Teacher's

Museum of History & Holocaust Education



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LESSON PLANS

One -	Women	and	Propaganda
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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 Historyle AMCID 140 BDC /T1_2 1 Tf 57s0yTie ar II, and the i5ct that;esigned to be cn AMCID 139

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.

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.

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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,

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

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

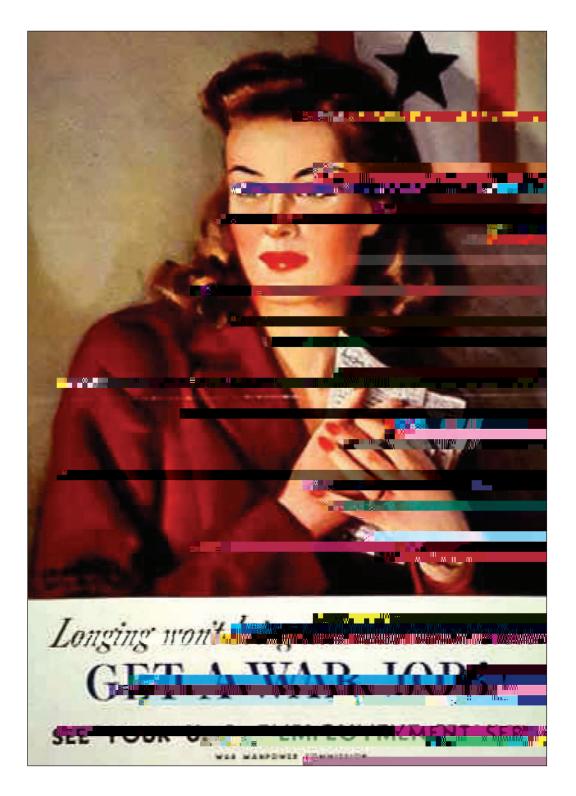
I Will...Speak Out Against Injustices In My Communit

- 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.

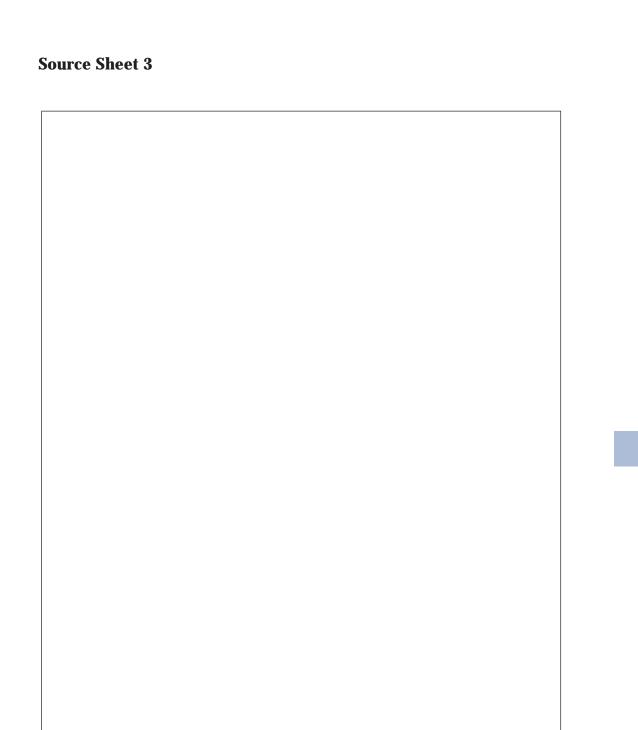
Part 3: American Film Propaganda Analysis

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.

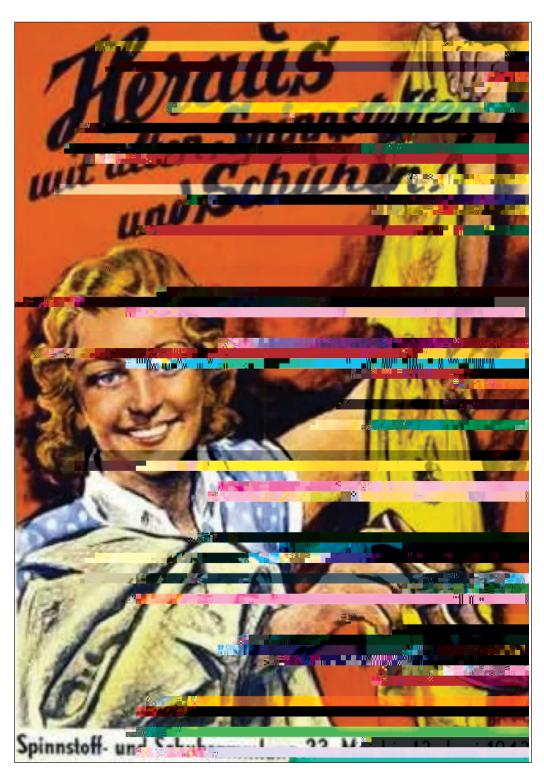
https://archive.org/details/OutOfTheFryingPanIntoTheFiringLine https://archive.org/details/gov.archives.arc.38686 https://archive.org/details/WereInTheArmyNow











Translation: "Get Rid of Clothes and Shoes" Collection 23 May - 12 June 1943

Country of Origin: Germany Source: Library of Congress



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



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			

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

- 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?

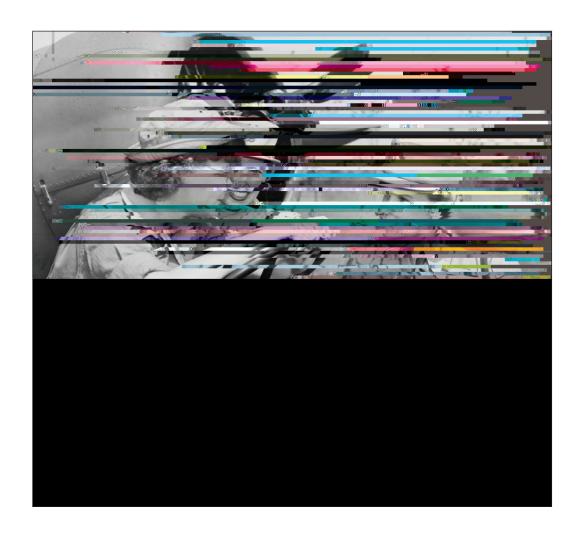
What are the main events and experiences that Jackson speaks about? Why do think you she focuses on some aspects and not others?

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?







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 maledominated 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

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 Tm ng a pers_0 ces2. Discusal 1 Tf 11 0 0 11 99 138.s/nt to Work.1

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.

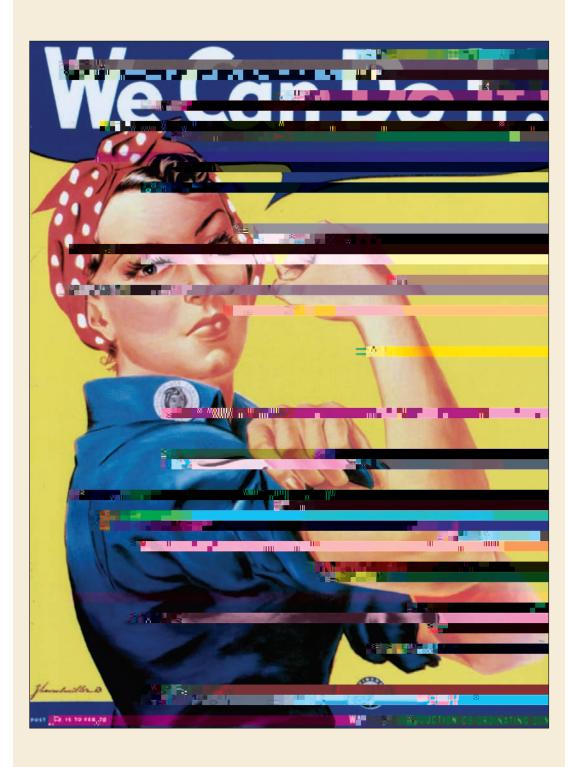
MILDREN CHATALIAN "An Adventure Despite Hard Times" http://cds.library.brown.edu/projects/WWII_Women/Adventure.html

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.



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

ONLY IN AMERICA

NLY, 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.



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 postwar 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/504644 310/134AB03C2FE11987C97/5?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.

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

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

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

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.

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

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: Library of Congress



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.

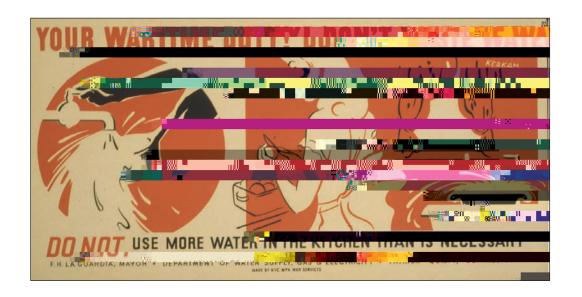
Red points were used for meat, butter, cheese, sugar, and oils while blue points were used for canned foods. To purchase certain foods, families needed the right amount of stamps and additional money. Families used any extra resources to get special items. For example, a family could save the fat from 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.

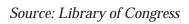
During World War II, Americans grew vegetables in gardens they called "Victory Gardens" (or sometimes "Gardens for Victory"). Growing a Victory Garden was one of the ways people on the home front, called civilians, could contribute to the war effort. By growing their own food, civilians increased the 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.

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Pineapple Juice		9	12	15	120	220	
Tomato Juice		2	-13	4	2	- 6	
VEGETABLES: X			B- 800000		E K	X III	
Asparagus: Beans, all dry varieties (incai Beans, Lentils, Soaked Dry Callage Cally).		1 -11	16	125^	1 454	32	
Beans Fresh Shelled Lincheds Black: eved P	eas_etc)	6	8	10	19	1 10	
Beans, Green er Wax; Carrots		.5	6	8_	5	14	
Beans, Fresh Lima		14	18	20	27.	41	
Beans, Fresh Soy; Beets		3	4	5	6	9	
Corn (except vacuum-packed Whole Kernel, Pumpkin or Squash	exclude Corn on the cob);	38	'A"	125	15,	223	
Corn, vacuum-packed willtr'n Kriter'	A STATE OF THE PARTY OF THE PAR	10	452	100	_21	330	
Greens, Leafy (include only Beet, Collard, D Poke, Turnip)	Dandelion, Kale, Mustaru,	5	6		881	14	
Mixed Vegetables		8	12_	14	24	-7X	
Mushrooms		14	18	23	27	41	
Peas (except Soaked Dry Peas)		70 15	1 20	40		-	
Sauerkraut		3	4 .	5	7	9	
Spinach	8	11	14	19	26		
Tomato Paste	18	24	= 30 m ev	35			
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 Tom	6	8	10	12	18		



Source: Library of Congress





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

- 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

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

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?

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 sharedet

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 29:

EDITH HAHN



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

dith 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 enter-

ing 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?

ROSA ROBOTA



Born: 1921

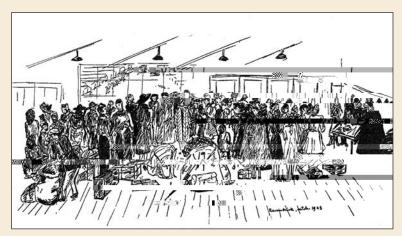
Birth Place: Ciechanów, Poland

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 politi-

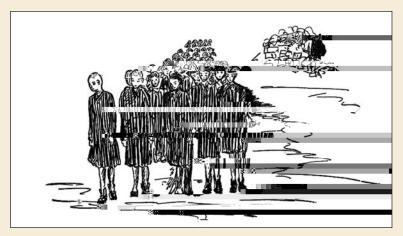
cally defiant of the Nazis even after she and her family were deported to Auschwitz Concentration Camp in 1942. In 1944, Robota and other women forcibly employed at a Nazi munitions plant smuggled gunpowder to members of the Sonderkommando who used the supply to destroy Crematoria IV in the Auschwitz 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?

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



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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.

Gra yna 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 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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