the U.S. aircraft carriers avoided damage because they were out at sea. Vital fuel storage, shipyard maintenance, and headquarters facilities were not hit. Japanese losses were minimal, at 29 aircraft and five midget submarines, with 65 servicemen killed or wounded.

Early in the afternoon of December 7, 1941, President Franklin D. Roosevelt and his chief foreign policy aide, Harry Hopkins, were interrupted by a telephone call from Secretary of War Henry Stimson and told that the Japanese had attacked Pearl Harbor. At about 5:00 p.m., following meetings with his military advisers, the President calmly and decisively dictated to his secretary, Grace Tully, a request to Congress for a declaration of war. He had composed the speech in his head after deciding on a brief, uncomplicated appeal to the people of the United States rather than a thorough recitation of Japanese violations, as Secretary of State Cordell Hull had urged.

President Roosevelt then revised the typed draft—marking it up, updating military information, and selecting alternative wordings that strengthened the tone of the speech. He made the most significant change in the critical first line, which originally read, "a date which will live in world history." Grace Tully then prepared the final reading copy, which Roosevelt subsequently altered in three more places.

Step 2: Put students into groups of 2 or 3. Distribute copies of the original typewritten draft of Roosevelt's speech (Handout #3) and the copy of the typed speech with Roosevelt's edits (Handout #4) or scan the barcode at the right.

FDR Day of Infamy Speech and Changes

Step 3: Students examine the two versions of the speech. Compare the handwritten changes with the original typed draft. Define each of the following vocabulary terms as used in this speech: *infamy, premeditated, implications, onslaught, uttermost, mincing,* and *dastardly*.

Step 4: Students in each group list three changes from the draft of the speech and explain whether the changes strengthened or weakened the address.

Step 5: Students review Roosevelt's address to identify examples where these techniques enhance the effect of the speech: repetition, alliteration, emotionally charged words, appeal to self-preservation, assurance of moral superiority.

Step 6: Discuss with students the following questions.
- Were the changes Roosevelt made effective? Why or why not?
- What message does the speech send to the American people?
- How does Roosevelt explain why the U.S. must go to war?

While students tour the Palm Springs Air Museum, view the Pearl Harbor diorama in the Pacific Hangar. At the end of Tom Brokaw's narration, you will hear FDR deliver the Day of Infamy speech on the radio next to the exhibit. To hear it delivered on the radio by FDR, scan the barcode, or access it at https://radiochemistry.org/history/video/fdr_infamy.html

Activity #3 The U.S. Constitution and War

Materials needed: A copy of the United States Constitution or Handout #5, page 55, *The Constitution on War*

Refer to Article I Section 8 and Article II Section 2 of the United States Constitution. If not available, distribute copies of Handout #5 The Constitution on War. Ask students to review what the Constitution says about U.S. entry into war. Compare and contrast the powers of Congress versus the powers of the President.

Activity #4 Declaration of War

On December 8, at 12:30 p.m., President Roosevelt addressed a joint session of Congress and the Nation via radio. The Senate responded with a unanimous vote in support of war; only Montana pacifist Jeanette Rankin dissented in the House. At 4:00 p.m. that same afternoon, President Roosevelt signed the declaration of war. (Note: In 1917, during the vote to enter World War I, only Representative Rankin, a member of the House of Representatives, voted against U.S. entry.)

Have someone in the class read aloud the Congressional Declaration of War on Japan.

Congressional Declaration of War on Japan
December 8, 1941

Joint Resolution declaring that a state of war exists between the Imperial Government of Japan and the Government and the people of the United States and making provisions to prosecute the same.

Whereas the Imperial Government of Japan has committed unprovoked acts of war against the Government and the people of the United States of America: Therefore be it Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the state of war between the United States and the Imperial Government of Japan which has thus been thrust upon the United States is hereby formally declared; and the President is hereby authorized and directed to employ the entire naval and military forces of the United States and the resources of the Government to carry on war against the Imperial Government of Japan; and, to bring the conflict to a successful termination, all of the resources of the country are hereby pledged by the Congress of the United States.

Approved, December 8, 1941, 4:10 p.m. E.S.T.

Discuss the significance of the Congress authorizing the President "to employ the entire naval and military forces of the United States and the resources of the Government to carry on war against the Imperial Government of Japan…"?

Within a week of America's announcement, Germany and Italy declared war on the United States. Why do you think President Roosevelt chose to concentrate on the European theater of war rather than first direct the military forces against Japan? Explain your reasoning.

Extended Activity: Examine President Roosevelt's December 11, 1941 message to Congress on the declaration of war by Germany and the formal wording of the Congressional War Resolution. This is a message read by the clerk of the House of Representatives since FDR did not appear before Congress to read the message. The message is available online at https://millercenter.org/the-presidency/presidential-speeches/december-11-1941-message-congress-requesting-war-declarations, or scan the bar code on the right.

Activity #5 Fireside Chats

Explain that President Franklin Roosevelt began a series of radio addresses to the American people shortly after he took office in 1933. These radio speeches were called *"Fireside Chats"* because they were regarded as informal addresses to the American people. Roosevelt wanted to give the impression that he was speaking directly to listeners from his "living room" to theirs.

Roosevelt addressed the American people in one of his *"Fireside Chats"* in which he told of the trials ahead and enlisted the public into an all-out war on the home front. Read the following excerpt of *"Fireside Chat, December 9, 1941"* to the class. Based on this address, ask the class to summarize the reasons the President says we are involved in this war. The audio version is available at https://millercenter.org/the-presidency/presidential-speeches/december-9-1941-fireside-chat-19-war-japan, or scan the bar code.

Fireside Chat, December 9, 1941

My fellow Americans. The sudden criminal attacks perpetrated by the Japanese in the Pacific provide the climax of a decade of international immorality. Powerful and resourceful gangsters have banded together to make war upon the whole human race. Their challenge has now been flung at the United States of America....
...We are now in this war. We are all in it--all the way. Every single man, woman, and child is a partner in the most tremendous undertaking of our American history. We must share together the bad news and the good news, the defeats and the victories--the changing fortunes of war.
…[T]he United States can accept no result save victory, final, complete. Not only must the shame of Japanese treachery be wiped out, but the sources of international brutality, wherever they exist, must be absolutely and finally broken.
...The true goal we seek is far above and beyond the ugly field of battle. When we resort to force, as now we must, we are determined that this force shall be directed toward ultimate good as well as against immediate evil. We Americans are not destroyers--we are builders.
…We are now in the midst of a war, not for conquest, not for vengeance, but for a world in which this nation, and all that this nation represents, will be safe for our children.
…So we are going to win this war and we are going to win the peace that follows. And in these difficult hours of this day--through the dark days that may be yet to come--we will know that the vast majority of the members of the human race are on our side. Many of them are fighting with us. All of them are praying for us. For in representing our cause, we represent theirs as well--our hope and their hope for liberty under God.

Source: FDR's Fireside Chats, edited by Russell D. Buhite and David W. Levy (Norman: University of Oklahoma Press, 1992), pages 198-205.

Using a variety of sources help students understand the impact of this historical event and recognize that events could have taken other directions.

The USS Arizona was seen burning after the attack by the Japanese at Pearl Harbor, Hawaii on the morning of December 7, 1941. It was 1 p.m. in Washington, D.C.

Even as smoke still bellowed out of *USS Arizona* and the other ships of the devastated Pacific Fleet, a stunned nation rallied. In response, nearly 16 million Americans would wear their country's uniform to avenge the attack on Pearl Harbor. Multitudes of ordinary citizens were called upon to do extraordinary things in the wake of the attack on Pearl Harbor that thrust the nation into war. American airmen, coast guardsmen, marines, sailors, and soldiers served their country with uncommon valor. Over 400,000 Americans were killed during the war and nearly 700,000 were wounded. The contributions of these men and women have earned them praise as "the greatest generation."

Germany and Italy Declare War on the U.S. Inform students that a few days after the declaration of war with Japan, Germany, and Italy (who were already at war with the United Kingdom, Russia, and France) declared war on the United States.

Many Americans wanted to enter the European war against Adolph Hitler, the Nazi leader of Germany, yet others were reluctant to get involved. The declaration of war by Germany and Italy forced America to open a new war front. Now, the war was to be fought in Europe, the Pacific, and in homes and factories across America.

Extended Activities:

Japanese Attack on Pearl Harbor Have students prepare a PowerPoint presentation using photographs of the Japanese attack on Pearl Harbor. In the presentation, students should draw information from many sources and combine text, images, and sound. Edit the selected media appropriately, monitoring quality. When completed, test the audience's response, and revise the presentation accordingly.

The Boston Post EXTRA

JAPS DECLARE WAR ON U. S.
ATTACK HAWAII--KILL 350
BIG NAVAL BATTLE RAGING

Waves of Bombers Swoop Down on U. S. Pearl Harbor Base---Battleships West Virginia and Oklahoma and Several Destroyers Reported Hit---U. S. Fleet Steams to Sea---Heavy Gunfire Indicates Ocean Fight Under Way---Jap Airplane Carrier Believed First Victim---Six Planes and Four Subs Also Destroyed---Other Attacks on Honolulu and Guam---Japs Occupy U. S.-Owned Wake Island

There are a number of websites that include documentary photographs including the Library of Congress's American Memory collection, "American from the Great Depression to World War II: Black-and-White Photographs from the FSA-OWI, 1935-1945" (http://memory.loc.gov/ammem/fsahtml/fahome.html) and The Historical Center of the Department of the Navy (http://history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm).

Comparison of 9/11 Attacks with Pearl Harbor Attack. Have students compare the terrorist attacks on September 11, 2001, with the Japanese attack on Pearl Harbor, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Students compare selected interviews conducted immediately following the Japanese attack on Pearl Harbor from *After the Day of Infamy: 'Man-on-the-Street' Interviews Following the Attack on Pearl Harbor* (Scan the bar code or go to http://memory.loc.gov/ammem/afcphhtml/afcphhome. html with interviews collected by the American Memory's *September 11, 2001 Documentary Project* eyewitness accounts of the terrorist attack on the World Trade Center, the Pentagon, and United Airlines Flight 93. Scan the barcode or access (http://memory.loc.gov/ammem/collections/911_archive/index.html).

Declaration of War. The United States has not declared war again since 1941, but we have fought wars in Korea, Vietnam, Afghanistan, and Iraq (among many). How have the President and Congress authorized combat operations without a declaration of war?

The *American's Creed* is the official creed of the United States of America. It was written in 1917 by William Tyler Page as an entry into a patriotic contest. It was adopted by the U.S. House of Representatives the next year.

The text of the *American's Creed* is:
I believe in the United States of America as a Government of the People, by the People, for the People; whose just powers are derived from the consent of the governed; A democracy in a republic, a sovereign Nation of many Sovereign States; a perfect Union, one and inseparable; established upon those principles of Freedom, Equality, Justice, and Humanity for which American Patriots sacrificed their Lives and Fortunes. I therefore believe it is my duty to my country to Love it; to Support its Constitution; to obey its laws; to Respect its Flag; and to defend it against all enemies.

Discuss the meaning of the *American's Creed* that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

- How do you reflect the values in the America's Creed?
- What other values would you add to the American's Creed?

Inspiration One

Ronald M. Auen Learning Center First Flight Experience
Palm Springs Air Museum

Who can participate? Local youth 12 to 17 years of age with a serious interest in becoming a pilot or to be in a program on a flight track.

When Five individuals will be selected in the active program months. There is a high demand to participate in the program and space is limited.

The Experience

- Each aspiring pilot will receive an introduction to the Palm Springs Air Museum and receive a *First Flight* shirt and flight log.
- Next, participants will be introduced to the Cessna 182 Skylane, Inspiration One, and the pilot.
- Then they will board, taxi and take off for an approximately 30-minute flight next to the pilot.
- After landing, participants will receive a certificate commemorating their flight.

Cessna 180 Skyland

Lesson 3: Uncle Sam Wants You

The lesson begins with an analysis of poster art and its powers of persuasion. Background information on the selective service is provided with a comparison of the number of armed forces personnel on duty during World War II to that of today. Students continue to develop their oral interview skills by conducting an oral history of a member of the armed services.

Learning Objectives:

- *Analyze the structure and format of informational materials (poster art), including the graphics and headers, and explain how the authors use these features to achieve their purpose.*
- *Discuss the selective service and the rapid growth of the armed services.*
- *Conduct an oral history of a member of the armed services.*

LESSON ACTIVITIES

Activity #1 Recruitment: Powers of Persuasion Posters

Materials needed:

- Copy of the Uncle Sam poster, *I Want You*. The poster is available online at https://images.google.com/ Type in Uncle Sam Poster or scan the barcode on the left.
- Copy of posters available on the National Archive and Records Administration (NARA) website at https://archives.gov/exhibits/powers-of-persuasion or scan the barcode on the right. Scroll down to Part One: Patriotic Pride. Click on "Man the Guns."
- For each group, provide two copies of Handout #6 (page 56), *Poster Analysis Worksheet.* Or use an analyze-a-poster revised version by scanning the barcode on the right or access a pdf version at *https://www.archives.gov/files/education/lessons/worksheets/poster_analysis_worksheet_former.pdf*

Just because Article 1, Section 8 of the U.S. Constitution declares Congress has the power to declare war and to raise an army or navy, does not mean enough people will join the armed services. For this reason, the Selective Service System ("Draft") was formed. Read the following information to students:

Background Information:

The mission of the Selective Service System, an independent agency within the Executive Branch of the federal government, is to deliver untrained manpower to the armed forces in time of emergency in accordance with requirements established by the Department of Defense. A system of conscription was used during the Civil War and again during World War I with the draft mechanism in both instances being dissolved at the end of hostilities.

On September 16, 1940, prior to U.S. entry into World War II, the Selective Service Act was passed. It made men aged eighteen to thirty-five (later age 43) eligible to be drafted for twelve months (later 18 months) of active duty. This first peacetime draft in our nation's history was enacted in response to increased world tension. Because of this, the system was able to fill wartime manpower needs smoothly and rapidly after the attack on Pearl Harbor.

Distribute copies of Handout #6 *Poster Analysis Worksheet*. Provide 5 to 10 minutes for each group to discuss and complete the worksheet prior to having the whole class discuss the questions. Ask students to determine how the poster sought to motivate the viewer by instilling patriotism, confidence, and a positive outlook. Ask students where they think the poster was hung. Explain your answers. What emotion does the poster prompt?

The artist of the *I Want You* poster was James Montgomery Flagg. Produced for the Army Recruiting Bureau, Flagg used himself as a model for the illustration. It was used on World War I recruitment posters and revived during World War II. The poster has been described as the best-known of any era.

Who is Uncle Sam? The image of Uncle Sam plays a major role in the *I Want You* poster. But who is Uncle Sam? Share with students the following information.

Background Information: History of Samuel Wilson

During the War of 1812, Samuel Wilson lived in the village of Troy, New York. He was popularly known in the area as Uncle Sam. From time to time, Sam supplied barrels of beef to the soldiers, stamping the barrels U.S. The soldiers from Troy called the beef "Uncle Sam's" implying that it was furnished by Samuel Wilson. The other soldiers, thinking that the term was applied to the letters U.S. standing for the United States, began using the name "Uncle Sam" figuratively for the United States. This interpretation was picked up promptly by other soldiers who began to call everything belonging to the government, "Uncle Sam's." The term as applied to the United States quickly sprang into popular favor and the weekly periodicals soon began to sketch caricatures likeness by adding the long white beard and high hat, a typical representation of our government.
By an Act of the 87th Congress of the United States, the following Resolution was adopted on September 15, 1961: "Resolved … that the Congress salutes "Uncle Sam" Wilson of Troy, New York, as the progenitor (originator) of America's National symbol of "Uncle Sam."

Powers of Persuasion Posters.

Explain to students that masculine strength is a common visual theme in patriotic posters. Pictures of powerful men and mighty machines illustrate America's ability to channel its formidable strength into the war effort. American muscle is presented in a proud display of national confidence. During World War II, young men wanted to get even with Japan and Germany, and they were attracted by the strong, tough look of the man in military service.

Go to the National Archives and Records Administration (NARA) website at https://www.archives.gov/exhibits/powers-of-persuasion.
Display or duplicate copies of the following posters:

"MAN THE GUNS" SECTION

- "Join the U. S. Navy" by McClelland Barclay, 1942
- "Keep `Em Fighting" printed for the National Safety Council
- "Get Hot—Keep Moving" on the back of this print is inscribed "Bridgeport Brass."

Distribute a copy of Handout #6, Page 56, *Poster Analysis Worksheet* for each group to complete. Ask students to determine whether their poster sought to motivate the viewer by instilling patriotism, confidence, and a positive outlook, or whether it sought to ward off complacency with grim, unromantic visions of war. For an alternative to Handout #6, scan the barcode or go to *https://www.archives.gov/files/education/lessons/worksheets/poster_analysis_worksheet_former.pdf*

Ask a volunteer from each group to describe for the class the content and the issues mentioned or implied within the group's poster. Lead a discussion using the Poster Analysis Worksheet and the following questions as a guide:

- What is the purpose of the authors of the poster?
- How does the structure and format of the posters help to achieve their purpose?

- How effective do you think these posters were as recruitment tools? Explain.
- What emotions do these posters prompt?
- What are the similarities and differences among the posters?
- Where do you think these posters were hung?

Recruitment Poster for Today The U.S. Military today is more diverse than that of the 1940's. Design a poster to attract young men and women to join the military of today.

Activity #2 Induction during World War II.
Materials needed: Display a copy of Handout # 7, page 57, *Armed Forces Personnel on Active Duty during World War II*. Copy the charts on the board or chart paper or display a digital copy of the charts.

Procedure:

Step 1: *Personnel Serving in the Armed Forces.* Display the top chart on Handout #7 and review the statistics.

Step 2: *Drafted or Enlist. Discuss what it means to "enlist" in the military.* Explain that many people volunteered to join the military services before or instead of being inducted or "drafted". Ask students, "Why would someone want to enlist in the armed services?" Note: Some men have said that being a volunteer gave them a sense of being a "notch above" the draftee.

Step 3: *Induction during World War II.* Display the second chart on Handout #7. Discuss the rapid growth of the armed services during the war years. Have students correlate the inductions with historical events. Compare the numbers inducted during World War II with the numbers who served. What accounts for the difference?

Step 4: *Branches and Rank.* Discuss the different branches of the armed services. Explain the difference between commissioned officers and enlisted personnel. Discuss what is meant by the term "rank" and brainstorm a list of various ranks found in the different services. Go to https://veteran.com/military-ranks-insignia-charts/ for more information on U.S. officer ranks and their insignia, or scan the barcode on the left.

Step 5: *Becoming an Officer.* Explain that an "enlisted person" refers to a member of the armed forces who ranks below a commissioned officer. However, many people who voluntarily enlisted in the armed forces became officers. There are several routes to becoming an officer. Some of these include:

- graduation from a military academy such as West Point
- participation in the ROTC (Reserve Officer Training Corp programs held on college campuses)
- participation in OCS (Officer Candidate School for enlisted personnel recommended for officer training) In the army during World War II, OCS took three months. Graduates became Second Lieutenants in three months earning them the name "30 Day Wonders" by the enlisted troops.
- Battlefield Commissions (enlisted personnel commissioned during battle)

Step 6: *Service at a Price.* Review the final chart on Handout #7, *Casualties of World War II (December 7, 1941-December 31, 1946)*. Explain to students that after World War II some military personnel remained and made a career in the armed forces. Most returned to their everyday lives after the conflict, their deeds being remembered by only a close circle of family, friends, and loved ones. And there were those who never returned. This group paid the highest price for freedom. Share with students the grave cost of World War II in terms of human life and casualties.

Activity #3 What Happened to the Selective Service?

Background Information:

Even though military service is now all on a volunteer basis, the Selective Service System still exists. At the end of the war, the draft law was allowed to expire, but it was reenacted less than two years later to maintain necessary military manpower levels because of the Cold War. From 1948 until 1973, during both peacetime and periods of conflict, men were drafted to fill vacancies in the armed forces that could not be filled through voluntary means.

The induction authority expired in 1973. The last man inducted entered the Army on June 30, 1973. The Selective Service System remained in existence in a "standby" posture to support the all-volunteer force in case an emergency should make it necessary for Congress to authorize a resumption of inductions. Registration was suspended early in 1975 at the end of the Vietnam War and the Selective Service System entered a "deep standby" posture.

Beginning in late 1979, a series of "revitalization" efforts were begun to upgrade the System's capability for rapid mobilization in an emergency, and in the summer of 1980, the registration requirement was resumed. Presently, young men must register within 30 days of their 18th birthday.

Explain to students that the law requires all male U.S. citizens (regardless of where they live), and male immigrants residing in the U.S. (permanent resident aliens), to register within 30 days of their 18th birthday. (Note: It is possible for a man to submit registration early, as long as he is at least 17 years and 3 months old.)

The fastest way for a man to register is on-line at http://www.sss.gov. Even though he is registered, a man will not automatically be inducted into the military. In a crisis requiring a draft, men would be called in sequence determined by random lottery number and year of birth. Then, they would be examined for mental, physical, and moral fitness by the military before being deferred or exempted from military service or inducted into the armed forces. Women are not required to register but many enlist in the armed forces.

Armed Forces Personnel on Active Duty Today

Materials needed: Display a copy of Handout #8, page 58, Active and Reserve United States Military Force Personnel in 2021, by Service Branch and Reserve Component. Copy the chart on the board or chart paper or display a digital copy of the chart.

Display the chart. Review the number of personnel in the armed forces today and compare it with the number of personnel deployed during World War II. Ask, “What do you think is the reason for the differences?”

The information at the bottom of the page lists the top 5 largest armies in the world ranked by active military personnel in 2022. Discuss the rankings and the potential impact they may have.

Activity #4 Conduct an Oral History of a Member of the Armed Services

To learn more about the role of citizens in the armed services, have students conduct an interview with someone currently serving in the armed services or who has served in the past. Plan some sample questions to ask, such as:

- In which branch of the armed services did you serve?
- What dates did you serve? Where did you serve?
- Why did you join the armed services?
- What was your role?
- What were some of your experiences in the armed services?
- What were some of the individual sacrifices you and your family have had to make as a result of your service?
- During your service, what advances in aviation, weaponry, communication, and medicine did you observe?

While students tour the Palm Springs Air Museum, they may interview their docent about experiences in the armed services. Many of the volunteers are combat veterans who are willing to educate future generations by sharing their experiences and sacrifices.

Extended Activity:

Military Dog Tags Share with students that as early as the American Civil War, disks came into use so that the wounded or killed could be identified. By the outbreak of World War II, the practice had been adopted for all members of the U.S. armed forces. Nicknamed “dog tags” because of their resemblance to similar canine IDs, the version issued to American military personnel came in pairs. In the event of death one of the tags was buried with the individual and the other went with the paperwork of the deceased.

Typically, the standard military dog tags contain all the information to identify a soldier and provide emergency information. This includes ***Last Name*** on the 1st line; *First Name/Middle Initial* on the 2nd line; ***Service Number*** (currently the Social Security Number) on the 3rd line; ***Bloodtype*** *on the 4th line*; and, ***Religious Preference*** on the 5th line.

Currently, the U.S. Army dog tag format is:
Surname. First name. Service number (E.g., 11111/00/00B, where the first five digits are the ID, the second two are the year the soldier turned 18 years old, the last two digits are the year the soldier enlisted, and the letter is the enlistment group, either A or B) Blood Group.

POS means "position" on a set of dog tags. The second line of the set has a series of numbers that tell the military the wearer's blood type, religion, and SSN.

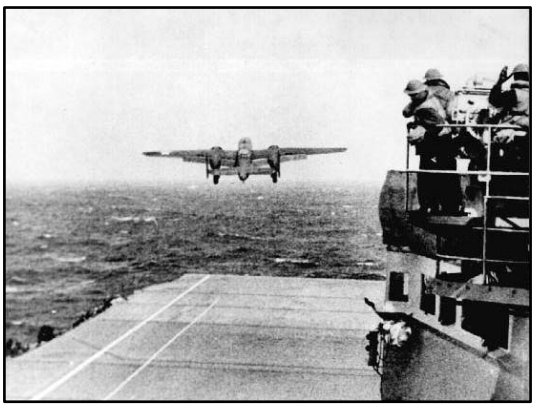
For more information regarding military dog tags by branch of service, click on the bar code go to https://tacticalgear.com/experts/us-military-dog-tags-by-branch

The United States Armed Forces are currently developing and testing a new tag that will hold 80% of a soldier's medical and dental records on a microchip known by several names (i.e., The Individually Carried Record; Meditag; The Tactical Medical Coordination System; and Personal Information Carriers known as PIC). It is not intended to replace the present tag, but rather to augment it as part of the "paperless battlefield" concept.

The yellow TacMedCS being tested by the Marines uses radio frequency technology.

Lesson 4: Roles and Sacrifices of Individual Americans

Classroom discussions provide a context for reading about the roles and sacrifices of individual American pilots as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers), the women in the military, entertainers for the troops, relocation of Japanese and reparations, and *Korematsu v. United States*. Students conduct an oral history project on a member of the U.S. Armed Forces. NOTE: This is an excellent lesson to do prior to or just after a visit to the Palm Springs Air Museum.



Medal of Honor Winner James (Jimmy) Doolittle led a daring raid of 16 B-25s from the deck of the carrier Hornet on April 18, 1942, hitting targets in Tokyo, Yokohama, and other cities, scoring a huge moral victory for the Americans.

Learning Objectives:

- *Identify the roles and sacrifices of individual Americans during World War II.*
- *Extend the ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.*
- *Develop clear research questions, conduct a personal interview, and integrate quotations into a written text while maintaining the flow of ideas.*

LESSON ACTIVITIES

Activity #1 The Roles and Sacrifices of Individual Airmen

Materials needed: For each group, provide copies of the respective handouts about the individual pilots featured in Handouts #9 through Handout #13, pages 59 to 63. Refer to Step 1 listed below.

Procedure:

Step 1: Divide the class into groups of 2 to 3. Assign each group one of the aviators listed below. More than one group will focus on each aviator.
James Harold "Jimmy" Doolittle (Handout #9)
Edward Henry "Butch" O'Hare (Handout #10)
Richard "Dick" Ira Bong (Handout #11)
Claire Lee Chennault (Handout #12)
Jacqueline Lee Cochran (Handout #13)

Step 2: To each group, distribute the respective handout.

Step 3: Students within each group examine their respective bio-sketch to evaluate the individual actions taken by each of these American heroes. Note the dates, the theater of operation, the type of aircraft, and the unique contributions of the aviator.

Step 4: Groups share information about the individual actions taken by their individual aviator. As an option for sharing, regroup students into groups of five with one student specializing in each of the five aviators. Conduct a "talk-around" in which each student highlights the individual actions taken by his/her aviator.

While students tour the Palm Springs Air Museum, they will be introduced to several prominent military leaders and some lesser known, though no less distinguished men and women, who were recognized for leadership during this critical period in American history.

Some of the many individuals featured in the exhibit include:

Douglas Bader
"Dick" Ira Bong
George H.W. Bush
"Pappy" Boyington
Claire Lee Chennault
Jacqueline Cochran
Benjamin Davis
Jimmy Doolittle
Dwight D. Eisenhower
Gerald Ford
Joe Foss
Admiral "Bull" Halsey
Douglas MacArthur
Anthony McAuliffe
Thomas B. McGuire, Jr.
Butch O'Hare
George Patton
Robert J. Pond
Franklin D. Roosevelt

Also, short video bio-sketches are available for many docents at the Palm Springs Air Museum and for local citizens whose experiences have been documented through the Veterans History Project of The Library of Congress. Their biographical information is in the Palms Springs Air Museum's library located on the 2nd floor of the museum.

Tony Acevedo* (Medic at Battle of the Bulge; POW)
Dick Brown (Chief Radioman, *Yorktown*)
Davy Crockett (Pearl Harbor, B-17 Navigator)
Don Cravens (D-Day, Liberation of Paris)
Faber Cripps (B-17 Repairs)
Dave Devries (Los Banos POW)
Vivian Eddy* (Aviator)
Glenn A. Glover (Rescue of POWs at Los Banos)
Sandy Hirschhalt (Omaha; Eisenhower's Staff)
**Videos not yet available*
Leonard Hanson (B-17, POW)
Harry Hutsell (B-17, Guadacanal; Tarawa; Mt. Suribachi)
Rob Kranze (*Lexington*)
Harvey Levine* (*Yorktown*)
Aaron Liepe (P-40 pilot in China)
Mary Lou Neale (Aviator)
Mike Pappas (Shot down on 14th mission; POW)
Dick Parker (Aviator; Shot down 7 times)
Evelyn Paterson (8 years old; Escaped Singapore)
Fitz Payne (FRF Fighter Pilot at Guadacanal; Ace)
Frank Pease (Flew 30 missions 8th Air Force)
Jack Robbins (Shot down; German POW)
Dick Rossi (P-40 Flying Tigers; Ace)
Russell Snell (Normandy on D-Day)
Joe Strauss (Flew 35 missions)
Fritz Young (Quartermaster on the submarine *Cobia*)
Marne Wilson (Flew 35 missions; Often lead pilot)

Biographical Sketch

Following a tour of the Palm Springs Air Museum, have students write an extended biographical sketch or a "newspaper article" on one of the individuals featured in the exhibit. Students should use specific historical incidents as examples to reinforce the assertion that the person was an outstanding leader and worthy of praise and extend the ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.

Activity #2 Rescuing a Piece of History – An Oral History Project

Oral history allows individual Americans to tell their personal stories about their lives in the U.S. armed services. It allows the student historian to hone the skills of inquiry, research, organization, and writing. It also rescues little pieces of history from oblivion. In this activity, students develop clear research questions, conduct a personal interview of a person who is currently a member of the U.S. armed service or who has served in the past. Integrate quotations into your written text while maintaining the flow of ideas.

Procedure:

Step 1: Lead a class discussion, asking:

- Why are the stories of individual Americans important?
- How might the story of an individual American be different from the information which we find in our history books?
- How do we go about rescuing from historical oblivion the stories of current members of the Armed Services and of American veterans?

Step 2: Write and share interview questions.
Divide the class into groups of three to five. Each group needs to brainstorm a list of interview questions. Students will need several of each of the following types of questions:
•Background questions about the interviewee's pre-service life
•Questions about the start of their service
•Questions about where the person spent their time in the service
•Questions about what the person did during their service
•Questions about the lessons of service in the U.S. Armed Force
•Questions, if the person is a veteran, about life after their service

Yes and no questions are not acceptable. Questions should be constructed with sensitivity. They should draw the interviewee out and into a conversation with the student.

Hold a class discussion of the student lists of interview questions. Put good questions on the board. Urge students to add to their lists. Finally, students should edit their lists, placing the questions in a sequence with which they are comfortable.

Step 3: Assignment - Each student is assigned to do the following:
•Find a veteran or a person who is currently serving in the U.S. Armed Services, who is willing to tell you their story.
•Set a date and arrange a place for an interview.
•Create a set of interview questions.
•Conduct an interview, requesting that you be allowed to video or audio tape the interview.
•Photograph yourself with the person whom you interview.

Step 4: Create a final product which may be a:
•diary
•journalistic account
•exhibition
•dramatic script
•web page
•PowerPoint presentation

The final product must include:
•Two maps that reflect where the interviewee was at two points in his/her account of experiences during their time in the U.S. Armed Service or, the travel of the interviewee during their service
•A photograph of the interviewee
•Quotations from the interview that are integrated into the written text while maintaining the flow of ideas

Step 5: Sharing of the final products may include any of the following in which students:
•engage in a read-around on the day the oral history projects are due. Each student reads and discusses four other projects.
•engage in classroom presentations.
•hold an oral history fair and display all of the pieces of work in a room in which students and guests may enjoy the finished projects.

Extend the Oral History activity.

•Invite some of the interviewees to speak to the entire class.
•Send copies of the oral histories to the local newspapers, but first, seek permission of the interviewee.
•Assemble a class oral history book.

Note: This oral history project is adapted from the work of Marilyn Lubarsky, a teacher in the Upland Unified School District. Marilyn was selected by the California Council for the Social Studies as the High School Social Studies Teacher of the Year for 2008.

"If we do not Honor the Valor of our Defenders, we Diminish their Victory."

Activity #3 Roles and Contributions of Unique American Groups

Materials Needed: (Refer to the Teacher Note listed below.) For each student or group, provide copies of Handouts #14 through Handout #19, pages 64-70. (Note: Handout #17 will be used during Activity 3.)

The focus of this activity is on the following American groups during World War II:
Tuskegee Airmen (Handout #14)
442nd Regimental Combat Team (Handout #15)
Navajo Code Talkers (Handout #16.)
Women in the Military (Handout #18)
Bob Hope Entertains the Troops (Handout #19)

Note to the teacher: This activity may be completed using one of two options.
Option 1: With the entire class, study each of the five special groups listed above.
Option 2: Divide the class into 10 "jigsaw" groups, two for each of the special groups listed above. Provide students in each group with paper and colored markers to illustrate the reading about their assigned group. As groups share their information, ask them the questions listed below in the section for each of these unique American groups.

1. Tuskegee Airmen

Background Information:

Tens of thousands of African Americans served as soldiers, sailors, and marines, usually in segregated units. In the Army Air Force's 99th Fighter Squadron and 332nd Fighter Group, now better known as the Tuskegee Airmen, African American pilots distinguished themselves over North Africa, Sicily, and Italy. The Tuskegee Airmen flew over 3,000 missions in Europe and destroyed almost 300 enemy planes. For their service, Tuskegee airmen were awarded 150 distinguished flying crosses, 744 Air Medals, eight Purple Hearts, and 14 Bronze Stars. In 2007, more than 60 years after their combat in World War II, President George W. Bush awarded the Congressional Gold Medal to surviving Tuskegee Airmen in a ceremony in the Capitol Rotunda.

Have students read Handout #14, *Tuskegee Airmen*. Ask:
•What service did the Tuskegee Airmen perform during the war?
•How did their efforts help to promote racial integration?

While visiting the Palm Springs Air Museum, look in the European Hangar for the wall murals dedicated to the Tuskegee Airmen.

2. The 442nd Regimental Combat Team

Background Information:

The 442nd Regimental Combat Team consisted of young Japanese-American men who became one of the most highly decorated outfits in the American armed forces during World War II. Twenty-one men of the 442nd were awarded the Medal of Honor. In addition, members of the unit received 52 Distinguished Service Crosses, 560 Silver Stars, 4,000 Bronze Stars, and 9,486 Purple Hearts, earning the unit the nickname of "The Purple Heart Battalion."

Ask students what they know about the removal of Japanese residents and citizens from the West Coast of the United States during World War II. (For more information on this topic, refer to Lesson 6, Activity #5.)

Have students read Handout #15, *Go For Broke! The 442nd Regimental Combat Team*.
Ask questions such as:

- Why were young Japanese Americans willing to fight while their families and friends were living under guard in relocation centers?
- In the face of discrimination, how did the efforts of the 442nd Regimental Combat Team demonstrate loyalty to the United States?

For more information, scan the barcode or https://goforbroke.org/history/unit-history/442nd-regimental-combat-team/

3. Navajo Code Talkers

Have students read Handout #16 *Navajo Code Talkers*. For more information, scan the barcode, or go to https://www.cia.gov/stories/story/navajo-code-talkers-and-the-unbreakable-code/

Ask questions such as:

- What service did the Navajo Code Talkers perform during the war?
- What is the importance of "unbreakable" codes during wartime?
- Why would it be so difficult to break the Navajo code?

Break the Code. Divide the class into groups. Cut in half the copies of Handout #17, *Can You Break the Code?* Give the top half to each group. Provide each group with approximately 10 minutes to attempt to break one or more of the five coded messages. Remind students that these messages would have been transmitted on the battlefield and, to be effective, Japanese deciphers would have only a few minutes to break the code. You may wish to help students by providing them with keywords that are repeated in several of the messages (e.g., United States Marines—*Washindon be Akalh-bi Khos*; attack—*Al-tah-je-jay*; or, now—*Kut*). After students have attempted to break the coded messages, distribute the second part of the handout containing translations of the messages.

4. Women in the Military

Distribute Handout #18, *Women in the Armed Services*, and have students read and discuss the efforts to establish women's units in the military during World War II.

Ask questions such as:

- Why was it so difficult to open the military service to women?
- What was the purpose of establishing women's auxiliary units?
- How did the women serving in these units help the war effort?
- Why do you think women were not drafted into the armed services during World War II?
- Why are women today not required to register with the Selective Service Board while young men do when they reach the age of 18? (You may wish to review Selective Service Registration included in the Lesson "Uncle Sam Wants You.")
- How do American women serve as combat troops in the all-volunteer army today?

While visiting the Palm Springs Air Museum, look in the European Hangar for the Jackie Cochran display case and the display, *Women of World War II* which highlights the Women Airforce Service Pilots (WASP). View the Women in Aviation on the museum's YouTube channel at https://www.youtube.com/watch?v=SaX2w-72yso, or scan the barcode.

Discuss the roles women have played in the armed services of the United States from the American Revolution to the beginning of World War II. Some students may mention that women served in combat either alongside their husbands or disguised as men in the Revolutionary War (e.g., Molly Pitcher, Deborah Sampson). Although a number of women posed as men and served during the Civil War in both the Union and Confederate armies, these cases were unusual. American women during wartime have most often served as nurses or doctors in medical units. Many women nurses were not strangers to the front lines.

Distribute Handout #18, *Women in the Armed Services*, and have students read and discuss the efforts to establish women's units in the military during World War II.

Ask questions such as:

- Why was it so difficult to open the military service to women?
- What was the purpose of establishing women's auxiliary units?
- How did the women serving in these units help the war effort?
- Why do you think women were not drafted into the armed services during World War II?
- Why are women today not required to register with the Selective Service Board while young men do when they reach the age of 18? (You may wish to review Selective Service Registration included in the Lesson "Uncle Sam Wants You.")
- How do American women serve as combat troops in the all-volunteer army today?

5. Entertainers for the Troops

Background Information:

The United Service Organizations (USO) Camp Shows program recruited and fielded live entertainment for military personnel. Camp Shows usually consisted of well-known celebrities who were recruited to entertain military personnel serving overseas. For many entertainers, this was their first time performing and traveling abroad. However, the Camp Shows scheduling, which was coordinated by each of the armed services, was considered inconsistent. Entertainment has served as one of the biggest morale boosters for U.S. Troops serving overseas. From the first muddy, make-shift stages where theatrical performers sang and danced for military personnel and their families to today's showstoppers that reach military bases around the world, the Department of Defense has made entertainment a top priority.

Today, Armed Forces Entertainment provides the best in up-and-coming American entertainment to US troops and family members stationed overseas, with priority to remote and isolated locations, ships at sea, and contingency operations. Entertainment is provided to the Army, Navy, Air Force, Marine Corps, and Coast Guard.

Bob Hope became renowned for his entertainment of the troops. Distribute Handout #19 *Bob Hope Entertains the Troops*. Students may do additional research on Bob Hope and the entertainers who joined him at *Bob Hope and American Variety* (Library of Congress Exhibition at http://www.loc.gov/exhibits/bobhope/

While at the museum, look for the Bob Hope stage in the Pacific Hangar.

Ask questions such as:
•What was the role of the men and women who entertained the troops?
•What individual sacrifice did entertainers such as Bob Hope make?

6. Public Law 100-383 – Reparations for Japanese American Relocation.

In 1988, President Ronald Reagan signed Public Law 100-383 granting reparations of up to $20,000 to each survivor of the camps. In 1990 President George H. W. Bush issued an official apology for the treatment of Japanese American citizens during the war years. For more information, go to https://www.archives.gov/education/lessons/japanese-relocation or scan the barcode on the left.

The National Archives website has helpful worksheets you can use to analyze written documents. The worksheets will help your students think through primary source documents for contextual understanding and to extract information to make informed judgments. Search the National Archives and Records Administration website and select the worksheet you prefer. http://www.archives.gov/education/lessons/index.html for Japanese Relocation. Click on Document Analysis. Or, scan the barcode on the right.

(For more information on Executive Order 9066, the Japanese Relocation Centers, and Reparations, refer to Lesson 6, Activity #5, on page 30.)

Students may read a personal account of life in a relocation camp in the book *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston. The book and a study guide are available on www.amazon.com

Ask students questions such as:
•Why were Japanese Americans forced to go to relocation camps during World War II?
•Why do you think the President issued Executive Order 9066, confining Japanese Americans to relocation camps?
•Do you think the order was justified at the time?

7. Korematsu v. United States

Investigate the arrest, trial, and appeals of Fred Korematsu and the decision of the Supreme Court in *Korematsu v. United States*. Korematsu v. United States, 323 U.S. 214, was a landmark decision by the Supreme Court of the United States to uphold the exclusion of Japanese Americans from the West Coast Military Area during World War II. For a video from Mr. Beat, go to https://www.youtube.com/watch?v=rRiHumq_wdI or scan the barcode on the right. Have the students fact-check some of the information presented in the video.

Extended Activities:

Medal of Honor. Have students investigate details about the Medal of Honor, an honor created by an act of Congress during the Civil War. More than 3,400 service personnel have been awarded the Medal of Honor for notable service to their country since the medal's creation. The medal may only be awarded to men and women who, at the time of their distinguished service, were on active duty in the military. For the full text of all Medal of Honor recipients see https://www.cmohs.org/recipients or scan the barcode on the left.

Lesson 5: Aviation Technology

The lesson explores the significance of selected Axis and Allied fighter aircraft at the beginning of the war. Students examine technological changes in American fighters and bombers during the war and ways in which the planes were modified to address the need for greater speed, range, and/or armaments in campaigns in both theaters of war.

Learning Objectives:

- *Describe major developments in aviation during World War II.*
- *Examine ways in which aircraft were modified to respond to combat.*
- *Explain the significance of air power in winning the war.*

Background Information:

In the 1920s, while the United States was relatively slow to develop newer military aircraft, the Empire of Japan encouraged the development of Army and Navy air forces. Mitsubishi, along with several other Japanese companies, employed modern technology to produce military aircraft. Japanese fighter planes and bombers were tested in combat over China in the 1930s in the Second Sino-Japanese War. The Japanese Navy's Mitsubishi A6M Zero, developed in 1937, was fast and maneuverable. By 1940 it dominated the skies over China. When Japan went to war with the United States and Britain in December 1941, the Zero was superior to Allied fighters in air combat in the Pacific. As early as 1937 Claire Chennault, who served as advisor to the Chinese government and director of the American Volunteer Group in China, had warned of the dangers of Japanese air power. As leader of the Flying Tigers during the war, he had warned his pilots of the exceptional range and performance of the Zero. The Flying Tigers developed tactics that allowed them to be competitive against the Zero.

During the 1930s Nazi Germany, in defiance of the Treaty of Versailles, built a military air force. Messerschmitt ME 109 fighter planes and the JU-87 Stuka dive-bombers were field tested over Spain during the Civil War. Problems with the aircraft that became apparent during combat missions were quickly corrected. Some 200 German pilots of the Luftwaffe Condor Legion gained combat experience during the Spanish Civil War. Superior German fighter aircraft and trained combat pilots allowed the Nazi armed forces to sweep across Europe in what became known as the blitzkrieg or "Lightening War." With the fall of France, the Luftwaffe began a campaign of strategic bombing of British airbases, industrial centers, and major cities during the "Battle of Britain." Although German boomers terrorized Britain, they were slow and could not be protected throughout the missions by fighter escorts.

LESSON ACTIVITIES

Activity #1 Comparing Selected Aircraft of World War II

Materials needed: Copies for each student of *Specifications of Selected World War II Aircraft* (Handout #20, page 71)

Divide the class into groups and distribute Handout #20, *Specifications of Selected World War II Aircraft*. Point out that the chart lists only eight fighter aircraft, two from each of the four nations represented. The Allied aircraft represented in the chart were used in both the Atlantic and Pacific theaters of war. Also, students should understand that specifications given in the chart changed as the war progressed and new models of each of the aircraft went into production.

Procedure:

Step1: Within each group, have students examine the specification data for each aircraft.

Step 2: Rate each of the aircraft on a scale of 1 (least effective) to 5 (most effective).
The rating criteria should be based on the effectiveness of the fighter aircraft in

- supporting ground forces.
- escorting bombers attacking enemy targets.
- aerial combat with enemy fighters, "dog fighting".
- protecting naval vessels.
- attacking enemy land and naval targets.

Step 3: Write the group's rating in the margin to the left of each aircraft.

Step 4: After students have examined the data in their respective groups, conduct a general class discussion on ratings each group gave to the aircraft. Ask questions such as:

- What functions were fighter aircraft designed to perform?
- What might you have to sacrifice in order to extend the range of the aircraft?
- Would it be worth the cost of reducing armaments in order to increase speed and maneuverability?

Activity #2 American Aviation Technology

While students tour the Palm Springs Air Museum, have them look for each of the aircraft featured in this activity.

Background Information:

The U.S. Army aircraft are named according to their mission. The P in aircraft such as the P-40 and P-51 stands for "pursuit" fighters. The B in aircraft such as the B-25 and B-17 stands for "bomber." The B-25 is a medium bomber whereas the B-17 is a heavy bomber. In the Navy, aircraft designation system, the first letter or letters indicate the mission. Most common are F for fighter, SB for scout bomber, TB for torpedo bomber and O or SO for observation or scout observation. A number that follows the letters designates the series of the aircraft. Finally, another letter designates who built the aircraft. Examples are F for Grumman, G for Goodyear, M for General Motors, D for Douglass, and U for Chance Voight.

Materials needed: For each group, copies of the handouts listed below, chart paper, marking pens. Handouts can be found on pages 72 to 80.

Note: Each Handout contains a barcode that will take you to a Warbird Wednesday video produced by Fred Bell, Director of the Palm Springs Air Museum. Each video features the aircraft and many stories about it.

Procedure:

Step 1: Divide the class into eight groups, one for each of the following aircraft:

1. *Curtiss Warhawk P-40N* (Handout #21)
2. *North American P-51 Mustang* (Handout #22)
3. *North American B-25 Mitchell* (Handout #23)
4. *Boeing B-17 Flying Fortress* (Handout #24)
5. *Consolidated PBY Catalina* (Handout #25)
6. *Grumman "Cats"* (Handout #26)
7. *Grumman TBF/TBM Avenger* (Handout #27)
8. *Douglas SBD Dauntless* (Handout #28)

Step 2: Distribute copies of the appropriate handout to each respective group.

Step 3: Given chart paper and pens, have each group create a poster to include:
- model identification
- plane's main areas of combat
- key strengths and weaknesses of the aircraft
- importance of the plane in the war effort
- technological improvements of the aircraft and the importance of speed, range, and armaments

Step 4: Conclude the lesson with a general class discussion of the reasons for technological improvements in aircraft based on combat experience.

Note: In the next lesson, "*Life on the Home Front*," students will discuss the importance of America's ability to respond quickly to the war effort, to make technological advances as needed, and to mass produce aircraft.

While visiting the Palm Springs Air Museum, ask your docent about the advances made in the aerospace and defense industries during World War II. Read the information signs for each aircraft to determine when the plane was built, by whom, and ask about its advantages and limitations during warfare.

Extended Activity:

Investigate the development of airborne radar during the war and develop an oral presentation or PowerPoint presentation on the importance of radar during the Battle of Britain and its role in Germany's decision to call off "Operation Sealion."

Lesson 6: Life on the Home Front

In this lesson, students learn about the support and sacrifices of the American people on the home front. Beginning with President Roosevelt's Fireside Chat and a discussion of rationed materials, students research the impact of World War II on American industry. They study the role of women in industry and the establishment of Japanese Relocation Centers. Using the "Rules of Conduct" for soldiers, students create their own "Rules of Conduct" for the home front. The lesson concludes with a discussion of life on the home front today.

We Can Do It! by J. Howard Miller
Of all the images of working women during World War II, the image of women in factories predominates. Rosie the Riveter--the strong, competent woman dressed in overalls and bandanna--was introduced as a symbol of patriotic womanhood. The accouterments of war work--uniforms, tools, and lunch pails – were incorporated into the revised image of the feminine ideal.

Learning Objectives:

- *Analyze a historically significant speech to find the rhetorical devices and features that make it memorable (Roosevelt's "Fireside Chat" of December 9, 1941).*
- *Demonstrate an understanding of the effects that World War II had on the home front.*
- *Conduct research to describe the war's impact on American industry.*
- *Write an expository composition, and orally present the major ideas and supporting evidence.*
- *Analyze art elements and principles of design to assess and derive meaning from the poster art of World War II.*

LESSON ACTIVITIES

Activity #1 Fireside Chat December 9, 1941

Materials needed: For each pair of students, a copy of Handout #29, page 81, an excerpt from the *Fireside Chat December 9, 1941.*

In his Fireside Chats throughout the war, Roosevelt called for action from those on the home front. To each pair of students, distribute a copy of Handout #29, *Fireside Chat December 9, 1941*. Have students read the excerpt on the handout and work together to identify:

- What actions did the President suggest to meet the demands of war?
- How did Roosevelt frame his appeal for sacrifice? How effective were his appeals?
- What items were rationed?
- What arguments did Roosevelt use to support rationing?
- What would you be willing to sacrifice for your country during a time of war?

Full text of Roosevelt's Fireside Chat December 9, 1941

Note: You can access the full text of the Fireside Chat December 9, 1941 at https://millercenter.org/the-presidency/presidential-speeches/december-9-1941-fireside-chat-19-war-japan or scan the above barcode.

Scroll to the section that begins: *On the road ahead there lies hard work—grueling work—day and night, every hour and every minute. I was about to add that ahead there lies sacrifice for all of us.*

Explain to students that as the war progressed, the list of rationed items grew. The war transformed the American economy; factories converted from the production of consumer goods to war machinery and ammunition; queues for food replaced the lines of unemployed workers; and, women were urged to enter the workforce in factories that had previously closed their doors to female employees.

Activity #2 Response of the Home Front

Despite the heroic endeavors of the men and women of the armed service, the war could not have been won without the support of the people on the home front. War required national unity and demanded sacrifices.

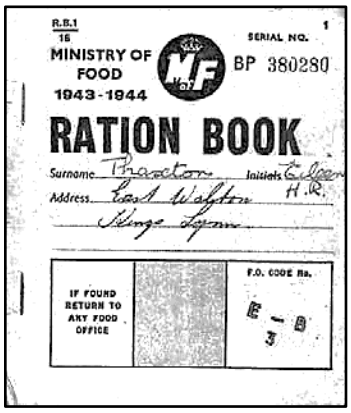
Ask students to predict the types of sacrifices they think Americans had to make during World War II. List their predictions on the board.

It became very important to conserve raw materials required for the armed forces.
- What types of raw materials did the government need to win the war?
- What types of shortages do you think occurred?

Write the following list on the chalkboard. Have students indicate which items might have been rationed, or limited in use, during the war and explain their choices.

rubber	fuel	sugar	coffee
meat	butter and hard cheese	shoes	canned goods

Explain to students that all items listed in the table were rationed. Rubber (sources were cut-off by the Japanese) and fuel were among the earliest commodities to be regulated. This meant that the driving of cars was greatly restricted.



By May 1942, ration books began to be issued to the American public to limit the use of items such as sugar, coffee, meat, butter and other dairy products, canned goods, and shoes. Each person was allowed 28 ounces of meat and 4 ounces of cheese per week since most of America's meat and cheese went to feed more than 15 million servicemen fighting in Europe and the Pacific. Main dishes of beans, vegetables, and eggs became commonplace. Women made do with bare legs instead of wearing stockings since most silk was diverted to the making of parachutes.

Americans were encouraged to plant "victory gardens" so they could provide fresh vegetables at home and allow the produce from farms to be issued to the military. An estimated 15 million victory gardens sprang up in response that supplied almost 40 percent of the vegetables cultivated in the nation during the war.

The government encouraged conservation and sponsored scrap paper, tin foil, and scrap metal drives. Most people accepted the rationing system since it allowed all families to have their fair share and it helped prevent the hoarding of food and supplies. To pay for the enormous cost of the war, there were numerous War Bond drives, and the government imposed a 5 percent surcharge on all income taxes (called a Victory tax).

While touring the Palm Springs Air Museum, ask your docent to relate any stories of personal experiences they have heard about the impact of the war on the home front.

Activity #3 Research on the Impact of World War II on American Industry

Materials needed: For each student, a copy of Handout #30, page 82, *Research on the Impact of World War II on American Industry*

Teacher Note: Students work on the following independent research paper while Activities #4 through #7 are completed in class.

Background Information:

With the United States' entrance into the war, Americans united in the largest production increase in the country's economic history. In his Annual Message to the Congress (January 6, 1942), President Roosevelt promised that by 1943, the United States would increase production. (Note: The entire speech is available online at https://web.viu.ca/davies/H324War/FDR.message.Congress.Jan6.1942.htm) or scan the barcode.

Almost overnight, the American economy converted to wartime production. 250,000 planes were produced during the war as well as trucks, jeeps and tanks. The shipyards built 5,200 ships, including aircraft carriers. Industry increased its labor force 36 percent between 1940 and 1944 and the average workweek from 37.7 hours to 46.6 hours.

During World War II, America provided many workers and resources to support the war effort. Californians played a key part in this economic growth. They set up military bases and built planes, battleships and cargo ships, and weapons. California shipyards produced one in every four ships built during the war. Farm and oil production also increased.

During this time California opened its southern border to Mexican farm labor, and hundreds of African Americans poured in from the south and northeast to work in the shipyards and airplane factories. Workers produced tanks, guns, airplanes, ships, and other equipment that helped American forces fight in World War II. As new people came to find jobs, California was a changed state with a population that had swelled from 6.8 million to 10 million.

Ask students, "What effect do you think World War II had on America? What effect do you think World War II had on California?"

Display the following graphic organizer and either duplicate a copy for each student or have students create their own copy.

Impact of World War II on American Industry

Industry	When? (Key Dates)	War's Impact on Location & Use of Resources	Major Developments in the Industry	Key People in the Industry
Aerospace				
Electronics				
Agriculture				
Oil/Auto				
Defense/ Weaponry/ Communications				
Entertainment				
Medicine				

Expository Composition. Have each student select one of the industry topics listed above in the graphic organizer, *Impact of World War II on American Industry*. If desired, divide students into groups with each group working in a different industry.

Students should use clear research questions and suitable research methods (e.g., library, electronic media, personal interviews) to elicit, synthesize, and present evidence from multiple primary and secondary sources. Quotations and citations should be written into the text while maintaining the flow of ideas.

Prompt: Create an expository composition describing the major developments in an American industry during World War II. Select one topic from the following industries: Aerospace; Electronics; Commercial Agriculture; Oil and Automobile; Defense/Weaponry and Communications; Entertainment; or Medicine.

Identify the dates involved (When)

the war's impact on the location of the industry (Where)

the industry's use of resources (What)

the major developments in the industry during the war (What)

key people in the industry (Who)

The expository composition should include the following:
- Convey information and ideas from primary and secondary sources accurately and coherently.
- Make distinctions between the relative value and significance of specific data, facts, and ideas.
- Include appropriate visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- Use technical terms and notations accurately.
- Revise selected drafts to improve coherence and progression by adding, deleting, combining, and rearranging text.

Oral Report

While listening to oral reports, students take notes and complete their copy of the graphic organizer *Impact of World War II on American Industry*. Identify the dates and key people involved; the war's impact on the location of the industry; the industry's use of resources; and, the major developments in the industry during the war.

The oral presentation should include the following:
- Choose appropriate techniques for developing the introduction and conclusion (e.g., by using quotations, anecdotes, and references to authoritative sources).
- Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of the presentation.
- Produce concise notes for extemporaneous delivery.
- Analyze the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for the presentation.

Cause and Effect Questions.

As a concluding discussion, ask a variety of cause and effect questions such as:
- How did World War II affect the nation?
- How did World War II help California and the rest of the nation become an industrial power?

Activity #4 Women in Industry

Background Information:

As millions of able-bodied men went into military service, new sources of workers entered the job force. Women worked in the factories in record numbers in highly skilled jobs. Between 1940 and 1944, more than 6 million additional women joined the workforce. Many of them worked in non-traditional factory jobs in the aircraft and shipbuilding industries. Although the women performed the same work as men in the factories, their wages were not as high as the men's salaries. Men still held most of the supervisory and managerial positions. The women were thought of as temporary substitute workers until the men returned home.

Materials needed: Scan the barcode at the left or go to *It's A Woman's War Too!* at the National Archives and Records Administration website listed below.

http://www.archives.gov/exhibit_hall/powers_of_persuasion/its_a_womans_war_too/its_a_womans_war_too.html.

Victory Waits on Your Fingers Produced by the Royal Typewriter Company for the U.S. Civil Service Commission

"IT'S A WOMAN'S WAR TOO" SECTION

1. Victory Waits on Your Fingers.
2. Longing Won't Get Him back Sooner . . .Get a War Job!
3. We Can Do It! (Rosie the Riveter)

Procedure:

Step 1: Divide the class into groups of 3 to 4 students. More than one group will analyze each poster.

Step 2: Allow student groups 3 to 5 minutes to read and analyze their poster.

Step 3: Distribute a copy of the *Poster Analysis Worksheet* (Handout #6, page 56) for each group to complete.

Step 4: Ask a volunteer from each group to describe the content/message of the group's poster and then to identify the issues mentioned or implied within. Lead a discussion using the *Poster Analysis Worksheet* as a guide. Ask students to determine whether their poster sought to motivate the viewer by instilling patriotism, confidence, and a positive outlook, or whether it sought to ward off complacency with grim, unromantic visions of war.

Longing Won`t Bring Him Back Sooner...Get a War Job! by Lawrence Wilbur, 1944

Step 5: Lead a discussion using the following questions as a guide:

- What are the similarities and differences among the posters?
- Where do you think these posters were hung?
- What emotions do these posters prompt?

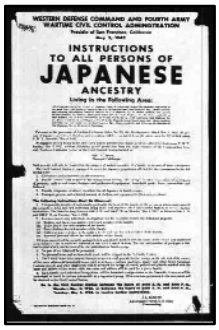
Step 6: Guide students to an analysis of the art elements and the principles of design used in each of the posters. Describe the principles of design as used in works of art, focusing on dominance and subordination.

- Analyze the choice of media used and describe how its use influences the meaning of the work.
- Discuss how the issues of time, place, and cultural influence are reflected in the posters.

Follow up: Encourage students to create their own World War II poster intended to galvanize public support for the war effort.

Activity #5 Executive Order 9066 and the Japanese Relocation Centers

Continue the lesson by asking students what they have heard about the removal of Japanese citizens and non-citizens from the West Coast of the United States during the war.


WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION

INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE
ANCESTRY
Living in the Following Area:

Background Information:

On February 19, 1942, President Franklin Roosevelt issued Executive Order 9066 authorizing the Secretary of War to prescribe military areas in which persons of Japanese ancestry could be excluded. The order applied to both resident non-citizens and United States citizens of Japanese ancestry. As a result of the order, the military set up "relocation centers" in remote areas from the California desert to Arkansas. Some 112,000 Japanese who lived on the West Coast, two-thirds of whom were United States citizens, were evacuated without credible evidence of any subversive activity.

Have students search the National Archives and Records Administration website https://www.archives.gov/education/lessons/japanese-relocation or scan the barcode.

Ask students questions such as:
- Why were Japanese Americans forced to go to relocation camps during World War II?
- Why do you think the President issued this executive order?
- Why do you think some Americans supported the order at the time, and some Americans opposed the order?

Both middle school and high school students can read a personal account of life in a relocation camp, such a *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston.

Public Law 100-383 – Reparations for Japanese American Relocation. Conclude this part of the lesson by telling students about "Public Law 100-383" that granted reparations for Japanese Americans who were forced to relocate during World War II. Explain that after the war, few Japanese Americans wanted to discuss their experiences in being ordered to leave their homes on the West Coast and their confinement in War Relocation Administration camps. By the late 1960s "Days of Remembrance" were established by some of the evacuees and their children who returned to the camps to call public attention to the treatment of Japanese Americans during the war years.

In 1980, the National Coalition for Redress/Reparations was established and called for reparations for Japanese Americans who had been interred during the war. President Ronald Reagan, in 1988, signed Public Law 100-383 granting reparations of up to $20,000 to each survivor of the camps. In 1990, President George H.W. Bush issued an official apology for the treatment of Japanese American citizens during the war years.

Ask students: Why did the United States agree to pay reparations to Japanese Americans?

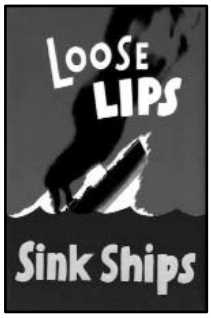
Activity #6 Loose Lips Sink Ships

Materials needed: For each small group of students, a copy of *Rules of Conduct* (Handout #31, page 83), *A Letter from Home*, (Handout #32, page 84), and *A Letter from Home CENSORED* (Handout #33, page 85).

Background Information:

Millions of people volunteered or were drafted for military duty during World War II. The majority of these citizen-soldiers had no idea how to conduct themselves to prevent inadvertent disclosure of important information to the enemy. To remedy this, the government established rules of conduct. *Rules of Conduct* (Handout #31), is excerpted from a document given to each soldier as he entered the battle area.

The Rules of Conduct and the poster are available online at http://www.eyewitnesstohistory.com/lslips.htm or scan the barcode.



Procedure:

Step 1: Rules of Conduct. Divide students into small groups. Distribute a copy of *Rules of Conduct* (Handout #31, page 83) to each group. Have students review each rule of conduct and discuss reasons why it is included.

Words are ammunition. Each word an American utters either helps or hurts the war effort. He must stop rumors. He must challenge the cynic and the appeaser. He must not speak recklessly. He must remember that the enemy is listening.
-- Government Information Manual for the Motion Picture Industry Office of War Information

Step 2: Powers of Persuasion Posters. Display or provide students with copies of the posters https://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_intro.html Click on Part II Gallery, *He's Watching You*, or scan the barcode.

...Because Somebody Talked, by Wesley, 1943

"HE'S WATCHING YOU" SECTION

1. He's Watching You.
2. Someone Talked!
3. Because Somebody Talked!
4. Wanted! For Murder

Step 3: Students use *Poster Analysis Worksheet* (Handout #6, page 56) to discuss each poster

Step 4: Rules of Conduct at Home. Using the *Rules of Conduct* (Handout #31) as a model, have students work in groups to develop a list for "Rules of Conduct on the Home Front." As students share their rules, have them justify their inclusion.

For a copy of the rules, log on to http://www.eyewitnesstohistory.com/lslips.htm or scan the above barcode.

Step 5: Using the "Rules of Conduct on the Home Front" developed by the class, have students "censor" *A Letter* students "censor" ***A Letter from Home*** (Handout #32) and explain their choices.

A "sample" of a censored letter is included as *A Letter form Home CENSORED* (Handout3). Students may compare #33) Have students compare their edits with the censored letter.

Activity #7 Life on the Home Front Today

Conduct a class discussion about life on the home front today.

Include questions such as:

- What threats do we have to our home front today?
- What was the response of our nation following the September 11, 2001 terrorist attacks on the World Trade Center in New York and the Pentagon in Washington, DC?

What was the response of individual people? of our government? of businesses, such as the airlines?

- What changes have we seen in America because of the terrorist attacks?
- Do we face any shortages in response to the terrorist attack?
- What sacrifices do we have to make today?

Ask students to explain how the present is connected to the past, by identifying both similarities and differences between the two, and by comparing how some things change and some stay the same.

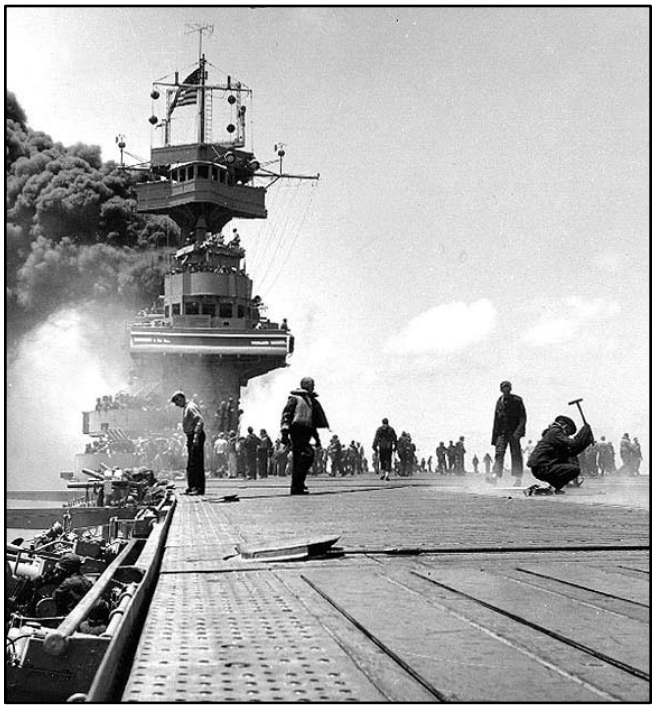
Extended Activity:

Impact of Events on the U.S. Home Front

Divide the class into small groups. Assign each group one of the following topics to research. Each group should be prepared to explain the impact these events had on the U.S. home front.

- The internment of Japanese Americans (e.g., investigate the arrest, trial, and appeals of Fred Korematsu and the decision of the Supreme Court in *Korematsu v. United States*)
- The internment of German Americans
- The response of America's administration to Hitler's atrocities against Jews
- The roles and growing political demands of African Americans

Lesson 7: Turning the Tide of War



Battle of Midway, June 1942

The lesson begins with an examination of the Axis victories in Europe and Asia before an analysis of the wartime strategies, battles and campaigns that turned the tide of war for the Allied powers. During the lesson, students examine maps, appraise military tactics, and recognize the importance of military leadership in the heat of battle, including the major battles of the Battle for Britain, The Coral Sea, Midway, Stalingrad, Normandy, Battle of Leyte Gulf and The Battle of the Bulge.

Learning Objectives:

- *Explain the basic Allied military strategy in the European and Pacific theaters of World War II.*
- *Draw upon data from historical maps to explain the importance of major turning points in the war.*
- *Understand the impact of major battles and campaigns during the war and recognize how different decisions by military leaders could have led to different consequences.*
- *Appraise the importance of air and sea power in major turning points in the war.*

Background Information:

The Japanese Fleet Admiral Isoroku Yamamoto, who directed the attack on Pearl Harbor, was reported to have said that a surprise attack on the U.S. would only "awaken a sleeping giant." Although there is no evidence that these were his words, the admiral, in January 1942, warned nationalists who lauded his attack saying, "A military man can scarcely pride himself on having smitten a sleeping enemy; it is more a matter of shame, simply, for the one smitten. I would rather you made your appraisal after seeing what the enemy does, since it is certain that, angered and outraged, he will soon launch a determined counterattack." (source: Hiroyuki Agawa, *The Reluctant Admiral: Yamamoto and the Imperial Navy*, 2002)

Note to Teachers: Exact dates of military campaigns often differ depending on preliminaries to the actual encounter. Also, there are different dates used in official Army and Navy records and discrepancies in dates recorded by the Allies and Axis powers.

LESSON ACTIVITIES

Activity #1 The United States: From Isolationism to The Arsenal of Democracy

Materials needed: For each student, a copy of *The United States: From Isolationism to The Arsenal of Democracy* Handout #34, page 86.

Before beginning the lesson, students need to understand the lack of military preparedness resulted in initial defeats of the Allied Forces in both the European and Pacific theaters of war. With their superiority of aircraft at the beginning of the war, the Axis powers of Nazi Germany and the Imperial Japanese Empire had a decisive advantage. The western Allied powers sought to insure peace by disarmament. They attempted to prevent war at any cost even to the point of surrendering to the demands of aggressor nations.

Refer back to Lesson 1 with *Woodrow Wilson's Fourteen Points and the Treaty of Versailles* (Handout #1, page 48) and the timeline, *A Chronological History of the Road to War, 1919-1941* (Handout #2, pages 49-51).

To provide a summary overview of U.S. policy between the wars, distribute Handout #34, *The United States: From Isolationism to The Arsenal of Democracy*. If needed, have students review in their textbook the discussions of British and French Appeasement of Nazi Germany in Europe and the isolationist policy of the United States in the 1920s and 1930s.

Considering the historical reality of the power of the Axis and Allies as of January 1942, review topics such as:

- What were the consequences of the lack of Allied preparedness at the outbreak of the wars in Europe and Asia?
- What logical measures could have been taken that may have prevented major confrontations in Asia and Europe before 1939?
- What advantages did the Axis powers have at the start of the war?

Activity #2 The Initial Defeats of the Allied Forces

Materials needed: For half of the groups, duplicate:
Handout #35, page 87 *Map of Europe, 1939*
Handout #36, page 88 *Newspaper Headlines Show Axis Advances in Europe*

For the other half of the groups, duplicate:
Handout #37, page 89 *Map of the Pacific, 1942* http://www.lib.utexas.edu/maps/historical/pacific_area_1942.jpg
Handout #38, page 90 *Newspaper Headlines Show Japanese Advance in the Pacific*

Note: During World War II, many Americans had maps of Europe and the Pacific in their homes. They used newspaper headlines to daily plot the battles on their maps.

Procedure:

Step 1: Divide students into groups of 3 to 4 students. Assign half the groups the *European Theater* (Handouts # 35 and #36) and the other half the *Pacific Theater* (Handouts #37 and #38).

Step 2: On their respective map, group members should use the newspaper headlines to plot the advances of the Axis powers up to January 1942.

Step 3: Assuming the role of Allied military advisors, group members must develop a strategy to stop the Nazi blitzkrieg in Europe or the conquests of the Japanese Empire in the Pacific.

Step 4: Group members representing the *European Theater* and the *Pacific Theater* discuss the options proposed by their small groups and come to a consensus on a strategy they recommend to halt the Axis advances in their theater of operation.

Step 5: Representatives from each group present their military strategy recommendations to the entire class.

Activity #3 Research Project: How did the Allies turn the tide of war?

Materials needed: Provide each student with a copy of *the Research Project: How did the Allies turn the tide of war?* (Handout #39, page 91).

Divide students into seven groups, one for each military campaign listed below. Provide each group with the appropriate handout from Handouts #40 to #46, pages 92 to 98 and the appropriate map *World War II European Theater Map* (Handout #47, page 99) or *World War II Pacific Theater Map* (Handout #48, page 100)

Procedure:

Step 1: Distribute copies of *Research Project: How did the Allies turn the tide of war?* (Handout #39). Review the tasks for the group research project. Suggest that students within each group divide up the jobs (See Step 4).

Step 2: Assign each group one of the following military campaigns considered a major turning point for the Allies (United Nations) in World War II.

1. *The Battle for Britain: An Island Saved by Air Power* (Handout #40, page 92)
2. *The Coral Sea: Naval Battle Fought in the Air* (Handout #41, page 93)
3. *Midway: Five Minutes that Changed the War* (Handout #42, page 94)
4. *Stalingrad: Inferno on the Volga* (Handout #43, page 95)
5. *Normandy: The Longest Day* (Handout #44, , page 96)
6. *Battle of Leyte Gulf: Return to the Philippines* (Handout #45, page 97)
7. *Bastogne: The Battle of the Bulge* (Handout #46, page 98)

Step 3: Inform students that the information on their handout sets the context of the campaign they are investigating and should be used as a *starting point* for their research. Note: Handouts contain several websites and barcodes for each military operation.

Step 4: Working within assigned groups, students conduct research on their battle and prepare an oral report or a PowerPoint presentation to share with the class. The presentation should include the following information:

- Events leading up to the campaign.
- Geographic importance of the campaign.
- Major military leaders and their plan of action.
- Importance of decision-making in securing the success of the campaign and how different decisions could have changed the outcome.
- Number of forces involved in the campaign.
- Importance of air and/or sea power.
- Weapons and any new technology that may have affected the outcome.
- The long-range consequences of the campaign.
- A cost-benefit analysis of the campaign.

Step 5: To conclude the activity, have each group review the decisions they made in Activity #2 in which they assumed the role of military strategists proposing ways to stop the Axis advance. Students should compare and/or contrast the actual turning points in the war to the decisions made by their group.

Note: In Lesson 8: Leadership, students will examine the qualities of a good leader, both civilian and military, and each student will research one of the leaders of World War II.

Extended Activity: Other Important Campaigns or Battles

Encourage students to research another important campaign or battle during the war and prepare a presentation to the class in a "National History Day" format in the form of a written paper, backboard display, original website, or a dramatic presentation reflecting battle objectives, tactics, decision-making during the battle, and outcome.

Recommend battles include:
- Doolittle Raid, Tokyo, Japan, (April 18, 1942)
- Second Battle of El Alamein, North Africa (October 23 – November 5, 1942)
- Anzio, Italy (January 22 – May 24, 1944)
- Iwo Jima, Kazan Retto (Volcano Islands), Japan (February 19 – March 26, 1945)
- Okinawa, Ryuku Islands, Japan (March 18 – June 21, 1945)

The landing of supplies at Normandy

Lesson 8: Leadership

The lesson begins with an examination of the qualities of a good leader. Presidential campaigns are analyzed to determine how military service has been used in the election process. Key presidential decisions during World War II are analyzed and students identify individuals who exhibit leadership in a time of crisis.

Learning Objectives:

- *Examine the qualities of a good leader.*
- *Identify American leaders, past and present, who exemplify the qualities of a good leader.*
- *Analyze key presidential decisions within the context in which they unfolded rather than in terms of present-day norms and values.*

General Dwight D. Eisenhower with paratroops before D Day, 194

LESSON ACTIVITIES

Activity #1 Qualities of a Good Leader – Civilian and Military

Materials needed: For each student, a copy of *Qualities of a Good Civilian Leader* (Handout #49, page 101) and *Qualities of a Good Leader* (Handout #50, page 102).

Procedure:

Step 1: Divide the class into groups. Distribute copies of *Qualities of a Good Civilian Leader* (Handout #49) and *Qualities of a Good Leader* (Handout #50).

Step 2: Group members discuss the traits of a good leader, adding any appropriate traits to those already listed.

Step 3: Group members discuss the following three questions:

- Which of the listed qualities are most essential?
- Are all equally important?
- Are the same traits essential for both civilian and military leaders?

Step 4: One volunteer per group presents the group's summary report on the essential characteristics of a good leader.

General Douglas MacArthur

Activity #2 Leaders of World War II

Considering the qualities of a good leader, have the class list the names of some important leaders of World War II (1941-1945), including the political, diplomatic, and military leaders (e.g., Winston Churchill; Franklin Delano Roosevelt; Emperor Hirohito; Adolf Hitler; Benito Mussolini; Joseph Stalin; Douglas MacArthur; and Dwight Eisenhower)

Have each group evaluate the above leaders of World War II according to the individual qualities of leadership listed on Handouts #49 and #50.

If students have not already studied the listed individuals, assign each group one of the leaders to research. Students should extend the ideas presented in primary and secondary sources through their own original analysis, evaluation, and elaboration.

Activity #3 Military Service and the Campaign for Presidency

Materials needed: Copy of *American Presidents who Served in the Armed Forces* (Handout #51, page 103). The teacher may use the handout as reference or duplicate a copy for each student. (Note: Although President George W. Bush is not listed due to a lack of space, he served in the Texas Air National Guard and flew a Convair F-102 Delta Dagger.

In a brainstorming activity, ask students to name military leaders who have become presidents of the United States. Refer to Handout #51.

Ask students questions such as:
- How important is military service in a *campaign* for the presidency?
- Is military service a necessary quality of a good leader during war time? Why?
- Do voters equate military service with political leadership?

While visiting the Palm Springs Air Museum, ask museum docents about the role of future presidents who served during World War II (e.g., Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard M. Nixon, Gerald R. Ford, George H.W. Bush, and Ronald W. Reagan.)

Biographies of presidents are available at https://www.whitehouse.gov/about-the-white-house/presidents/ or scan the barcode.

Activity #4 Key Presidential Decisions

Have students analyze President Franklin D. Roosevelt's decision to concentrate on winning the war in Europe before an all-out assault against the Japanese Empire in the Pacific. Evaluate the decision-making process. What factors did Roosevelt have to consider before coming to a decision? What alternative courses of action might have been taken?

Students should identify the connections, casual and otherwise, between this historical event and larger social, economic, and political trends and developments. Help students interpret these past events and issues within the context in which they unfolded rather than in terms of present-day norms and values.

Activity #5 Individuals Who Exhibit Leadership in a Time of Crisis

Conclude the lesson with a general class discussion on the importance of recognizing individuals that have shown outstanding leadership in times of crisis.

General George Patton

Extended Activities:

Military Leaders. Research military leaders of World War II such as General George Patton. Patton's bold, aggressive, and no-holds-barred combat style reflected his unique understanding that tanks were the cavalry of modern warfare. His aggressive and successful command proved to be a differentiating element in the Allies' victory in Europe. In a study of General Patton, one must wonder where he got his unique understanding of mobile warfare, and how he was able to go toe-to-toe with Rommel and come out on top. What was Patton's edge, and what gave him the advantage?

Military Service and Campaigns for Election. Using Handout #51, page 103 *American Presidents who Served in the Armed Forces* as a guide, have students each select a president or presidential candidate who served (or who did not serve) in the armed forces. Students should research the candidate's presidential campaign to determine how supporters and/or proponents used his/her military service, or lack of service, during the election process.

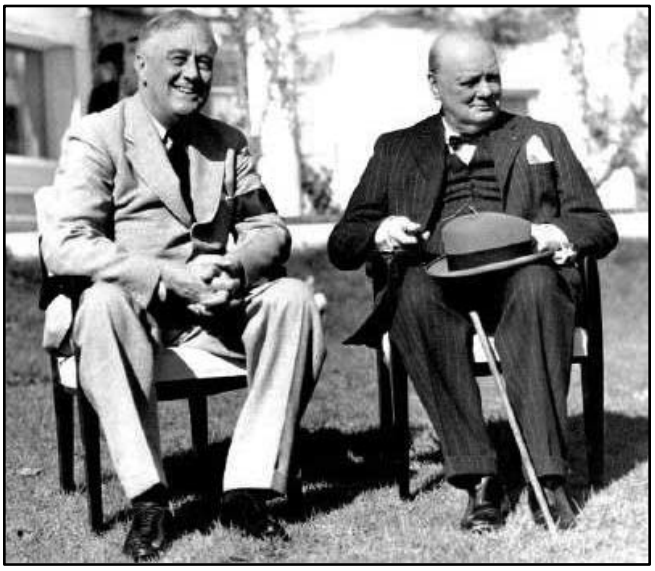
For example, high school students could examine General Dwight D. Eisenhower's campaign, Theodore Roosevelt's campaign ("Rough Riders"), John F. Kennedy's campaign (P.T. 109), and/or a recent presidential campaign. Middle school students could investigate Benjamin Harrison's 1840 campaign ("Tippecanoe Canoe and Tyler Too").

Men and Women, Civilian or Military, Who Demonstrate Outstanding Qualities of Leadership Today. Have students prepare short oral reports to the class on men and women, civilian or military, who demonstrate outstanding qualities of leadership today.

For example, students might report on the efforts of passengers on United Flight 93. These passengers attempted to overcome the terrorists who seized Flight 93 on September 11, 2001. Determined to prevent their flight from becoming another weapon in the hands of terrorists, a group of passengers intuitively determined to take control of the plane shouting "Let's Roll". During their struggle, the plane crashed in a field near Shanksville, Pennsylvania. A monument recognizes "The Citizen Soldiers of Flight 93" (see "Flight 93 Memorial Information Center" on the National Parks website http://www.nps.gov/flni or scan the barcode.

Lesson 9: Unconditional Surrender

The lesson explores the Allied wartime conferences setting forth a policy of unconditional surrender. Students examine the Casablanca and Cairo communiqués, the Potsdam Declaration, and the instruments of German and Japanese surrender. The lesson assists students in determining factors that influenced the decision-making of Allied leaders during the war.



President Franklin D. Roosevelt and Sir Winston Churchill meet to discuss the war.

Learning Objectives:

- *Explain the importance of key strategic decisions made at war conferences.*
- *Evaluate the Allied policy of unconditional surrender.*
- *Analyze the decision to use atomic weapons within its historical context rather than in terms of present-day norms and values.*

LESSON ACTIVITIES

Activity #1 The Casablanca and Cairo Conferences

Materials needed: Display the online version of the radio broadcasts, print copies of the text for each student, or have a student orally read the text as suggested in the lesson.

Casablanca Conference https://history.state.gov/milestones/1937-1945/casablanca or scan the barcode on the right.

Cairo Conference: https://en.wikipedia.org/wiki/Cairo_Conference or scan the bar code on the left.

Background:

Wartime Conferences: In June 1940, forces from Britain and the Commonwealth Nations, along with exiles from occupied Europe, are fighting against combined German and Italian armies in what has come to be called the "Desert War" in North Africa. Considered one of the major turning points in the war, British General Bernard Montgomery stops the German advance into Egypt at the Second Battle of El Alamein in October 1942. In November, U.S. forces join the conflict landing in Morocco and Algeria. With ultimate victory in sight in North Africa, President Franklin Roosevelt and Prime Minister Winston Churchill meet at Casablanca in January 1943. Later in the year, Roosevelt, Churchill, and China's wartime leader Generalissimo Chiang Kai-shek meet in Cairo to discuss the war in the Pacific.

Casablanca Wartime Conference. President Franklin D. Roosevelt and Sir Winston Churchill met in Casablanca, Morocco in January 1943, to plan wartime strategy and confront Axis propaganda designed to cause friction among the Allies. Soviet Premier Josef Stalin was invited to attend but he declined because of bitter fighting around Stalingrad.

Students should be aware of the course of the war at the time of the Casablanca conference. On a world map, point out areas of major conflicts in early 1943:

- North Africa (Libya and Tunisia)
- Eastern Europe (Stalingrad)
- Pacific (New Guinea & the Solomon Islands)

At the conference, the British and Americans agreed to several policy decisions including:
- an invasion of Southern Europe after the completion of the Africa campaign
- a heavy bombing offensive of Germany
- continued efforts against Japan in China and the Pacific islands
- the unconditional surrender of the Axis powers.

Select a student to read to the class part of the radio address Franklin D. Roosevelt delivered February 12, 1943, upon his return to Washington D.C. To encourage the student to present a dramatic reading of the document, give him/her an opportunity to practice reading the communiqué before delivering the address to the class. In the address, Roosevelt revealed the decision to call for the unconditional surrender agreed upon at the Casablanca conference. As an option, display the online version of the text available at https://www.presidency.ucsb.edu/documents/address-the-white-house-correspondents-association or scan the barcode.

Franklin D. Roosevelt Radio Address
February 12, 1943

…We have lately concluded a long, hard battle in the Southwest Pacific and we have made notable gains. That battle started in the Solomons and New Guinea last summer. It has demonstrated our superior power in planes and, most importantly, in the fighting qualities of our individual soldiers and sailors….

We do not expect to spend the time it would take to bring Japan to final defeat merely by inching our way forward from island to island across the vast expanse of the Pacific.

Great and decisive actions against the Japanese will be taken to drive the invader from the soil of China. Important actions will be taken in the skies over China-and over Japan itself.

…In an attempt to ward off the inevitable disaster, the Axis propagandist are trying all of their old tricks in order to divide the United Nations. They seek to create the idea that if we win this war, Russia, England, China, and the United States are going to get into a cat-and-dog fight.

This is their final effort to turn one nation against another, in the vain hope that they may settle with one or two at a time-that any of us may be so gullible and so forgetful as to be duped into making "deals" at the expense of our Allies.

To these panicky attempts to escape the consequences of their crimes we say—all the United Nations say—that the only terms on which we shall deal with an Axis government, or any Axis factions are the terms proclaimed at Casablanca: "Unconditional Surrender." In our uncompromising policy we mean no harm to the common people of the Axis nations. But we do mean to impose punishment and retribution in full upon their guilty, barbaric leaders...

In May of 1943 the North Africa campaign ended with German withdrawal.

Cairo Wartime Conference.
Point out the location of major fighting in the Pacific Theater in November 1943
- Tarawa in the Gilbert Islands,
- Bougainville in the Solomon Islands,
- Burma.

In November, Chiang Kai-shek, Roosevelt, and Churchill (pictured at left) met in Cairo, Egypt to discuss the war in the Pacific and to make decisions about the terms of peace once Japan is defeated.

Select another student to present a dramatic reading of the Radio Broadcast of the Cairo Communiqué, December 1, 1943. Give the student an opportunity to practice reading the communiqué before delivering the address to the class. As an option, display the online version of the text available at https://en.wikipedia.org/wiki/1943_Cairo_Declaration or scan the barcode.

Radio Broadcast of the Cairo Communiqué
November 1943, Released December 1, 1943

The several military missions have agreed upon future military operations against Japan. The Three Great Allies expressed their resolve to bring unrelenting pressure against their brutal enemies by sea, land, and air. This pressure is already mounting.

The Three Great Allies are fighting this war to restrain and punish the aggression of Japan. They covet no gain for themselves and have no thought of territorial expansion.

It is their purpose that Japan shall be stripped of all the islands in the Pacific which she has seized or occupied since the beginning of the first World War in 1914, and that all the territories Japan has stolen form the Chinese, such as Manchuria, Formosa, and the Pescadores, shall be restored to the Republic of China.

Japan will also be expelled from all other territories which she has taken by violence and greed. The aforesaid three great powers, mindful of the enslavement of the people of Korea, are determined that in due course Korea shall become free and independent.

With these objects in view the three Allies, in harmony with those of the United Nations at war with Japan, will continue to persevere in the serious and prolonged operations necessary to procure the unconditional surrender of Japan.

After the reading, compare and contrast the provisions of the two conferences. Discuss the importance of the proclamation of "Unconditional Surrender" expressed at the Casablanca Conference and repeated at the Cairo Conference.

- Why do the Allies wish to announce this policy while still heavily involved in fighting a two-front war?
- What peace terms can the Axis powers expect upon surrender?
- Will the declaration embolden the Axis armies to prolong the war?
- Will the people of the Allied powers accept anything less than unconditional surrender?

Discuss how the tide of battle changed in 1943. (Refer to Lesson 7, *Turning Points of the War*.)

Inform the class that the decision to announce a policy of unconditional surrender at Casablanca and later at Cairo caused some to fear it would prolong the war. However, most historians today agree that the declarations had little effect on the Axis war effort other than giving the Nazi propaganda machine a tool to embolden German citizens' support for the war.

Activity #2 Unconditional Surrender of Germany

Materials needed: For each student, copies of Handout #52, page 104, *Act of Military Surrender*.

Review with students the following sequence of events. Identify each location on a map of Europe.

- In Western Europe, German forces are pushed out of Belgium by February 1945.
- Although Italy surrenders in September 1943, fighting still rages in German occupied Northern Italy.
- On the eastern front, the Soviets turn the tide of battle, and the German army is in full retreat along the entire front.
- By March 1945, American troops cross the Rhine River and General George Patton's force captures Mainz, Germany. By April, Soviet forces begin an assault of Berlin.
- On April 25, 1945, American and Soviet troops meet at the Elbe River in Germany and five days later Hitler commits suicide in his Berlin bunker.
- On May 1, 1945, the German government attempts to negotiate a surrender but refuses to accept demands for unconditional surrender. Over the next few days several surrender documents are signed in different sectors.
- Germany submits to unconditional surrender in Reims, France, on May 7, 1945.
- On the following day, a second general surrender document, with only slightly different wording, is signed in Berlin by Admiral Hans-Georg von Friedeburg, Field Marshall Wilhelm Keitel, and Luftwaffe General Hans-Jurgen Stumpf. Admiral von Friedeburg commits suicide a few days after he signs the surrender document. Field Marshall Keitel is arrested, and later is tried at Nuremberg and hung as a war criminal.

Have students examine the German surrender document, Handout #52, page 104, *Act of Military Surrender*.

Ask questions such as:
- Why did army, navy, and air force officers sign the document?
- What was the significance of the wording of the surrender document?
- Why did the document require that no damage be done to military equipment?
- What was the significance of item 4 in the surrender document?
- What would be the consequences if the provisions of the surrender were not carried out?

Germany's official surrender, 1945. (Photo credits: US National Archive and The History Place)

Activity #3 Unconditional Surrender of Japan

Materials needed: For each student, a copy of Handout #53, page 105, *The Potsdam Declaration*. Access it online at http://afe.easia.columbia.edu/ps/japan/potsdam.pdf or scan the barcode.

Review the sequence of events in the Pacific that follow the German surrender in Europe. Include the Japanese retreat from central China, the fall of Okinawa after three months of fighting, and the liberation of the Philippines General Douglas MacArthur proclaimed on July 4.

Have students read their textbook account of the Potsdam Conference, July 17-August 2. Distribute Handout #53, *The Potsdam Declaration*. Remind students that the Soviet Union had not yet declared war on Japan. Therefore, Stalin does not sign the declaration. Instead, Truman and Churchill invite Chiang Kai-shek to sign the declaration since China has suffered greatly during the Japanese invasion. Ask:
- How do you think the Japanese military government will respond to the Potsdam Declaration?
- What alternatives do the Japanese have it they do not agree to the terms of the declaration?

Presidential Decision to Drop Atomic Bombs

Materials needed: For each student, a copy of Handout #54, page 106, *The Instrument of Surrender*. https://www.archives.gov/milestone-documents/surrender-of-japan or scan the barcode.

During the Potsdam Conference, President Truman received word of the successful test of the atomic bomb. Among many alternative courses of action for President Truman were to:

- invade Japan
- blockade Japan's ports and continue bombing their cities
- demonstrate the power of atomic bombs by dropping one on an unpopulated area in order to persuade Japan to surrender
- drop several atomic bombs on selected Japanese industrial cities

On his return voyage to the United States, the president orders that the bomb be dropped on Japan. Discuss President Harry S. Truman's decision to use atomic weapons against Japan. What factors did President Truman have to consider before coming to a decision? Evaluate the decision-making process.

Help students understand the meaning, implication, and impact of this historic event and recognize that events could have taken other directions. Students should identify the connections, casual and otherwise, between this historical event and larger social, economic, and political trends and developments.

On August 8, two days after the atomic bomb was dropped on Hiroshima, the Soviet Union declared war on Japan. The following day, August 9, a second bomb was dropped on Nagasaki. In a radio broadcast on August 15, Emperor Hirohito announced that Japan would surrender.

The formal surrender papers were signed on the *U.S.S. Missouri* in Tokyo Bay. Have students read Handout #54, *The Instrument of Surrender*. Discuss the terms of the surrender.

While visiting the Palm Springs Air Museum, be sure to view this photo located in the Pacific Hangar of General MacArthur signing the Unconditional Surrender document.

Tell students that some elements of the Japanese government had earlier tried to negotiate a conditional surrender that would protect the emperor, but the Allies refused to consider anything less than unconditional surrender. Ask questions such as:

- Why did Japan, reluctant to accept the terms set forth in July at Potsdam, now agree to unconditional surrender and accept the Potsdam Declaration?
- What land will Japan have to surrender based on the Potsdam Declaration?
- How does the surrender document deal with the position of the Emperor of Japan?
- How similar are the documents signed by the Germans in May and the Japanese in September?

Evaluate the two documents. Do you think they were too punitive? Or did they not go far enough in restricting the Axis powers after a long and brutal war?

Extended Activities:

V-E Day and V-J Day

Research the victory celebrations held at the end of the war in Europe (V-E Day) and the victory over Japan (V-J Day, also known as Victory in the Pacific Day). V-J Day followed V-E Day since Japan was the last Axis Power to surrender.

The Italian Surrender

Research the terms of the Italian surrender signed by General Dwight Eisenhower and Marshal Pietro Badoglio, head of the Italian government after dictator Benito Mussolini was deposed.

Documents Regarding the "Morgenthau Plan"

Investigate the plan for dealing with Germany proposed in 1944 by Secretary of the Treasury Henry Morgenthau. Explain why President Roosevelt initially accepted the plan and later withdrew his support. Compare the plan for post-war Germany with the actual settlement. What do you think would have been the consequences of enforcing the Morgenthau Plan? The plan is available at https://alphahistory.com/coldwar/morgenthau-plan-post-war-germany-1944/ or scan the barcode below.

Alfred Eisenstaedt renowned image of a sailor kissing a nurse in Times Square on Aug. 14, 1945, during the celebration to mark V-J Day, the end of World War II.

VICTORY

Los Angeles Examiner

WAR IS ENDED!

MACARTHUR WILL RULE JAPAN

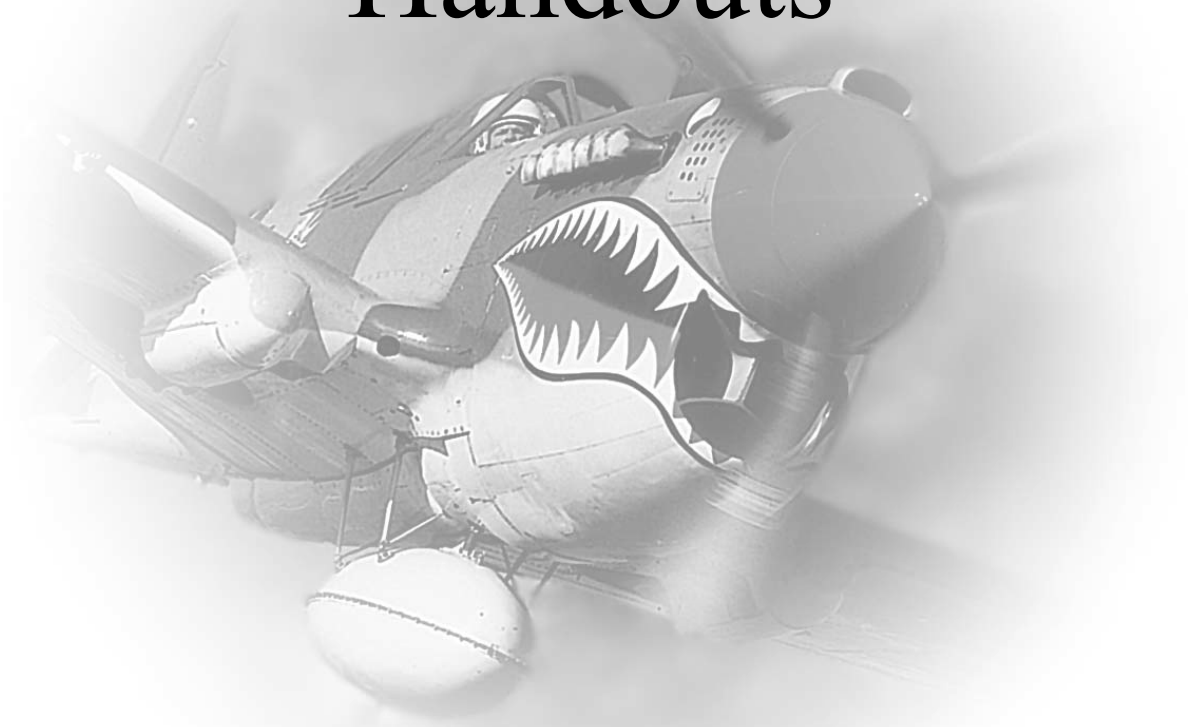
Hirohito to Stay as Figurehead; Formal Armistice Will Be Signed in Few Days

All Fighting Stops; Truman Announces Nip Surrender

Peace Treaties

Although the German and Japanese surrender documents were signed in 1945, peace treaties followed years later. In a written paper or oral presentation explain why peace treaties with Japan and Germany were delayed for years. The United States and Japan signed a treaty ending World War II in 1951 and the Allies and Germany did not sign a treaty until 1990.

Handouts



Handout #1
The Fourteen Points and the Treaty of Versailles

Read each document listed below. Pair them side-by-side to discuss the following:

1. How are Wilson's Fourteen Points and the Treaty of Versailles similar?
2. Where do Wilson's Fourteen Points and the Treaty of Versailles differ?
3. On a scale from 1 (low) to 5 (high), evaluate the effectiveness of the Treaty of Versailles in achieving the goals and objectives of Wilson's Fourteen Points.

Summary of President Wilson's Fourteen Points (January 8, 1918)

Source: WWI Museum

- No secret treaties; all agreements to be arrived at in open session.
- Freedom of the seas in peace and war and free trade among nations.
- General disarmament with the reduction of the size of armies and navies.
- Fair adjustment of colonial claims.
- Self-determination of people (national boundaries to be determined by the nationality of the people living there).
- Recognize the sovereignty of Belgium.
- Return lands taken from France in the Franco-Prussian War (notably the Alsace-Lorraine).
- Establish a general association of nations to maintain peace.

Summary of the Provisions of the Treaty of Versailles (June 28, 1919)

Examine the website, Treaty of Versailles: Primary Documents in American History. For digital access, click on the barcode.

- A League of Nations to be established to keep peace.
- The Alsace-Lorraine to be returned to France, Germany was to turn land to Belgium, Denmark, and the newly created country of Czechoslovakia.
- German West Prussia to be given to the newly created country of Poland so that it would have an outlet to the sea.
- The Saar basin (with its rich coal deposits) and the German cities of Danzig (Gadansk) and Memel (Lithuania) were placed under the control of the League of Nations.
- German colonies in Africa and Asia placed under control of the League of Nations and governed by Britain, France, Belgium, South Africa, Australia, and Japan.
- Germany to return lands taken when Russia, defeated by Germany, signed the Treaty of Brest-Litovsk; some of the former Russian land was turned over to Poland and three new Baltic states of Estonia, Latvia, and Lithuania were created.
- German army to be reduced to no more than 100,000 troops for defense.
- Germany was not permitted to have tanks or military airplanes.
- Germany had to destroy its navy but was permitted to have six battleships, six light cruisers, 12 destroyers, and 12 torpedo boats for defense; no submarines were permitted.
- The Rhineland was to be a demilitarized zone with no German soldiers or weapons permitted in the area; the Allies were to keep an occupation army in the Rhineland for 15 years.
- Germany had to admit full responsibility for the war and to pay for all war damage; payments are later set at 132 billion marks (today's equivalent of $33 billion U.S.).

Handout #2
A Chronological History of the Road to War, 1919 – 1941*

1. Which actions conform to Wilson's Fourteen Points and to the Treaty of Versailles?
2. Which actions contradict the spirit of Wilson's Fourteen Points and the Treaty of Versailles?
3. Which actions are neutral (do not confirm or contradict)?

1919	• Versailles Treaty ends war with Germany. • Japan occupies Shantung, a former Germany colony in China.
1920	• United States Senate rejects the Versailles Treaty and refuses to join the League of Nations.
1922	• Benito Mussolini takes power in Italy.
1923	• Value of the German mark falls, 130 billion marks have the value of one U.S. dollar. • Adolph Hitler attempts to seize power and is jailed.
1924	• U.S. establishes the Dawes Plan to help stabilize German currency and sets new schedule of reparations payments.
1925	• Germany joins the League of Nations.
1926	• Japanese nationalists demand acquisition of colonies in Asia to supply needed raw materials.
1928	• The Kellogg-Briand Pact outlaws war and is signed by nearly all countries including Britain, France, United States, Japan, Italy, and Germany.
1931	• Japanese army creates an incident at Mukden as an excuse to invade Chinese Manchuria.
1932	• Japan occupies Manchuria and creates the puppet state of Manchuko. • China appeals to the League of Nations for help.
1933	• League of Nations condemns Japanese annexation of Manchuria. • Japan withdraws from the League of Nations. • Japanese army attacks northern China. • Hitler is appointed Chancellor of Germany. • The Nazi Party begins campaign against German Jews; The League of Nations condemns German persecution of Jews. • Germany secretly builds up air force to 34 squadrons. • Germany withdraws from the League of Nations.
1934	• Japan renounces naval treaty signed in 1922 and begins to build super battleships. • Hitler orders further expansion of the German air force building over 4,000 new aircraft.

1. Which actions conform to Wilson's Fourteen Points and to the Treaty of Versailles?
2. Which actions contradict the spirit of Wilson's Fourteen Points and the Treaty of Versailles?
3. Which actions are neutral (do not confirm or contradict)?

1935	• Vote taken by the League of Nations during its supervision of the Saar approves the return of the territory to Germany. • Germany officially announces the formation of an air force; France objects arguing that this is in violation of the Versailles Treaty. • Britain and France agree to permit Germany to increase its navy. • Italy invades Ethiopia; Ethiopia calls upon the League of Nations for help. • U.S. Neutrality Act forbids shipment of arms to warring powers.
1936	• League votes to impose economic sanctions against Italy over Ethiopia but fails to enforce sanctions. • German forces reoccupy the Rhineland in violation of the Versailles Treaty; Britain and France call on the League to condemn Germany. • The Spanish Civil War begins. Britain and France pledge non-intervention while Germany and Italy openly support Spain's nationalists. • Japanese government establishes a policy to expel Europeans from Asia and call for independence of the Philippines from U.S. • Italy and Germany form the Axis Alliance. • Japan and Germany sign the Anti-Comintern Pact (anti-Communist agreement).
1937	• Germany calls for return of its former colonies and renounces the Versailles Treaty that blames Germany for causing World War I. • Italy withdraws from the League of Nations. • Japan goes to war with China. • U.S. gunboat Panay, operating in China, sunk by Japanese planes. • Japanese army takes Nanking. 200,000 civilians killed.
1938	• Japanese army is defeated by the Russians in an attempt to occupy Soviet territory in Siberia. • Germany demands annexation of the Sudetenland in Czechoslovakia; France pledges to support Czechoslovakia. • At the Munich Conference, France and Britain agree to turn the Sudetenland over to Germany with the promise that Hitler will seek no further Czech land. • Germany announces it wishes to annex the "Polish Corridor" and the free city of Danzig. • League of Nations declares Japan an aggressor nation and calls on member states to send aid to China. • Japanese take Canton, China and occupy all of China's seaports.

1. Which actions conform to Wilson's Fourteen Points and to the Treaty of Versailles?
2. Which actions contradict the spirit of Wilson's Fourteen Points and the Treaty of Versailles?
3. Which actions are neutral (do not confirm or contradict)?

1939	• German troops occupy additional Czech land in violation of the Munich Agreement; Britain and France protest. • U.S. ambassador in Berlin recalled in protest over German action in Czechoslovakia. • Poland declares any attempt by Germany to take the Polish Corridor will be considered an act of war; Britain and France support Poland. • Germany and the USSR sign a non-aggression pact. • Germany invades Poland. • Britain and France declare war on Germany. • USSR annexes Latvia, Estonia, and Lithuania; USSR occupies eastern Poland.
1940	• Japanese establish a puppet government in China; U.S. refuses to recognize it. • German armies invade Norway & Denmark in April and Holland, Belgium, Luxembourg, and France in May. • France surrenders in June. • Battle for Britain begins in the summer of 1940. • Japanese announce formation of "Greater East Asia Co-Prosperity Sphere" to remove European and American influence in Asia. • U.S. embargo on air fuel to Japan is enlarged to include scrap metal. • Japan, Italy, and Germany sign military and economic pact (Berlin, Rome, Tokyo Axis).
1941	• U.S. extends the embargo of materials to Japan. • Battle for Britain continues through May. • British and German forces fighting in North Africa. • Lend-Lease Act permits U.S. President to lend or lease arms to any country considered vital to U.S. security. • Hitler promises to declare war on the U.S. if Japan goes to war. • Germany invades the Soviet Union. • Japanese forces occupy French Indo-China. • Militarist general Hideki Tojo becomes Japanese prime minister. • Japanese launch surprise attack on the United States at Pearl Harbor, Guam, Wake Island, and the British colony of Hong Kong. • United States and Britain declare war on Japan (Dec. 8). Germany and Italy declare war on the United States (Dec. 11).

Handout #3
Proposed Message to Congress

Draft No. 1 December 7, 1941

- Examine the two versions of Roosevelt's speech. Compare the original typed draft with the handwritten changes.
- List three changes from the draft of the speech and explain whether the changes strengthened or weakened the address.
- Identify examples in Roosevelt's address where these techniques enhance the effect of the speech: repetition, alliteration, emotionally charged words, appeal to self-preservation, assurance of moral superiority.

Yesterday, December 7, 1941, a date which will live in world history, the United States of America was simultaneously and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at the moment at peace with that nation and was continuing the conversations with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after, Japanese air squadrons had commenced bombing in Hawaii and the Philippines, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a former message from the Secretary. This reply contained a statement that diplomatic negotiations must be considered at an end, but contained no threat and no hint of an armed attack.

It will be recorded that the distance of Manila and especially of Hawaii, from Japan made it obvious that their attacks were deliberately planned many days ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attacks yesterday on Manila and on the Island of Oahu have caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ships have been torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications these attacks have on the safety of our nation.

As Commander-in-Chief of the Army and Navy I have, of course, directed that all measures be taken for our defense.

Long will we remember the character of the onslaught against us.

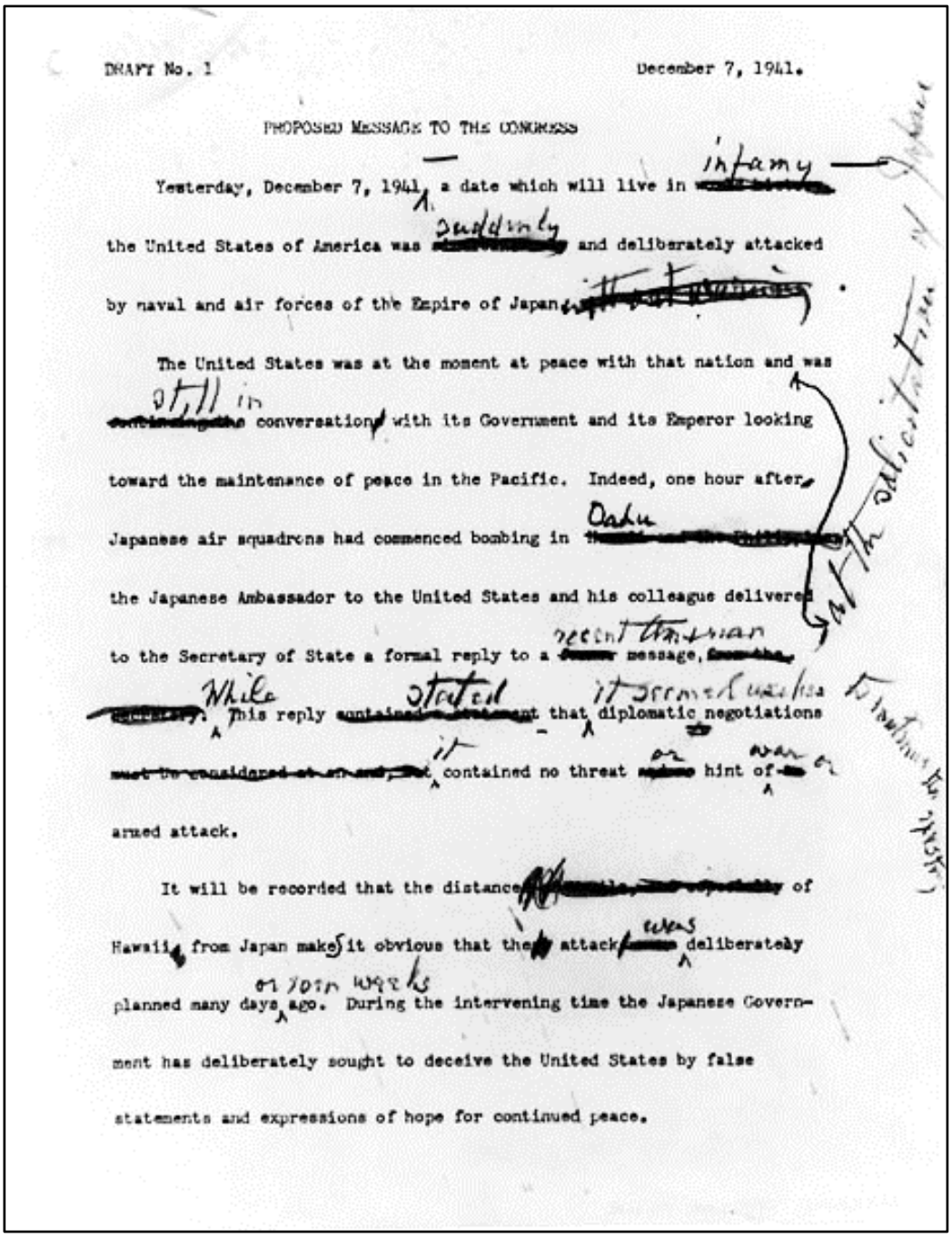
I speak the will of the Congress and of the people of this country when I assert that we will not only defend ourselves to the uttermost but will see to it that this form of treachery shall never endanger us again. Hostilities exist. There is no mincing the fact that our people, our territory and our interests are in grave danger.

I, therefore, ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war exists between the United States and the Japanese Empire.

Handout #4

Annotated Draft of Pages 1 and 2 of the Speech Delivered to the Congress by President Franklin D. Roosevelt on December 8, 1941

(President Roosevelt adds the famous *Day of Infamy* - original version of this speech.)



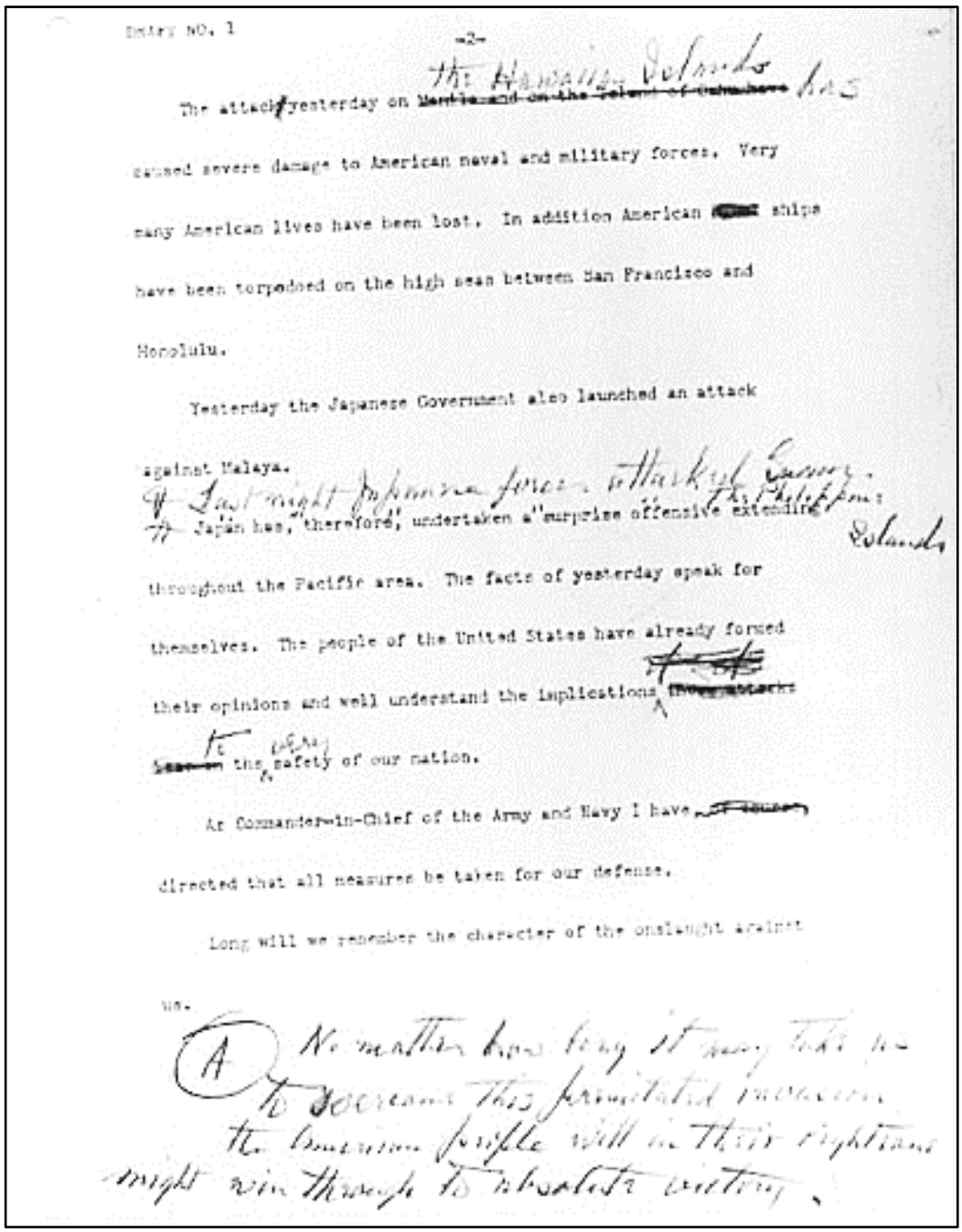
DRAFT No. 1 December 7, 1941.

PROPOSED MESSAGE TO THE CONGRESS

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

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

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



Entry NO. 1

-2-

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ships have been torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

Last night Japanese forces attacked Guam. Philippine Islands

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very safety of our nation.

As Commander-in-Chief of the Army and Navy I have directed that all measures be taken for our defense.

Long will we remember the character of the onslaught against us.

A No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

Page 3 of the speech included the following edits:

I speak the will of the Congress and of the people ~~of this country~~ when I assert that we will not only defend ourselves to the uttermost but will see to it that this form of treachery shall never endanger us again. [^ new paragraph] Hostilities exist. There is no mincing the fact that our people, our territory and our interests are in grave danger.

I, therefore, ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war ~~exists~~ [^has existed] between the United States and the Japanese Empire.

Handout #5
The Constitution on War

CONSTITUTION OF THE UNITED STATES

ARTICLE I
Section 8. The Congress shall have power:

1. To … provide for the common Defense and general Welfare of the United States…

11. …To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

12. To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

13. To provide and maintain a Navy;

14. To make Rules for the Government and Regulation of the land and naval Forces;

15. To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions…

16. To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress…

ARTICLE II
Section 2

1. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; …

Handout #6
Poster Analysis Worksheet

http://www.nara.gov/education/teaching/analysis/poster.html for an updated version.

1. What are the main colors used in the poster?

_____

2. What symbols (if any) are used in the poster?

_____

3. If a symbol is used, is it…

   a. clear (easy to interpret)? _____

   b. memorable? _____

   c. dramatic? _____

4. Are the messages in the poster primarily visual, verbal, or both?

_____

5. Who do you think is the intended audience for the poster?

_____

6. What does the Government hope the audience will do?

_____

7. What Government purpose(s) is served by the poster?

_____

8. The most effective posters use symbols that are unusual, simple and direct. Is this an effective poster?

_____

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.

Handout #7
Armed Forces Personnel on Active Duty During World War II

Personnel Serving in the Armed Forces

(December 1, 1941 – August 31, 1945)

Army	10,420,000
Navy	3,883,520
Marine Corps	599,693
Total	14,903,212

(Note: The Army includes personnel in the Army Air Forces and its predecessors Air Service and Air Corps.)

Induction During World War II

YEAR	Number of Inductions
1940	18,633
1941	923,842
1942	3,033,361
1943	3,323,970
1944	1,591,942
1945	945,862
1946	183,383
1947	0
Total Inductions 1940-1947	10,020,993

Casualties of World War II

(December 7, 1941 – December 31, 1946)

Branch of Service	Battle Deaths	Other Deaths	Wounds, Not Mortal	Total
Army	234,874	83,400	565,861	884,135
Navy	36,950	25,664	37,778	100,392
Marines	19,733	4,778	68,207	92,718
Coast Guard	574	1,343	–	1,917
Totals	292,131	115,185	671,846	1,079,162

Handout #8

Armed Forces Personnel on Duty Today

(In 2021, by Service Branch and Reserve Component)

Army Active Duty	482,416
Navy Active Duty	343,223
Army National Guard	337,525
Air Force Active Duty	328,888
Army Reserve	184,358
Marine Corp Active Duty	179,378
Air National Guard	108,483
Air Force Reserve	70,570
Navy Reserve	57,632
Marine Corp Reserve	35,240
Space Force Active Duty	1,643

The U.S. Army had the highest number of active-duty personnel in 2021, with 482,416 troops. In the same year, the Space Force had the fewest number of active-duty members, with 1,643.

Largest armies in the world ranked by active military personnel in 2022

The United States military is the third largest army in the world, behind China and India.

In 2022, China had the largest armed forces in the world by active-duty military personnel, with about 2 million active soldiers. The others include India (1,450,000), the United States (1,390,000), North Korea 1,200,000, and Russia (830,000) rounded out the top five largest armies.

Handout #9
James Harold "Jimmy" Doolittle

World War II Congressional Medal of Honor Recipient

(14 December 1896 – 27 September 1993)

It was April 18, 1942, less than six months after the Japanese attack on Pearl Harbor when 16 B-25s led by Lt. Col. James Doolittle launched with only 464 feet of runway space in a rough sea from the heaving deck of the carrier *USS Hornet* and turned towards the Japanese Islands. Emotions in both the Navy and the Army were running high and the need to retaliate against the enemy had become a high military priority. Therein begins one of the boldest and most daring air adventures of World War II – a carrier attack against Japan.

Recognizing the need of a leader of superior skill and daring, General "Hap" Arnold turned to the one man considered to be perfectly suited to fill the role – Lt. Col. Jimmy Doolittle, an outstanding and fearless pilot with great aeronautical knowledge and matching skills. And, only one aircraft satisfied the need for this daring raid – the B-25 with its long range, heavy bomb load and capability of takeoff at maximum weight from the short deck of an aircraft carrier.

While still more than 200 miles short of its scheduled launch point for the B-25s, the carrier fleet was sighted. Having lost the element of surprise, the bomber pilots were ordered to launch immediately while knowing that they would not have enough fuel to land safely in China. Although the well-designed attack failed to develop according to plan, all 16 B-25s struck their assigned targets successfully and none were lost over the target area. As the aircraft approached their recovery area in the darkness of night, they encountered severe weather and the pilots were unable to locate their assigned landing fields. Consequently, all 16 planes were lost. Of the 80 crew-members involved, 67 were to successfully evade capture and return to the U.S. – many to resume their combat duties. Crew #8 diverted to Russia and was interned. Of the eight crew-members who were captured by the Japanese, three were executed, one died in prison and the remaining four were returned home after the Japanese surrender.

Source: Blaine Mack

While visiting the Palm Springs Air Museum, look for the exhibit featuring Jimmy Doolittle and for the B-25 Mitchell bomber located in the European Hangar. More about this versatile medium bomber that appeared in every theater of World War II may be found in Lesson 5 *Aviation Technology*.

Handout #10
Edward Henry "Butch" O'Hare

First U.S. Navy Flying Ace, Medal of Honor Recipient, Wildcat Fighter Pilot

(13 March 1914 – 26 November 1943)

O'Hare was a naval aviator of the United States Navy who on 20 February 1942 became the U.S. Navy's first flying ace and Medal of Honor recipient in World War II. The carrier Lexington had been assigned the dangerous task of penetrating enemy-held waters north of New Ireland, an island in the Bismarck Sea off New Guinea. A Japanese aircraft discovered the Lexington and radioed the carrier's position before that enemy aircraft could be shot down.

As nine Japanese bombers were reported on the way, six Wildcats, one piloted by Butch O'Hare, roared off the Lexington's deck to stop them. O'Hare and his wingman spotted the bombers first and dived to head them off. The other F4F pilots were too far away to assist and then O'Hare's wingman's guns jammed forcing him to turn away. Now, Butch O'Hare stood alone between the Lexington and the bombers. O'Hare didn't hesitate and roared into the enemy formation unassisted. His six .50-caliber guns ripped into an enemy bomber sending it crashing into the sea. He tore into the bombers one-by-one. As O'Hare downed five, three of those planes crashed into flames at the same time before other Wildcats joined the fight. Butch O'Hare's heroic action saved the Lexington. He was promoted to Lieutenant Commander and awarded the Congressional Medal of Honor given only to the "bravest of the brave."

Butch O'Hare's final action took place on the night of 26 November 1943, while he was leading the U.S. Navy's first-ever nighttime, fighter attack launched from an aircraft carrier. During this encounter with a group of Japanese torpedo bombers, O'Hare was shot down; his aircraft was never found.

In 1945, the U.S. Navy destroyer USS O'Hare (DD-889) was named in his honor. Also, Chicago's O'Hare Airport is named for this Navy flying ace of World War II.

While visiting the Palm Springs Air Museum, look for information featuring Butch O'Hare that is located in the Pacific Hangar next to the Pearl Harbor exhibit. An F4F Wildcat, the primary naval fighter in use when the Japanese attacked Pearl Harbor is in the Pacific Hangar. The Wildcat served throughout the Battles of Coral Sea, Midway, Wake Island, and Guadalcanal. More about this fighter plane may be found in Lesson 5 *Aviation Technology*.

Handout #11
Richard "Dick" Ira Bong

World War II Ace of Aces who shot down 40 Japanese Planes in the Pacific,

Medal of Honor recipient

(24 September 1920 – 6 August 1945)

Major Dick Bong first served in England in 1942 flying a P-38 Lightning. Later that year he was assigned to the "Flying Knights" of the 49th Fighter groups based in Australia. He was awarded the Silver Star for aerial victories over New Guinea. In 1943 he received the Distinguished Service Cross.

By 1944 Dick Bong was credited with downing 27 enemy aircraft; however, he had actually many more "kills" but refused to take credit for them fearing that he would be sent home to promote the war effort. Although Dick Bong was assigned to Command Staff where he was not required to fly combat missions, he continued to fly missions in support of the Philippine campaign. By December 1944, he increased his recorded victories to 40.

General Douglas MacArthur presented Bong with the Medal of Honor for his service in the Philippines.

In January 1945, Bong was sent home where he worked to promote the sale of war bonds. He became the first test pilot of the Lockheed P-80 Shooting Star, the Army Air Force's first operational jet fighter.

On 6 August 1945, the day the atomic bomb was dropped on Hiroshima, Major Bong's parachute failed to successfully deploy when he bailed out of a P-80A. His death was featured on the front page of the Los Angeles Times in headlines just under the announcement of the dropping of the atomic bomb.

Dick Bong loved flying and the P-38 was the ideal fighting plane for the combat techniques he mastered: swooping down on his targets and blasting them at dangerously close range, then pulling up fast.

Handout #12
Claire Lee Chennault

Military aviator who commanded the "Flying Tigers" during World War II

(6 September 1893 – 27 July 1958)

Claire Chennault learned to fly during World War I. In 1923 he became the commanding officer of the 19th Pursuit Squadron at Pearl Harbor.

Chennault resigned from the army in 1937 and joined a group of American civilians training airmen in China. He participated in planning operations at the beginning of the Sino-Japanese War in 1937.

Chennault spent part of 1940 and early 1941 in Washington, D.C. where he supervised the purchase of 100 Curtis P-40s and recruited pilots and ground crews.

Chennault's American Volunteer Group (AVG) formed the "Flying Tigers" and fought against the Japanese six months before the U.S. entered the war.

After the attack on Pearl Harbor, Chennault rejoined the U.S. Army with the rank of colonel; and, his Flying Tigers were incorporated into the U.S. Army Air Force. He was later promoted to Major General and given command of the Fourteenth Air Force.

Chennault, aware that his P-40s were not as maneuverable as the Japanese Zero, had his pilots take on the enemy in teams in "dive-and-zoom" attacks. The AVG was officially credited with destroying 297 Japanese aircraft. Eventually, the Japanese destroyed his AVG air bases.

Chennault retired from the Army in 1945 (shortly before Japan surrendered), but he continued to serve General Chiang Kai-shek during the Chinese civil war. Chennault urged international support for Asian anti-communist movements.

Claire Chennault, during his distinguished career, received two Army Distinguished Service Medals and two Distinguished Flying Crosses. In 1958, just one day before his death from cancer, he was promoted to Lieutenant General.

While visiting the Palm Springs Air Museum, look for the exhibit featuring Chennault and the Flying Tigers located in the European Hangar. Our P-40 Hawk has the markings, not of the Flying Tigers, but of the China Air Task Force group that took over when the Flying Tigers were disbanded in July of 1942. The Flying Tiger airplanes had the Chinese insignia, whereas our plane has the American star. More information about the P-40 can be found in Lesson 5 *Aviation Technology*.

Handout #13
Jacqueline Lee Cochran

Pioneer American aviator and celebrated race pilot who contributed to the formation of the wartime Women's Auxiliary Army Corps and the Women Airforce Service Pilots during WW II

(11 May 1906 – 9 August 1980)

In the early 1930s Jackie Cochran learned to fly after only three weeks of lessons. Within two years she had a commercial pilot's license and flew in her first of many major races. She worked with famed pilot Amelia Earhart to win respect and break down barriers thrown in the way of women pilots.

By 1938 Jackie Cochran was considered to be the best female pilot in the United States.

Recognizing that the United States would be drawn into war, Jackie Cochran began lobbying to have the military recruit women pilots. In 1939, after Germany invaded Poland, she wrote to First Lady Eleanor Roosevelt urging her to intercede on behalf of forming a women's division of the Army Air Force. Mrs. Roosevelt urged adoption saying that women pilots were a "weapon waiting to be used." When nothing came of her recommendation, Cochran and several other American women joined the British Air Transportation Auxiliary to assist the Royal Air Force during the Battle of Britain.

In 1942 the Air Force Chief of Staff invited Jackie to return to the U.S. and organize a Women's Flying Training Detachment which later became the Women's Airforce Service Pilots (WASP). WASP pilots had remarkable success. They flew every plane the Army had in their inventory including the B-29 Superfortress, a plane that male pilots were hesitant to fly because of mechanical difficulties during testing.

Under the direction of Jackie Cochran, women pilots began to tow targets for aerial gunnery practice, assumed the duties of flight instructors, and ran check flights on repaired aircraft before returning them to service. Jackie Cochran and the women of the WASP performed an important service for the nation.

In 1953 Cochran became the first woman to break the sound barrier. A long-time resident of the Coachella Valley, she regularly utilized Thermal Airport over the course of her long aviation career. It was renamed the "Jacqueline Cochran Regional Airport" in her honor.

While visiting the Palm Springs Air Museum, look in the European Hangar for the display case featuring Jackie Cochran.

Handout #14
Tuskegee Airmen

The Army Air Force's 99th Fighter Squadron and 332nd Fighter Group, now better known as the Tuskegee Airmen, was comprised of African American pilots who would distinguish themselves over North Africa, Sicily, and Italy flying over 15,000 sorties and destroying over 1,000 enemy planes. Flying P-51 "Mustang" fighters with brightly painted red tails, they achieved an incredible record.

In 1940 Secretary of War Henry Stimson appointed a prominent African American, William Hastie, Dean of Howard University's School of Law, as his civilian aide to assist in the recruitment of "Blacks" in the military service. The nation's highest-ranking African American officer, Colonel Benjamin O. Davis, was promoted to Brigadier General.

As the nation began to build its armed forces, African Americans began to hope for the military to break down the barriers of segregation. Hastie, within a year of his appointment, urged Army Chief of Staff General George C. Marshall to end segregation in the military. Marshall refused saying that the U.S. military could not solve social problems. The Army Air Corps, under pressure of a law suit, opened a flight school for African Americans at Booker T. Washington's Tuskegee Institute in segregated Tuskegee, Alabama.

Captain Benjamin O. Davis, Jr., son of the highest-ranking African American officer in the military, was among a select group of men who were assigned to Tuskegee to train as pilots. As men were assigned to pilot training they were warned not to leave the base because of resentment by white Alabamians. The men of Tuskegee were fighting a war against racism before they were deployed overseas.

By 1945, 992 men had completed pilot training at Tuskegee and 450 had served in combat in Europe. The Tuskegee Airmen flew more than 15,000 sorties and destroyed over 1,000 German aircraft. During their fighter escort missions the enemy aircraft did not shoot down one American bomber, a record no other fighter escort unit could match. Tuskegee Airmen received more than 150 Distinguished Flying Crosses for their service in the skies over Italy and Germany. In all, approximately 150 pilots lost their lives while training at Tuskegee or on combat missions.

Phyllis Douglass, in a tribute to her father Joseph P. Gomer, described how the Tuskegee Airmen fought against racial prejudice on the ground when they were not in the air fighting German pilots. She quoted her father as saying, "We were fighting two battles. I flew for my parents, for my race, for our battle for first-class citizenship and for my country. We were fighting for the 14 million black Americans back home. We were there to break down barriers, open a few doors, and do a job."

(Taken from "A tribute to Joseph P. Gomer, Tuskegee Airman," written by his daughter, Phyllis Douglass.)

While visiting the Palm Springs Air Museum, look in the European Hangar for the wall murals dedicated to the Tuskegee Airmen.

Handout #15
The 442nd Regimental Combat Team
"Go For Broke!"

The 442nd Regimental Combat Team consisted of young Japanese men who were eager to fight against the Axis Powers. Troops of the 442nd and their sister unit, the 100th Infantry Battalion, distinguished themselves in Italy and southern France. The unit took part in seven campaigns and sustained 9,486 casualties. It became one of the most highly decorated outfits in the American Armed Forces during the war with some 18,143 individual medals and awards and seven presidential unit citations. The unit became known as "The Purple Heart Battalion." The bravery and determination of these men were reflected in their motto, "Go for broke!"

While Japanese Americans were being evacuated from their homes in western states, the military authority in Hawaii organized a battalion of Hawaiian Japanese. They won the name "Purple Heart [wounded in battle] Battalion" because of the number of medals awarded to men in the unit.

When recruiting officers came to the relocation centers, many Japanese Americans in the camps enlisted in the army to show their loyalty to the United States. Young women likewise enlisted in the Women's Army Corps (WACs). By June a new regiment, the 442nd Regimental Combat Team, was formed. It was composed of Japanese Americans from Hawaii and the internment camps. Survivors of the 100th Battalion merged with this new unit.

The 442nd took as their motto "Go for Broke." They fought and suffered heavy causalities in Italy, Southern France, and Germany. One out of every four was killed or severely wounded.

Daniel Inouye was one of the many heroes of the 442nd. Inouye's father, Asakichi, was sent to Hawaii by his family to make money to pay for their family home that had been destroyed by fire. After the attack on Pearl Harbor, Asakichi Inouye told his son that the family owed a debt to the United States because the country had been good to him as he worked off the family debt. Like many other Japanese Americans, Daniel Inouye enlisted in the army. Daniel was given a battlefield promotion in 1944 for his bravery.

On April 21, 1945, while leading his platoon in an attack on enemy positions on Mount Musatello in Italy, Lieutenant Inouye was wounded in the right arm by an enemy grenade and in the right leg by another bullet. For his valor in leading the attack while wounded, Lieutenant Inouye received the Distinguished Service Cross. His arm proved to be more serious than first realized and required amputation. Inouye was promoted to captain but not released from the hospital until February 1947. While traveling through the continental United States on his way home after being discharged, Lieutenant Inouye was refused service by some businesses because he was Japanese. It did not seem to matter that he proudly wore the uniform and distinguished medals of an American Army officer. Undaunted by the trying experiences during the war and the prejudice he faced on his return home, Daniel Inouye would one day become a U.S. senator.

Handout #16
The Navajo Code Talkers

Throughout the war, the opposing sides used codes to convey messages to their army, naval, and air commands. Likewise, each side worked diligently to break their enemy's code. In World War I, Choctaw Indian phone operators used their native language to transmit orders that, if intercepted by the Germans, could not be interpreted.

During World War II the army assigned a few Native Americans to a special Signal Corps unit that handled battlefield communications. In 1942 World War I veteran Phillip Johnston approached the Marines with the idea of using the Navajo language as a secret code that enemies would be unable to break.

The American government was aware that before the war German anthropologists had studied Native American customs and had become familiar with some of their distinct languages. However, there were no records of Germans among the Navajo; therefore, the War Department decided to create an all-Navajo Signal Corp known as the "code talkers."

Navajo Code Talkers were sent to Camp Pendleton, California, for intensive training. Here Navajo recruits committed to memory 413 military terms and devised new expressions from the Navajo language for frequently repeated words such as submarine, battleship, dive-bomber, and fighter plane.

The first Code Talkers were sent to the Pacific and assigned to six different combat divisions. They were involved in the battle for Guadalcanal in 1942 where Japanese deciphers were dumbfounded by the strange messages and unable to break the code. The Code Talkers were effectively used throughout the Pacific Theater.

When not assigned special communication duties, the Code Talkers served as combat marines in the front lines.

By the end of the war over 400 Navajo had served as code talkers in the United States Marines.

Handout #17
Can You Break the Code?

Cut this worksheet in half and distribute the top half. Work in groups to decipher the code.

The following five messages are in Navajo. Can you break the code and decipher the messages? The message translations are provided in the 2nd box.

Message 1: BEH-NA-ALI-TSOSIE DA-AH-HI-JIH-GANH DA-AZ-JAH BI-TAH-KIZ CHAH-HO-OH-LHAN-IH DO TOH-NIL-TSANH. TA-AKWAI-I WASHINDON BE AKALH-BI KOSI NAS-SEY. BE-AL-DOH-BE-CA CHAH-HO-OH-LHAN-IH KUT.

Message 2: NILCHI AL-TAH-JE-JAY TAH-BAHN BILH GINI.

Message 3: A-YE-SHI TSAS-KA KUT.

Message 4: AL-TAH-JE-JAY BEH-NA-ALI-TSOSIE TSIDI-MOFFA-YE-HI KUT.

Message 5: WASHINDON BE AKALH-BI KHOS BI-YAH AL-TAH-JE-JAY. BE-AL-DOH-BE-CA TAH-BAHN KUT.

After working to break the code, distribute the bottom half of the worksheet.

Message 1:
Literal English translation: Japan fighting unit between many shelter and very little water. Halt Marine ahead. Shell many shelter now.
Translation: *Japanese combat unit between village and creek. Halt U.S. Marine advance. Attack village now.*

Message 2:
Literal English translation: Air attack beach with chicken hawk.
Translation: *Air attack beach with dive-bomber.*

Message 3:
Literal English translation: Eggs sandy hollow now.
Translation: *Bomb bunker now.*

Message 4:
Literal English translation: Attack slant eye bird carrier now.
Translation: *Attack Japan aircraft carrier now.*

Code 5:
Literal English translation: Same as translation below.
Translation: *U.S. Marines under attack. Attack beach now.*

For a complete Navajo alphabet see "Navajo Code Talkers' Dictionary," a declassified dictionary at https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/n/navajo-code-talker-dictionary.html

Handout #18
Women in the Armed Services

During World War I some 80,000 women served in non-combatant roles in the military but without benefit of official status. Thus, after their service, they were unable to claim benefits, including disability or pensions. Many had served at front-line medical stations and suffered as did combat soldiers from the shock of exploding shells and poison gas attacks.

Congresswoman Edith Nourse Rogers, in the late 1930s, was unsuccessful in introducing legislation to establish equal opportunities for women in the armed services largely because of public attitudes that a woman's place was in the home. First Lady Eleanor Roosevelt encouraged Rogers to pursue her efforts despite opposition from the military and a number of Southern congressmen.

In May 1941, in an attempt to win support, Rogers proposed legislation that would establish a Women's Army Auxiliary Corps. Congressional and military opposition lessened since this would be an "auxiliary" corps implying that it would not grant full military status to the women who joined. Even so, the bill was stalled until the Army Chief of Staff, General George C. Marshall, urged passage. In July 1942, President Franklin Roosevelt signed into law authorization for women's units in all branches of the armed services.

The Navy bill, Public Law 689, established the Navy Women's Reserve (WAVES). The stated purpose of the law was "To expedite the war effort by releasing officers and men for duty at sea and their replacement by women in the shore establishment of the Navy, and for other purposes." The Navy specified that women would be restricted "to the performance of shore duty within the continental United States only and shall not be assigned to duty on board vessels of the Navy or in combat aircraft."

The same law authorized the Coast Guard and the Marine Corps to establish women's units. The Coast Guard set up a women's reserve called the SPARS, an acronym using letters of the Coast Guard motto, Semper Paratus-Always Ready.

The Leadership in the Marine Corps opposed setting up a women's reserve and held back for several months. With the high number of Marine casualties in the Pacific war, the Marine Commandant relented and the Marine Corps Women's Reserve (MCWR) was established.

The Women's Army Auxiliary Corps (WAAC) was also created in 1942. One of the first duties of WAAC was to serve at Aircraft Warning Service stations. Within a year of being formed, the WAAC became the Women's Army Corps (WAC). Almost half their volunteers served with the Army Air Force and worked as aircraft mechanics. Some WACs volunteered as flight nurses, a strenuous job that could take them into range of enemy fire. Over 150,00 women served as WAC offering vital assistance to the Army and Army Air Force.

The Women's Auxiliary Ferrying Squadron (WAFS), established by Nancy Harkness Love in 1942, delivered aircraft from factories to air training bases. What began as flying light aircraft soon developed into ferrying fighter planes, bombers, and large air transport carriers.

At about the same time, famed pilot Jackie Cochran created the Women's Flying Training Detachment (WFTD) to train women pilots. WFTD met a critical need for more trained pilots to fly the increasing number of planes being produced in American factories. In addition to needing more pilots to ferry aircraft to bases around the world, more women pilots were needed to tow targets and test fly new aircraft. In 1943 the WAFS and WFTD merged to form the Women Airforce Service Pilots (WASP).

Despite vocal opposition to training women pilots, the program had marked success and many of the Army Air Force's commanding officers preferred WASP to male, ferry pilots. The WASP made important contributions to World War II and enhanced careers for women aviators.

Women in the armed services performed a wide range of duties that replaced men. Women assumed office secretarial and clerical duties on military bases. They were assigned as weather observers, cryptographers, parachute riggers, bombsight maintenance specialists, aircraft mechanics, and a myriad of other essential jobs. Some WAAC were assigned to the Corps of Engineers to work on the Manhattan Project. Although the Navy restricted WAVES to shore duty, Navy nurses did serve on board hospital ships and at naval stations throughout Australia and the Pacific.

While visiting the Palm Springs Air Museum, look in the European Hangar for the display, *Women of World War II* which highlights the women in the armed services.

WASP "ferry" pilot with a P-51.
Source: http://en.wikipedia.org/wiki/Image:Watson2.jpg

Handout #19
Bob Hope Entertains the Troops

Bob Hope's unwavering commitment to the morale of America's servicemen and women is entertainment history. For nearly six decades, be the country at war or at peace, Bob, with a band of Hollywood entertainers, has traveled the globe to entertain our service men and women.

The media dubbed him "America's No. 1 Soldier in Greasepaint." To the GIs, he was "G.I. Bob" and their clown hero. It began in May, 1941 when Bob, with a group of performers, went to March Field, California, to do a radio show for airmen stationed there.

Throughout World War II, with only two exceptions, all of Bob's radio shows were performed and aired from military bases and installations throughout the United States and theaters of war in Europe and the South Pacific. His first trip into the combat area was in 1943 when he and his small USO troupe - Frances Langford, Tony Romano and Jack Pepper visited US military facilities in England, Africa, Sicily and Ireland. In later years his itinerary included the South Pacific.

Bob began what was to become a Christmas custom in 1948. He, with wife Dolores, went to Germany to entertain the troops involved in the Berlin Airlift. When the end of the Vietnam conflict was in sight, Hope hailed his 1972 trip as his "last Christmas show." But each Christmas that followed, he was somewhere in the country doing a show at a military base or veterans' hospital. In 1983 the call came from Beirut and Hope was "on the road again." In 1987, Hope flew around the world to entertain servicemen and women in the Pacific, Atlantic and Indian Oceans and in the Persian Gulf.

Hope embarked on a goodwill tour in May 1990 to entertain military personnel stationed in England, Russia, and Germany. At Christmas that year, he and his wife Dolores, were in Saudi Arabia entertaining the men and women of "Operation Desert Storm."

1994 was a good year for Bob. His "Bob Hope: The First 90 Years," produced by daughter Linda Hope, won an Emmy. And he returned to his native England for a personal appearance tour in June, commemorating the 50th anniversary of the end of World War II.

In May 1997, in New Orleans, Bob stood by as Dolores christened the USNS Bob Hope (AKR 300), the first of a new class of ships named after Bob. Not to be outdone, one month later the US Air Force dedicated a new C-17 in his name.

Five times Bob has been honored by the United States Congress. In October 1997, Resolution 75 was unanimously passed by members of both houses making him an Honorary Veteran - the first individual so honored in the history of the United States.

While visiting the Palm Springs Air Museum, look for the Bob Hope stage located in the Pacific Hangar.

Handout #20
Specifications of Selected World War II Aircraft

Step 1: Examine the specification data for each aircraft.

Step 2: Rate each of the aircraft on a scale of 1 (least effective) to 5 (most effective).
The rating criteria should be based on the effectiveness of the fighter aircraft in
- supporting ground forces;
- escorting bombers attacking enemy targets;
- aerial combat with enemy fighters, "dog fighting";
- protecting naval vessels; and,
- attacking enemy land and naval targets.

Step 3: Write your group's rating in the margin to the left of each aircraft.

Rating	Aircraft	Type	Crew	Maximum Speed in MPH	Maximum Range in Miles	Armaments (MG=Machine gun) (C=Cannon)
	Junker Ju87 "Stuka" (German)	Dive Bomber	2	255 374 dive speed	925	3 MG (2 forward, 1 rear)
	Messerschmitt Bf 109 (German)	Fighter	1	350	528	4 MG 1 C in nose
	Supermarine Spitfire (British)	Fighter	1	378	1,140	8 MG
	Hawker Hurricane (British)	Fighter	1	340	600	8 MG
	Mitsubishi A6M Zero (Japanese)	Fighter	1	331	1,200	2 MG 2 C
	Nakajima Ki-84 (Japanese)	Fighter	1	392	1,339	2 MG 2 C
	P-51D Mustang (American)	Fighter	1	437	2,080 with drop tanks 1,306 without tanks	6 MG
	Grumman F4F Wildcat (American)	Fighter	1	318	770	6 MG

Note: Specifications for the planes vary according to the model. The specifications in this table were typical near the beginning of World War II.

Handout #21
Curtiss Warhawk P-40N

The Curtiss Warhawk P-40N was the first Army Air Corp fighter produced in great numbers and was America's first fighter when the United States entered World War II. At that time, Germany and Japan had already been at war and had made vast improvements to their aircraft while the P-40 was just entering combat. Outclassed in the technology and performance of enemy fighters, the Warhawk was pressed into service all over the world. Over two thousand of these aircraft were in service by the end of 1941.

The American Volunteer Group (AVG) serving in China was more commonly known as the Flying Tigers. They were the first Americans to regularly see combat against the Japanese. Legend says the Flying Tigers painted a shark's mouth on the nose of their aircraft because British pilots in Singapore told them the Japanese were afraid of the tiger shark. It wasn't true! Even though the AVG's P-40s were not as powerful or great in numbers as the Japanese aircraft, they used strategies and tactics that would give them the upper hand in combat. Many of the lessons men serving in China learned in combat were later used when these men returned to the U.S. to train others who had not yet faced warfare firsthand.

The P-40 was originally armed with only two machine guns but eventually, it was increased to six .50 caliber machine guns. It could not climb very fast compared to many fighters being used by Germany and Japan. Curtiss tried to improve its performance by putting engines in with even more power until the final version was an Allison V-12 that had 1,200 horsepower giving it a top speed of 343 mph. Other aircraft such as the P-38 Lightning and the P-51 Mustang that were more powerful and maneuverable either numbered in the dozens or existed in prototype form at the beginning of 1942. Simply put, the P-40 was one of the only aircraft the U.S. had in great numbers to go to war with and give to their allies as well.

The United States alone had P-40s stationed in all sorts of climates and conditions from the frozen airfields in Alaska to the deserts of North Africa and from the muddy airstrips on South Pacific islands to the sun-baked runways of the Mediterranean. Being the first fighter to be put into combat, many Americans have fond memories of the Warhawk going against incalculable odds. Despite their aircraft being technologically inferior to that of their rivals, the P-40 pilot's individual skill and tactics in the skies often gave them an advantage in the long run. In all, 13,738 P-40s were built by Curtiss from their headquarters in Buffalo, New York from 1938 to 1944.

While visiting the Palm Springs Air Museum, look for the Warhawk P-40N. To view the museum's Warbird Wednesday video on this aircraft, scan the barcode.

Curtiss Warhawk P-40N

Handout #22
North American P-51 Mustang

As German armies marched into Denmark and Norway in April 1940 the British government needed to boost its air force to defend against an impending attack. The British Royal Air Force (RAF) called upon North American Aviation in Inglewood, California, to design and build an advanced fighter plane. The plane went from design to test flight in less than one year. By November 1941 it was in full production.

The P-51 Mustang was maneuverable at low altitudes, but the power output of the engine fell off in climbing. Because of its inability to perform well at higher altitudes, it was not suited for combat operations. The RAF used the plane for reconnaissance.

In 1942 the British installed a Rolls-Royce Merlin engine in the P-51 correcting the problem encountered in climbing. With the new more powerful engine the Mustang had a faster rate of climb than any other aircraft. North American Aviation began mass-producing the Mustang with a Packard version of the Merlin engine. The plane was in such demand that North American Aviation had to increase production at its California plant and open a new plant in Texas.

With the new engine, the P-51B reached a speed of 441 miles per hour at 25,000 feet. Allied forces had long needed a fighter that could serve as a bomber escort in long-distance raids over Germany. After combat experience, external fuel tanks were attached to the wings or under the belly to give the P-51 the longer range needed to escort bombers. These tanks could be ejected from the cockpit. It was largely due to the P-51 that daylight bombing raids were successful deep within German territory.

The Tuskegee Airmen won fame flying P-51s as bomber escorts over Italy and Eastern Europe. The P-51 flew most of its missions as a bomber escort in raids over Germany it also saw action over Burma and in 1945 escorted B-29s on bombing missions over Japan.

The North American Aviation P-51 Mustang is considered to have been the greatest single-pilot aircraft produced by any nation during World War II because of its maneuverability, range, and performance at high altitudes.

While visiting the Palm Springs Air Museum, look for the Mustang P-51D. To view the museum's Warbird Wednesday video on this aircraft, scan the barcode.

North American P-51 Mustang

Handout #23
North American B-25 Mitchell

The B-25 Mitchell medium bomber, built by North American Aviation in Inglewood, California, was named in honor of General William "Billy" Mitchell, a pioneer in the development of an American air force in the 1920s and 1930s.

The prototype of the B-25 was first flown in 1939. Soon thereafter the plane was modified and a new engine installed to increase the bomb load that could be carried and tail gun added for additional defense.

The B-25 won fame in the April 1942 "Doolittle Raid" on Japan less than six months after the attack on Pearl Harbor. Sixteen aircraft were modified removing some of its armor to increase fuel capacity. This was the first launch of dual-engine bombers from an aircraft carrier. Following the Doolittle Raid a new series of B-25s was further modified with heavier nose armament and de-icing equipment.

North American built planes for the British, Russians, Chinese, and Dutch for missions in Europe and the Pacific. The B-25 became one of the important U.S. aircraft in the Pacific flying strafing missions against enemy airfields in New Guinea and the Philippines and "skip-bombing" missions against Japanese shipping in the South Pacific.

New versions of the aircraft, the B-25G, H, and J, further increased firepower with added machine guns, a 75mm cannon, eight rockets, and 3,000 pounds of bombs.

No other bomber during the war carried as many guns, eight in the nose, four under the cockpit, two in the upper turret, two in the waist, and two in the tail. It was not only well-armed but could withstand incredible punishment from enemy fighters and ground fire. The B-25 had a maximum range of 1,350 miles and a speed of 275 miles per hour.

While visiting the Palm Springs Air Museum, look for the Mitchell B-25J. To view the museum's Warbird Wednesday video on this aircraft, scan the barcode.

North American B-25 Mitchell

Handout #24
Boeing B-17 Flying Fortress

The Boeing built the B-17 Flying Fortress heavy bomber to respond to the U.S. Army's desire for a multiengine bomber. The planes were built before the war to defend the U.S. coastline from possible enemy attack.

The B-17 had a range of 3,750 miles. It had a crew of ten men including a pilot, co-pilot, navigator, flight engineer, bombardier, radio-operator, and belly gunner, two waist gunners and a tail gunner.

In 1941 the B-17 saw combat in Europe serving the British Royal Air Force (RAF) as high-altitude bombers over German cities. German Messerschmitt fighters shot down a number of the unescorted bombers causing the RAF to withdraw them from service.

By 1942 the B-17 had been modified with additional armor, increased fuel capacity, and external bomb racks beneath the wings. Despite the increased armor the Flying Fortress was easy prey for enemy fighters. In one daytime mission over Germany in 1943, 120 aircraft were lost. The long-range bombers needed fighter escorts for protection. Because of a number of losses from frontal attacks, adding a turret with two 0.50-inch machine guns mounted beneath the nose further modified the plane. The most numerously produced and final version was the B-17G which carried 13 0.50-inch machine guns and a typical load of 6000 pounds of bombs.

The Boeing B-17 Flying Fortress "Memphis Belle" is famous for its missions over Europe in 1942-1943. Although the B-17s saw most of their service over Europe and the Middle East, they were operational in all areas of fighting. In the Pacific they won a reputation from the Japanese as being "four-engine fighters." With all the additional armaments to protect the bombers they could withstand the pounding of enemy flack.

About 13,000 B-17s were built during the war, only a few survive today. Most were scrapped at the end of the war, some even used as target drones in the 1960s.

While visiting the Palm Springs Air Museum, look for the B-17G. To view the museum's Warbird Wednesday video on this aircraft, scan the barcode.

Boeing B-17 Flying Fortress

Handout #25
Consolidated PBY Catalina

Consolidated Aircraft, based in San Diego, California has never been known to do anything small. Although they had made several smaller aircraft before World War II, nearly all the planes they produced, such as the PBY Catalina, had a wingspan in excess of 100 feet.

The US Navy designation of PBY stood for a Patrol Boat manufactured by (Y), or Consolidated, as Curtiss Aircraft Company was already assigned the C company designation. Designed to fly for great distances over wide areas of the ocean, the large wing of the Catalina holds at least 1,450 gallons of aviation gasoline with later models carrying as much as 1,750 gallons. Flying at a cruising speed of 117 mph, this flying boat had both its twin engines mounted high on the wing to avoid getting splashed by seawater.

The extremely large wing of the PBY Catalina has multiple purposes. First, covering 1,400 square feet, it gives the Catalina great lift to carry the aircraft into the air, much like a large wing on a hang glider. Second, the wing carries all the fuel necessary for long-range patrols which could exceed 10 hours in time and 2,500 miles without the benefit of air-to-air refueling. Each gallon of gasoline weighs approximately 6.5 pounds which translates to 9,425 pounds in fuel alone! Combining these two factors together, the large wing held the fuel which gave the aircraft its lift to fly.

The PBY Catalina was an amphibious aircraft which meant that it could take off and land from both runways and the water. Part of the need to be amphibious was that, because of the massive size of the aircraft with a full load of men, fuel, armament, and necessary equipment, there may not be runways long enough for the plane to take off. The ocean was an endless runway and operating in the Pacific with tiny islands, this often was the only means for the Catalina to land. The PBY Catalina was armed with five machine guns for defensive purposes and could be armed with 4,000 pounds of bombs or depth charges or two torpedoes.

While the PBY Catalina isn't as fast as a fighter or as impressive as a bomber, it has the reputation of being able to change the outcome of a battle and save lives. At the Battle of Midway, a PBY Catalina spotted the Japanese fleet first and radioed back to the U.S. Forces, presenting the American forces with a distinct advantage. A PBY Catalina gave a warning to the British colony of Ceylon (modern-day Sri Lanka) as a massive Japanese armada approached making it possible for the British to stop the invasion and inflict heavy damage to the Japanese ships.

Being amphibious, the PBY Catalina was one of the few aircraft that was capable of rescuing downed airmen or sailors at sea because helicopters were just being developed and nothing could land in the water except for these seaplanes. Countless airmen and sailors owe their lives to this aircraft that rescued them in the middle of the ocean, far from land, days from ships, and almost invisible but from the air.

While visiting the Palm Springs Air Museum, look for the PBY Catalina. To view the museum's Warbird Wednesday video on this aircraft, scan the barcode.

Consolidated PBY Catalina

Handout #26
Grumman "Cats"

Grumman F4F Wildcat

The U.S. Navy in 1936 sought a new carrier-based fighter plane and selected the Brewster F2A Buffalo. However, the Navy called upon the Grumman Company to build an alternative aircraft. The prototype of the first Grumman Wildcat showed promise and the Navy encouraged further development. The Grumman Wildcat F4F-3 proved superior to the Brewster Buffalo and became the Navy's fighter plane of choice.

The Wildcat has no hydraulics and, as a result, the pilot had to manually retract the landing gear by turning a crank in the cockpit 26 times. Deck crews had to manually swing the wing into place and turn the yellow crank to lock the wing in place.

The British, through the Lend-Lease Program, used the plane during the Battle of Britain. Based on British combat experience a new version, the F4F-4, incorporated changes making it the most successful fighter plane in the U.S. Navy in the early years of the war. The Grumman Wildcat proved to be a capable fighter aircraft in 1942 in the battles of the Coral Sea, Midway, and Guadalcanal in the Solomon Islands.

Grumman F4F Wildcat

Grumman F6F Hellcat

The Hellcat was developed as the successor to the Wildcat. Like the Wildcat, the Hellcat went through several changes over time. It was a better-performing fighter plane with greater speed, longer range, and carrying more firepower. Improvements resulted from combat experience with the Japanese Zero. At higher altitudes, it flew 70 miles per hour faster than the Zero.

The Hellcat F6F-5N was developed to serve as a night fighter. It went into service in mid-1943 replacing the Wildcat. The Hellcat had significant improvements. It had hydraulics so the landing gear retracted without a crank. It had a 2000-horse engine compared to the 1200 horses in the Wildcat. The Hellcat served in major battles in both the Pacific and European Theaters throughout the war. It scored a significant victory at the Battle of the Philippine Sea in June 1944. During that two-day air battle over control of the Mariannas Islands, the Hellcat in air-to-air combat shot down 360 zeros and lost 26 of their own. This battle became known as the Mariannas Turkey Shoot.

Grumman F6F Hellcat

While visiting the Palm Springs Air Museum, look for the Wildcat FM-2 and the Hellcat F6F. To view the museum's Warbird Wednesday video on this aircraft, scan the barcode.

Grumman "Cats"

Specifications At-A-Glance

To identify the technological advances made in the Grumman "Cats," review the specifications listed below.

Aircraft	Type	Maximum speed	Range	Armament
WILDCAT	Single-seat carrier-based fighter	318 mph	770 miles	six 0.50-in. machine guns, two 100 lb. bombs
HELLCAT	Single-seat carrier-based fighter	380 mph	1,530 miles with 150 gallon drop tank	six 0.50-in. machine guns, two 1000 lb. bombs or six 5-in. rocket projectiles
TIGERCAT	Twin-engine carrier-based fighter-bomber	435 mph	1,200 miles	four 20 mm canon, four 0.50-in machine guns, one torpedo, two 1,000 bombs
BEARCAT	Single-seat carrier-based fighter	421 mph	1,105 miles	four 20 mm canon, two 1,000 lb. bombs or four 5-in. rocket projectiles

Note: Although they did not see action during World War II, the Palm Springs Air Museum collection includes a Grumman F7F Tigercat and a F8F Bearcat.

The Tigercat, a twin-engine fighter bomber, was built to provide the Marine Corps with air support for the invasion of Japanese-held islands in the Pacific. The aircraft, however, came into production too late to be used in combat during the war.

The Bearcat, a single-engine fighter, was designed to challenge the new generation of Japanese Zeros and protect the fleet from kamikaze attacks. The first Bearcats went into service in August 1945 just a few days after the Japanese surrendered. Both Tigercats and Bearcats served during the Korean War.

While visiting the Palm Springs Air Museum look for four "cats", the Wildcat FM-2, the Hellcat F6F, Tigercat F7F, and the Bearcat F8F. To view the museum's Warbird Wednesday video on these aircraft, scan the barcodes.

Grumman F7F Tiger Cat

Grumman F8F Bearcat

Handout #27
Grumman TBF/TBM Avenger

Grumman has been known for making naval fighters from the F4F Wildcat to the F-14 Tomcat, but it also has a history of making other rugged carrier-based aircraft. The Grumman TBF Avenger was one of those aircraft. The designation TBF stands for Torpedo Bomber (F) Grumman. (The G designation was already assigned to Goodyear).

Grumman was extremely busy building the F6F Hellcat fighter so production was subcontracted with Eastern Aircraft which had the M manufacturer designation. In a time of great need, many automobile companies built other items besides cars. In fact, no new cars were built from 1942 to 1946. Eastern Aircraft, a division of General Motors, built more than 7,000 Avengers (a majority of all Avengers built during the war) from its Trenton, New Jersey factory.

The TBF/TBM Avenger was the largest carrier-based plane to regularly operate from the deck of an aircraft carrier. This massive aircraft was 40 feet long and had a wingspan of 54 feet, which could be folded hydraulically to save space onboard the carrier. With a cruising speed of 147 mph, a fuel capacity of 335 gallons, the aircraft had a range of 260 miles while carrying a torpedo.

The Avenger was a torpedo bomber designed to carry a single torpedo or up to 2,000 pounds of bombs in an internal bomb bay. An internal bomb bay enabled the aircraft to fly faster without bombs or torpedoes hanging outside of the aircraft. The crew consisted of a pilot in the front, a bombardier at the bottom rear of the aircraft, and a radio operator who doubled as a rear gunner in the ball turret.

Avengers were used for other purposes besides dropping torpedoes and bombs. They often carried radar and depth charges for fighting at night and hunting submarines. Avengers mainly flew in the Pacific against the Japanese and attacked ships as well as land-based targets. They were also used in the Atlantic Ocean and flew from small aircraft carriers protecting the convoys that were supplying the war effort in Europe. These would fly around the shipping convoy in search of German U-boats on the surface that could attack the fleet.

One of the most famous Avenger pilots was Lieutenant J.G. George H.W. Bush who later become the 41st President of the United States. Lt. Bush flew combat missions from the USS San Jacinto in the Pacific.

While visiting the Palm Springs Air Museum, look for the Avenger TBM.
To view the museum's Warbird Wednesday video on this aircraft, scan the barcode.

Grumman TBF/TBM Avenger

Handout #28
Douglas SBD Dauntless

The Douglas SBD Dauntless was the smallest and most widely used bomber of the U.S. Navy. The designation SBD stood for Scout Bomber Douglas (manufacturer). The role of this aircraft was to scout ahead of the carrier formation for any threats the enemy might pose and radio back that information. The other role that this aircraft is most famous for is for its capability to dive out of the sky at 70 degrees and release a bomb over a moving target.

The Dauntless was a two person aircraft with a pilot up front and a radio operator in the rear who doubled as a gunner. When scouting, the pilot could concentrate on flying the aircraft while the radio operator could use binoculars and the radio in search of the enemy. During a bombing mission, the radio operator would defend the Dauntless from the rear from attacks as well as stating the altitude of the aircraft during a dive as the pilot's concentration was on the target and not on the altimeter. The lower the altitude, the more accurate the bomb drop, but it increased the chance of the plane crashing into the ground or being shot down. These crews would have to work well together despite the fact that the pilot was an officer and the radio man was an enlisted person.

A distinguishing feature of the SBD is the perforated dive brakes that are used to slow the descent of the aircraft as it dove out of the sky. Dauntless would often carry a single 500-pound or 1,000-pound bomb and dive from a typical altitude of 14,000 feet and would reach an airspeed of 275 mph. To give the pilot more time, the dive brakes were opened to slow the aircraft and to steady his aim at the target. While carrying a bomb, the Dauntless could fly at 140 mph for approximately 1,225 miles. For defense, the pilot also had two machine guns that shot through the propeller, and the rear gunner had two machine guns he could move on a swiveling turret.

The SBD is unique in that unlike other carrier-based aircraft, it did not have folding wings. It required great structural integrity to withstand the aerodynamic forces put on the aircraft in a dive.

The Battle of Midway was the turning point in the war against Japan. The SBDs commenced their attacks and within five minutes three of the Japanese aircraft carriers sank. The fourth was so damaged that it sank the following day. All four of these carriers were from the group of six that initially attacked Hawaii on December 7, 1941. One more of those six would later sink to bombs from the Dauntless and torpedoes from Avengers. This was a huge blow to the Japanese carrier force, tactically, strategically, and morally.

Obsolete and scheduled to be phased out in 1941, production continued from the Douglas factory El Segundo, California in which 5,936 were manufactured until July of 1944.

While visiting the Palm Springs Air Museum, look for the Dauntless SBD.
To view the museum's Warbird Wednesday video on this aircraft, scan the barcode.

Douglas SBD Dauntless

Handout #29
Fireside Chat, December 9, 1941

On December 8, 1941, President Roosevelt went before Congress to call for a declaration of war with Japan. The following evening, he addressed the American people in one of his "fireside chats." The following excerpt details the actions that Roosevelt foresees for the home front.

Read the text of the Fireside Chat. Work with a partner to identify:
- What actions did the President suggest to meet the demands of war?
- How did Roosevelt frame his appeal for sacrifice? How effective were his appeals?
- What items were rationed?
- What arguments did Roosevelt use to support rationing?
- What would you be willing to sacrifice for your country during a time of war?

…On the road ahead there lies hard work—grueling work—day and night, every hour and every minute. I was about to add that ahead there lies sacrifice for all of us. But it is not correct to use that word. The United States does not consider it a sacrifice to do all we can, to give one's best to our nation, when the nation is fighting for its existence and its future life. It is not a sacrifice for any man, old or young, to be in the Army or Navy of the United States. Rather it is a privilege. It is not a sacrifice for the industrialist or the wage earner, the farmer or the shopkeeper, the trainman or the doctor, to pay more taxes, to buy more bonds, to forgo extra profits, to work longer or harder at the task for which he is best fitted. Rather it is a privilege. It is not a sacrifice to do without many things to which we are accustomed if the national defense calls for doing without it.

A review this morning leads me to the conclusion that at present we shall not have to curtail the normal use of articles of food. There is enough food today for all of us and enough left over to send to those who are fighting on the same side with us.

But there will be a clear and definite shortage of metals for many kinds of civilian use, for the very good reason that in our increased program we shall need for war purposes more than half of that portion of the principal metals which during the past year have gone into articles for civilian use. Yes, we shall have to give up many things entirely.

And I am sure that the people in every part of the nation are prepared in their individual living to win this war. I am sure that they will cheerfully help to pay a large part of its financial cost while it goes on. I am sure they will cheerfully give up those materials that they are asked to give up. And I am sure that they will retain all those great spiritual things without which we cannot win…

Note: The full text of the *Fireside Chat December 9, 1941* is available online at https://web.viu.ca/davies/H324War/FDR.message.Congress.Jan6.1942.htm or scan the barcode.

Handout #30
Research on the Impact of World War II on American Industry

Prompt:

Create an expository composition describing the major developments in an American industry during World War II. Identify the dates and key people involved; the war's impact on the location of the industry; the industry's use of resources; and, the major developments in the industry during the war.

Select one topic from the following industries: Aerospace; Electronics; Commercial Agriculture; Oil and Automobile; Defense/Weaponry and Communications; Entertainment; or, Medicine.

Use clear research questions and suitable research methods (e.g., library, electronic media, personal interviews) to elicit, synthesize, and present evidence from multiple primary and secondary sources. Quotations and citations should be written into the text while maintaining the flow of ideas.

The expository composition should include the following *Reading/ Language Arts Standards*:

- Convey information and ideas from primary and secondary sources accurately and coherently.
- Make distinctions between the relative value and significance of specific data, facts, and ideas.
- Include appropriate visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- Use technical terms and notations accurately.
- Revise selected drafts to improve coherence and progression by adding, deleting, combining and rearranging text.

Oral Report:

Present the major ideas and supporting evidence from your research and your expository composition.

The oral presentation should include the following *Reading/ Language Arts Standards*:

- Choose appropriate techniques for developing the introduction and conclusion (e.g., by using quotations, anecdotes, references to authoritative sources).
- Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of the presentation.
- Produce concise notes for extemporaneous delivery.
- Analyze the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for the presentation.

While listening to oral reports, students take notes and complete their copy of the graphic organizer *Impact of World War II* on American Industry. Identify the dates and key people involved; the war's impact on the location of the industry; the industry's use of resources; and, the major developments in the industry during the war.

Handout #31
Rules of Conduct

Available online at http://www.eyewitnesstohistory.com/lslips.htm or scan the barcode.

WRITING HOME

THINK! Where does the enemy get his information – information that can out you, and has put your comrades, adrift on an open sea: information that has lost battles and can lose more, unless you personally, vigilantly, perform your duty in SAFEGUARDING MILITARY INFORMATION.

THERE ARE TEN PROHIBITED SUBJECTS

1. Don't write military information of Army units—their location, strength, material or equipment.
2. Don't write of military installations.
3. Don't write of transportation facilities.
4. Don't write of convoys, their routes, ports, time en route, naval protection, or war incidents occurring en route.
5. Don't disclose movements of ships, naval or merchant, troops, or aircraft.
6. Don't mention plans and forecasts or orders for future operations, whether known or just your guess.
7. Don't write about the effects of enemy operations.
8. Don't tell of any casualty until released by proper authority (The Adjunct General) and then only using the full name of the casualty.
9. Don't attempt to formulate or use a code system, cipher, or shorthand, or any other means to conceal the true meaning of your letter. Violations of this regulation will result in severe punishment.
10. Don't give your location in any way except as authorized by proper authority. Be sure nothing you write discloses a more specific location than the authorized one.

TALK

SILENCE MEANS SECURITY – If violation of protective measures is serious within written communication it is disastrous in conversations. Protect your conversation as you do your letters, and be even more careful. A harmful letter can be nullified by censorship; loose talk is direct delivery to the enemy.

If you come home during war your lips must remain sealed and your written hand must be guided by self-imposed censorship. This takes guts. Have you got them or do you want your buddies and your country to pay the price for your showing off. You've faced the battlefront; it's little enough as you to face this 'home front.'

CAPTURE

Most enemy intelligence comes from prisoners. If captured, you are required to give only three facts: YOUR NAME, YOUR GRADE, YOUR ARMY SERIAL NUMBER. Don't talk, don't try to fake stories and use every effort to destroy all papers. Do not carry personal letters on your person; they tell much about you, and the envelope has on it your unit and organization.

Handout #32
A Letter from Home

July 7, 1942

Dear Johnnie,

It was wonderful to receive your letter from Okinawa telling me that you are okay. We are fine except the rationing is getting annoying. We can only have 28 ounces of meat and 4 ounces of cheese per week. This is a lot less than we used to eat before the war. I am having difficulty coming up with new ways to cook with the limited amount of sugar, butter and meat. It helps that our Victory Garden is in full bloom and should produce fresh vegetables later this month.

Our family receives an "A" sticker each week for gas. This means we are only entitled to four gallons of gas. It takes me that much gas just to drive to work at the North American Aircraft plant in Hawthorne. We continue to produce the P-51 Mustang. The new "teardrop" cockpit enclosure allows the plane's pilot complete vision in all directions. The pressure is great and the hours are long. I guess they think we can produce miracles ever since we got the first model in the air just 100 days after the designers began their work.

There is still a need for more workers. I hear that the Lockheed Aircraft plant has a new "Victory Visitors" program that sends married women employees door to door in local neighborhoods to recruit full-time housewives for part-time defense work. My girlfriend Ginny says that at the Douglas Aircraft plant in Santa Monica they are producing the C-47 military transport plane. It can carry 6,000 pounds of cargo! It can also transport paratroopers on invasion missions. She says it is tough, dependable, and easy to maintain.

This week in Long Beach we had a "smoke blackout." Large white smoke bombs were lit to create a low-lying fog. Our neighbor Bob Wills who works at the Douglas plant said that aircraft production is so important to the war effort that they want to hide sensitive production areas from possible air attack. It sure was difficult to breathe, but I guess we will do whatever is necessary.

Your mother called me to say that your brother Ralph just enlisted next week. After training camp he will be sent to duty in England.

I miss you so much and look forward to the day when we have peace, and you are home again.

Love,
Roberta

Handout #33
A Letter from Home CENSORED

July 7, 1942

Dear Johnnie,

It was wonderful to receive your letter from [redacted] telling me that you are okay. We are fine except the rationing is getting annoying. We can only have 28 ounces of meat and 4 ounces of cheese per week. This is a lot less than we used to eat before the war. I am having difficulty coming up with new ways to cook with the limited amount of sugar, butter and meat. It helps that our Victory Garden is in full bloom and should produce fresh vegetables later this month.

Our family receives an "A" sticker each week for gas. This means we are only entitled to four gallons of gas. It takes me that much gas just to drive to work at th[redacted] The pressure is great and the hours are long. I guess they think we can produce miracles ever since we got the first model in the air just 100 days after the designers began their work.

There is still a need for more workers. I hear that the [redacted] plant has a new "Victory Visitors" program that sends married women employees door to door in local neighborhoods to recruit full-time housewives for part-time defense work. My girlfriend Ginny says that at th[redacted] It can also [redacted] She says it is tough, dependable, and easy to maintain.

This week in [redacted] Our neighbor Bob Wills who works at the [redacted] said that [redacted] is so important to the war effort that they want [redacted] It sure was difficult [redacted] but I guess we will do what ever is necessary.

Your mother called me to say that your brother Ralph just enlisted next week. After training camp he will be sent to duty [redacted]

I miss you so much and look forward to the day when we have peace and you are home again.

Love,
Roberta

Handout #34
The United States: From Isolationism to the Arsenal of Democracy

In 1919, many Americans believed that the United States had been drawn into World War I. The idealism of President Woodrow Wilson in calling for a "war to make the world safe for democracy" gave way to disillusionment and the resurgence of isolationism. The world in 1919 seemed in turmoil and the bickering of the victors during the peace negotiations furthered convinced the American public that the nation could not be secured by alignment with European powers. Isolationists argued that the two oceans offered a better defense than foreign entangling alliances and implored Americans to heed the words of George Washington's Farewell Address.

During the interwar years, the size of the army was drastically reduced, and Congress cut military appropriations. On the world stage, the United States participated in disarmament conferences that limited the number of warships and initiated the Kellogg-Briand Pact that called upon nations to "outlaw war."

In the 1930s when the world moved towards war the Congress, clinging to isolationism, passed a series of neutrality acts to insure that the U.S. would not be drawn into another world conflict. Although the Roosevelt administration began to chip away at isolationism in the face of international threats, the nation was still reluctant to shift towards war preparedness. By 1939 the U.S. wished to stay out of wars in Asia and Europe but assist China and the western democracies to win it.

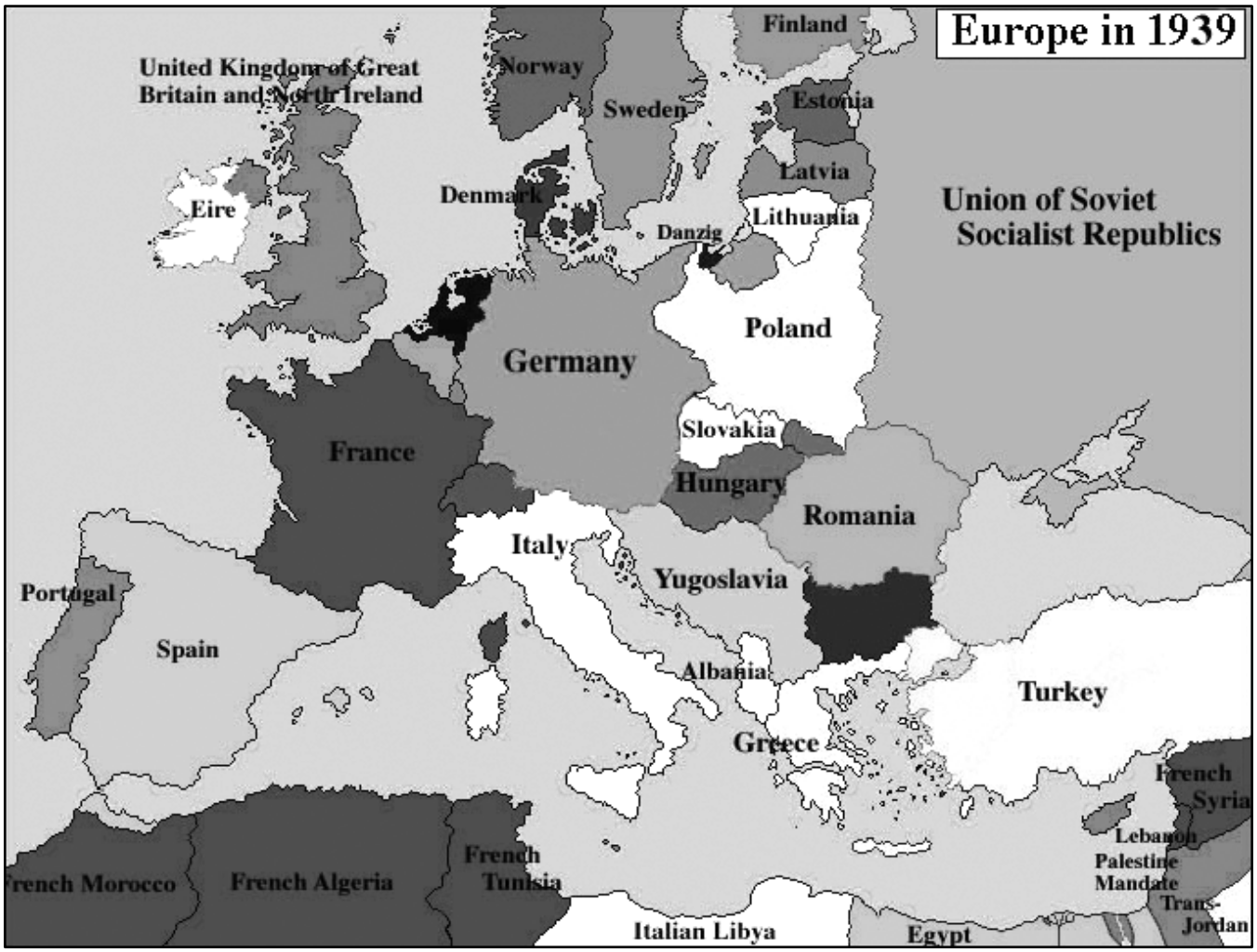
In his fireside chat to the nation on December 29, 1940, President Roosevelt declared that for the security of the nation in the face of Nazi aggression, the United States must become "the arsenal of democracy." (Audio recording of "The Arsenal of Democracy" speech: http://www.americanrhetoric.com/speeches/fdrarsenalofdemocracy.html)

American industry shifted from the production of consumer goods to military hardware. Through the Lend-Lease Act of 1941 arms were lent or leased to any country whose survival was considered vital to U.S. national security. Within a few months the U.S. Navy began escorting British ships carry military supplies across the Atlantic. In August 1941 Roosevelt and Prime Minister Winston Churchill met secretly off the coast of Newfoundland and issued the Atlantic Charter establishing the goals for peace after the war despite the fact that the U.S. had not yet entered into war. The two leaders also discussed a united front against Japanese aggression in Asia.

In September 1941, German U-Boats fired on the *USS Greer* off Iceland. Roosevelt ordered the navy to shoot German submarines on sight. In October, the *USS Ruben James* was torpedoed and sunk while escorting ships off the coast of Nova Scotia. The U.S. was now involved in an undeclared naval war with Germany.

Unprepared for a two-front war in the Atlantic and Pacific, the U.S. attempted to come to an arrangement with Japan and proposed to end the American embargo if Japan would pull her forces out of China. Japan refused and although the peace negotiations continued, the Japanese government, in late-November, sent a fleet into the western Pacific with orders to attack American forces in Hawaii on Sunday morning, December 7.

Handout #35
Map of Europe, 1939



Handout #36
Newspaper Headlines Show Axis Advances in Europe

The World Today*

Monthly Journal of World Events Vol. XXII, No. 1, January 1, 1942

1939

Sept. 1	Nazi Troops Sweep Across Polish Frontier
Sept. 3	Britain, France, Australia, and New Zealand Declare War
Sept. 27	Poland Surrenders

1940

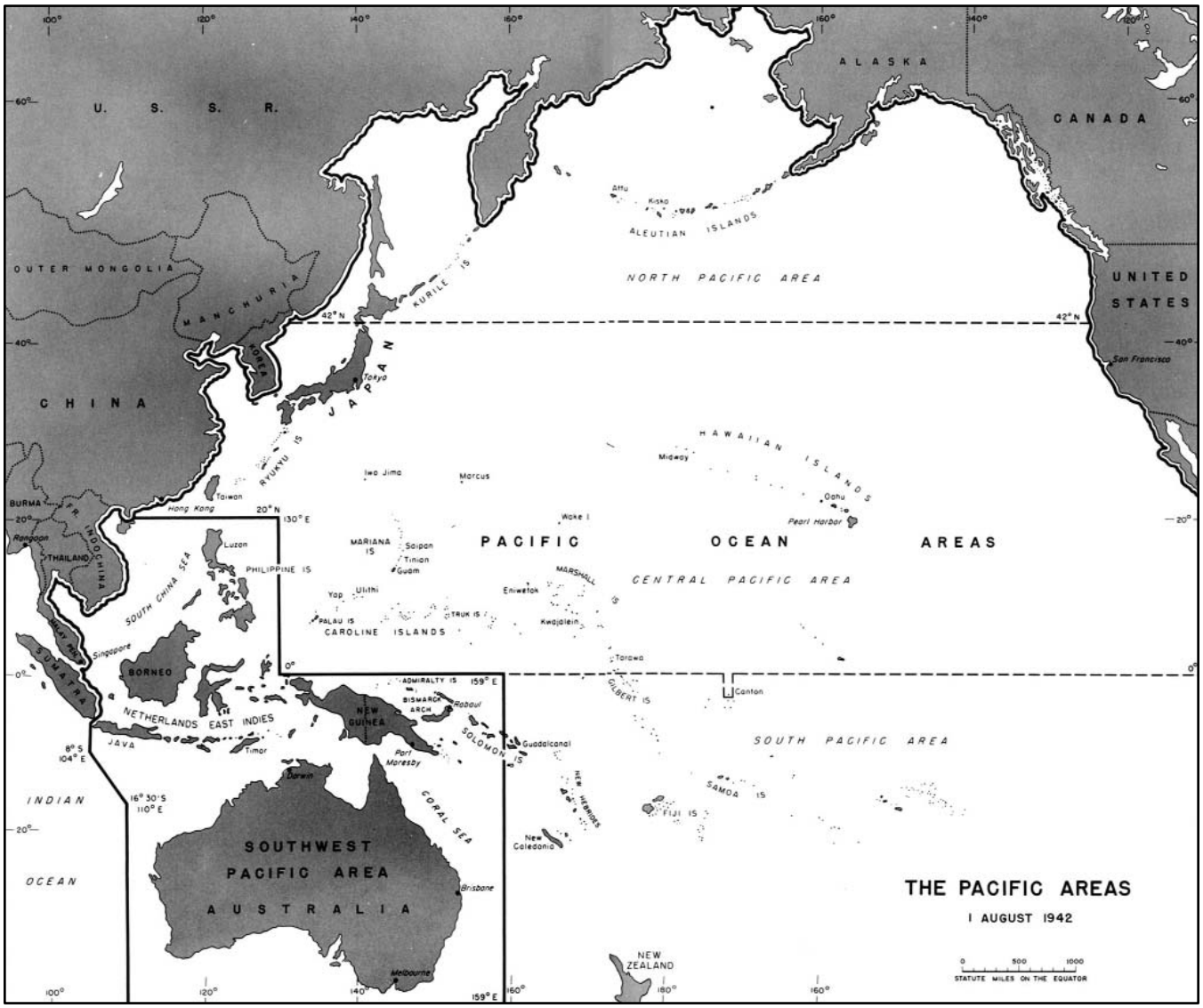
Apr. 9	Nazis Invade Denmark and Norway
May 10	Nazis invade France, Belgium, Luxembourg, Holland
May 15	Holland Surrenders
May 28	Belgium Surrenders
June 3	Germans Bomb Paris
June 10	Norway Surrenders, Italy Joins War Against Britain & France
June 14	Germans Troops in Paris
June 22	France Surrenders
July 1	German U-Boat Attacks in the Atlantic
July 10	Battle of Britain; Nazis Bomb Airfields
Aug. 17	Germany Declares Blockade of Britain
Aug. 23	First Bombing Raids on London
Sept. 13	Italy Invades Egypt
Oct. 7	Germany Invades Romania
Oct. 28	Italy Invades Greece
Nov. 20	Hungary Joins war on side of Germany & Italy
Nov. 23	Romania Joins Axis
Dec. 29	Massive German Air Raid, London in Flames

1941

Apr. 6	Nazis Invade Greece & Yugoslavia
Apr. 17	Yugoslavia Surrenders to Nazis
Apr. 27	Greece Surrenders to Nazis
June 22	Nazis Invade Soviet Union
July 10	Germans Cross Dnieper River in the Ukraine
Aug. 20	Nazis Begin Siege of Leningrad
Oct. 2	Germans Advance on Moscow
Dec. 7	Japanese Bomb Pearl Harbor
Dec. 11	Germany & Italy Declare War on U.S.

**The World Today* is a simulated news magazine that provides a list of Axis military advances in Europe.

Handout #37
Map of the Pacific, 1942



Source: http://www.lib.utexas.edu/maps/historical/pacific_area_1942.jpg
or scan the barcode.

Handout #38
Newspaper Headlines Show Japanese Advances in the Pacific

The World Today*

Monthly Journal of World Events Vol. XXII, No. 1, January 1, 1942

1931	
Sept. 18	Japanese Troops Invade Chinese Manchuria
1932	
Jan. 28	Japanese Attack Chinese at Shanghai
Feb. 18	Manchuria Now Japanese Puppet State of Manchuko
May 5	China Humiliated Forced to Agree to Shanghai Ceasefire
1937	
July 7	Japan and China at War, Japanese Attack at Marco Polo Bridge Outside Peking
Nov. 12	Shanghai Falls to Japanese
Dec. 12	Japanese Planes Sink USS Panay on Yangtze River; U.S. Protests
Dec. 13	Japanese Army Takes Nanking, 200,000 Civilians Slaughtered
1938	
Oct. 25	Canton Falls to Japanese; All China's Seaports Controlled by Japan
1939	
Feb. 10	Japanese Occupy Hainan Island in South China Sea off French Indochina
Mar.	Japan Occupies Spratly Islands off the Philippines for Submarine Bases
May 11	Japanese & Soviet Armies Clash along Manchuko-Siberian Border
1940	
Mar. 30	Japan Sets Up Puppet Government in Occupied China
Sept. 24	Japanese Invade French Indochina
Oct. 18	Japanese Planes Bomb Burma Road
1941	
Jan. 21	"Don't Interfere with Japan's Interests in Asia," Japan Warns U.S.
Apr. 4	Japan Declares Control Over Rubber Exports from Thailand, Indochina, Dutch East Indies
July 21	Japanese Take Complete Control over French Indochina
Nov. 25	Carrier Taskforce Departs Japan, Destination Unkown
Dec. 7	Japanese Attack U.S. at Pearl Harbor, Pacific Fleet Severely Damaged
Dec. 8	Yesterday, Japanese Strike the Philippine Islands & Invade British Hong Kong
Dec. 25	Hong Kong Surrenders to Japanese

**The World Today* is a simulated news magazine that provides a list of Axis military advances in the Pacific.

Handout #39
Research Project:
How did the Allies turn the tide of war?

Assign each group one of the following military campaigns considered a major turning point for the Allies (United Nations) in World War II:

1. The Battle for Britain: An Island Saved by Air Power (Handout #40)
2. The Coral Sea: Naval Battle Fought in the Air (Handout #41)
3. Midway: Five Minutes that Changed the War (Handout #42)
4. Stalingrad: Inferno on the Volga (Handout #43)
5. Normandy: The Longest Day (Handout #44)
6. Battle of Leyte Gulf: Return to the Philippines (Handout #45)
7. Bastogne: The Battle of the Bulge (Handout #46)

Materials needed:

Provide each group with the appropriate handout from Handouts #40 to #46 and the appropriate map *World War II European Theater Map* (Handout #47) or *World War II Pacific Theater Map* (Handout #48) (http://www.lib.utexas.edu/maps/historical/pacific_area_1942.jpg)

Review the tasks listed below. Within your group, divide up the tasks.

Task #1 Read the appropriate handout for your battle. It sets the context of the campaign you are investigating and should be used as a starting point for your research.

Task #2 Conduct research on your battle to determine:

- Events leading up to the campaign.
- Geographic importance of the campaign.
- Major military leaders and their plan of action.
- Importance of decision-making in securing the success of the campaign and how different decisions have changed the outcome.
- Number of forces involved in the campaign.
- Importance of air and/or sea power.
- Weapons and any new technology that may have affected the outcome.
- The long-range consequences of the campaign.
- A cost-benefit analysis of the campaign.

Task # 3 Prepare an oral report or a PowerPoint presentation to share with the class. The presentation should include the above-listed information about the battle your group researched.

Handout #40
The Battle for Britain:
An Island Saved by Air Power

July 1940 – May 1941

Britain and France declared war on Germany after the Nazi invasion of Poland in 1939. Poland fell in less than a month and a period known as the "Phony War" followed with little activity other than skirmishes along the French border. Neither Britain nor France was involved in an all-out war. Nazi forces struck Norway and Denmark in April and by May had advanced into France. British and French troops were surrounded at Dunkirk leading toward the mass evacuation of Allied troops across the English Channel. When France fell in June, the Germans began to prepare for Operation Sea Lion, an invasion of Britain. Before launching an invasion, the British Royal Air Force (RAF) had to be destroyed. Herman Goering, head of the Luftwaffe, committed Messerschmitt fighter aircraft, Stuka dive bombers, Junka fast bombers, and Dornier light bombers to the battle which the British said began on July 10.

The RAF's Hawker Hurricane and the Spitfire with a Rolls-Royce engine formed the backbone of British defense. The British had developed radar in the 1930s that served well during the Battle for Britain directing RAF fighters toward German aircraft crossing the Channel.

Nazis bases in France launched wave after wave of aircraft to strike at RAF bases. On August 13, 1940, 1500 missions flew across the English Channel targeting industrial centers and airfields. On August 24, German bombers raided central London. In retaliation, Prime Minister Churchill ordered a reprisal attack on Berlin. Angered by the bombing of Berlin, Goering changed strategy striking at urban centers and neglecting the original plan to destroy the RAF.

Some websites you may wish to check:

The Battle of Britain
The Royal Air Force site provides historic photographs, official reports, detailed information, statistics, and tactics. https://www.iwm.org.uk/history/16-amazing-photos-from-the-battle-of-britain

Battle of Britain - Wikipedia
The Battle of Britain includes RAF and Luftwaffe strategy, statistics including the number of planes and losses during the campaign. http://en.wikipedia.org/wiki/Battle_of_Britain

The Battle of Britain
The early warning system known as radar was one of the most important contributory factors to the success of the air defenses during the Battle of Britain
https://www.iwm.org.uk/history/how-radar-gave-britain-the-edge-in-the-battle-of-britain

Handout #41
The Coral Sea: Naval Battle Fought in the Air

May 7 - 8, 1942

Admiral Yamamoto, the architect of the surprise attack on Pearl Harbor, had warned that an attack on the U.S. would "awaken a sleeping giant." Yamamoto believed that it would take U.S. industry only six months to begin to replenish lost ships and threaten Japanese power in the Pacific. Yamamoto was convinced that a decisive battle must be fought before the U.S. could become stronger. An attack on Port Moresby, New Guinea, could force a weakened American fleet into combat in the Coral Sea. U.S. intelligence had broken the Japanese naval code and had accurate information about a planned attack on Port Moresby.

The Japanese were certain that an assault of Port Moresby would bring American aircraft carriers into combat. Fleet Commander Yamamoto had planned to destroy American carriers with the attack on Pearl Harbor, but they had not been in port on December 7. Aircraft carriers were a threat to the Japanese and must be destroyed for Japan to maintain its superiority.

On May 7, Japanese and American carriers launched aircraft searching for one another's fleet. Neither was successful. The next day planes located enemy ships. Carrier aircraft waged the battle rather than a duel between naval vessels. The Battle of the Coral Sea was the first naval battle in history in which warships of opposing fleets did not fire a single shot at one another. Admiral Chester Nimitz was the Commander-in-Chief of the Pacific Fleet and Rear Admiral Frank Fletcher was operational commander during the Battle of the Coral Sea.

Douglas Dauntless dive-bombers, Douglas TBD Devastator torpedo planes and the Grumman F4F Wildcats made up the U.S. air strike force during the battle.

Some websites you may wish to check:

Battle of the Coral Sea
History of the battle with a few photographs and biographies.
http://www.microworks.net/PACIFIC/battles/coral_sea.htm

The Battle of Coral Sea
History of the naval battle that saved New Guinea and Australia.
https://www.historylearningsite.co.uk/world-war-two/the-pacific-war-1941-to-1945/the-battle-of-coral-sea/

Battle of the Coral Sea
A historical overview and special image selection on the Battle of the Coral Sea from the Naval History and Heritage Command https://www.history.navy.mil/content/history/nhhc/search.html?q=Coral+Sea+Battle

The Battle of the Coral Sea 1942: The First Aircraft Carrier Battle in History - YouTube

Handout #42
Midway: Five Minutes that Changed the War

June 4-5, 1942

Just four months after the attack on Pearl Harbor, the United States, on April 18, 1942, struck at the heart of the Japanese Empire with a daring air raid on Tokyo, Nagoya, and Yokohama. This was the first time bombers were launched from an aircraft carrier. The raid had little strategic impact other than inflicting a major psychological blow on Japan and raising American spirits from the doldrums that had set in after Pearl Harbor. The Japanese did not believe that the raid was launched from an aircraft carrier and suspected that they had departed from Midway. The Japanese general staff had planned to attack American Samoa and Fiji, but after the Doolittle Raid, they decided to change plans and invade Midway.

Fleet Commander Admiral Yamamoto, the architect on the attack on Pearl Harbor, devised a plan for a surprise attack at Midway. His plan included a diversionary assault at Dutch Harbor in the Aleutian Islands to draw American carriers away from Midway. The Japanese planned to strike Midway from four fleet carriers and three light carriers in preparation for landing troops. The plan assumed that planes from carriers and the battleships in the Japanese convoy would ambush U.S. ships lured out of Pearl Harbor to defend Midway.

The Japanese were unaware that their code had been broken and that the surprise attack they had planned was known. Yamamoto also mistakenly believed that the U.S. aircraft carrier Yorktown had been sunk or too badly damaged to be among the U.S. carriers at Midway. And he was certain that the carriers Hornet and Enterprise would be sent to defend the Aleutian Islands.

Some websites you may wish to check:

The Battle of Midway, 1942
Eyewitness account of the pivotal battle of World War II in the Pacific.
www.eyewitnesstohistory.com/midway.htm

Battle of Midway
The Battle of Midway, fought in June 1942, must be considered one of the most decisive battles of World War Two. www.historylearningsite.co.uk/battle_of_midway.htm

The Battle of Midway 1942: Told from the Japanese Perspective
https://youtu.be/Bd8_vO5zrjo

Handout #43
Stalingrad: Inferno on the Volga

July 17, 1942 – February 2, 1943

Germany, on June 22, 1941, launched an invasion of the Soviet Union known as "Operation Barbarossa" sending the Wehrmacht, the German army, across the border. The Germans planed a quick swept through Russia in a three-pronged attack. Army Group North would invade along the Baltic into northern Russia toward Leningrad. Army Group Center was to advance toward Moscow. Army Group South was to strike through the Ukraine, take Kiev and the Soviet Union's agricultural heartland. Armies were to move at rapid speed to capture Moscow before winter. Hitler was reported to have said of Communist Russia, "We have only to kick in the door and the whole rotten structure will come crashing down."

German forces reached Leningrad in September but were unable to take the city which resisted a seize that lasted until January 1944. The Wehrmacht captured Kiev in late September and by early October, Army Group Center was at gates of Moscow but faced a series of Soviet counterattacks in defense of the capital. Stiff Soviet resistance and a brutal winter stopped the Nazi advance.

In the spring of 1942 the Wehrmacht shifted from Moscow to the south advancing to Stalingrad, a major industrial city on the Volga River, and to protect the left flank of Army Group South as it moved toward the Caspian Sea and the oil rich Caucasus. Hitler also desired to either knock the Soviet Union out of the war or minimize fighting on the Eastern Front before American armed forces could get too deeply involved in the European war.

Some websites you may wish to check:

Battle of Stalingrad - Wikipedia
Background on the battle of Stalingrad, statistical information about the battle, military leaders, and photographs of street fighting.
http://en.wikipedia.org/wiki/Battle_of_Stalingrad

Battle of Stalingrad – The History Channel
The Battle of Stalingrad was a brutal military campaign between Russian forces and those of Nazi Germany and the Axis powers https://www.history.com/topics/world-war-ii/battle-of-stalingrad

Battle of Stalingrad
The German objectives in the campaign and the stubborn Russian defense in one of the fierce battles of the war. www.sixthscalebattle.com/whats_new.html

Handout #44
Normandy: The Longest Day

June 6, 1944

OPERATION OVERLORD, the invasion of France, had been in the planning stages since the summer of 1942. The Soviet Union had long urged the opening of a major front in Western Europe in order to force Germany to withdraw troops and material from the Russian front. By late 1943, American troops and materials were being gathered in Britain in preparation for the invasion. General Dwight David Eisenhower was placed in command of the operation.

Germany had long expected an attack in France and Field Marshal Erwin Rommel proposed the construction of the "Atlantic Wall," placing infantry and artillery in a strong belt across the French coast. Barriers to prevent landing craft protected beachheads and mines seeded in the waters along the French coast.

During an Allied rehearsal of a landing off the English coast in April, German torpedo boats struck killing 638. The Allies feared attack plans were known and devised a deception plan to make the Germans believe the landings were planned across the Strait of Dover in northeastern France or Belgium.

The Allies planned to land forces on beaches along 50 miles between Cherbourg and La Havre in Normandy. The region was divided into five landing areas code named Utah, Omaha, Gold, Juno, and Sword. Utah and Omaha beaches were designated as American while the others were the responsibility of British and Canadian forces. Over 1,200 warships and 4,126 amphibious craft were assembled for the invasion. Success of the invasion depended on the element of surprise, heavy naval bombardment of German fortifications, and air supremacy over the English Channel and northern France.

Some websites you may wish to check:

D-Day June 6, 1944, PBS, American Experience
Participants describe the planning and execution of the Normandy invasion during World War II, and the battle for the French beaches.
https://www.pbs.org/wgbh/americanexperience/films/dday/

D-Day
The US Army remembers June 6, 1944: D-Day in Normandy, France. Video, audio, photos, posters, and maps tell the story. www.army.mil/d-day/

D-Day, the Normandy Invasion
Information about the invasion of Normandy, France, with links to oral histories and Department of the Navy photographs.
https://www.history.navy.mil/content/history/nhhc/search.html?q=DDay+Normandy+Invasion

Handout #45
Battle of Leyte Gulf: Return to the Philippines

July 17, 1942 – February 2, 1943

The Battle of Leyte Gulf was the largest naval battle in recent history. It was fought during the Pacific War of World War II, in the seas surrounding the Philippine island of Leyte from 23 October to 26 October 1944 between the Allies and the Empire of Japan. The Battle of Leyte Gulf was a decisive air and sea battle of World War II that crippled the Japanese Combined Fleet, permitted U.S. invasion of the Philippines, and reinforced the Allies' control of the Pacific. The Battle of Leyte Gulf is remembered as the biggest naval battle ever fought. It spanned more than 100,000 square miles of sea and is ranked as one of the most decisive military engagements of all time.

The Empire of Japan launched a surprise attack on Pearl Harbor on December 7, 1941, by local Hawaiian time; December 8 in the Philippines which is on the other side of the International Date Line. Within a week the Japanese army invaded the Philippines and advanced toward the American and Philippine positions on the Bataan Peninsula and the fortifications on Corregidor Island guarding the capital, Manila. U.S. forces held off the Japanese until May when forced to surrender. Before the fall of Corregidor, General Douglas MacArthur, commander of forces in the Philippines, had been ordered to leave by President Franklin Roosevelt and relocate to Australia. Upon reaching Australia, MacArthur said, "I came out of Bataan, and I shall return."

In 1944, President Roosevelt, General MacArthur, and Admiral Chester Nimitz met in Hawaii to decide on strategy. Nimitz and MacArthur disagreed on a plan of action. Nimitz wanted to strike the Japanese off the island of Formosa (Taiwan) bypassing the Philippines while MacArthur wanted to land on the island of Mindanao and drive north across the islands to Luzon and the capital. Roosevelt sided with MacArthur and plans were drawn up for an invasion on the southern island of Mindanao.

At the last minute, plans shifted when Fleet Admiral William “Bull” Halsey recommended sidestepping Mindanao and striking the Japanese at Leyte in the central Philippines. Vice Admiral Kindaid’s Seventh Fleet with 738 vessels, including landing craft, was under the overall command of General MacArthur. Admiral Halsey, commander of the powerful Third Fleet, was under Admiral Nimitz. The Third Fleet had eight fleet carriers, five battleships, light carriers, destroyers, and cruisers. The American fleet was far greater than the Japanese, but the lack of an overall naval commander could cause confusion in the forthcoming battle.

The Battle of Leyte Gulf: Naval History and Heritage Command
https://www.history.navy.mil/browse-by-topic/wars-conflicts-and-operations/world-war-ii/1944/battle-of-leyte-gulf.html

Glorious Death: The Battle of Leyte Gulf, October 23rd -- 25th, 1944
The four-day battle of Leyte Gulf in October 1944 marked the eclipse of Imperial Japanese naval power. www.microworks.net/PACIFIC/battles/leyte_gulf.htm

Battle of Leyte Gulf - Wikipedia
The Battle of Leyte Gulf, also referred to as the "Second Battle for the Philippines,” provides an overview of the battle with photographs, maps, and statistical information.
http://en.wikipedia.org/wiki/Battle_of_Leyte_Gulf

Handout #46
Bastogne: The Battle of the Bulge

December 16, 1944 – January 25, 1945

The Allies quickly advanced across France after the Normandy landing in June 1944. In August, the Allies launched another invasion in Southern France putting more pressure on the German forces in Western Europe. Soviet advances on the Eastern Front seemed to spell the end of the Nazi regime.

Successes since D-Day, however, caused problems for the Allies. At the time of the Normandy invasion, allied air power had been used effectively to destroy bridges, railroads, and highways in France to prevent a German offensive. This made it difficult to get supplies to the extended Allied front from the deepwater French port of Cherbourg. The port of Antwerp, Belgium, was the answer to the supply problem. British and Canadian forces finally drove the Germans from areas around Antwerp in November. But, it was not until December 14, 1944 that supplies began to flow through Antwerp to the front lines.

The Germans, desperately low on troops and supplies, devised a plan to launch a surprise offensive through the Ardennes Forest along the French, Luxembourg, and Belgian borders. In order to be successful, the attack must be a complete surprise. The offensive had to be planned for a time when weather conditions would prevent the Allies from using their superior air power for reconnaissance or in combat. The Nazis also wanted to take advantage of the long-running feud between British General Montgomery and American General George Patton whose forces were along the German border. If successful, Antwerp could be retaken and four complete British and American armies would be surrounded. The Germans believed that a decisive victory could end the war in Western Europe through a negotiated settlement. Once Britain and the U.S. agreed to peace terms, the German army could concentrate on Soviet forces on the Eastern Front.

Some websites you may wish to check:

Battle of the Bulge – PBS, American Experience
The biggest and bloodiest single battle American soldiers ever fought, one in which nearly 80,000 Americans were killed, maimed, or captured. The website includes the film synopsis and transcript, timeline, photographs, and much more.
https://www.pbs.org/wgbh/americanexperience/films/bulge/

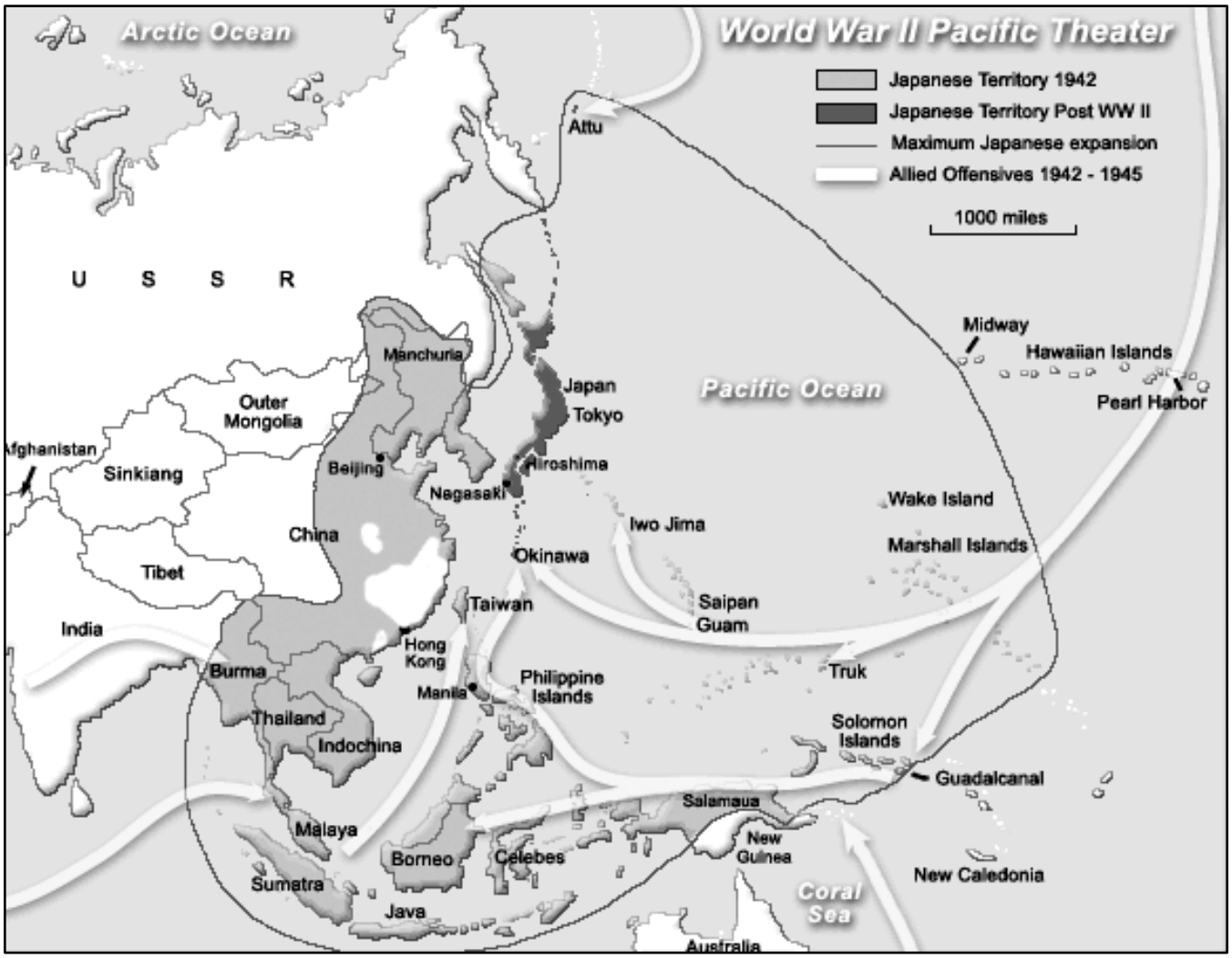
Battle of the Bulge – Wesley Johnson's Battle of the Bulge
A comprehensive website with maps, detailed information about the battle, and links to the 7th Armed Division website with personal accounts of combatants.
http://www.7tharmddiv.org/bulge/

General Anthony McAuliffe – Wikipedia
General McAuliffe of the 101st Airborne Division refused to surrender to German forces at Bastogne. http://en.wikipedia.org/wiki/Anthony_McAuliffe

Handout #47
Major Battles in the European Theater

Source: http://u-s-history.com/pages/h1661.html

Handout #48
Major Battles in the Pacific Theater



Handout #49
General Qualities of a Good Civilian Leader*

PERSONAL TRAITS OF A LEADER

A leader should have the following personal qualities:

Compassion	Humility	Courage	Integrity	Perseverance
Confidence	Optimism	Dignity	Loyalty	Self-discipline

A LEADER MUST HAVE VISION

A person who aspires to be a good leader must have vision.

- A leader must be able to communicate his or her vision to the general public.
- A leader should insure that his or her vision is consistent with the values of the greater society.
- A leader's vision should bring out the best in his or her followers.
- A leader faithfully adheres to his or her vision.

A LEADER MUST BE DECISIVE

A person who aspires to leadership must be decisive.

- A leader recognizes a willingness to take decisive action.
- A leader takes action in a timely manner; an action taken too late, even though effective, may have less value.
- A leader must be willing to take risks.
- A leader must stick with the decision, especially in the face of fierce resistance.
- A leader must be willing to act alone and in some cases take an unpopular position.
- A leader must be willing to be fully accountable for the action that is taken.

A LEADER LEARNS FROM FAILURE AND MISTAKES

A person who aspires to be a good leader must be willing to learn from failure and mistakes and move on.

- A leader should plan in advance for the possibility of failure.
- A leader assumes accountability for mistakes or failures in order to begin to rebuild trust.
- A leader should never allow mistakes or failures to shake his or her self-confidence.
- A leader always learns from mistakes or failures.

*Adapted from James M. Stock, *Reagan on Leadership: Executive Lessons from the Great Communicator* (Rocklin, CA: Forum, 1998).

Handout #50
Qualities of a Good Leader

During President Dwight D. Eisenhower's first term in office he wrote a friend in which he explained his views of the qualities of a good leader. The qualities we seek in a great man would be vision, integrity, courage, understanding, the power of articulation either in the spoken or the written form, and what we might call profundity of character.

The following seven characteristics formed the basis of an article former President Eisenhower wrote in 1965, for the Reader's Digest.

- Selfless dedication to a cause of country
- Courage and conviction, devotion to principle
- Fortitude of spirit
- Humility
- Thorough homework; self-preparation; willingness to work hard; knowledge of their field of activity
- Power of persuasion
- Inner qualities of heart and mind

Qualities of a Good Military Leader*

- Commitment
- Courage
- Decisiveness
- Dedication to carrying out a mission
- Flexibility
- Influences others to accomplish a mission
- Initiative
- Integrity
- Intuitive; makes instant decisions and acts on them
- Loyalty
- Makes sound and timely decisions
- Sense of duty
- Selfless service
- Sets an example for others

*Source unknown

Handout #51
American Presidents Who Served in the Armed Forces

George Washington, 1732-1799, 1st President
Commander-in-Chief of the Continental Army, Revolutionary War

James Monroe, 1758-1831, 5th President
Major, Revolutionary War

Andrew Jackson, 1767-1845, 7th President
General, War of 1812, Indian fighter (Creek and Seminole wars)

William Henry Harrison, 1773-1841, 9th President
Aide to General Anthony Wayne during Indian Wars in the Northwest (1790s); victor of the Battle of Tippecanoe (1811); Brigadier General in War of 1812

Zachary Taylor, 1784-1850, 12th President
Lieutenant, War of 1812; served in the Black Hawk and Seminole Wars; General in Mexican War

Franklin Pierce, 1804-1869, 14th President
Brigadier General, Mexican War

Abraham Lincoln, 1809-1865, 16th President
Captain of the Illinois Militia, Black Hawk War

Ulysses S. Grant, 1822-1885, 18th President
Lieutenant Mexican War; General Civil War, appointed Commander of the Union Army

Rutherford B. Hayes, 1822-1893, 19th President
Brigadier General, Civil War

James A. Garfield, 1831-1881, 20th President
Major General, Civil War

Chester A. Arthur, 1830-1886, 21st President
Engineer, Civil War

Benjamin Harrison, 1833-1901, 23rd President
Brigadier General, Civil War

William McKinley, 1843-1901, 25th President
Major, Civil War

Theodore Roosevelt, 1858-1919, 26th President
Lieutenant Colonel, Spanish-American War

Harry S. Truman, 1884-1972, 33rd President
Captain, World War I

Dwight D. Eisenhower, 1890-1969, 34th President
Supreme Allied Commander in Europe, World War II

John F. Kennedy, 1917-1963, 35th President
Lieutenant, World War II

Lyndon B. Johnson, 1908-1973, 36th President
Lieutenant Commander, World War II

Richard M. Nixon, 1913-1994, 37th President
Lieutenant Commander, World War II

Gerald R. Ford, 1913-2006, 38th President
Lieutenant Commander, World War II

Jimmy Carter, 1924- , 39th President
Lieutenant, seven years active duty after World War II; Served on the USS New York, a U.S. Naval Academy training ship

Ronald Reagan, 1911-2004, 40th President
2nd Lieutenant, Army Air Force Motion Picture unit, World War II

George H. W. Bush, 1924-2018, 41st President
Lieutenant, World War II

Handout #52
Act of Military Surrender

Berlin, May 8, 1945

1. We the undersigned, acting by authority of the German High Command, hereby surrender unconditionally to the Supreme Commander, Allied Expeditionary Forces and simultaneously to the Soviet High Command all forces on land, sea and in the air who are at this date under German control.

2. The German High Command will at once issue orders to all German military, naval and air authorities and to all forces under German control to cease active operations at 23:01 hours Central European time on 8th May 1945, to remain in the positions occupied at that time and to disarm completely, handing over their weapons and equipment to the local allied commanders or officer designated by Representatives of the Allied Supreme Commands. No ship, vessel, or aircraft is to be scuttled, or any damage done to their hull, machinery or equipment, and also to machines of all kinds, armaments, apparatus, and all the technical means of prosecution of war in general.

3. The German High Command will at once issue to the appropriate commanders, and ensure the carrying out of any further orders issued by the Supreme Commander, Allied Expeditionary Force and by the Supreme High Command of the Red Army.

4. This act of military surrender is without prejudice to, and will be superseded by any general instrument of surrender imposed by, or on behalf of the United Nations and applicable to Germany and the German armed forces as a whole.

5. In the event of the German High Command or any of the forces under their control failing to act in accordance with this Act of Surrender, the Supreme Commander, Allied Expeditionary Force and the Soviet High Command of the Red Army will take such punitive or other action as they deem appropriate.

6. This Act is drawn up in the English, Russian, and German languages. The English and Russian are the only authentic texts.

Signed at BERLIN on the 8th day of May, 1945.
VON FRIEDEBURG
KEITEL
STUMPF
On behalf of the German High Command

Source: https://avalon.law.yale.edu/wwii/gs11.asp

Handout #53
The Potsdam Declaration

July 26, 1945

1. We, the President of the United States, the President of the National Government of the Republic of China, and the Prime Minister of Great Britain…have conferred and agree that Japan shall be given an opportunity to end the war.

2. The prodigious land, sea, and air forces of the United States, the British Empire, and China…are poised to strike the final blows upon Japan….

3. The result of the futile and senseless German resistance to the might of the aroused free peoples of the world stands forth in awful clarity as an example to the people of Japan.

4. The time has come for Japan to decide whether she will continue to be controlled by those self-willed militaristic advisers whose unintelligent calculations have brought the Empire of Japan to the threshold of annihilation, or whether she will follow the path of reason.

5. The following are our terms. We shall not deviate from them. There are no alternatives. We shall brook no delay.

6. There must be eliminated for all time the authority and influence of those who have deceived and misled the people of Japan into embarking on world conquest, for we insist that a new order of peace, security, and justice will be impossible until irresponsible militarism is driven from the world.

7. Until such a new order is established and until there is convincing proof that Japan's war-making power is destroyed points in Japanese territory designated by the Allies will be occupied…

8. The terms of the Cairo Declaration shall be carried out, and Japanese sovereignty shall be limited to the islands of Honshu, Hokkaido, Kyushu, Shikoku, and such minor islands as we determine.

9. The Japanese military forces after being completely disarmed shall be permitted to return to their homes, with the opportunity of leading peaceful and productive lives.

10. We do not intend that the Japanese shall be enslaved as a race nor destroyed as a nation, but stern justice well be meted out to all war criminals, including those who have visited cruelties upon our prisoners….

11. Japan shall be permitted to maintain such industries as will sustain her economy and allow of the exaction of just reparations in kind, but not those industries which would enable her to rearm for war….

12. The occupying forces of the Allies shall be withdrawn from Japan as soon as these objectives have been accomplished…

13. We call upon the Government of Japan to proclaim now the unconditional surrender of all the Japanese armed forces and to provide proper and adequate assurances of their good faith in such action. The alternative for Japan is complete and utter destruction.

Source: http://personal.ashland.edu/~jmoser1/japsurrender.htm

Handout #54
Instrument of Surrender

Signed at TOKYO BAY, JAPAN at 09:04 on the SECOND day of SEPTEMBER, 1945

We, acting by command of and in behalf of the Emperor of Japan, the Japanese Government and the Japanese Imperial General Headquarters, hereby accept the provisions set forth in the declaration issued by the heads of the Governments of the United States, China, and Great Britain on 26 July 1945 at Potsdam, and subsequently adhered to by the Union of Soviet Socialist Republics, which four powers are hereafter referred to as the Allied Powers.

We hereby proclaim the unconditional surrender to the Allied Powers of the Japanese Imperial General Headquarters and of all Japanese armed forces and all armed forces under Japanese control wherever situated.

We hereby command all Japanese forces wherever situated and the Japanese people to cease hostilities forthwith, to preserve and save from damage all ships, aircraft, and military and civil property, and to comply with all requirements which my be imposed by the Supreme Commander for the Allied Powers or by agencies of the Japanese Government at his direction.

We hereby command the Japanese Imperial Headquarters to issue at once orders to the Commanders of all Japanese forces and all forces under Japanese control wherever situated to surrender unconditionally themselves and all forces under their control.

We hereby command all civil, military, and naval officials to obey and enforce all proclamations, orders and directives deemed by the Supreme Commander for the Allied Powers to be proper to effectuate this surrender and issued by him or under his authority and we direct all such officials to remain at their posts and to continue to perform their non-combatant duties unless specifically relieved by him or under his authority.

We hereby undertake for the Emperor, the Japanese Government, and their successors to carry out the provisions of the Potsdam Declaration in good faith and to issue whatever orders and take whatever actions may be required by the Supreme Commander for the Allied Powers or by any other designated representative of the Allied Powers for the purpose of giving effect to that Declaration.

We hereby command the Japanese Imperial Government and the Japanese Imperial General Headquarters at once to liberate all allied prisoners of war and civilian internees now under Japanese control and to provide for their protection, care, maintenance, and immediate transportation to places as directed.

The authority of the Emperor and the Japanese Government to rule the state shall be subject to the Supreme Commander for the Allied Powers who will take such steps as he deems proper to effectuate these terms of surrender.

By representatives of the Emperor of Japan and the Imperial Military
By General Douglas MacArthur, Supreme Commander of the Allied Forces
By Admiral Chester Nimitz as Representative of the United States and representatives of the other Allied Powers

Source: https://avalon.law.yale.edu/wwii/gs11.asp

Appendices

Appendix 1
California Standards for History-Social Science Grades 10 and 11

The following standards are covered in this curriculum guide; however, the guide does not attempt to provide complete coverage of each standard. **Crossed-out items are not included in this guide**.

Grade 10 Standard 8. Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.	Lesson 1
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	Lesson 1
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	Lesson 7
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	Lesson 2 Lesson 8
~~5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians~~.	N/A
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in ~~Russia~~, ~~Germany, Britain~~, the United States, ~~China, and Japan~~.	Lesson 3

Grade 11 Standard 7. Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	Lesson 1 Lesson 2
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	Lesson 7
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).	Lesson 4
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).	Lesson 2 Lesson 8 Lesson 9
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) ~~and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups~~; the roles of women in military production; and the roles and growing political demands of African Americans.	Lesson 6
6. Describe major developments in aviation, weaponry, ~~communication, and medicine~~ and the war's impact on the location of American industry and use of resources.	Lesson 5
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).	Lesson 9
~~8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy~~.	N/A

Appendix 2
Palm Springs Air Museum Library Resources

The library at the Palm Springs Air Museum is located on the 2nd floor. The following is a selective list of titles from the extensive collection of museum resources.

Lesson 1: The Road to War

A Chronological History of the Road to War, 1919-1941, Palm Springs: The Palm Springs Air Museum, 2003. 940.54 CHR

Rudin, Harry R., *Armistice 1918*, New Haven: Yale University Press, 1944. 940.4 RUD

Lesson 2: Declaration of War

Craig, Gordon A., *Europe Since 1914*, Hinsdale: The Dryden Press, 1972, 3d ed. 940.5 CRA

Heinrichs, Waldo, *Threshold of War: FDR and American Entry into World War II*, New York: Oxford University Press, 1988. 940.53 HEI

Lesson 3: Uncle Sam Wants You

Judd, Denis, *Posters of World War Two*, New York: St. Martin's Press, 1973. 940.54 JUD

Katcher, Philip, *The American Soldier*, New York: Military Press, 1990. 355.14 KAT

Kayser, Hugh F., *The Spirit of America*, Palm Springs: ETC Pub., 1982. 355.13 KAY

Lesson 4: Role and Sacrifices of Individual Americans

Refer to *Wartime Biographies, Vol. 1 – 50*. REF 92 PSA, located in the Reference section of the library. Biographies are included for local citizens whose experiences have been documented through the Veteran's History Project of The Library of Congress.

Blumenson, Martin, *Mark Clark: The Last of the Great World War II Commanders*, New York: Congdon & Weed, 1984. 92 CLA

Blumenson, Martin, *Patton: The Man Behind the Legend, 1885-1945*, New York: William Morrow & Co., 1985. 92 PAT

Bong, Carl, *Dear Mom: So We Have a War*, New York: Burgess Pub., 1991. 92 BON

Bradley, Omar and Blair, Clay, *A General's Life: An Autobiography*, New York: Simon & Schuster, 1983.

Cochran, Jacqueline, *The Stars at Noon*, London: Robert Hale Ltd., 1955. 92 COC

Cochran, Jacqueline and Brinley, Maryann Bucknum, *Jackie Cochran: The Autobiography of the Greatest Woman Pilot in Aviaition History*, Toronto, New York: Bantam Books, 1987. 92 COC

Cohen, Stan, *Destination: Tokyo; A Pictorial History of Doolittle's Tokyo Raid, April 18, 1942*, Missoula: Pictorial Histories Pub., 1983. 940.544 COH.

Daso, Alan, *Hap Arnold and the Evolution of American Airpower*, Washington: Smithsonian Institution Press, 2000. 92 ARN

D'Este, Carlo, *Eisenhower: A Soldier's Life*, New York: Henry Holt & Co., 2002.
92 EIS

Drury, Bob and Clavin, Tom, *Halsey's Typhoon*, New York: Atlantic Monthly Press, 2007. 940.545 DRU

Dryden, Charles W., *A-Train: Memoirs of a Tuskegee Airman*, Tuscaloosa: The University of Alabama Press, 1997. 940.544 DRY

Emmens, Robert G., *Guests of the Kremlin*, New York: The Macmillan Co., 1949.
940.547 EMM

Ewing, Steve and Lundstrom, John B., *Fateful Rendevous: The Life of Butch O'Hare*, Annapolis: Naval Institute Press, 1997. 940.542 EWI

Francis, Charles E., *The Tuskegee Airmen: The Men Who Changed a Nation*, 4th ed., edited revised by Adolph Caso, Boston: Braden Pub. Co., 1997. 940.544 FRA

Gamble, Bruce, *Black Sheep One: The Life of Gregory "Pappy" Boynton*, Novato: Presidio Press, 2000. 92 BOY

Glines, Carroll V., *Doolittle's Tokyo Raider: America's Daring First Strike Against Japan*, New York: Orion Books, 1964. 940.544 GLI

Holway, John B., *Red Tails, Black Wings: The Men of America's Black Air Force*, Rev. Ed., Las Cruces: Yucca Tree Press, 1997, 940.544 HOL.

Hope, Bob as told to Pete Martin, *The Last Christmas Show*, Garden City: Doubleday & Co., 1974. 940.53 HOP

Kawano, Kenji, *Warriors: Navajo Code Talkers*, Flagstaff: Northland Pub. Co., 1990. 940.541 KAW

Long, Elgen M. and Marie K., *Amelia Earhart: The Mystery Solved*, New York: Simon & Schuster, 1999. 629.13 LON

Loomis, Jeffrey, *Amelia Earhart: The Final Story*, New York: Random House, 1985.
629.13 LOO

Lovell, Mary S., *The Sound of Wings: The Life of Amelia Earhart*, New York: St. Martin's Press, 1989. 92 EAR

McClain, Sally, *Navajo Weapon: The Navajo Code Talkers*, Tucson: Rio Nuevo Pub., 2001. 940.541 McC

Potter, E. B., *Bull Halsey: A Biography*, Annapolis: Naval Institute Press, 1985.
92 HAL

Potter, E. B., *Nimitz*, Annapolis: Naval Institute Press, 1976. 92 NIM

Samson, Jack, *Chennault: A Definitive Biography…*, New York: Doubleday, 1987.
92 CHE

Schaller, Michael, *Douglas MacArthur: The Far Eastern General*, New York: Oxford University Press, 1989. 92 MAC

Wakamatsu, Jack K., *Silent Warriors: A Memoir of America's 442nd Regimental Combat Team*, New York: St. Martin's Press, 1995. 940.541 WAK

Williams, Vera S., *WASPs: Women Airforce Service Pilots of World War II*, Osceola: Motorbooks International, 1994. 940.544 WIL

Lesson 5 Aviation Technology

Angelucci, Enzo, *The Illustrated Encyclopedia of Military Aircraft*, Edison, NJ: Chartwell Books, 2001. 358.4 ANG

Drendel, Lou, *Walk Around TBF/TBM Avenger*, Carrollton, TX: Squadron/Signal Pub., 2001. 629.133 DRE

Freeman, Roger, *B-17 Flying Fortress*, New York: Crown Pub., 1983. 358.42 FRE

Grinsell, Robert, *P-51 Mustang*, New York: Crown Pub. 1980.
358.43 GRI

Knott, Richard C., *Black Cat Raiders of WW II*, Annapolis: The Nautical & Aviation Pub. Co. of America, 1981. 940.544 KNO

Mendenhall, Charles A., *Deadly Duo: The B-25 and B-26 in WW II*, Osceola, WI: Specialty Press, 1981. 940.544 MEN

Shamburger, Page and Christy, Joe, *The Curtiss Hawks*, Kalamazoo: Wolverine Press, 1972. 358.43 SHA

Tillman, Barrett, *The Dauntless Dive Bomber of World War II*, Annapolis: Naval Institute Press, 1976. 940.545 TIL

U.S. Navy Carrier Bombers of World War II, Carrollton, TX: Squadron/Signal Pub., Aerodata International, 1987.
940.544 AER

Lesson 6 Life on the Home Front

Colman, Penny, *Rosie the Riveter*, New York: Crown Pub., 1999.
940.53 COL

Hoffman, Laura A., *Laura's War*, Bloomington: Author House, 2004. 940.548 HOF

Stinnett, Robert B., *Day of Deceit: The Truth About FDR and Pearl Harbor*, New York: The Free Press, 2000. 940.542 STI

The Bluejackets' Manual, U.S. Navy, Annapolis: The U.S. Naval Institute, 1941. 359.1 BLU

Refer to the Magazine File in the Reference section of the library.

Lesson 7 Turning Points of the War

Astor, Gerald, *June 6, 1944: The Voices of D-Day*, New York: St Martin's Press, 1994. 940.542 AST

Bierman, John and Smith, Colin, *The Battle of Alamein*, New York: Viking, 2002.
940.542 BIE

Bishop, Chris, *The Military Atlas of World War II*, London: Amber Books, 2005. REF 940.54 BIS

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