WORLD WAR II: THE HOMEFRONT

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Complete the questions in yellow

- REWRITE = WRITE IT CORRECTLY
- COMPLETE = FINISH THE SENTENCE
- SUMMARIZE = QUICK SUMMARY FOR SUPERSTARS

Send to your teacher to check when complete….

By the end of this BFUs you should know:

- What roles did the media play in WWII?
- What roles did minorities play in WWII?
- What were some social changes in WWII?
- How did things change AND stay the same?

There's no doubt about it! World War II was the first show-time, prime-time, big-time, all-the-time 24/7 war.

- During the Civil War, we had photographs.

- During World War I, we had some old-fashioned video cameras.

But now we're past the ROARING 1920s, the time of **mass media.**

We are in the 1940s: The time of **popular culture.**

We have:

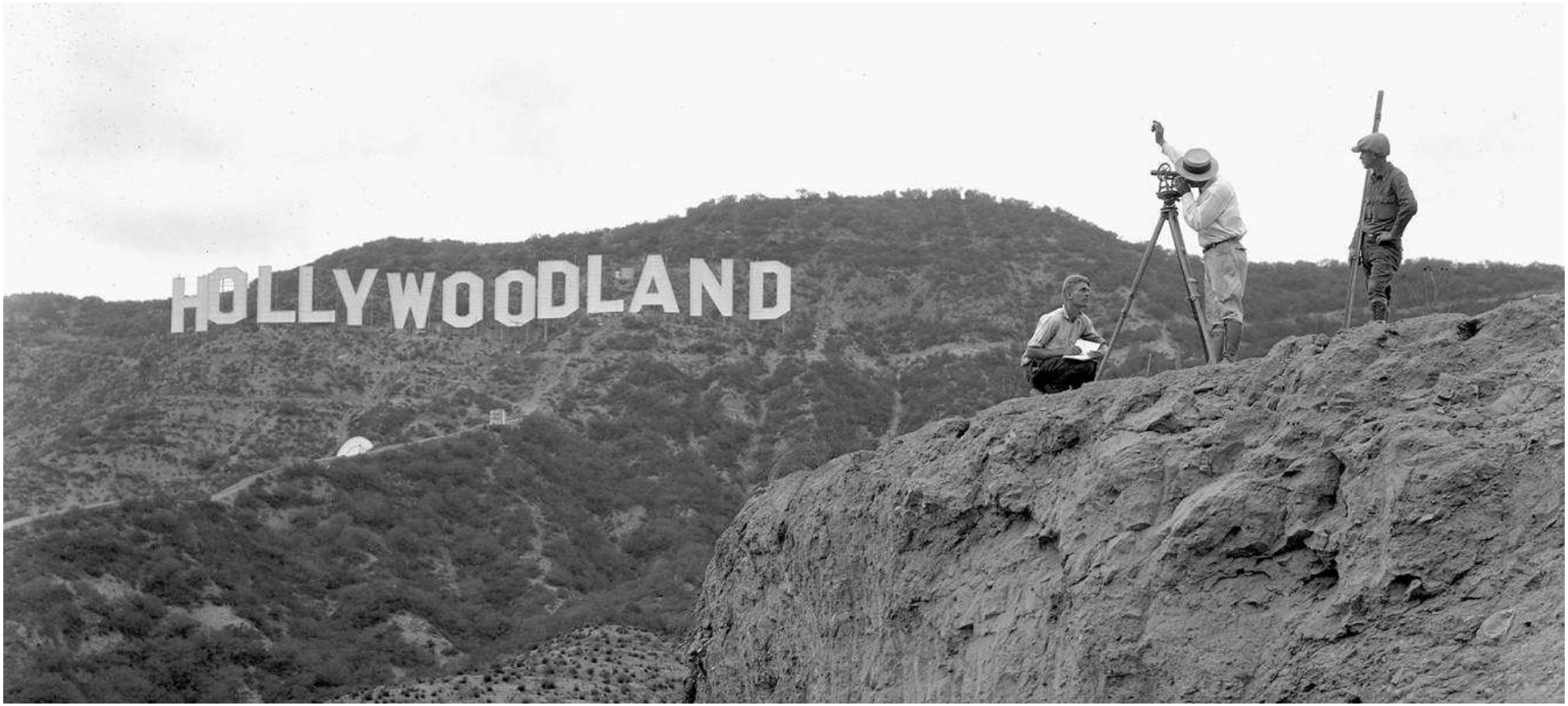
-A place called Hollywood in California that makes big budget films.

-Hollywood stars who everyone around the country knows and loves

-We have a new invention called TV that brings pictures to your house.

-Big-time professional sports like baseball and football

Mass media is everywhere. Hollywood is everywhere. So, when the USA goes to war, so does Hollywood!



(Notice anything strange)

Complete

1. During the Civil War, what media did they have?

2. During World War I, what media did they have?

3. During World War II, what are some changes to mass media? (What are some examples? What dominates popular culture?)

Hollywood's goal was to keep public morale high and focused on the war.

Morale means how we are feeling….

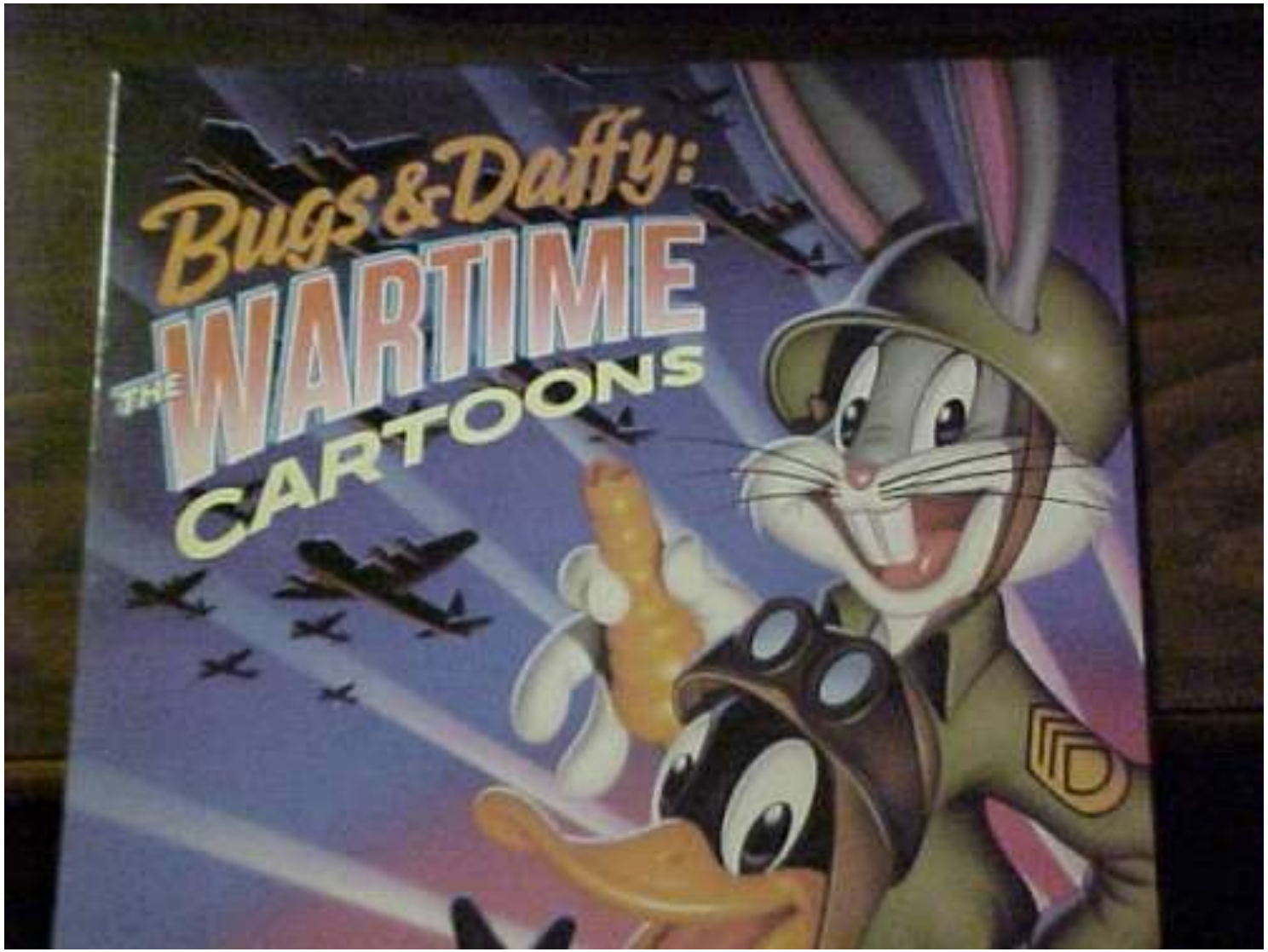
When morale is high, we feel optimistic. When we feel optimistic, we feel good about the war.

When morale is low, we feel pessimistic. When we feel low morale, we don’t feel good about the war.

Hollywood stars and producers helped to keep morale high. They made films and special appearances to keep people focused on our goal: WINNING THE WAR!

Destination Tokyo! Let's get to Tokyo and beat Japan!

Even the cartoons helped keep focus on the **war effort.** The war effort means the two goals of the war: stop Hitler and island-hopping to Japan.


Bugs & Daffy:
THE WARTIME
CARTOONS

Sometimes the cartoons got a little racist..

Nips and Japs are racist terms for Japanese.

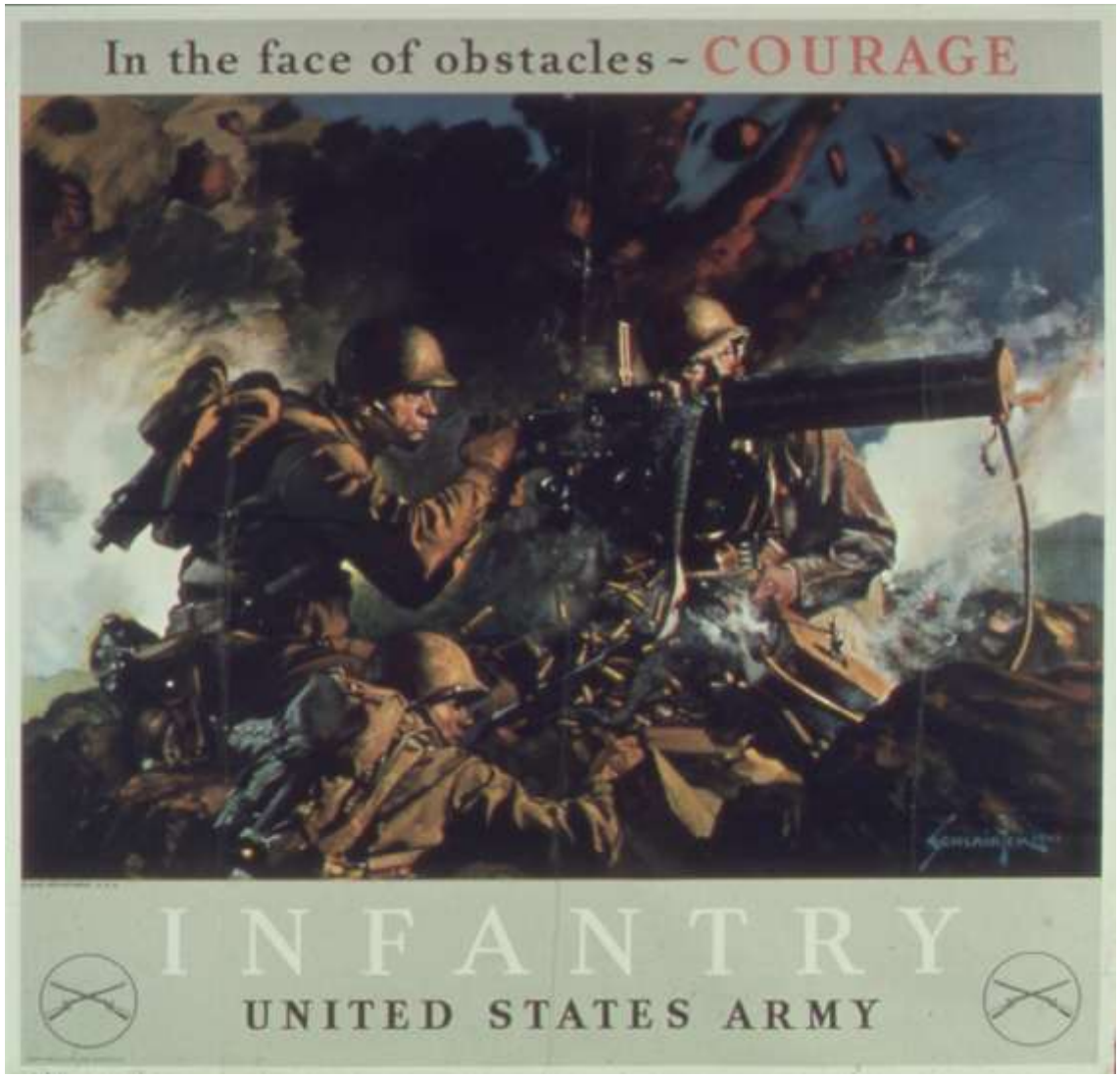
Complete

1. Hollywood's goal was to keep public _____ high.

2. High morale means people are focused on winning the war and supporting the war _____.

3. Often, Hollywood depictions were _____. They especially treated the Japanese like animals.

The best ad-men, or people who make commercials for products, helped out.



They made ads and posters that told Americans what to do **on the homefront.** This homefront uses the word front, which means war. So, it's like: there's a war over there, but there's also a war here in the USA. **And everyone needs to help out!**

"The battle on the homefront is just as important as the battle in Europe and the Pacific," people said.

You could make a VICTORY GARDEN and plant foods to save money.

You could buy war bonds and invest in the US Government.

See the soldier: he says: “you can’t cross the ocean to fight, so do your part at home”

They used the war and images that made people feel angry and guilty:

If you waste gas, Hitler wins!

Complete

1. One part of the war effort was the “battle” on the _____. (It means war at home)

2. Give two examples of things people could do to help win the “war at home”:

Buy bonds… or invest money in America.. or the Nazis and Japanese will get our women!

This image above shows the woman as weak and defenseless. Oh, the poor woman can't defend herself! But actually that's not the typical image. **The typical image was of a strong woman!**

As many men went to fight, women had to take over the jobs in factories. Since they needed more weapons, there were a lot more factory jobs!

The war required a lot of material.

Bombs, tanks, jeeps, trucks, guns… everything required factory production.

So, I'd like to introduce **Rosie the Riveter.**

Rosie was the symbol of women who "cut their hair short," put on a "do rag" and went to work. They did it for their country and their men.

The men were overseas fighting. The women were at home, working… fighting their own war in the **homefront.**

Complete

1. Women got jobs making war material in _____.

2. Who was the symbol of the strong working woman?

3. How is Rosie the Riveter different than a “traditional” picture of the American woman before?

Men had to register for a **draft**. It's called *selective service.* When you are 18, you are still required to register. When you get drafted, you have to go to war. The selective service comes from World War I, but it gets more use in World War II.

We still have selected service, but there hasn't been a draft since the Vietnam War.

Complete

1. What is the selective service?

2. When you are selected to _____, you are drafted.

3. Do we still have selective service in the USA? (Can you be drafted?)

The USA needed to use the most of all its resources. It needed help from all of its citizens. It needed help from its women. **But the USA also got help from its minority population.**

Minority = not white = black, Hispanic, and Asian

Complete

1. Why did the USA need resources during World War II?

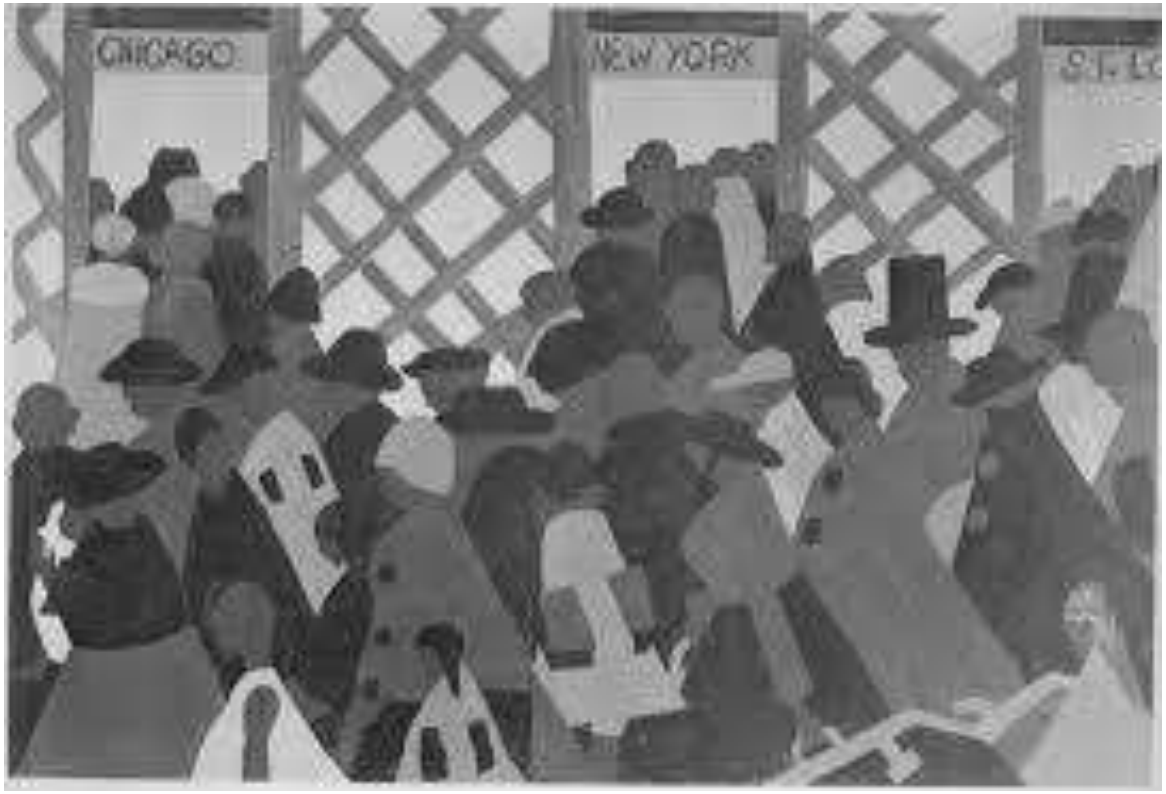
2. Give three examples of minority populations:

The American war effort required black Americans or African-Americans to work in factories. **Most of the factories were in the North, so the Great Migration continued.**

The Great Migration is the movement of African-Americans to cities in the North and Midwest of the USA.

New areas like Harlem in NY became African-American enclaves.

This is a famous painting of the Great Migration. It is a big moment for African Americans.

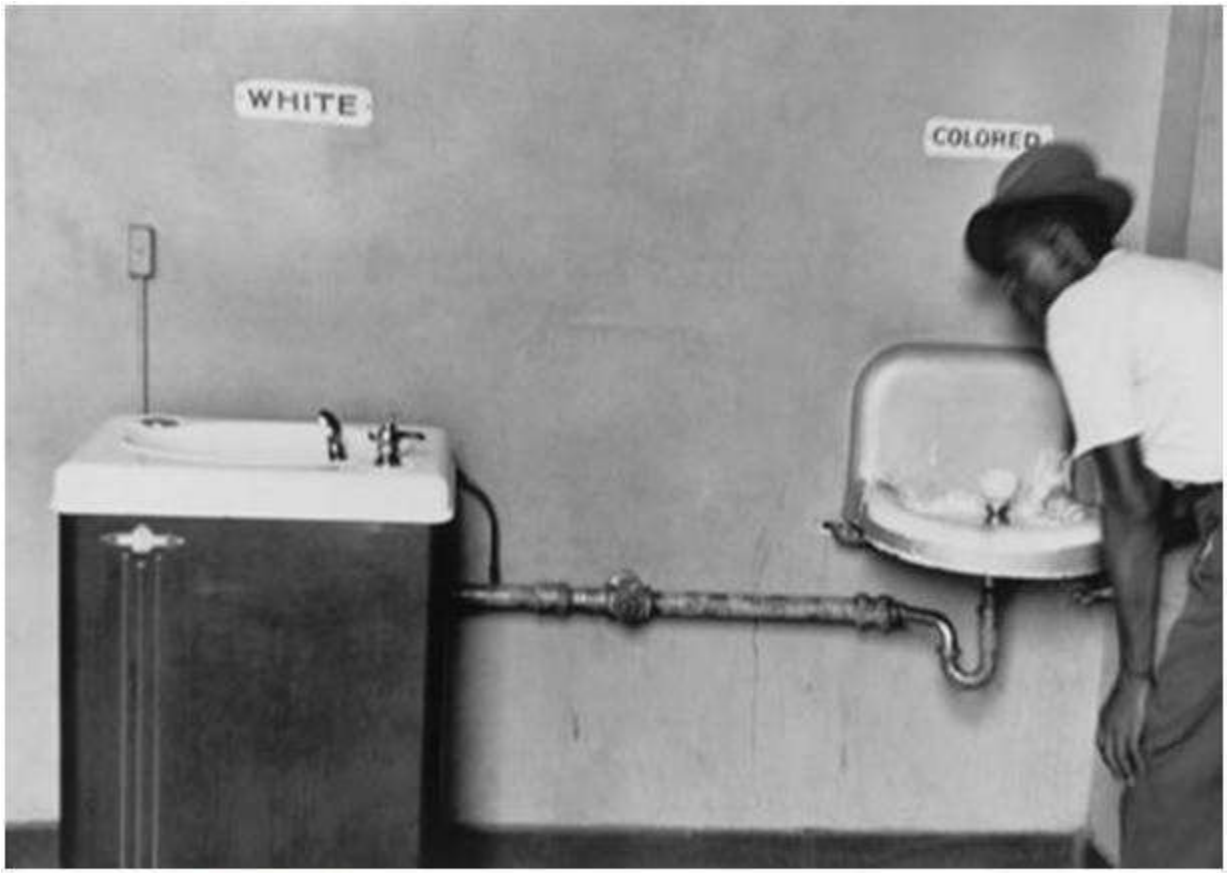


Nowadays, we think of black Americans as an urban or city population.

However, black Americans in the South were a rural population.

They also suffered from segregation. This is the separation of the races. It is institutionalized racism. There were **black codes** that divided the races in the South.

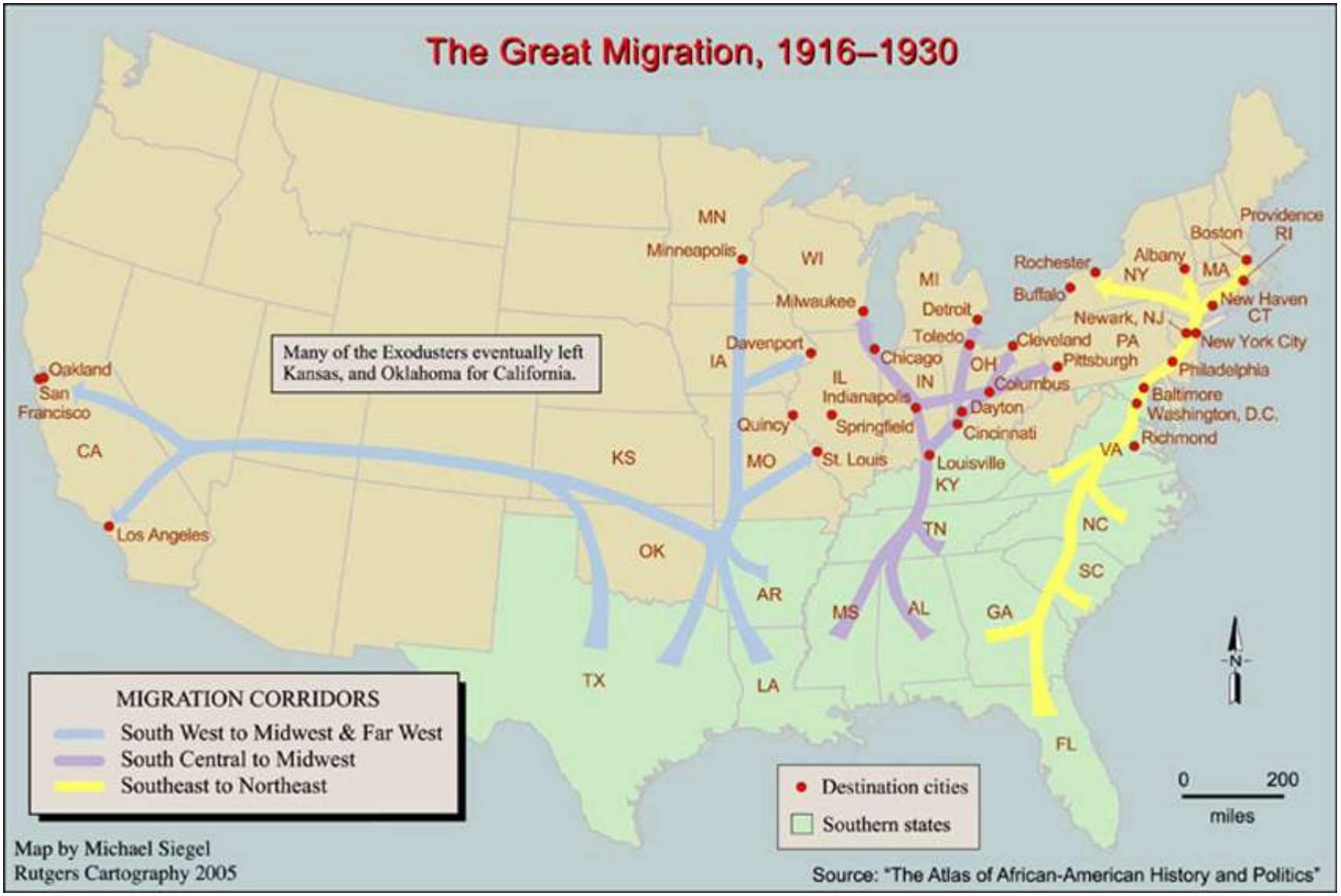
Black codes are also called Jim Crow laws. **They institutionalized segregation or the legal separation of the races. They are laws that made blacks separate and inferior from whites IN THE SOUTH.**



8/Ségrégation pour les fontaines d'eau
Photo de fontaines d'eau ségréguées en Caroline du Nord par Elliott Erwitt.

This is a segregated water fountain.

In World War II, the migration of blacks from the South to the North continues. The black Americans are escaping the racism of the South. They come to the cities in the North and Midwest to work in factories. The American war effort needs their help.



This is the migration of black Americans to big cities like New York, Los Angeles, Detroit, and Milwaukee.

Complete

1. African-Americans, like women, found new jobs in _____ in the North.

2. The factories were mostly in the North, so there was a _____ of blacks from South to North.

3. Many blacks in the South were escaping _____, or the forced separation of races.

4. What are black codes? Jim Crow laws?

5. What cities get a large influx of African-American migrants?

Just like for women, the social world changes for African Americans. They have a new role. They are more important. They are not oppressed because the country needs them.

Many of the changes, don't last. For example, **women DO NOT STAY IN THE FACTORY** when the war ends. They go back to a traditional role as

mothers and housewives.

The changes in role at home disappear in the 1950s for women!

After the war, women go back to their traditional role. There is also a baby boom. I bet you can guess what that means. Can you?

Complete

1. After World War II, what happens to women's roles?

2. What is a "traditional" role for women in the 1950s?

3. What do you think baby boom means?

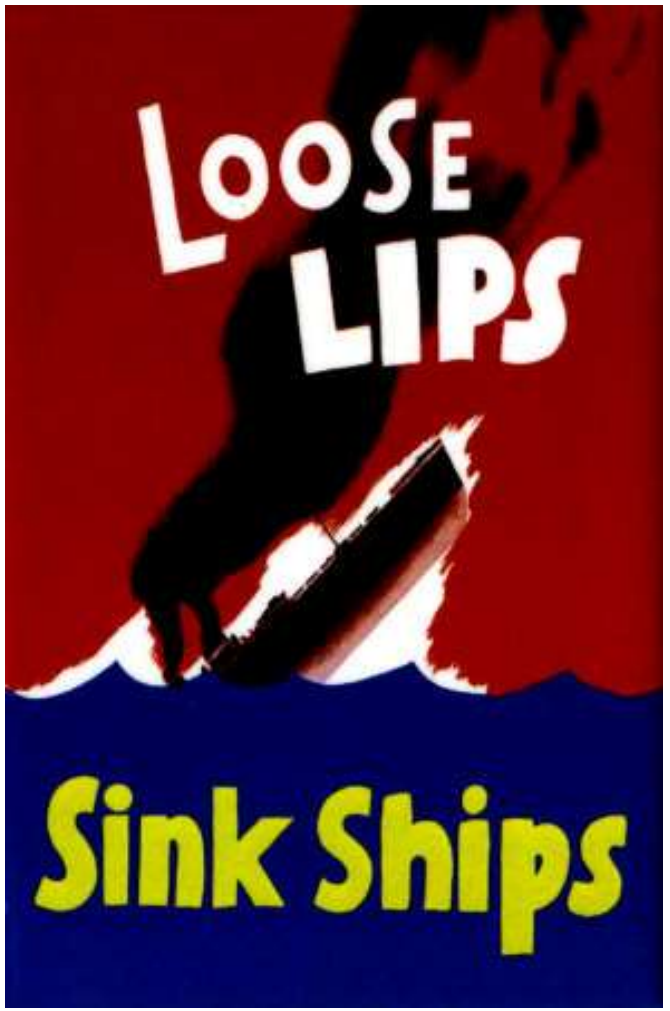
The homefront wasn't all positive, happy, and motivational. There was **government censorship,** as well.

Censorship means when the government says what you CAN OR CAN'T SAY.

It's sort of like how they can censor music…

People assumed that the enemy—the Nazis or the Japanese—had spies.

They made posters telling people to be quiet about military secrets. Sometimes they didn't report the news on **war operations** until later to keep the troops from getting harmed.



The flag with the star is a symbol of a dead soldier. It means—the dog's owner is dead because somebody snitched about **operations.**

Complete

1. What is censorship?

2. Who makes censorship? (Hollywood? Government?)

3. Why did they need censorship?

4. Explain the meaning of the posters above:

-LOOSE LIPS SINK SHIPS:

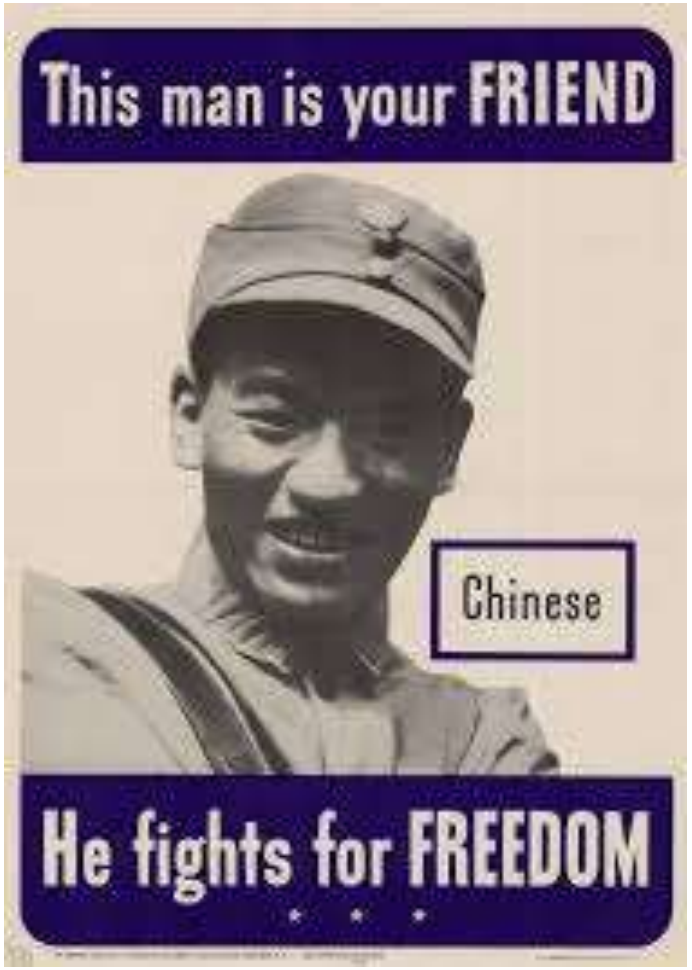
-BECAUSE SOMEBODY TALKED:

Media sometimes portrayed the enemy in **stereotypical and racist ways.**

WHAT HAVE YOU DONE TODAY
TO HELP SAVE YOUR COUNTRY FROM THEM?
YOU

OUR CARELESSNESS
Their Secret Weapon
PREVENT FOREST FIRES
U. S. DEPT. OF AGRICULTURE
FOREST SERVICE
STATE OF PENNSYLVANIA
DEPT. OF FORESTS AND WATERS
Kovels.com

The Japanese are frequently portrayed as apes or monkeys or NOT humans. Since they were Asian, they got little respect even as strong enemies.



But so people don't confuse Chinese and Japanese, they made these posters. **The Chinese were our allies.**

Hitler was often shown as a clown!

Complete

1. What does stereotype mean?

2. Which group suffered the worst from being stereotyped as animals?

3. Often, when they made fun of Nazis, who did poster makers focus on? What man?

Racism against Japanese became a problem because, of course, there were many Japanese immigrants. These immigrants lived mostly in California. They stood out because they had different features and were sometime less assimilated than, for example, German or Italian immigrants.

There was a public feeling, or **sentiment**, that the Japanese Americans could be spies. So, the Japanese Americans were sent to prison camps.

These prison camps are called Japanese internment camps. They were located all across the West, mostly in California. Let's be clear: American citizens were imprisoned during the war because they were Japanese.

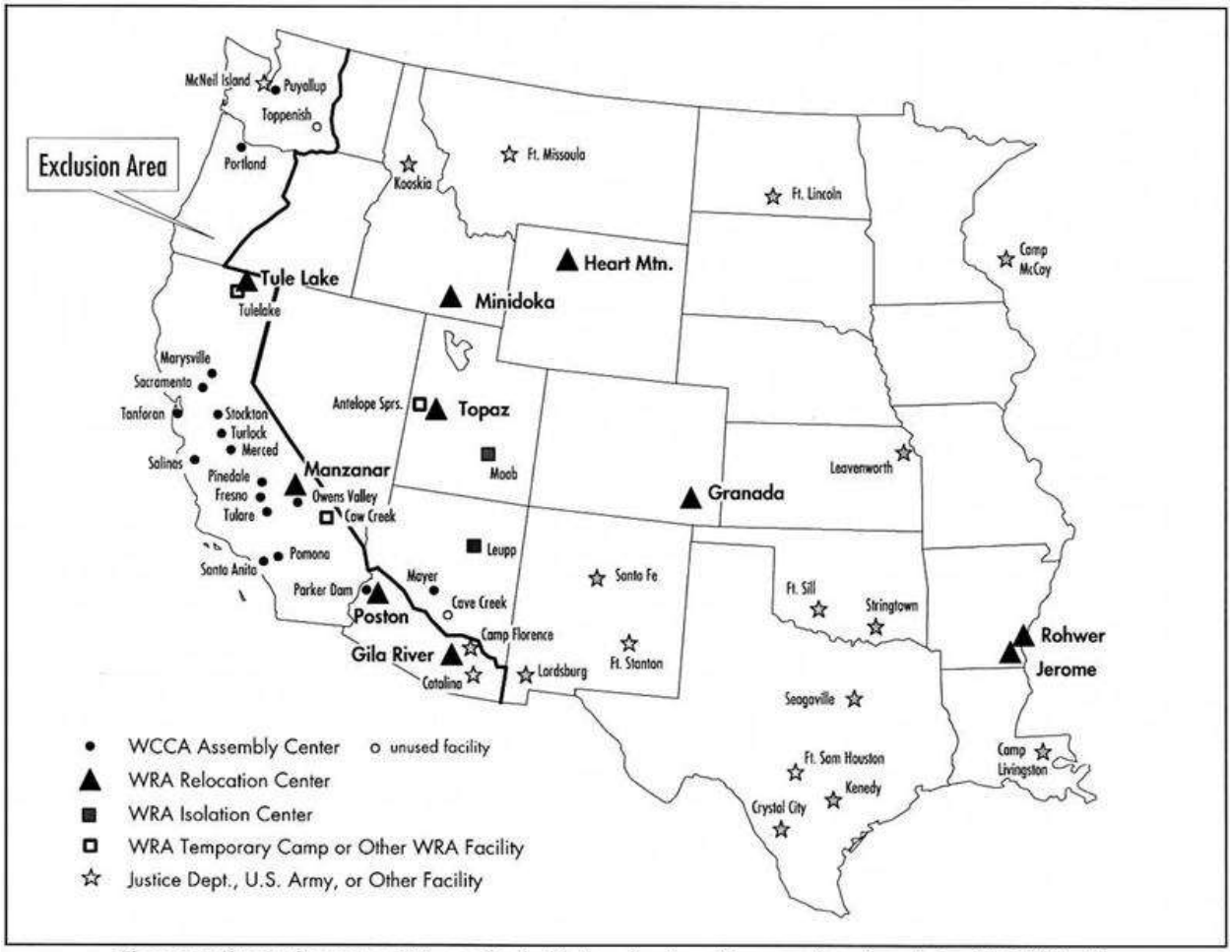


Figure 1.1. Sites in the western U.S. associated with the relocation of Japanese Americans during World War II.

JAPS KEEP MOVING
THIS IS A WHITE MAN'S NEIGHBORHOOD.

Courtesy of California State Library

There was a false belief that Japanese-Americans were helping the enemy.

In other words, that Japanese were all spies.

This is ironic because Japanese **Nisei units** fought in World War II. These were Japanese Americans fighting against Japanese.

Japanese-American soldiers during World War II

The internment of Japanese-Americans is a public shame. The Supreme Court actually held it up. It led to public **apology** in the 1980s

The US government officially apologized to Japan.

Complete

1. Americans felt they couldn't trust _____ during the war.

2. Japanese-Americans were sent to _____, which were like prison camps.

3. The Supreme Court allowed _____ Americans to be sent to these camps. Later, the US government officially _____ to Japan for their treatment.

4. Japanese American soldiers who fought were called _____ units.

The Japanese-Americans fighting in the war fought alongside women in and African-Americans.

Although there is a difference…

Women DID NOT FIGHT, but they served in NON-COMBAT roles.

This means they did jobs on and behind the lines like nurses and support staff.

BE A
Cadet Nurse
THE GIRL WITH A FUTURE
For information
go to your local hospital or write
U. S. CADET NURSE CORPS
Box 88, New York 8, N.Y.
A Lifetime Education FREE
FOR HIGH SCHOOL GRADUATES WHO QUALIFY
U. S. PUBLIC HEALTH SERVICE • FEDERAL SECURITY AGENCY

AFRICAN-AMERICANS suffered the most disrespect.

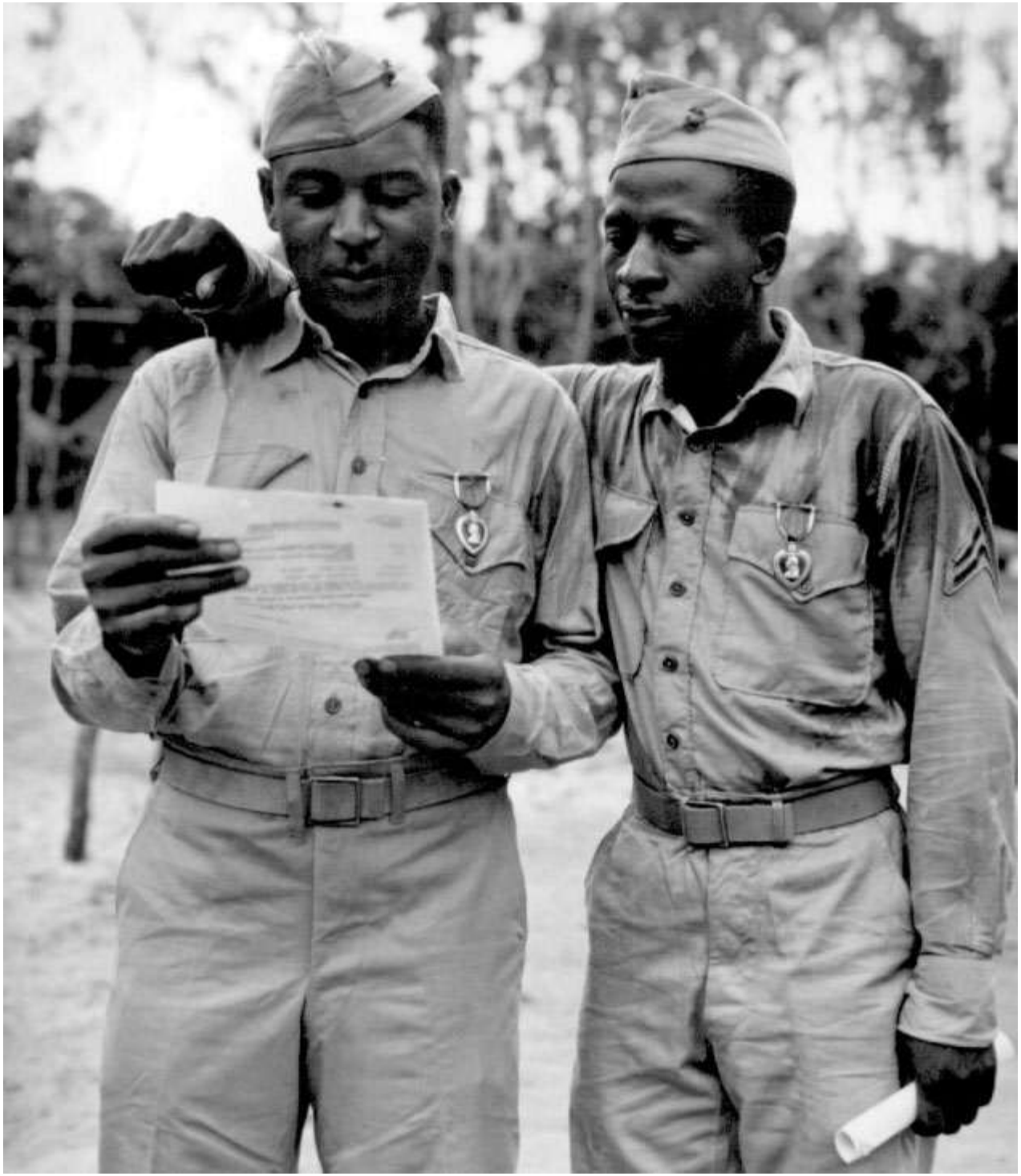
From the beginning, they served in **SEGREGATED UNITS** or all-black units. They WERE PROHIBITED from fighting in white units.

They served originally in non-combat roles.

This means they weren't allowed to fight.

But they wanted to fight.

So, they black Americans, just like Japanese Americans and Hispanic Americans were permitted to fight. They were some of the most courageous troops and won many prestigious medals like the Purple Heart.



Below are the **Tuskegee Airmen**. They are an all African-American group of military pilots—bombers and fighters—who fought in World War II.

They trained to fight, but only after political pressure were they allowed to go to war.

The political pressure came from the NAACP, a group that pushed for civil rights.

Complete

1. What are non-combat roles?

2. Women typically served in combat or non-combat roles?

3. What is one example of a non-combat roles?

4. African-Americans served in separate or _____ units.

5. African-Americans wanted to serve in _____ roles. In other words, they wanted to fight.

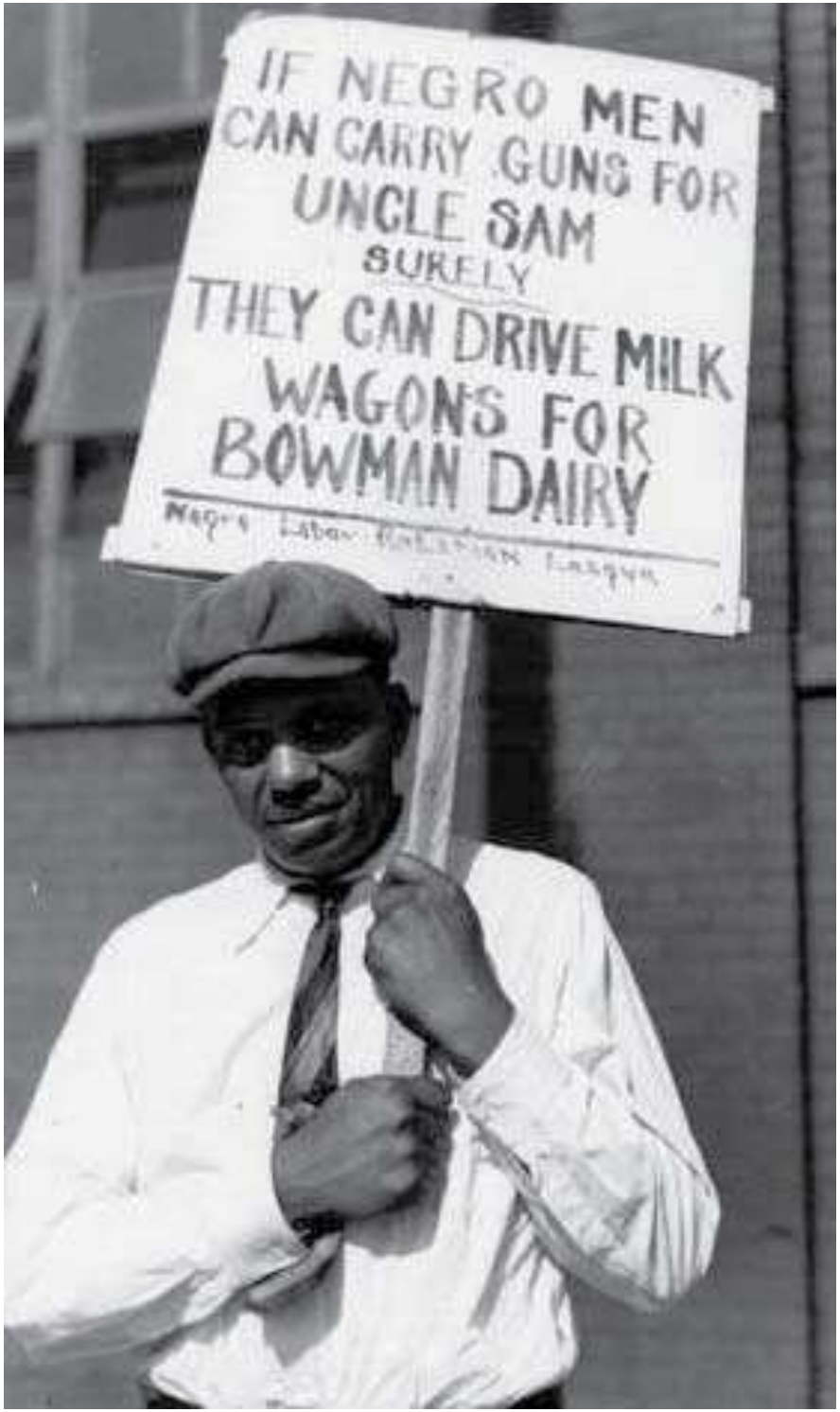
6. Who are the Tuskegee Airmen?

The success of African-Americans as soldiers and as workers during World War II led to new political pressure for equal rights and an end to segregation. The United States had depended on black Americans both on the homefront and overseas in the war. After the war ended, many racist Americans wanted things to go back the way they were: segregation in the South, and blacks being treated and paid differently in the rest of the country. THIS DIDN'T MAKE SENSE.

African-Americans had proved themselves during World War II, and they would resist being oppressed afterward. **This social change led to the Civil Rights movement, or movement for equal rights for African-Americans and an end to Jim Crow segregation laws in the South.**

JIM CROW LAWS

CIVIL RIGHT MOVEMENT


IF NEGRO MEN
CAN CARRY GUNS FOR
UNCLE SAM
SURELY
THEY CAN DRIVE MILK
WAGONS FOR
BOWMAN DAIRY

Summarize

-What happens to African-Americans during World War II?

-How are they treated when they return?

-What does this mistreatment lead to? What movement?

-What do you think the goal of the Civil Rights movement is?

World War II was truly a national effort. Other minority groups contributed. Espionage, or the art of spying, was a major part of the war. The Americans figured out a way to keep others from stealing their communications: they used the skills of the Navajo tribe.

Navajo Code Talkers communicated with each other in Navajo, a language that no foreign enemy would ever hope to understanding.

The experience of Mexicans and Hispanics was similar to African-Americans. They were primarily a rural population before the war, but they left farming jobs for cities. They became an urban population, like blacks. They dominated the urban scene of cities like Los Angeles.

RED ROSE
TEA
RED ROSE

There were even segregated schools in Los Angeles. In 1945, parents sued to integrate the schools and allow Hispanics into white schools.

Hispanics migrated even with tension between the white soldiers and Mexican youth, who became known as *pachucos.* Just like tensions between whites and blacks in northern cities, there were fights between Mexican youth and white soldiers on leave. These were called the **Zoot Suit riots.**

Pachuchos “Orale”

Zoot Suit Riots

Hispanic-Americans also fought in the war. Just like black Americans, they won medals such as the purple heart. And just like black Americans, they faced discrimination when they arrived home because of their race.

AMERICANOS TODOS
★
LUCHAMOS POR LA
VICTORIA
★ AMERICANS ALL ★
LET'S FIGHT FOR VICTORY

Complete

1. Native Americans who helped the US effort are exemplified by the _____ who helped code messages.

2. Hispanics, like blacks, migrated to the _____ to work in factories.

3. What happened in the cities between Mexican Americans and white soldiers?

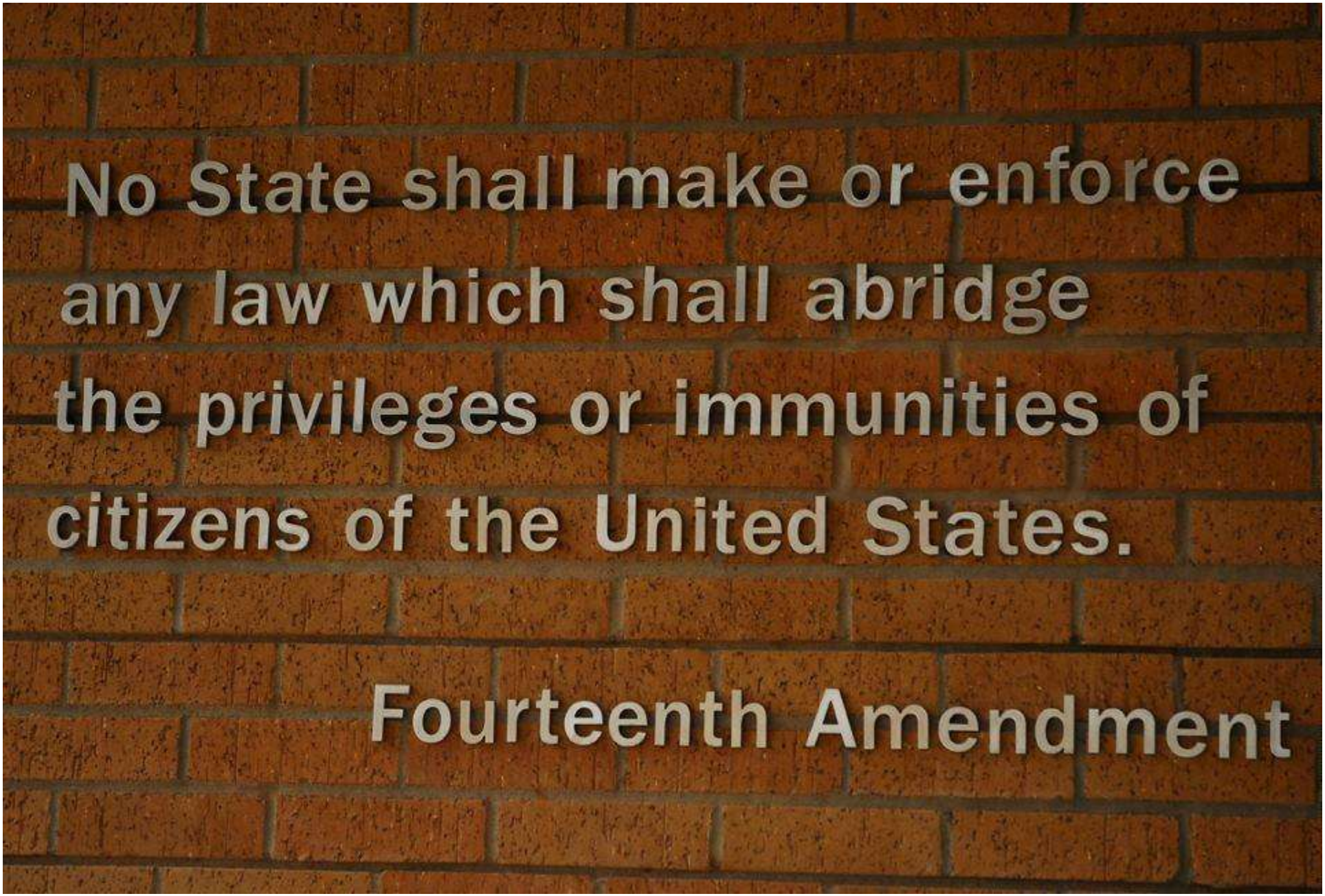
4. Black American, Japanese American, Hispanic American, and American Indian soldiers all won what during World War II?

So… World War II had a huge impact on the **social scene in the USA.** Women's roles changed, but then they largely went back to a more traditional role in the 1950s. African-Americans fought for more respect and won it, so they were unwilling to go back to being second-class citizens after the war. Although, it would take a decade for the Civil Rights struggle to peak, black Americans would eventually return to the forefront of American History. Japanese and Hispanic Americans suffered from some racism and discrimination despite their efforts for the US War Effort. HOWEVER, the positive role of minorities in the war allowed them to effectively fight for equal rights.

corbis
GO BACK
TO AFRICA
NEGROES

Operation Wetback 1954

Minority groups could effectively fight institutionalized and semi-legal discrimination because they had the protection of the Reconstruction Era 14TH amendment, which prohibits legally limiting or reducing the rights of citizens. **Just like the freed black soldiers in the Civil War after the Emancipation Proclamation, minority groups had proven their worth in a time of emergency.** The country could not ignore their contributions!


No State shall make or enforce
any law which shall abridge
the privileges or immunities of
citizens of the United States.
Fourteenth Amendment

And of course, Hollywood and the Media would continue to dominate and manipulate American opinions about current events. The government would also continue to play a role in trying to manipulate Hollywood. The next power-play would be to try to make Hollywood into an ANTI-COMMUNIST MACHINE, which became a struggle for freedom of speech and expression during the Cold War.

HOLLYWOOD

Opinion How did World War II affect the society and culture of the United States? (Try to give 5 examples)