Teacher's Guide

Museum of History & Holocaust Education

Beyond Rosie: Women in World War II

GRADES
9-12

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Museum of History and Holocaust Education

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About this Teacher's Guide

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

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

This curriculum guide for **ninth to twelfth grade** teachers will help educate students about the different roles that women played in World War II, and the impact that women had on the war effort. Although many of the lessons in this guide focus on **U.S. History and World History** standards, the activities are designed to be cross-curricular and can also be used for English Language Arts and Advanced Placement classes.

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

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

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

Credits: *The descriptions, activities, and graphics in this guide were developed by Dr. Richard Harker, Dr. Jennifer Dickey, Zoila Torres, and Caitlin O'Grady of Kennesaw State University's Museum of History and Holocaust Education. Thank you to the following Kennesaw State University Public History students who contributed to this guide: Joseph Grabol, Heather Morris, Clara Reed, Nick Rice, Scott Collins, Jennifer Howell, Dara Vekasy, Susan Wright, Cheyenne Dahlmann, Kellie Dobbins, Marc Hammonds, Francesca Pisano, Carson Braswell, Alaina Ebert Brown, Jonathan Maxfield, and Nancy York.*

Overview:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HIGH SCHOOL U.S. HISTORY

These lessons meet the criteria for the following U.S. History Georgia Standards of Excellence:

SOCIAL STUDIES

SSUSH19: Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.

c. Investigate the domestic impact of the war including **war mobilization**, as indicated by **rationing**, wartime conversion, and the role of **women** and African Americans or Blacks.

HIGH SCHOOL WORLD HISTORY

These lessons meet the criteria for the following World History Georgia Standards of Excellence:

SOCIAL STUDIES

SSWH19: Demonstrate an understanding of the global political, economic, and social impact of World War II.

a. Identify **Nazi ideology** and policies that led to the **Holocaust** and its consequences.

NINTH & TENTH GRADE

These lessons meet the criteria for the following 9th and 10th Grade Georgia Standards of Excellence:

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS

L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CRAFT AND STRUCTURE

L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

INTEGRATION OF KNOWLEDGE AND IDEAS
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES
L9-10WHST1: Write arguments focused on discipline-specific content. L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
PRODUCTION AND DISTRIBUTION OF WRITING
L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE
L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.
ELEVENTH & TWELFTH GRADE
These lessons meet the criteria for the following 11th and 12th Grade Georgia Standards of Excellence:
READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS
L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CRAFT AND STRUCTURE
L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
INTEGRATION OF KNOWLEDGE AND IDEAS
L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES
L11-12WHST1: Write arguments focused on discipline-specific content. L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
PRODUCTION AND DISTRIBUTION OF WRITING
L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE
L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

One Women and Propaganda

Time Required 1 – 2 Class Periods

Overview:

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

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

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

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

Learning Objectives:

- Analyze and describe how propaganda posters influence women to participate in the United States war effort.
- Explain how propaganda may have influenced women's social environments and values
- Compare and contrast the use of different propaganda mediums in the United States to propaganda in other countries involved in World War II

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

Introduction:

1. Ask the students if they know what propaganda is. As a class develop a definition of propaganda to be used throughout this lesson. Possible suggestion: "Propaganda is biased or misleading information that is designed to persuade the general public to think in a certain way."
2. Discuss with the students the different reasons that propaganda was needed during World War II, and emphasize that all countries utilized propaganda during the war.
3. Discuss ways that propaganda is still used today. Emphasize that although propaganda was particularly noticeable during World War II it is still used today across the globe.

Part 1: American Propaganda Poster Analysis

1. Distribute a copy of one of the five attached propaganda posters to each member of the class (Source Sheets 1 – 5.) Ask each student to answer the following questions about their propaganda poster:
   - What does the poster depict?
   - How do you think this image would have made an American woman feel during the war ?
   - What action do you think this poster was designed to elicit from its viewer?
   - What parts of the poster do you think are particularly successful? (e.g. the slogan, the color scheme, the images, the message)
   - What parts of the poster do you think are not successful?
   - Why do you think the U.S. government designed this poster?
   - What does this poster tell us about the ways that the U.S. government viewed women during World War II?
2. After the students have each analyzed their own poster, ask the students who worked on the same posters to discuss as a group their answers to these questions and come up with one answer per group for each question.
3. Ask each team of students to discuss their poster and lead a discussion about it with the rest of the class.

Part 2: Propaganda in Everyday Life

1. Explain that the students will create their own propaganda poster to persuade their classmates and the rest of the school to pledge to positively impact the world.
2. Divide the class in to groups of 3 or 4 students and after distributing crayons/markers and paper to the students ask each group to choose one of the following promises on which to make their poster.
   - I Will...Help Save The Environment
   - I Will...Be A Global Citizen
   - I Will...Help Those Less Fortunate Than Myself
   - I Will...Make a Difference In The World
   - I Will...Stand Up For Those Without A Voice
   - I Will...Speak Out Against Injustices In My Communit

3. Ask each group to brainstorm ideas for their poster. What will their slogan be, what images will they use, what colors will make their poster more appealing, what emotions will they try to evoke in the audience? Then allow each group time to make their poster.
4. Once finished, have each group present their poster to the class, explaining why they chose the images and slogans that they did.
5. Display the students' posters either in the classroom, media center or around the school.

Part 3: American Film Propaganda Analysis

1. As a class watch some propaganda clips. Ask the students to watch for similarities and differences between these film clips and the posters from Part 1. These may include the messages, emotions evoked, and visual techniques.

   https://archive.org/details/OutOfTheFryingPanIntoTheFiringLine

   https://archive.org/details/gov.archives.arc.38686

   https://archive.org/details/WereInTheArmyNow

2. Ask the students to write a compare and contrast essay for these two film clips. Once they have finished this, discuss their findings and analysis as a class.
3. Having established the central themes, emotional targets, and visual techniques of these clips, discuss as a class the similarities and differences that film propaganda and posters had during World War II. Ensure that the students understand how the two different mediums allow the creator to achieve different effects.

Part 4: American and International Propaganda

1. Distribute one of the three international posters attached (Source Sheets 6 – 8.) Ask the students to conduct the same analysis on their international propaganda poster as they did on the American posters earlier in the lesson.
   - What does the poster show?
   - How do you think this image would have made a woman feel in the country that this poster was created?
   - What action do you think this poster was designed to elicit from its viewer?
   - What parts of the poster do you think are particularly successful? (e.g. the slogan, the color scheme, the images, the message)
   - What parts of the poster do you think are not successful?
   - Why do you think the government that designed this poster created it?
   - What does this poster tell us about how the government of this poster viewed women during World War II?
2. Divide the class up in to groups of students with the same poster and ask the students to discuss and consolidate their answers as a group.
3. Ask each team of students to present their analysis to the class and lead a discussion with the class of their particular poster and what it tells us about other countries views of women during World War II.
4. As a class discuss the similarities and differences between these international posters and the American propaganda that was analyzed earlier in the lesson. What do these similarities and differences tell us about the different ways that women were viewed around the world by their governments?

Source Sheet 1

Source: Library of Congress

Source Sheet 2

Source: Library of Congress

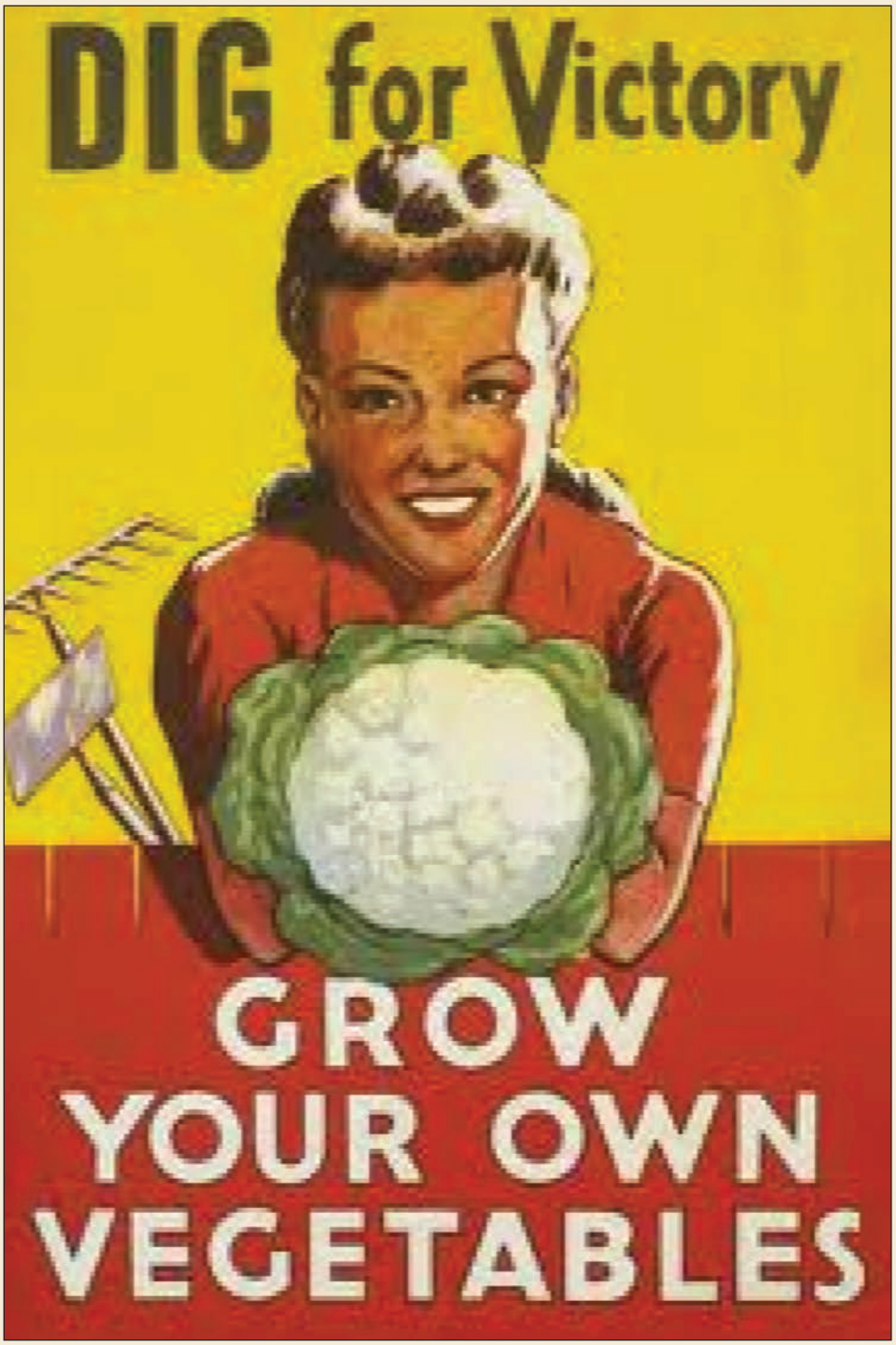
Source Sheet 3

Source: Library of Congress

Source Sheet 4

Source: Library of Congress

Source Sheet 5



Source: Library of Congress

Source Sheet 6

Source: Library of Congress

Source Sheet 7

Translation: "Get Rid of Clothes and Shoes" Collection 23 May - 12 June 1943
Country of Origin: Germany
Source: Library of Congress

Source Sheet 8

Translation: "Don't Talk"
Country of Origin: U.S.S.R
Source: Library of Congress

Two Military Auxiliary Services

Time Required 1 – 2 Class Periods

Overview:

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

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

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

Learning Objectives:

- Analyze the role that women in played in the United States Armed forces during World War II.
- Compare and contrast the different ways that women were involved in armed forces in different countries during the War.
- Use primary sources to learn about women's experiences of the military auxiliary services.

Materials needed:
Pens/pencils, paper, computer with Internet access, projector

Introduction:

1. Introduce the military auxiliary services of the United States to the students, brainstorm reasons why the United States military allowed women to only serve in auxiliary roles rather than as equals to men. Discuss reasons why women would join these services, and the impact that this would have had on these women.

Part 1: Primary Source Analysis of Women in Military Auxiliary Services

1. Distribute one of the three attached photographs (Source Sheet 9, 10, and 11) to each member of the class and ask them to analyze the photograph by discussing the following questions:
   - What details are shown about this woman's involvement in a military auxiliary service?
   - What details about this woman's activities are not shown here? Why do you think that is?
   - Does this photograph tell us anything about the relationship between men and women who served during the war?
2. Discuss the student answers to these questions as a class, asking students to present their answers and lead a discussion with the class about the photograph that they analyzed.
3. Compare and contrast the images as a class. What different aspects of women's involvement in the military auxiliary services are shown in these photographs? How do these photographs depict the complexity of women's involvement in these services?

Part 2: International comparisons and contrasts

1. Instruct the students to conduct research about the roles that British women played in relation to the military during World War II. A good starting resource is: http://www.bbc.co.uk/history/british/britain_wwtwo/women_at_war_01.shtml.
2. Have the students write two pages of analysis that compare and contrast the experience of British and American women in relationship to the military during the war.
3. The students should focus their analysis on men's attitudes towards women serving in the military, women's experiences, the work that they were and were not allowed to do, and the impact that these experiences had on the women involved.

Part 3: First-hand accounts of the military auxiliary services

1. Instruct the students to read part one of Noreen Jackson's oral history about life in Britain as World War II broke out, and the role that she played in Bomber Command: **http://www.bbc.co.uk/history/ww2peopleswar/stories/16/a5657916.shtml**
2. Ask the students to answer the following questions about Mrs. Jackson's experience during the war:
   - What was Noreen Jackson's experience of the Bomber Command and Coastal Command during the war?
   - What emotions does Jackson associate with her work during the war? Why do you think this is?
   - What are the main events and experiences that Jackson speaks about? Why do think you she focuses on some aspects and not others?
   - What was the most surprising piece of information you learned from reading this oral history and why?
   - Are there any pieces of information that you would want to ask a follow-up question about? What would your follow-up question be?

Source Sheet 9

Source: Library of Congress

Source Sheet 10

Source: Library of Congress

Source Sheet 11

Source: Library of Congress

Three 'Into the Factories'

Time Required 1 – 2 Class Periods

Overview:

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

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

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

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

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

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

Learning Objectives:

- Critically evaluate the different reasons for women entering the workforce.
- Understand the impact of World War II on women's changing employment.
- Analyze the impact that entering the workforce had on women during this period.
- Critically evaluate the experience of minority women in World War II.

Materials Needed:

Pens/pencils, paper, computer with internet access, projector

Introduction:

1. Discuss with the students the different types of work that women did during the war. Emphasize that the jobs varied both geographically and in required skill levels.
2. As a class, analyze the famous 1942 J. Howard Miller image of Rosie the Riveter attached (Source 13) and discuss what this primary source tells us about women's role in the workforce during World War II.
3. Split the students into small groups and ask them to discuss why they think this image of Rosie has come to symbolize all women workers during the war, despite the diversity of experience of women.
4. Have each group present and explain their answers to the class, and as a class discuss the enduring legacy of Rosie the Riveter as a symbol of women's involvement in the workplace.

Part 1: Reasons for entering the workplace

1. As a class, watch the segment 'Rosie the Riveter' from the film "During the War Women Went to Work."

   http://www.wwiihistoryclass.com/video/women/02_rosie.html

2. Discuss this film segment as a group and discuss the different motivations that women had for entering the workforce during the war (patriotism, economic necessity, high standard of living, a more challenging environment).
3. Ask the students to write a persuasive piece outlining the different reasons that women entered the war, and to argue for the reason that they think is most important. Additional research can be conducted at:

   https://www.nps.gov/rori/learn/historyculture/index.htm

   https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/women-wwii

Part 2: Analyzing a personal narrative

1. As a class view Jane Tucker speaking about her experience in World War II, located on the Museum of History & Holocaust Education's website: www.kennesaw.edu/history-museum/traveling_women_war.shtml (11:21 minutes).
2. After viewing this video, ask the students to answer the following questions:
   - Why did Tucker join the workforce in June 1943?
   - What work did Tucker do in Savannah, GA?
   - What differences did Tucker note between her previous work and her work in the Savannah Shipyards?

- What were the conditions like for Tucker while she was working?
- How did working in the Savannah shipyards impact Tucker after the war?
- How does Tucker describe male attitudes towards women in the workforce?

3. As a class, view Jane Tucker speaking about her experience in World War II.

http://historymuseum.kennesaw.edu/educators/legacy_workers.php

Part 3: Oral History Analysis

1. Distribute one of the five following Oral History transcripts to each student:

RUTH ASBELL IVEY **https://soar.kennesaw.edu/handle/11360/2000**
Oral history of the Bell Bomber Plant (Marietta, GA)-secretary.

ERNESTINE J. SLADE **https://soar.kennesaw.edu/handle/11360/245**
African American Oral History of the Bell Bomber Plant (Marietta, GA)-finishing department employee.

EARLINE GAITHER **https://soar.kennesaw.edu/handle/11360/2204**
Oral history of the Willow Run Airplane Factory (MI)-assembly line. \

KATHERINE O'GRADY "What did you do in the war, Grandma?"
http://cds.library.brown.edu/projects/WWII_Women/Grandma.html
Worked in a wool mill.

MILDREN CHATALIAN "An Adventure Despite Hard Times"
http://cds.library.brown.edu/projects/WWII_Women/Adventure.html
Worked in metal and wire factories.

2. Ask each student to answer the following questions about their individual woman:
   - What is the name of the woman interviewed?
   - What part of the United States did she live and work during WWII?
   - What was life like for the woman like before the war?
   - What type of job did the woman do in the factory?
   - Did they enjoy their work?
   - How did the work change how she viewed herself and how might others have viewed her?
   - How did this change in occupation/lifestyle affect her home life and change her life in general?
   - Did anything change for the interviewee after the war?
   - How did women going to work during WWII change things for women today?
   - What similarities and/or differences exist between this individual's experience of

working in World War II and Jane Tucker's experience?

3. Discuss the students' answers as a class and ask the students that worked on the same individuals to present their individual's story to the class as a team.

Part 4: Analyzing African-American women's experiences through poetry

1. Distribute copies of the two poems attached (Source Sheets 14 and 15) to each student.
2. Ask each student to read the two poems by themselves or have a student read them to the class.
3. In mixed-ability groups have the students answer the following questions about both poems using specific language and phrases from the poems:
   - What is the setting of the poem?
   - What are the emotions expressed in the poem?
   - How does the poet feel about her coworker(s)?
   - What is the main theme of the poem that the author wants the reader to consider?
   - How effective do you think these two poems and other writings like them were during World War II?
   - Which poem do you like better and why?

Source Sheet 13

J. Howard Miller's 1942 'Rosie the Riveter'

Source: Library of Congress

Source Sheet 14

CIVIL SERVICE

My desk sits facing yours across the floor,
Yet your fair head is stiffly held aloof
From my own darker one, though 'neath our roof
With one accord we do a job. For war
Has linked us as no pleading could before.
Yet, seemingly, you wait for further proof
That we are spun the same…the warp and woof
Of new, strong fabric, draped at Freedom's door…
For you are still reluctant to obey
The impulse that would bring you to my side;
You send your memos on a metal tray,
And coldly killed each overture I've tried.
Why hope to rid charred continents of gloom
'Till we have learned to smile across a room?

—Constance C. Nichols, The Crisis, April 1945.

Source Sheet 14

ONLY IN AMERICA

ONLY, IN AMERICA— Can a child
Sit and Dream:
Golden Dreams.
Fantastic
Dreams,
Dreams
that are aggrandized;
And then awake one morning,
To find them
Realized!
ONLY, IN AMERICA—
Can a person
start from scratch;
Scummy Scratch,
Scrawny Scratch,
Barrenly imbued—
And shed Scratch like a motley'd shell;
Rebirthed…Rebreathed…Renewed!
Can a mother
tell her Son
Someday,
You'll be the President!
Leader of the Mass!
And before Age tints with silver tones,
This thing
has come to pass.
ONLY, IN AMERICA—
Can a Man
boldly say;
He doesn't like the government
Or the men who run the state:
Here the laws are FOR THE PEOPLE:
This does not alternate.
ONLY, IN AMERICA—
Is a whole Nation Free;
Free to vote,
To enterprise,
With impartiality;
And Opportunity lends to ALL
A Free and Equal hand…
Did I say ALL?
Well, that is ALL except the Negro Man.

—*Rhoza A. Walker,* The Crisis, *February 1945.*

Four A New Voice

Time Required 1 – 2 Class Periods

Overview:

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

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

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

Learning Objectives:

- Identify gender bias that existed during the 1940s and how this affected women in the workplace.
- Critically evaluate the role of labor unions in helping women.
- Understand the impact of World War II on the development of a 'new voice' for women.
- Describe how the Lanham Act supported working mothers with children.

Materials needed:

Pens/pencils, paper, computer with Internet access, projector

Introduction:

1. Discuss the significance of women entering traditionally male-dominated work places during the war, ensuring that students understand the landmark importance of this development. Emphasize that previously women had had little or no voice within labor unions and no rights as workers; however, World War II began to change this reality.

Part 1: Analyzing Newspaper Articles

1. Distribute the following article to each student:

   What Atlanta Thinks: The Atlanta Constitution, February 15 1942
   http://search.proquest.com.proxy.kennesaw.edu/hnpatlantaconstitution/docview/504644310/134AB03C2FE11987C97/5?accountid=11824.

2. Have students read the article independently and then answer the following questions:
   - What was the name and date of the article?
   - In which newspaper was the article published?
   - What was the purpose of the article?
   - What types of work or social issues were featured in the article?
   - Did the article show gender bias? In what ways?

3. Direct students to simulate a follow-up interview for a newspaper article during WWII. Using their article as a guide, students will choose to "interview" one of the following:
   - A woman entering a new workplace.
   - A woman seeking equal pay of men in her workplace doing similar work.
   - A manager in the workplace.
   - A male bystander who may or may not support women in the workforce or equal pay.

4. Ask students to identify who they are interviewing and to write down five questions that they would ask their interviewee. The students should then create answers that the person being interviewed might give to the questions.

5. Have the class discuss answers about the *Atlanta Constitution* article and then share and discuss their simulated interview question and answers they created.

Part 2: Labor Unions

1. Distribute copies of "Excerpt: Several Madnesses Are Born: Working-Class Women during the 1930s and World War II" (Source Sheet 16) to each student and have each student read the passage individually.

2. Discuss as a class the following questions (answers in parenthesis and are quoted from "Several Madnesses Are Born: Working-Class Women during the 1930s and World War II"):
   - What did people feel the union gave them before WWII?

     Security and respectability
   - What issues did the AFL, CIO, and independent unions emphasize?

     Equal pay, protective legislation, and social programs which addressed the needs of women workers
   - What issues were women were concerned about that men did not think about?

     Although equal pay, social services, day care, and protective legislation should have concerned men, only when number of women in unions increased did these issues

receive priority consideration.

- How did the development of government welfare programs effect working-class women?

  "Memories of the depression era crisis which had required the development of government welfare programs led organized labor to support the continued growth of the welfare state. This platform would have some negative consequences for working-class women. Intervention into working-class life resulted from this faith in government and professionals to design programs that enhanced working-class life. "

- List the ways women and the union fought for equal rights for the working women?

  "Strikes, voting, forming national coalitions and auxiliaries"

- How did Eleanor Roosevelt help the working women?

  "Union women also proved themselves capable of forming a national coalition to support their causes. Unions, auxiliaries, Eleanor Roosevelt, and working-class leaders joined forces to campaign against the passage of the Equal Right Amendment (ERA). Mary Anderson, the Directors of the Women's Bureau in Washington, D.C., provided the leadership in this crusade. By opposing the ERA, Anderson and her followers followed the recommendations of a 1942 AFL report which stated the ERA would "deny homemakers and industrial women the benefit of the laws which seek to assure the child the support of his father" and would threaten existing protective legislation for women. The CIO agreed, and in 1933, its president, Philip Murray, described the ERA as dangerous. He stated the amendment would be used as "a wedge against all social laws protecting workers."

- What did the auxiliaries do for women workers?

  "During the war, auxiliaries developed educational programs to train their members for joining labor unions. Auxiliary women tended to have premarital employment experience and became some of the first to obtain wartime jobs. Auxiliaries' also educated members about political candidates favorable to labor, worked in consumer education programs, joined war-related volunteer projects, and became involved in women's rights issues. They also assisted in the campaign to get women to join the military."

- What did wartime activities of women reveal about women workers?

  "The wartime activities of women in organized labor revealed a great deal about working-class female leadership and collective capabilities. Within the four years of the war, they had become successful as competitors also. Although they had received little encouragement or preparation for their new roles, working-class women accepted the challenge. By the end of World War II, organized labor had rewarded members with opportunities in leadership and with favorable contract agreements. One question remained. "

Part 3: The Lanham Act and Child Care Centers

1. Show the video "Children Create Art in World War II Kaiser Shipyard Childcare Centers" www.kaiserpermanentehistory.org/tag/child-care-on-the-home-front/ (3:04 minutes).
2. Divide the students in to teams of three or four and ask them to brainstorm reasons for the importance of child care during World War II.
3. Have students conduct research on child care at the Kaiser shipyards, and elsewhere around the country using the above website and media center resources, and ask the students to plan and write a piece that argues both the pros and cons of government provided child care during the war.

Source Sheet 16

EXCERPT: SEVERAL MADNESSES ARE BORN: WORKING-CLASS WOMEN DURING THE 1930S AND WORLD WAR II

For working-class women prior to World War II, marriage to a union man represented a positive step in status. Daughters of a union member, both Jewel Bretel and her sister Charlene Goodman believed their husbands' union cards provided them with a degree of security and respectability. Wallace Goodman, Charlene's husband, even claimed that his father-in-law insisted that he join the Carpenters' Union when he married her.

This status and security became more available to women directly during World War II. As a result of the increase in woman members, the AFL, the CIO, and independent unions emphasized issues such as equal pay, protective legislation, and social programs which addressed the needs of women workers.

Favoring those issues which interested women members did not represent a major shift in official union policy. Since the 1910s, the AFL had endorsed such women's rights issues as suffrage and equal pay. The CIO had emphasized organizing women and had successfully organized them throughout the United States including every state in the anti-union South and also supported women's issues. Although equal pay, social services, day care, and protective legislation should have concerned men, only when number of women in unions increased did these issues receive priority consideration.

Memories of the depression era crisis which had required the development of government welfare programs led organized labor to support the continued growth of the welfare state. This platform would have some negative consequences for working-class women. Intervention into working-class life resulted from this faith in government and professionals to design programs that enhanced working-class life.

As organized labor referred day-care and other women's issues to the War Manpower Commission, finding solutions seemed to be a remote prospect, especially for mothers who were employed. The policy of that government office included the theory that "the first responsibility of women with young children, in war as in peace, is to give suitable care in their homes to their children." Occasionally, social issues did emerge as part of contract negotiations. The United Electrical Workers (UEW), with 683,000 female members constituting 40 percent of the membership, addressed day-care problems. In other cases, such as the Kaiser Company's day-care centers, labor and management cooperated to solve problems.

In general, however, female union members had more success in areas that affected men also. In the push to obtain living wages so that they would not need social services, both women and men could claim many wartime successes. In one of the best examples, the increased acceptance of the theory of equal pay, men and women cooperated to decrease the chances of employers exploiting women who might be tempted to work for lower wages.

In 1942, the AFL vowed to support equal pay and seniority rights for women as "a matter of justice." The CIO also fought for equal pay and supported a strike at Kelsey-Hayes Wheel Company in Detroit over the issue. During the war, the UEW signed 142 similar contracts, and the United Auto Workers (UAW) signed fifty additional equal pay contracts. In 1943, the Transport Unions stated they would "tolerate no difference in men's and women's wages." General Order 16 of 1942 by the National War Labor Board (NWLB) encouraged this trend by allowing employers to adjust pay to equalize male and female rates without approval of the board. By 1943, five hundred companies had equalized pay rates, and as a result, women's wages rose more than men's during World War II.

This trend represented a major victory for women. Prior to the war, equal pay contracts had been rare. For many female workers, even joining a union seemed impossible. Some internationals continued to refuse membership to women and minorities while other unions, especially AFL locals in the South, allowed placing women into auxiliaries without the right to vote on union issues although they paid dues. By the end of the war, all AFL and CIO unions accepted women as members.

In Texas, several locals were among those who changed policies about allowing female members. The United Paper workers International in Lufkin had no female members until 1943. That year, male members voted to give women equal union and seniority rights, and by 1944, the local elected three women officers and a female Central Labor Council Delegate. A similar situation occurred in the UEW at the Houston Light and Power Company. Union members voted to accept thirty-three women members as equals in June, 1943, and ended that local's sexist membership policy.

This latter example also illustrated how women in traditional female occupations benefited from greater union access. Although most of the union women were switchboard operators, their wages rose proportionately to male jobs in each contract. In some instances, their wages surpassed male-dominated jobs such as appliance repairmen.

Other union women in traditional occupations also took advantage of wartime regulations and labor actions. Textile workers, in particular, demanded and received increases in wages. The International Ladies Garment Workers Union's (ILGWU) Southwestern District which included Texas reported twenty-three new locals and 3,000 new members between 1940 and 1944. The union claimed 98 percent success in obtaining wage increases ratified by the NWLB. Due to labor shortages, textile industries had to raise wages to attract employees tempted by defense industry jobs. Once higher wages and better working conditions had been guaranteed by contract agreements, workers hoped post-war losses would be minimized.

In other unions, women experienced similar successes, and occasionally they had exceptional ones. Grievance procedures assisted female workers in addressing discrimination and sexual harassment. Union actions also gave women hope for better futures as illustrated by an announcement by a Dallas Waitresses and Cooks Union which

stated, "We are very glad indeed to announce to members of Labor unions that Nellie's Cafe is now under new management and has signed an agreement with the Waitresses and Cooks Union Locals." Laundry workers in Baytown, Texas, telephone operators in Fort Worth, and mill workers in Houston made similar announcements followed by contracts which provided for better wages, vacations, holidays, and working conditions. Although unusual, some contracts included such benefits as protection of jobs during maternity leave for up to one year.

Regardless of the criticism, women managed to win in a wide range of office elections. On the national level, women directed union committees such as the CIO War Relief Committee's Latane Lambert. She explained that many women could not explore leadership possibilities because they worked eight hours, kept house, and took care of children. They had little time for leadership.

Many women, though, did find time to lead. Most of them represented women who began union activities in the years before World War II. They had taken the normal, although slow, route through the labor bureaucracy. Mrs. Hershel Davis became president of the UAW, Pauline Newman directed the educational programs for the ILGWU, and Jennie Matyas served as the AFL representative to the Advisory Commission of the War Manpower Commission.

On the state and local level women also increased their influence. In Texas, both Emily Jordan and Ethel Still served as vice-presidents of the State Federation of the AFL. In 1946, the Texas State CIO nominated a woman as president. Alda Mae Cornaud declined stating, "I feel like that is a man's job" and accepted a vice-president's post. Other women served as local presidents and delegates to district, state, and international conventions.

Union women also proved themselves capable of forming a national coalition to support their causes. Unions, auxiliaries, Eleanor Roosevelt, and working-class leaders joined forces to campaign against the passage of the Equal Right Amendment (ERA). Mary Anderson, the Directors of the Women's Bureau in Washington, D.C., provided the leadership in this crusade. By opposing the ERA, Anderson and her followers followed the recommendations of a 1942 AFL report which stated the ERA would "deny homemakers and industrial women the benefit of the laws which seek to assure the child the support of his father" and would threaten existing protective legislation for women. The CIO agreed, and in 1933, its president, Philip Murray, described the ERA as dangerous. He stated the amendment would be used as "a wedge against all social laws protecting workers." (26)

Anderson saw few rewards for working-class women in the ERA. She believed the feminist call for "equal opportunity" would be unsuitable for working-class women. She had come from the garment and shoe industries and related best to working-class women and their issues. She proposed an alternative to the ERA which she felt represented their views. The Anti-ERA Charter recognized inequality. The Charter de-

manded full political, civil, and educational rights but preserved the "safeguards against physically harmful conditions of employment and economic exploitation" It also called for the right of "united action" in order to solve the problems women faced. Anderson believed organized labor could and should be responsible for offering solutions.

Another organization within labor structure had become very familiar with this problem of sexism and utilized the wartime environment to fight policies which discriminated against them. The women's auxiliaries t represented the only labor organization totally dominated by women and revealed how willing working-class women were to participate in national and world affairs.

World War II marked the beginning of a dynamic period in the history of auxiliaries whose members included the wives, daughters, sisters, and mothers of union members. Although some charters had difficulty in maintaining membership and participation as women went to work, those who continued their involvement worked in behalf of all working-class women. Prior to the war, auxiliary women had not been very active in politics. In some instances this resulted from union restrictions on discussions of political and religious matters. Auxiliaries tended to devote most of their time and energy to the union label campaign, benevolent causes, and planning social events.

The war environment and the changing role of women led to an alteration in auxiliary priorities. In Texas, for example, the Texas State AFL gave full voting privileges to auxiliary members in all union activities by 1941. The CIO allowed auxiliary members voting rights on the committee level that same year. Although the national AFL and CIO organizations refused to allow auxiliary members full membership, this state action seemed to encourage women to expand their role in union activities.

During the war, auxiliaries developed educational programs to train their members for joining labor unions. Auxiliary women tended to have premarital employment experience and became some of the first to obtain wartime jobs. Auxiliaries' also educated members about political candidates favorable to labor, worked in consumer education programs, joined war-related volunteer projects, and became involved in women's rights issues. They also assisted in the campaign to get women to join the military.

The wartime activities of women in organized labor revealed a great deal about working-class female leadership and collective capabilities. Within the four years of the war, they had become successful as competitors also. Although they had received little encouragement or preparation for their new roles, working-class women accepted the challenge. By the end of World War II, organized labor had rewarded members with opportunities in leadership and with favorable contract agreements. One question remained.

Source: Wanda Downing Jones, (Unpublished Thesis, 1988), Chapter IV.
http://pw1.netcom.com/~wandaron/thesis.html

Five "Until Everyone Comes Home"

Time Required 1 – 2 Class Periods

Overview:

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

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

President Franklin Delano Roosevelt created the USO in 1941 to provide the emotional support the troops needed to get through the war and to keep them connected to their families. During World War II, the USO operated over 3,000 clubs in the United States where women worked as volunteers and hostesses, dancing partners, and ping-pong or card players for soldiers at home. Marlene Dietrich, a German-born actress, abandoned her successful movie career in 1943 to entertain American troops across Europe to boost morale. She and other entertainers travelled close to the front lines to put on shows.

Learning Objectives:

- Explore and understand the role of the USO during World War II.
- Critically evaluate the role of the Red Cross and USO.

Materials needed:
Pens/pencils, paper, computer with Internet access, projector

Introduction:

1. Discuss the importance of organizations such as the Red Cross and the USO as a class and brainstorm reasons why organizations like this were important to the United States war effort. Discuss as a class possible reasons that women decided to volunteer for these organizations.

Part 1: The Importance of the Red Cross

1. Explain that organizations like the Red Cross not only aided in the war, they also helped give women more of a sense of purpose and empowerment during the war years. Discuss possible reasons why joining the Red Cross was well received by many women during World War II.
2. Distribute the attached Red Cross poster (Source Sheet 17) to each student. Analyze the poster as a class, what imagery it uses, which emotions it invokes, who is its target. Ask the class if they think this poster would be successful today.

Part 2: The USO & the Red Cross

1. Ask the students to conduct research on either the Red Cross or the USO using:

   http://www.redcross.org/about-us/who-we-are/history

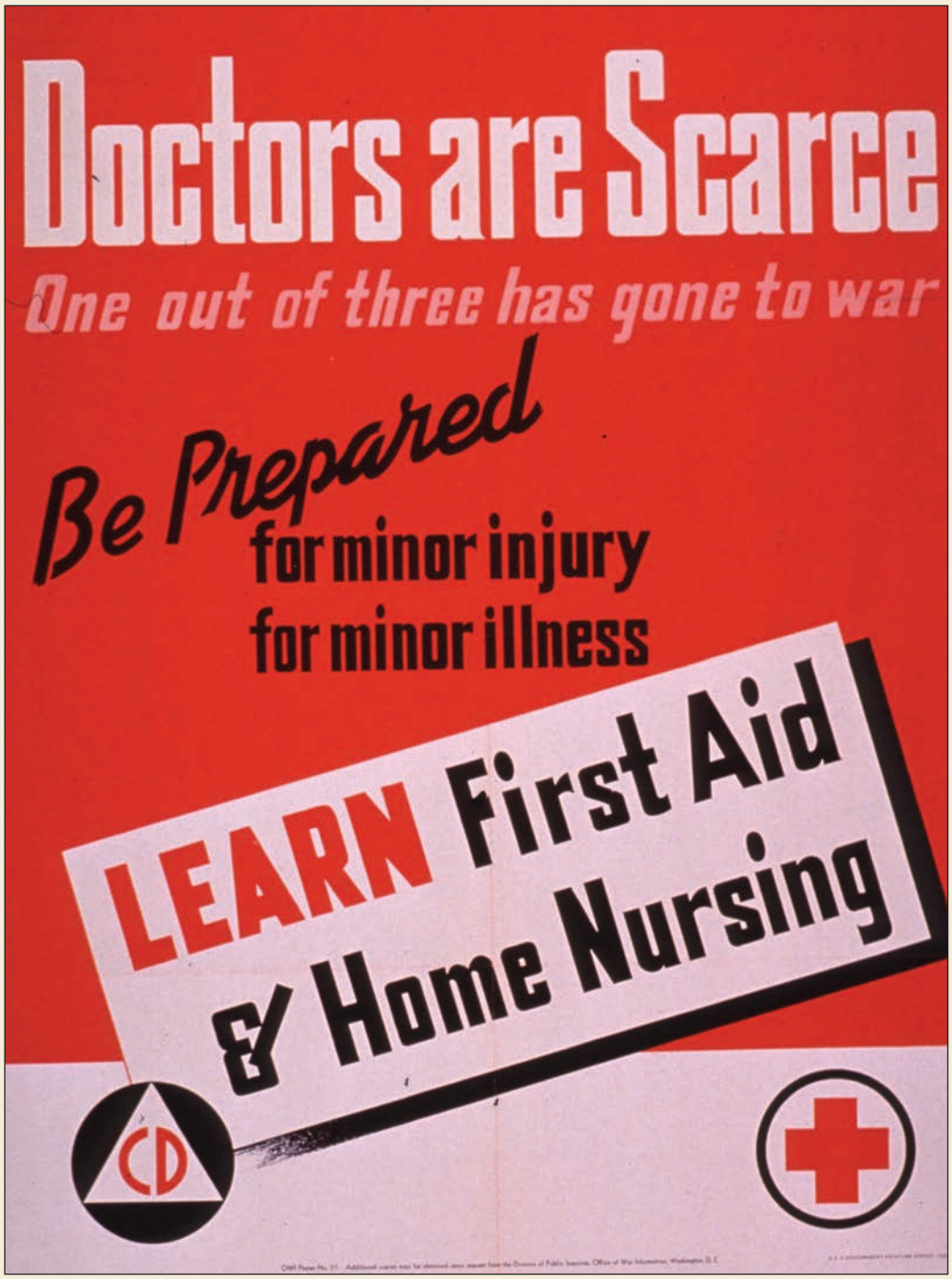
   https://www.uso.org/about

2. Have the students write a research paper explaining the reasons for either organizations' founding, who founded them, when and where they were founded, and include ten interesting facts about the organization during World War II.
3. Have students present their ten interesting facts to the class to begin a discussion about these organizations and their roles in supporting the United States military during the war.

Part 3: Recruitment Posters

1. Using the information that the students researched about the USO or the Red Cross, ask the students to plan and design a recruitment poster for the organization of their research.
2. Ask the students to pay particular attention to the emotional impact of the poster, the message that they want to convey to the audience and the images that they use to achieve these.
3. After the students have completed their posters and presented them to the class, display them around the classroom and/or school.

Source Sheet 17



Source: Library of Congress

Six Make Do and Mend!

Time Required 1 – 2 Class Periods

Overview:

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

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

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

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

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

Learning Objectives:

- Understand the causes and impact of rationing on the United States, with a particular emphasis on how this impacted women's lives.
- Analyze the importance of Victory Gardens in the provision of supplies for families during World War II.

Materials Needed:

Pens/pencils, paper, computer with Internet access, projector

Introduction:

1. Discuss the concept of rationing with students and ensure that they understand what it is (*Definition: a fixed amount of a commodity allowed to each person during a time of shortage, such as wartime*) and why it was needed during World War II.
2. Brainstorm as a class possible reasons for rationing being introduced in the War and also what products may or may not have been rationed and why.

Part 1: Understanding Rationing

1. Provide a copy of the attached rationing article from the *Des Moines Tribune* to each student (Source Sheet 18.)
2. Ask students to make a note of items that required greater than average amounts of ration points.
3. Have students discuss the possible reasons for these differences. Be sure that the students address the differences in location (especially with regard to tropical fruit), seasonal items, and processed foods.

Part 2: Victory Gardens

1. View the following film as a class: **http://archive.org/details/victory_garden** (Length 20:26 minutes). If time is limited, the first three-and-a-half minutes are a good summary.
2. Ask the students to discuss as a class or to write down their responses to the following questions: Why was it important for families to grow food in addition to what they could purchase with ration points? What were families able to provide for themselves? What significance does the word 'victory' play in the phrase 'Victory Garden'? What effect do you think that rationing and Victory Gardens has on the American population?
3. Discuss the students' answers as a class.

Part 3: Analyzing Rationing Propaganda

1. Explain that a lot of government-produced propaganda was used to persuade the public to embrace rationing and that much of this propaganda was aimed at women.
2. Distribute one of the attached posters (Source Sheet 19 - 21) to each student and ask them to analyze the posters by answering the following questions:
   - To what emotions does this poster appeal?
   - Do you think that this poster specifically targets men or women? If yes, why?
   - How does this poster make you feel?
3. Discuss the analysis of these posters as a class.

Source Sheet 18

HANDY POINT CHART FOR PROCESSED FOODS

Point Values of Popular Items, Effective October 31, 1943

USE GREEN STAMPS A B C

‡See footnote

CANNED AND BOTTLED — WEIGHT → / CONTAINER SIZE →	Over 10 oz. Incl. 14 oz. No. 1 Picnic No. 211 Cyl.	Over 14 oz. Incl. 1 lb. 2 oz. No. 303 *No. 1 Tall One Pint	Over 1 lb. 2 oz. Incl. 1 lb. 6 oz. No. 2	Over 1 lb. 6 oz. Incl. 2 lb. No. 2½ One Quart	Over 2 lb. 12 oz. Incl. 3 lb. 46 oz. (No. 3 Cyl.)
FRUITS (exclude Pickled, Spiced or Brandied):					
Apples (include Crabapples), Berries (all kinds)	9	12	15	18	28
Applesauce	8	12	14	21	28
Apricots	18	24	30	36	55
Cherries, Red Sour; Fruit Cocktail, Fruits for salad, or Mixed Fruit	15	20	25	30	46
Cherries, all other (exclude Maraschino type); or Peaches	14	18	23	27	41
Cranberries or Sauce, (whole, strained, or jellied); Plums or Prunes	8	10	13	15	23
Pears	12	16	20	24	37
Pineapple	18	24	30	36	55
JUICES:					
Citrus Juices, (exclude Grapefruit), Apricot, Peach or Pear Juice or Nectar, or Prune Juice; Vegetable Juice combinations containing 70 percent or more Tomato Juice	2	*2	3	3	4
Grapefruit Juice	1	*1	1	2	3
Grape Juice	3	4	5	6	9
Pineapple Juice	9	12	15	18	28
Tomato Juice	2	*3	4	5	6
VEGETABLES:					
Asparagus; Beans, all dry varieties (include Baked Beans, Kidney Beans, Lentils, Soaked Dry Peas, etc.); Tomatoes	11	14	18	21	32
Beans, Fresh Shelled (include Black-eyed Peas, etc.)	6	8	10	12	18
Beans, Green or Wax; Carrots	5	6	8	9	14
Beans, Fresh Lima	14	18	20	27	41
Beans, Fresh Soy; Beets	3	4	5	6	9
Corn (except vacuum-packed Whole Kernel, exclude Corn on the cob); Pumpkin or Squash	8	10	13	15	23
Corn, vacuum-packed Whole Kernel	10	13	18	21	32
Greens, Leafy (include only Beet, Collard, Dandelion, Kale, Mustard, Poke, Turnip)	5	6	8		14
Mixed Vegetables	8	12	14	21	28
Mushrooms	14	18	23	27	41
Peas (except Soaked Dry Peas)	12	16	18	24	37
Sauerkraut	3	4	5	7	9
Spinach	8	11	14	19	26
Tomato Paste	18	24	30	36	55
Tomato Pulp or Puree	4	6	8	9	14
Tomato Catsup or Chili Sauce	18	24	30	36	55
Tomato Sauce containing over 5% dry Tomato Solids	6	8	10	12	18
Tomato Sauce in combination package with cheese	7	9	11	14	21

Source: http://www.ameshistoricalsociety.org/exhibits/events/rationing3.htm

Source Sheet 19

Source: Library of Congress

Source Sheet 20

Source: Library of Congress

Source Sheet 21

Source: Library of Congress

Seven Women in the Secret War

Time Required 1 – 2 Class Periods

Overview:

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

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

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

Learning Objectives:

- Identify key female participants in resistance activities in World War II.
- Understand the diversity of experience among these women.
- Critically analyze and evaluate these experiences and the impact that they had on the Allied war efforts.

Materials Needed:

Pens/pencils, paper, computer with Internet access, projector

Introduction:

1. Ask the students about the roles and involvement of women in resistance groups during World War II. What are resistance groups? What impact did they have on the war and what did they do? Why were they a secret organization, and how did they interact and operate under secrecy? What parts of the world had resistance groups? Write answers on the board.

Part 1: Their Stories

1. Distribute one personal biography (Source Sheets 22 - 25) to each of the students and ask them to read the biography and answer the questions.
2. Divide the class into groups so that the students who worked on the same individual are in the same group. Ask each group to discuss their answers and write down the three most courageous characteristics about their individual and to explain their answer.
3. Discuss answers to these biographies and ask the students if they think that any of the women's stories were more impactful or successful than the others.

Part 2: Fighting Fascism image analysis

1. Display the image of "Soviet Guerrilla activity in Russia" (Source Sheet 26) on the screen and ask the students to analyze this photograph as a class. What do you think is happening in this picture? How does this compare to images of women in the military auxiliary services seen previously? What do you think explains these similarities/differences?
2. Ask the students to create a title and caption for this photograph that they think best encapsulates the subject matter.

Part 3: Individual Research

1. Direct the students to conduct research and write a paper on a particular resistance group from Europe. A good place to begin this research is: www.historylearningsite.co.uk/resistance_movements.htm.
2. The students should address the following issues in their papers:
   - What types of people were in the resistance group? (Gender, age, location)
   - Why did people join the group?
   - What were their main activities?
   - Did anybody help the group/individuals? Why/Why not?
   - Were they successful in helping the Allied war effort?
3. After the students have written their papers they should present them to the class and lead a discussion with the class about the different activities that were conducted throughout Europe.

Source Sheet 22:

BARBARA LAUWERS

Born: 1914
Birth Place: Bozena, Czechoslovakia

Barbra Lauwers spend the first twenty-seven years of her life in Europe studying law. After the bombing of Pearl Harbor in 1941, she and her husband decided to move to the America to join the United States Army. On June 1, 1943, Lauwers became an American citizen and enlisted in the U.S. Army Women Corps hours later. Due to Lauwers' education level, nationality, and abilities, she was assigned to the special services. After her training in foreign intelligence she was sent to Europe to join in the resistance against the Nazis. When Lauwers arrived in Europe, she was assigned to Operation Sauerkraut, which was a psychological campaign involving the creation of propaganda in which to infiltrate the German army and deceive their soldiers. In 1944, as a part of Operation Sauerkraut, Lauwers created a campaign called the "League of Lonely War Women." The league's goal was to demoralize German soldiers by spreading out leaflets to the troops. The leaflets spread the rumor that if the soldiers wore a paper shaped heart on their uniform, a member in this fictitious league of women would become their girlfriend. Not only did the league humiliate the soldiers, it tore down the German morale by suggesting that these men were not being faithful to their wives. In April of 1945, Lauwers was awarded the Bronze Star. Lauwers returned back to the U.S. and began working in the Library of Congress.

1. What advantages would Lauwers' nationality and background have with her position in the foreign intelligence?

2. Why do you think Lauwers wanted to join the U.S. Army?

3. What were the benefits of using leaflets to trick German soldiers?

4. Why do you think the psychological campaign proved to be so successful?

Source Sheet 23:

SOPHIE SCHOLL

Born: May 9, 1921
Birth Place: Forchtenburg, Germany

Sophie and her older brother Hans were members of The White Rose, a non-violent resistance group composed of a small number of students from the University of Munich. They secretly wrote leaflets strongly condemning Hitler's Third Reich and calling for an end to Nazi terror. Hans and Sophie's parents taught their children about social justice and righteous behavior. Their social activism gradually became more fervent as the war continued. Sophie, Hans, and Christoph (another member of The White Rose) were eventually discovered and sentenced to death by the Nazi government on February 22, 1943.

1. What was The White Rose and what were they protesting? Why?

2. Give some reasons why you think Scholl joined The White Rose.

3. Why do you think Sophie, Hans, and Christoph were executed?

4. Is it important to remember her story? Why?

5. List other social activists you can think of who dared to oppose a tyrannical government.

Source Sheet 24:

VERA LEIGH

Born: March 17, 1903
Birth Place: Leeds, England

When the Germans invaded France in May of 1940, Leigh joined the French Resistance and became involved in underground escape lines for Allied servicemen trapped behind enemy lines. Using the same escape route, Leigh was captured and imprisoned in Spain while crossing the Pyrenees. She was eventually released and made her way to England. She was trained to become a British special agent using the code name "Simone" and was flown to Tours in May of 1943. Leigh made her way to Paris where she rented an apartment, carried messages in and out of the city and escorted Allied soldiers through the streets of Paris to freedom. She was arrested by the Gestapo in October of 1943. In July of 1944, Leigh was taken to the concentration camp at Natzweiler where she was injected with Phenol and burned in the crematorium furnace.

1. Why did women have the advantage as spies?

2. What were the benefits of Vera Leigh speaking both English and French?

3. What do you feel were some of the biggest challenges for the French Underground?

4. How do you think the Parisians felt during the German occupation?

Source Sheet 25:

MILDRED HARNACK

Born: September 16, 1902
Birth Place: Milwaukee, Wisconsin USA

Mildred was an American-born professor, German translator, and writer who married a German man named Jurist Arvid Harnack and moved to Germany in 1929. She taught English Literature and worked as a translator in Berlin where she became interested in eliminating poverty by employing some of the precepts found in with the Communist philosophy. Harnack and her husband organized secret meetings to thwart Nazi activities during WWII, and the Gestapo famously referred to the 1942 group as the Red Orchestra because of their connections to Communism and the way they used pianos in transferring messages. The short-lived Red Orchestra was a secret espionage group. They distributed leaflets to incite civil disobedience and posted anti-Nazi propaganda. Both Harnack and her husband, along with several other members, were caught on September 7, 1942, and many were sentenced to death. Harnack was originally sentenced to six years in prison, but Hitler ordered a new trial where she ultimately faced execution on February 16, 1943. Her courageous fight and fearless desire for a Nazi-free Germany gave her the distinction as the only American woman executed on the order of Adolf Hitler.

1. What advantages would an American women married to a German man loyal to the Anti-Nazi resistance movement have in Germany?

2. Why do you believe Harnack desired a Nazi-free Germany?

3. Do you believe her life was worth the short lived Red Orchestra resistance group?

4. Why would Hitler re-trial Harnack after she was not sentenced to death?

5. What value did Harnack's background as a professor and German translator add to the Red Orchestra?

Source Sheet 26

Source: Library of Congress

Eight Women and the Holocaust

Time Required 1 – 2 Class Periods

Overview:

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

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

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

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

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

Learning Objectives:

- Understand the involvement and roles of women forced into concentration camps by the Nazi regime during World War II.
- Analyze the life of women who faced gruesome conditions and often death during the Holocaust and understand the complexity and motivations of their struggle and ultimate fate.

Materials Needed:

Pens/pencils, paper, computer with Internet access, projector

Introduction:

1. Ask the students what roles and involvement they think women had during the Holocaust. Why were women interned and how did the Holocaust affect them? Write these answers on the board.

Part 1: Individual Biography Analysis

1. Distribute one of the individual biographies attached (Source Sheets 27 - 30) to each of the students and instruct them to read the information about their individual and answer the questions in the space provided.
2. After the students have completed the analytical questions, pair them with someone else in the class who worked on the same individual and ask them to share their answers with one another, agreeing on one answer per team.
3. Discuss each individual as a class and highlight the significant moments of these individuals' lives. Also discuss whether these individuals could be considered "bystanders," "rescuers," "perpetrators," or "victims" (or a combination of these definitions), and use this as an opportunity to explain the complexity of the Holocaust.

Part 2: Artwork Analysis

1. Divide the class up in to small groups and have each group analyze both pieces of art (Source Sheet 31) by former Ravensbrück concentration camp inmate Violette LeCoq.
2. Instruct the groups to discuss the following questions:
   - What do you think is happening in these pictures?
   - What do you think happened to their belongings?
   - How do the women look different two hours later than immediately upon arrival?
   - Who do you think drew this picture?
   - How do these drawings make you feel?
3. Discuss the answers to these questions. Violette LeCoq was an inmate at the all-female concentration camp Ravensbrück, 60 miles north of Berlin. The photos called "Arrival" and "Two Hours Later" detail the process of arrival and dehumanization that happened to prisoners arriving at the camp.

Part 3: Poetry Analysis

1. Display the poems "You Who Know" (Vous qui savez) and "Snow" (Source Sheet 32 and 33) on to the board.
2. After the students have read the poem, discuss the following questions:
   - From the perspective of the poem's author, what do you think the camp was like?
   - What physical effects did the camp have on the author?
   - What emotional effects did the camp have on the author?
   - The poem was originally written in French. Do you think anything may have been lost in translation?
3. Ask the students to research other poems written by Holocaust survivors using the Internet and the Media Center and write a compare and contrast piece between "You Who Know" and the poem that they researched. They should analyze the similarities and/or differences between the imagery used, the style of the writing and the experience of the Holocaust described.

Source Sheet 27:

HANNA COHEN

Born: 1915
Birth Place: Lubin, Poland

The German army began invading Poland in September of 1939. At the age of twenty-four, Hanna Cohen was forced to leave her hometown of Lubin. While on a train to the nearby town of Lwow, Cohen was arrested because of her Jewish heritage and put into a local jail. After a few days in jail Cohen was put into a train car to be sent to the nearby death camp of Belzec. Before being loaded onto the train, the prisoners were asked to take off everything they had on their bodies. However, the guard administering Cohen allowed her to keep her shoes. Many of the Jewish prisoners knew their fate and so did Cohen. She would rather die by being shot by the German guards than a slow agonizing death at Belzec. The shoe, which the guards had let her keep, saved her life. She used the heel of the shoe to beat out one of the bars in the window of the train, squeeze out of the window, and jump from the train. The surrounding forest provided protection for her as the guards fired their weapons. Cohen hid in the forest for days, eating blueberries, and only moved positions at night. While attempting to travel back to the town of Lwow, Cohen was captured again. During this time in her life, Cohen experienced several other near-death encounters including six months in a labor camp. But after coming back to her hometown with no family and no belongings, Cohenwas alive.

1. Was Cohen a victim? Why?

2. Why would Cohen rather be shot than sent to Belzec?

3. Would you have tried to escape from the train?

4. How do you think Cohen felt when she returned home?

Source Sheet 28

IRMA GRESE

Born: October 22, 1923
Birth Place: Germany

Irma Grese was born into a family loyal to the Nazi Party and left home at the early age of 15 to support the German war effort. She was unsuccessful at securing an apprenticeship as a nurse, and the SS placed her as a female guard at the Auschwitz concentration camp in 1943, where she quickly rose to the rank of Senior Supervisor in just one year. She became the second highest ranking woman at the camp and was in charge of 30,000 female prisoners. She also worked at Ravensbruck and Bergen-Belsen and was later captured by the British on April 17, 1945. Grese was accused of war crimes against humanity during the Belsen Trials including: releasing highly trained vicious dogs to attack prisoners, and sadistic beatings with a braided whip. The testimony at the trail showed her as especially cruel to women with arbitrary shootings, torture, beatings, and selecting prisoners for the gas chamber. Grese emotionally tortured the prisoners by carrying a whip and gun, and she was reported to enjoy shooting prisoners in cold blood. The defiant Grese was sentenced to death by hanging. At the age of 22, Grese was the youngest women to die judicially under English law in the 20th century.

1. How did Grese's upbringing influence her to join the SS?

2. Why do you think she was so vicious?

3. What characteristics did she have that helped her to be promoted?

4. Why was Grese so defiant even up until her death?

5. What ways did she emotionally torture the prisoners?

6. Read the definitions for the terms "perpetrator" and "bystander." Which description(s) best fits Grese? Why?

Source Sheet 29:

EDITH HAHN

Born: January 24, 1914
Birth Place: Vienna, Austria

Edith Hahn attended university, unusual for women of her time, and became qualified to become an attorney. She was unable, however, to sit for her final exams because the Anschluss (the occupation and annexation of Austria in to the German Reich in 1938) prohibited Jews from entering educated professions. In 1939, Hahn and her mother were sent to a Jewish ghetto. In 1941, they were separated when Hahn was forced to work for thirteen months in a box factory and at an asparagus plantation. When she was returned to Vienna in 1942 she discovered that her sisters fled to London and her mother had been shipped two weeks earlier to a death camp where she was exterminated. Already slated for deportation, Hahn removed the yellow star from her clothing and used the papers of a friend to assume the non-Jewish identity of Christine Maria Margarete Denner. Relocating to Munich, Hahn joined the German Red Cross and worked as a nurse's aide and seamstress. She met Werner Vetter, a Nazi officer assigned to supervise an aircraft factory. Hahn confessed her secret to Vetter and later the couple married and had a daughter in 1944. Hahn successfully hid her true ethnicity until after the war when she reclaimed her Jewish identity.

1. How do you think Hahn and her mother felt when they were forced to leave their home and enter the ghetto?

2. Do you think that Hahn planned to escape during the time she was forced into industrial and agricultural labor?

3. Do you feel that Hahn was wrong to disguise her Jewish heritage?

4. What would you have done in Hahn's situation?

5. Was Hahn a perpetrator, a bystander, a victim or a rescuer? Why?

Source Sheet 30

ROSA ROBOTA

Born: 1921
Birth Place: Ciechanów, Poland

Rosa Robota was born into a Polish middle class family. She was a member of the Hashomer Hatzair Zionist underground, which defied Nazi oppression when the Germans invaded Poland in 1939. Robota remained politically defiant of the Nazis even after she and her family were deported to Auschwitz Concentration Camp in 1942. In 1944, Robota and other women forcibly employed at a Nazi munitions plant smuggled gunpowder to members of the Sonderkommando who used the supply to destroy Crematoria IV in the Auschwitz uprising. Robota was arrested and executed in January of 1945 after refusing to divulge information about the uprising.

1. What was *Hashomer Hatzair* and what were they protesting? Why?

2. Give some reasons why you think Robota joined *Hashomer Hatzair.*

3. Why do think Robota was taken to Auschwitz Concentration Camp?

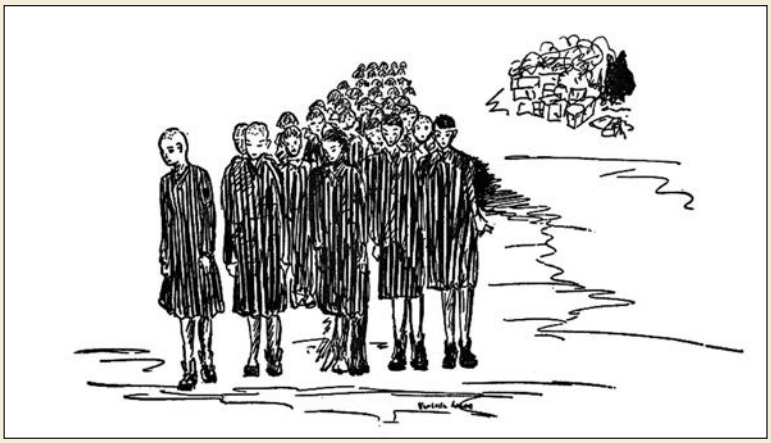
4. Why was Robota executed?

5. Was Robota a Perpetrator, a Bystander, a Victim or a Rescuer? Why?

Source Sheet 31

VIOLETTE LECOQ ARTWORK

"Arrival" circa 1945



"Two Hours Later" circa 1945

Both drawings by Violette LeCoq a prisoner at the Ravensbrück concentration camp.

Source: Images courtesy of Ravensbrück Memorial site

Source Sheet 32

YOU WHO KNOW (VOUS QUI SAVEZ)

Oh you who know
Did you know that hunger let the eyes shine
That thirst makes them dull
Oh you who know
That one can see one's mother dead
And can remain without tears
Did you know that in the morning one wants to die
That in the evening one is afraid
Oh you who know
Did you know that a day more than a year
A minute more than a lifetime
Oh you who know
Did you know that the legs are more vulnerable than eyes
The nerves harder than bones
The heart more durable than steel
Did you know that the stones of the way do not cry
That there is only one word for the terror
Just one word for fear
Did you know that suffering has no limits
Terror no end
Did you know that
Oh you who know.

Charlotte Delbo, Delbo was a non-Jewish member of the French Resistance, deported to Auschwitz in 1943 and liberated from Ravensbrück by the Red Cross in 1945.

Source: Courtesy of Ravensbrück Memorial Site

Source Sheet 33

SNOW

There is a lot of snow,

They sell Christmas Trees on squares

And someone expects irrationally,

That just today is the girls return,

To the merry rally,

And that all of us together,

Dad and we and Kasia, will be forever.

Snow is falling quietly outside the window,

The last traces of tiny feet disappeared on the road,

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

But our God sits in the evening under the tree,

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

Grażyna Chrostowska, Prisoner at Ravensbrück, Date unknown

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

Resources for Teachers: K-12 Educational Programs

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

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

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

The Legacy Series

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

historymuseum.kennesaw.edu/educators/legacy_series.php

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