

CHAPTER II:

PRIMARY SOURCES

1. *Recollections of Margrit Fisher (born 1918, Bremen, Germany).*

“The mood of the country was explosive, and Hitler’s slogans, which came more and more into the public sphere after 1931, resonated well among the people. At that time he never spoke of war. He promised us that unemployment would end, and that Germany would once again take its place in the world as a state worthy of respect. And I think that was probably the key thing, for the Treaty of Versailles had cut to the root of Germany’s self-respect, and a people cannot survive for long without self-respect. So this man was not only admired but welcomed, longed for. When the change of power happened, and the streets were suddenly peaceful and clean, and there was no more fighting – then all of us, who hadn’t really been for Hitler necessarily, were initially greatly relieved.”

[From *The Century*, by Peter Jennings and Todd Brewster, (Doubleday, 1998), p. 171.]



2. *Excerpt from a Nazi German Government document, outlining plans for a nationally coordinated attack on Jewish property. This attack is known in history as “Kristallnacht” (Crystal Night, “the Night of Broken Glass”). Urgent Telegram from Munich to All Political Police Headquarters and Stations on November 10, 1938, 1:20 am.*

“...The local political authorities are to be informed that the German police have received from the Reichsfuehrer SS and the Chief of the German police the following orders to which the actions of the political authorities should be correspondingly adjusted:

- a) Only such actions may be carried out which do not threaten German lives or property (e.g., burning of synagogues only when there is no threat of fire to the surroundings.)

- b) Stores and residences of Jews may only be destroyed but not looted. The police are instructed to supervise compliance with this order and to arrest looters.
- c) Special care is to be taken on commercial streets that non-Jewish businesses are completely secured against damage.
- d) Foreign citizens, even if they are Jewish, may not be molested...

As soon as the course of events during this night allows the assigned police officers to be used for this purpose, as many Jews – particularly affluent Jews – are to be arrested in all districts as can be accommodated in existing detention facilities. For the time being, only healthy male Jews, whose age is not too advanced, are to be arrested. Immediately after the arrests have been carried out, the appropriate concentration camps should be contacted to place the Jews into camps as quickly as possible. Special care should be taken that Jews arrested on the basis of this instruction are not mistreated.”

[From *National Archives*, Washington D.C., cited on www.ushmm.org, the *United States Holocaust Memorial Museum* Web site.]



3. *Excerpts from Charles A. Lindbergh’s “America First” Speech, April 23, 1941, New York City.*

I know I will be severely criticized by the interventionists in America when I say we should not enter a war unless we have a reasonable chance of winning. That, they will claim, is far too materialistic a viewpoint. They will advance again the same arguments that were used to persuade France to declare war against Germany in 1939. But I do not believe that our American ideals, and our way of life, will gain through an unsuccessful war. And I know that the United States is not prepared to wage war in Europe successfully at this time...

In time of war, truth is always replaced by propaganda. I do not believe we should be too quick to criticize the actions of a belligerent nation. There is always the questions whether we, ourselves, would do better under similar circumstances. But we in this country have a right to think of the welfare of America first, just as the people in England thought first of their



own country when they encouraged the smaller nations of Europe to fight against hopeless odds. When England asks us to enter this war, she is considering her own future, and that of her empire. In making our reply, I believe we should consider the future of the United States and that of the Western Hemisphere.

It is not only our right, but it is our obligation as American citizens to look at this war objectively and to weigh our chances for success if we should enter it. I have attempted to do this, especially from the standpoint of aviation; and I have been forced to the conclusion that we cannot win this war for England, regardless of how much assistance we extend...

...War is not inevitable for this country...Over a hundred million people in this nation are opposed to entering the war. If the principles of democracy mean anything at all, that is reason enough for us to stay out. If we are forced into a war against the wishes of an overwhelming majority of our own people, we will have proved democracy such a failure at home that there will be little use fighting for it abroad...

[From the *New York Times*, April 24, 1941, p. 12.]



4. *The New York Times Replies to "America First," April 30, 1941.*

...The Statue of Liberty in New York Harbor has looked down across the bay at many men who have crossed the ocean to find freedom. It stands now as a silent witness to the fact that we are already locked in mortal combat with the German system.

American courage and American idealism, together with the sound common sense of the American people, summon us to the defense both of our physical security and of those moral and spiritual values which alone make life worth living. This defense means many things. It means, in the first instance, a clear recognition that the most dangerous of all courses we could follow in this hour of decision is a policy of drift: of do-nothing while there is still time to act effectively; of letting hesitancy ripen into disagreement, and disagreement curdle into factions which will split the country.

It means strong leadership in Washington: a willingness to forgo the methods of indirection and surprise and veiled hints and innuendo, and to state the plain facts of the situation boldly...

...Above all else it means a decision to avoid the same mistake that the democracies have made over and over again – the mistake of “too little and too late.”

There is no escape in isolation. We have only two alternatives. We can surrender or we can do our part in holding the line. We can defend, with all the means in our power, the rights that are morally and legally ours. If we decide for the American tradition, for the preservation of all that we hold dear in the years that lie ahead, we shall take our place in the line and play our part in the defense of freedom.

[From the *New York Times*, April 30, 1941, p. 18.]



5. *Franklin D. Roosevelt's Speech to Congress, December 8, 1941, asking for a declaration of war against Japan.*

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

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

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

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

Yesterday the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong.



Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Wake Island.

This morning the Japanese attacked Midway Island.

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

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

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

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

I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again.

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

With confidence in our armed forces—with the unbounded determination of our people—we will gain the inevitable triumph—so help us God.

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



6. *Recollections of Lloyd L. Brown, an African American writer, from when he was stationed with the United States Army at Salina, Kansas.*

One day at high noon several of us enlisted men from Squadron C went into a lunchroom on Santa Fe – Salina’s main street—to see if the story we had heard was true. As we entered, the counterman hurried to the rear to get the owner, who hurried out front to tell us with urgent politeness: “You boys know we don’t serve colored here.”

Of course we knew it. They didn’t serve

“colored” anywhere in town when our all-black outfit first came to Salina in the fall of 1942 to open up the Smoky Hill Army Air Field just out of town. The best movie house did not admit Negroes and the other one admitted them only to the balcony. There was no room at the inn for any black visitor, and there was no place in town where he could get a cup of coffee.

“You know we don’t serve colored here,” the man repeated. He was still very polite, but he sounded aggrieved that we had not been polite enough to leave.

We ignored him and just stood there inside the door, staring at what we had come to see—the German prisoners of war who were having lunch at the counter. There were about ten of them. They were dressed in fatigues and wore the distinctive high-peaked caps of Rommel’s Afrika Korps. No guard was with them.

We had seen platoons of such prisoners brought from nearby Camp Phillips to dig drainage ditches at our air base, and we had heard that because of the manpower shortage some P.O.W.’s came by bus each day to Salina to work at the grain elevators. Then when one of our men told us that he had seen those alien commuters come to this lunchroom for their meal, it was something we had to see with our own eyes.

We continued to stare. This was really happening. It was no jive talk. It was the Gospel truth. The people of Salina would serve these enemy soldiers and turn away black American G.I.’s. The Germans now had half-turned on their stools and were staring back at us, each man’s cap at precisely the same cocky angle. Nothing further was said, and when the owner edged toward the phone on the wall, we knew it was time to go. The M.P.’s he would call would not treat us with his politeness.

As we left, I began thinking about the next session of the weekly orientation program I conducted for our squadron, giving lectures on why we fight and reporting on the progress of our war for the four freedoms. After this latest incident, what could I say?

The best thing I could come up with was this: If we were *untermenschen* [members of an inferior race] in Nazi Germany, they would break our bones. As “colored” men in Salina, they only break our hearts.

[From Lloyd L. Brown, “Brown v. Salina, Kansas,” *The New York Times*, 26 February 1973, 31, as cited in *Eyewitness*, edited by William Loren Katz, (Touchstone Books, 1995), pp. 430-431.]





**7. Recollections of Richard Scudder—
Paratrooper who participated in D-Day,
June 6, 1944. Richard Scudder was from
Oklahoma. He was very apprehensive as he
waited to jump into France. The enormity
of the moment was almost overwhelming.**

“For the ride across the Channel, nothing seemed real. It seemed to me like the world was coming to an end. When our plane taxied around on the runway, a real sick feeling came over us. We flew over the biggest invasion force that was ever put together. Ships, battleships, everything that you could think of was there in the Channel, ready to participate in the invasion of Normandy.

“When we got over the coast of France, all hell broke loose. The bullets hitting our planes sounded like someone was throwing gravel on a tin roof. Our company commander kicked the door off of our plane and said, “That real estate belongs to those sons of bitches tonight, but it will be ours in the morning.”

“As I got to the door, a burst of flak exploded right above my head. I don’t know how this could ever happen but it did: A piece of that flak got under my helmet and hit me in the eyebrow, and the blood streamed down across my face, and I remember frantically feeling for a hole, thinking that I had been shot with one of those tracer bullets that I had witnessed coming up towards us. Thank God it was only a scratch in my eyebrow. That was a relief to find that I hadn’t picked up a bullet.

“I landed by a causeway. We had been briefed on these things, that we could wade them; they were only supposed to be knee-deep. Boy, that wasn’t true at all. I went into that water and I went down over my head, and that scared the devil out of me. I thought I was going to drown.”

[From Ronald J. Drez, (Editor). *Voices of D-Day: The Story of the Allied Invasion Told by Those Who Were There*, (Louisiana State University Press, 1994), p.80.]



**8. Recollections Of Joe Ichiuji, World War II
Veteran, from The History Channel
Interview, 1999.**

The meaning of the National World War II Memorial is embodied by veterans like Joe Ichiuji. For him and for other Americans of

Japanese descent, the war was the ultimate test of allegiance to the country.

“Japanese-Americans had to prove that they were loyal Americans because they had two battles to fight. One against the enemy in Europe and the Pacific, and the other against racial prejudice in the United States.”

Before the United States entered the war, Ichiuji was already a corporal in the U.S. Army. But after Japanese forces attacked Pearl Harbor on December 7, 1941, his life changed drastically. Looking like the enemy made him and other Japanese-Americans feared and their loyalty to the United States suspect.

“I felt very badly because the country of my parents would attack the United States. Here I’m an American citizen. I’m in uniform and I just wondered why would they do a thing like that and how would I face my friends, my comrades in the Army, that was my concern.”

Ichiuji’s concern was justified. Within two months of the attack on Pearl Harbor, the Army discharged him. Soon after, he and his family, along with more than one hundred thousand Japanese-Americans, were sent to relocation centers. For Ichiuji and his parents that meant leaving their home and shoe repair shop in Pacific Grove, California and moving to an internment camp in Poston, Arizona.

“The morale of the relocation camp was low after being uprooted from their home and friends and placed in the middle of the desert. On top of that the camp was surrounded by barbed wire and it was guarded by armed soldiers. The camp life was regimented like the Army—you were assigned a number, you had to line up for mess, shower and toilet. And my family lost the control and as time went by they adjusted to camp life and they made the best of it.”

Ichiuji endured life in Poston, Arizona, until early 1943 when government recruiters came there seeking recruits for an all Japanese-American combat unit. Ichiuji was one of the first to volunteer.

“I just didn’t want to give up this chance to show my loyalties as an American citizen and serve my country. Even though I was discharged and evacuated and placed in a camp and treated as an enemy alien. I thought that by proving that I was a loyal American, the people outside, you know, they would have confidence in us and remove us from the camp—that was my aim.”

Ichiuji served as an artillery gunner in the



442nd Regimental Combat Team, a unit made up of 1,500 recruits from the internment camps and 3,000 Japanese-American volunteers from the Hawaiian Islands. Ichiuji and his comrades fought in Italy, liberated towns in France and broke through enemy lines to rescue more than two hundred soldiers from the 36th Division's "Lost Battalion." For their heroics the 442nd Combat Team became the most decorated unit in U.S. military history. But what Ichiuji remembers most is not the 442nd's battlefield heroics but rather their liberation of prisoners from the Dachau concentration camp.

"They were walking skeletons and they were suffering from malnutrition. The Jewish prisoners came to us for food and we gave them our C and K rations. We found out later they could not digest their food and became very ill. It's ironic that many of us who came from the mainland would find the German concentration camp and its Jewish victims. The scope and the purpose of the American and German camps were markedly different. However, the reason for the incarceration was the same – was racial prejudice."

At the end of the war, Ichiuji returned home to Pacific Grove where his parents resumed their lives after their release from the relocation camp in Poston. A grateful and apologetic nation made amends to the patriot who had fought heroically on two fronts.

"My folks came to the United States back in the early nineteen hundreds, were not allowed to become United States citizens and because of our contributions they were able to become naturalized citizens. I would like to say that I am very proud of my heritage and my country that acknowledges its mistakes and vowed it would never happen again."

To Joe Ichiuji the World War II Memorial is needed to honor the winning effort put forth by all patriotic Americans.

"I feel that the World War II Memorial is to tell the story about the American people who united together for a common cause and that's victory. It salutes all Americans that lost and sacrificed their life to defend our country – that's why it's necessary."

[From *Save Our History™: The National World War II Memorial*, an original documentary by The History Channel, ©1999.]



9. An excerpt from Frances Perkins, U.S. Secretary of Labor, comments on Changes in the Labor Force, 1943.

"The most spectacular [change]... is the great influx of women into fields normally considered masculine domains...We find there is a gradual replacement of men by women in laboratories, banks, businesses, ticket offices;...as tax collectors, radio announcers...A definitely encouraging trend has been a break-down in many quarters of prejudices against certain types of women workers. Married women...older women...[and] Negro women in unprecedented fashion are gaining footholds."

[From Doris Weatherford, *American Women and World War II* (Facts on File, 1990), p.194.]



10. Recollections of Deborah Smith Haight who worked as a civilian in the Intelligence and Security Division, Air Transport Command, Washington, D.C., during the war.

Because of the gasoline rationing, I gave two other people, including Colonel Oliver LaFarge, a ride to work every morning in my little second-hand Crosley. I learned to drink my coffee without sugar, since sugar was rationed too, along with meat and other things that formerly I just took for granted. Of course, none of us minded the rationing because we knew we were helping the war effort. There was a very strong sense of esprit de corps, that we were pitching in with the whole country to win this war. My friends and I were very proud of our contribution – even though we weren't officially in the military we all were doing our part. Sometimes, we received personal mail consisting of information about friends who were killed, wounded, or missing in action, which was very sad. Brothers, classmates, husbands, even the fathers of my friends were lost in the war. I'll never forget it.

On V-E Day, May 7th, we all rushed down to the White House area to cheer with Truman, although we were still grieving for Roosevelt. Our office had been chosen to select an accessible yet secret spot for the famous meeting of Roosevelt, Churchill, and Stalin shortly before then, and the photos of that Yalta conference had revealed how ill Roosevelt was. He had been our President as long as I could remember.



Our office ticker tape prepared us a few days in advance for V-J Day. Again we joined the mobs outside the White House, saddened by the number of lives lost in our war, but shouting with joy over the peace...

[From *Deborah Smith Haight*, The History Channel interview, 1999.]



11. Excerpt from *Ted Allenby's account of the bombing of Hiroshima. Allenby was a Marine who fought against the Japanese on a tiny island known as Iwo Jima, where the casualty rate was enormous.*

"I was in Hiroshima and I stood at ground zero. I saw deformities that I'd never seen before. I know that there are genetic effects that may affect generations of survivors and their children. I'm aware of all this. But I also know that had we landed in Japan, we would have faced greater carnage than Normandy. It would probably have been the most bloody invasion in history. Every Japanese man, woman, and child was ready to defend that land. The only way we took Iwo Jima was because we outnumbered them three to one. Still they held us at bay as long as they did. We'd had to starve them out, month after month after month. As it was, they were down to eating grass and bark off trees. So I feel split about Hiroshima. The damn thing probably saved my life."

[From *Ordinary Americans: U.S. History Through the Eyes of Everyday People*, edited by Linda R. Marks. (Close Up Publishing, 1994), p.212.]



12. Excerpt from an interview with *Hiroshima-survivor Yamaoka Michiko.*

"...I put my right hand above my eyes and looked up to see if I could spot [the planes]. The sun was dazzling. That was the moment.

There was no sound. I felt something strong. It was terribly intense. I felt colors. It wasn't heat. You can't really say it was yellow, and it wasn't blue. At that moment I thought I would be the only one who would die. I said to myself, "Goodbye, Mom."

They say temperatures of seven thousand degrees centigrade hit me. You can't really say it washed over me. It's hard to describe. I simply fainted. I remember my body floating in the air. That was probably the blast, but I don't know how

far I was blown. When I came to my senses, my surroundings were silent. There was no wind. I saw a slight threadlike light, so I felt I must be alive. I was under stones. I couldn't move my body. I heard voices crying, "Help! Water!" It was then I realized I wasn't the only one. I couldn't really see around me. I tried to say something, but my voice wouldn't come out.

"Fire! Run away! Help! Hurry up!" They weren't voices but moans of agony and despair. "I have to get help and shout," I thought. The person who rescued me was Mom, although she herself had been buried under our collapsed house. Mom knew the route I'd been taking. She came, calling out to me. I heard her voice and cried for help. Our surroundings were already starting to burn. Fires burst out from just the light itself. It didn't really drop. It just flashed."

[From "Eight Hundred Meters from the Hypocenter" an interview with Yamaoka Michiko, by Haruko Taya Cook and Theodore F. Cook, published in *Japan at War: An Oral History*, (The New Press, 1992), pp. 384-385.]



13. Excerpt from *The History Channel's Interview with Luther Smith, who flew as a fighter pilot with the heroic Tuskegee Airmen, on the reasons for a National World War II Memorial.*

"The World War II Memorial will be a place that people will want to come and just contemplate the first time all citizens came together in a unity cause to save America's democracy, to save our democratic principles, and to fight for something all of us knew was something better than we could get anywhere else."

[From *Save Our History™: The National World War II Memorial* an original documentary by The History Channel, 1999.]



CHAPTER III

GLOSSARY

affluent: (adj.) rich

Allied Powers: (n.) the twenty-six nations led by Britain, the United States, and the Soviet Union that joined in war against Nazi Germany, Italy, Japan, and their allies

allies: (n.) partners

amass: (v.) build up, collect

Anti-Comintern Pact: (n.) agreement between Italy, Germany and Japan meant to keep in check the international communists, especially Stalin's regime; signed on November 6, 1937

antisemitism: (n.) prejudice towards or discrimination against Jewish people

arduous: (adj.) very difficult

armada: (n.) a group of warships

armament: (n.) weapons and equipment for war

Aryan race: (n.) term for peoples speaking the languages of Europe and India; "Aryan" was twisted by the Nazis, who believed that people of German background were the best examples of the "superior," "Aryan race"

Axis Powers: (n.) Germany, Japan, Italy and their allies during World War II

burgeoning: (adj.) rapidly growing

bystander: (n.) witness to an event who remains uninvolved

casualty rate: (n.) term for the number of people killed or wounded in a certain period of time

civilian: (n.) individual not in the armed forces

communism: (n.) the political philosophy that the community should control all property and that all people should share a common wealth

communist: (n.) believer in communism; member of the Communist political party or movement

concentration camp: (n.) a camp where people—prisoners of war or political opponents—are held captive; commonly associated with the imprisonment of European Jews during World War II

covert: (adj.) secret

cryptologist: (n.) someone who writes and translates codes

decipher: (v.) to figure out, decode

depression: (n.) a period of extreme economic hardship which causes unemployment, decreasing business activity, and falling prices; the United States experienced its worst depression, the Great Depression, during the 1930s

descent: (n.) ancestry, lineage

dictatorship: (n.) a state or government whose ruler has absolute power

discrimination: (n.) prejudice; an intolerant act

draft: (n.) the selection of individuals for required military service

Eastern Front: (n.) line of battle between the Soviets and the Germans

"Empire of the Rising Sun": (n.) name for the Japanese Empire whose national flag is a red sun centered on a white background; centuries ago Japanese warriors used this flag on their war ships, and in 1870 the Japanese government adopted it as the national flag

encourage: (v.) to inspire with hope, confidence or courage; to give support

"enemy of the state": (n.) a person who threatens the power of a government

enlistee: (n.) an individual participating in the armed forces

envoy: (n.) representative of the government sent on a special mission

equitable: fair, just

eradicate: (v.) to get rid of, destroy

escalation: (n.) increase

European Theater: (n.) battles fought on the European continent beginning with the invasion of Normandy

extermination camps: (n.) Nazi camps equipped with gas chambers for the mass murder of the Jews of Europe; up to 2,700,000 Jews were murdered at these six camps, as were tens of thousands of Gypsies, Soviet prisoners of war, Poles, and others

fascism: (n.) a governmental system which calls for a strong central government and a nationalistic policy which is hostile to other nations, usually headed by a dictator

"Final Solution": (n.) the Nazi plan to kill the Jews of Europe

foreshadow: (v.) preview, present a sign beforehand

gas chamber: (n.) sealed room in which prisoners are killed by a poisonous gas

genocide: (n.) planned destruction of a racial, political, or cultural group

Gypsies: (n.) popular term for Roma and Sinti,



nomadic people believed to have originated from northwest India; first appeared in western Europe in the 1400s and eventually spread to every country in Europe

headway: (n.) progress toward a goal

Hiroshima: an industrial city in Japan that was devastated by the dropping of the first atomic bomb on August 6, 1945; 80,000 civilians were killed and many more suffered from radiation

Holocaust: (n.) a Greek word meaning “complete destruction by fire;” the persecution and genocide of European Jews by the Nazis during World War II; Jews were the primary victims, but Gypsies, the handicapped, and Slavs were also targeted; millions more, including Soviet prisoners of war, political opponents, homosexuals, and Jehovah’s Witnesses suffered oppression and death under the Nazi dictatorship

incinerated: (adj.) burned up

internationalist: (n.) individual who believed that the United States had an obligation to fight in World War II

internment: (n.) the act of being confined or held prisoner

isolationist: (n.) individual who did not believe that the United States had any obligation to fight in World War II; term still commonly used to refer to someone who believes that the United States should not interfere in other countries’ political or economic affairs regardless of the circumstances

jubilant: (adj.) thrilled, extremely joyful

kamikaze: (n.) a plane loaded with explosives to be piloted in a suicide attack

Kristallnacht: (n.) “Night of Broken Glass;” the November 9-10, 1938 riots against the Jews of Germany

Manhattan Project: (n.) United States government research project that produced the first atomic bombs between 1942 and 1945

masterful: (adj.) having expert skill and knowledge

morale: (n.) group spirit, a strong sense of enthusiasm

munitions: (n.) weapons and ammunition for war

Nagasaki: (n.) Japanese city devastated by the dropping of the second atomic bomb on May 9, 1945; over 70,000 civilians were killed and more than 70,000 were severely injured

nationalism: (n.) patriotism, devotion to a nation

Nazi: (n.) short term for National Socialist

German Workers Party, a right-wing, nationalistic, and antisemitic political party formed in 1919; headed by Adolf Hitler from 1921 to 1945

Nisei: (n.) “second-born” in Japanese; second generation Japanese Americans who are United States citizens by birth

non-aggression pact: (n.) agreement by which two or more countries agree not to go to war against each other; Germany and the Soviet Union signed a non-aggression pact in Moscow on August 23, 1939

offensive: (n.) attack

opponent: (n.) enemy, person on the opposite side

oppressive: (adj.) extremely difficult to bear

paratrooper: (n.) soldier trained to parachute from an aircraft

persecute: (v.) harass, treat very badly

“pincer”: (n.) a movement in a military campaign that involves at least two allied regiments or ships approaching the enemy from opposite directions, so that the enemy is “pinched” in the middle

pivotal: (adj.) central, very important

polio: (n.) short name for poliomyelitis, a disease occurring mainly in children that can cause deformity and paralysis; today doctors use a vaccine, invented in 1961, to protect children from this disease

precipitously: (adv.) steeply

pre-industrial: (adj.) before the development of large-scale factories

propaganda: (n.) information—facts, arguments, rumors, half-truths, or lies—used to convince people of a certain message

racial segregation: (n.) the practice, by custom or by law, of separating races, in employment, schools, housing, and other public places

ration: (v.) give a fixed amount of food to soldiers or to civilians when there is a shortage

refugee: (n.) person who flees to another country for protection from invasion, oppression, or persecution

relocation camp: (n.) imprisonment camp where the United States government forced Japanese Americans to move after the bombing of Pearl Harbor; there were ten permanent camps in the western United States

reparations: (n.) payment that a defeated nation must make in order to make up for damage or injury during a war

restrictions: (n.) limitations on people’s actions



Rhine River: (n.) river in Western Europe, rising in eastern Switzerland and flowing north through Germany and the Netherlands to the North sea

shortchange: (v.) to give someone less than s/he deserves

Sicily: (n.) largest island in the Mediterranean Sea off the southern tip of Italy

Slavs: (n.) members of one of the Slavic speaking peoples of Eastern Europe

socialist: (n.) a member of the Socialist party which believes that society, rather than the economic market, should control public property and the distribution of income

subterfuge: (n.) trick

swastika: (n.) an ancient symbol formed by a Greek cross with the ends of the arms bent at right angles in either a clockwise or counterclockwise direction; the symbol of Nazi Germany

terrorism: (n.) use of violence, terror and intimidation

Third Reich: (n.) official Nazi title for their dictatorship

Treaty of Versailles: (n.) the formal written agreement that ended World War I

“U-boats”: (n.) submarines

ultimatum: (n.) a statement of terms that threatens serious consequences if the terms are not accepted

unconditionally: (adv.) completely, without limitations

underground resistance: (n.) secret, organized group acting to oppose the government or, during war, to resist occupying enemy forces

unemployment: (n) term used to indicate the number or percentage of people without jobs

United Nations: (n.) an international organization made up of most of the countries of the world, formed in 1945 to promote peace, security, and economic development

unprecedented: (adj.) first-time, unmatched

vanquish: (v.) conquer

war bond: (n.) a loan given to the government to support the war; the government promised to pay interest when it returned the borrowed money

Weimar Republic: (n.) democratic government of Germany in power from 1919 to 1933; adopted its constitution in the German city of Weimar

Yalta: (n.) city of the Ukraine in Crimea on the Black Sea



CHAPTER IV:

COMMUNITY EVENTS: PARTICIPATING IN THE NATIONAL WORLD WAR II FUND-RAISING CAMPAIGN

The History Channel has partnered with the National World War II Memorial Campaign in creating this manual. We encourage you, your students, your school, and your community to participate in helping to build the Memorial. **It's time to say thank you to all the Americans who participated in World War II, on the war front and on the home front.**

Schools around the country are joining in this effort. Milwaukie High School, in Milwaukie, Oregon, holds an annual "Living History Day," where the school honors living military veterans and other war effort participants, serves them lunch, and invites them to share their experiences with students. The school also recreates a USO show for the veterans' entertainment. Ken Buckles, the founder and coordinator of the event, teaches physical education at the high school. In a recent interview, he commented, "We need to realize that the cost for our freedom and great life was very high, especially for the ones who never came back." The students at Milwaukie High learn invaluable history lessons, and develop an appropriate sense of gratitude toward their guests. Last year, the students raised over \$10,000 for the National World War II Memorial plus an additional \$20,000 to pay for "Living History Day." One high school junior, Scott Campbell, donated over \$700 from his pay at McDonald's!

The story of Milwaukie High School can be a bit intimidating – most schools won't be able to replicate their \$10,000 donation. But any school can hold a penny drive.

That's why **The History Channel** is making available coin banks for penny drives in your

school. Every little bit helps build the Memorial. Plus, students will have a sense of "ownership" in the drive to recognize the World War II participants and in the final creation of the Memorial.

DO NOT send in the coins! Please see the donation form at the back of this manual.

BELOW PLEASE FIND SOME FUND-RAISING SUGGESTIONS FOR COMMUNITY EVENTS AT SCHOOLS

1. **A Night at the Movies, 1940s-style!**

Organize a community night at your school around the screening of one or more movies of the wartime era. You may not be able to charge admission to the movie for legal reasons, but you could have students in the school sell popcorn, baked goods and other refreshments to raise money. (Remember this is how movie theaters make most of their profits!) You may even wish to make it a 1940s "theme" night, asking attendees to wear period clothes, typical of the 1940s, and serving snacks that were popular then. This will really get everyone in the spirit of the 1940s and help people to understand American culture and society during the war years.

Suggested films include:

Anchors Aweigh
Ball of Fire
Best Years of Our Lives
Blondie For Victory (or other Blondie movies)
Casablanca
Citizen Kane
Gaslight
Lady on a Train
Maltese Falcon
Mission to Moscow
Yankee Doodle Dandy

2. **Get in the Swing!**

Host a swing dance night at your school! Set the mood by asking that all attendees wear dress appropriate to the 1940s, play music of the big band era, and serve refreshments popular at the time. You can charge admission to the event and/or charge for refreshments. If you want to add an element of competition, you can hold a contest for the best swing dancers and/or the best costume, judged by a selected panel of judges. With the latest craze in swing dancing, it is likely that someone in



your school community knows how to swing dance or knows someone else who does. It might be nice, though not necessary, to invite this person to offer lessons in the basic steps of swing dancing before your event.

In order to get members of your community excited, share the following history with them and create posters to advertise the event: (You can also log onto the web; there are a lot of great sites on swing dancing.)

Swing is a form of jazz music popular from the mid-1930s to 1940s. It originated from African American musicians, most notably Fletcher Henderson who began experimenting with swing in Harlem in the 1920s. The “era of swing” was born in 1935, when Benny Goodman, a white jazz musician, played numbers that Henderson had arranged for Goodman’s band to enthusiastic crowds at the Palomar Ballroom in Los Angeles. Goodman captured the title, the “King of Swing,” as he spread this new swing music across the radio airwaves. Big bands, led by such greats as Count Basie, Tommy Dorsey, Duke Ellington, Glenn Miller and Artie Shaw, sprung up across the country. Despite the controversy that swing sometimes created, due to its sensual dancing style and the interracial collaboration that inspired it, swing dominated American popular culture. Huge audiences packed into dance and music halls, and people bought more swing records than any other form of music during the war years.

Recommended Music Selections:

“Swingin’ the Century,” Bill Elliott
 “Mack the Knife,” Bobby Darin
 “Atomic Swing,” or “Basie in London,”
 Count Basie
 “Big Band Cole,” or “Jumpin at Cole,”
 Nat King Cole
 “Unforgettable with Love,” Natalie Cole
 “Big Bands in Hi Fi”
 “Zoot Suit Riot,” Cherry Poppin’ Daddies

3. Community Night.

Get your whole school, and the entire community, involved by asking every class to undertake some project related to World War II, whether in art, science, or history class. Students might create posters or maps, write

short essays or letters, or build model airplanes and ships used by the Allied Forces. The projects could be related to either the home front or the battle front. Then, display these projects around the school and send out invitations to the community to come and see the exhibit. You can charge admission and perhaps host an awards ceremony for the best projects. (For an awards ceremony, you may want to have one winner for each class, one for each grade level, and then overall school winners.)

4. Helping on the Home Front.

During World War II, citizens across the country contributed to the war effort every day, in whatever individual ways they could. Children salvaged aluminum and rubber to provide raw material for use in wartime production. Families rationed gas, butter, coffee, dairy products and some meats. To combat food shortages, thousands of people planted their own “victory gardens,” which eventually numbered 20,000 and produced 40% of all vegetables grown during the war. In order to help recapture this spirit of sacrifice, there are a number of projects that your school can undertake. If it is the right season and your school has access to suitable land, you could try planting your own victory garden. You could sell the proceeds, with the money going into a fund for donation to the National World War II Memorial. Please use the donation form included in this manual.

You also could mount your own recycling campaign, focusing on aluminum cans and/or glass bottles. In most places, it is possible to redeem both of these items for a refund of the deposit money. Keep a running tab of the amount raised by each class and hold an ice-cream or pizza party (with refreshments donated by some local restaurant) for the class that raises the most money for the Memorial.

5. See a Penny, Pick it Up...

A school-wide penny drive is a great way to get your whole school involved in raising money for the construction of the National World War II Memorial. In the same way that Americans collected metal scraps and animal fat to contribute to the war effort during the 1940s, students today can help build the National World War II Memorial by collecting pennies.



Using the container provided by **The History Channel** or asking each classroom to set up some collection bin, encourage all students and staff to bring their pennies to school and place them in the designated container. At end of each day or each week, have each class tally the total number of the pennies that it has collected. Each teacher may wish to appoint a different pair of bankers each week. If a local bank in your community is willing to work with your school, you may have each class make a weekly or bi-weekly deposit. This exercise will help teach students the principles of banking and the importance of saving, in addition to basic math skills. At the end of the penny drive, calculate the school total and offer prizes, like pizza or ice-cream parties, to the winning classes on each grade level. If you find the surrounding community receptive, you may be able to find local sponsors who will agree to match student contributions for a select grade level. When the drive is closed, you could host a victory celebration where the local bank presents a check to the school president or principal for donation to the National World War II Memorial Campaign.

As your class is collecting pennies, you can create all kinds of math activities. For example, students can estimate how many pennies it would take, laying them end to end, to cover one mile; how many pennies it would take, stacked one on top of the other, to reach an eight-foot high ceiling; or how far a penny could travel when rolled on its side. Let your imagination run wild—the activities are endless!

6. **The Candy Counter.**

Did you know that M&M candies were very popular during World War II? You can use them to inspire a simple fund-raiser.

Place a large glass jar or other container of M&Ms in a prominent place in your school, along with a poster telling about the history of this All-American candy, next to a penny collection jar. (For more information about the history of M&M's, visit their web site: <http://www.m-ms.com/factory/history/hist.html>). Ask students to make a donation to the National World War II Memorial and in turn try to guess how many M&M's are in the jar. At the end of the contest period, the

student with the closest guess gets the jar of candy or some other prize sponsored by a local store. If you get an outside sponsor, you might offer runner-up prizes as well.



CHAPTER V

RESOURCES

Recommended Books and Articles:

- Ambrose, Stephen and Douglas Brinkley, ed. *Witness to America: An Illustrated Documentary History of the United States from the Revolution to Today*. New York: Harper Collins Publishers, 1999.
- Bailey, Thomas A., David M. Kennedy, and Elizabeth Cohen. *The American Pageant, Volume II: Since 1865*. New York: Houghton Mifflin Company, 1998.
- Brinkley, Alan. *American History: A Survey, Volume II: Since 1865*. New York: McGraw-Hill, 1999.
- Cook, Haruko Taya and Theodore S. *Japan At War: An Oral History*. New York: The New Press, 1992.
- Drez, Ronald J. ed. *Voices of D-Day: The Story of the Allied Invasion Told by Those Who Were There*. Baton Rouge: Louisiana State University Press, 1996.
- Frank, Anne. *Anne Frank: The Diary of a Young Girl*. New York: Pocket Books, c1953.
- Hakim, Joy. *A History of US: War, Peace, and All that Jazz*. (Book 9 in The History of US series.) New York: Oxford University Press, 1999.
- Jennings, Peter, and Todd Brewster. *The Century*. New York: Doubleday, 1998.
- Katz, William Loren. *Eyewitness: A Living Documentary of the African American Contribution to American History*. New York: Touchstone Books, 1995.
- Marks, Linda R. ed. *Ordinary Americans: U.S. History Through the Eyes of Everyday People*. Alexandria, VA: Close Up Publishing, 1994.
- Strom, Margot Stern. ed. *Facing History and Ourselves Resource Book: Holocaust and Human Behavior*. Brookline, MA: Facing History and Ourselves National Foundation, Inc., 1994.

Books for Students:

- Colman, Penny. *Rosie the Riveter: Women Working on the Home Front in World War II*. New York: Crown Publishing, 1995.
- Foreman, Michael. *War Boy*. New York: Arcade Publishing, Inc. 1989.
- Hornbostel, Lloyd. *War Kids, 1941-1945: WWII Through the Eyes of Children*. Galde Press, Inc., 1996.
- Lobel, Anita. *No Pretty Pictures: A Child of War*. Greenwillow Press, 1998.
- Nicholson, Donrinda Makanaonalani. *Pearl Harbor Child*. Kansas City: Woodson Publishing, 1993.
- Sender, Ruth Minsky and Jim Coon. *The Cage*. New York: Simon & Schuster Children's, 1997.

Videos:

- Anne Frank: The Life of a Young Girl*
Churchill and the President
Churchill and the War Cabinet Rooms
D-Day: The Story Set
Damned Engineers at the Battle of the Bulge
Dear Home: Letters from World War II
Dwight D. Eisenhower: Commander-in-Chief
Eleanor Roosevelt: A Restless Spirit
Erwin Rommel: The Last Knight
FDR: The War Years
FDR: Years of Crisis
General George Patton: A Genius for War
Hirohito
Hitler's Henchmen
Holocaust
Inferno: The True Story of Dresden
Joseph Stalin
Navaho Code Talkers
Save Our History: The National World War II Memorial
Secret Letters of Churchill and Mussolini
The Rise and Fall of Adolf Hitler

The editor highly recommends the following web sites:

HistoryChannel.com Follow links to classroom and then to *saveourhistory*. Or visit "This Day in World War II History" page.

WWII Memorial.com Learn more about the National World War II Memorial and how you can help in this national effort



http://ac.acusd.edu/history/ww2_links.html
A World War II portal with a remarkably rich variety of links, from foreign policy to cartoons. This url is unusual – don't use www, and remember the bottom slash (underscore) between ww2 and links.

www.air-museum.org The Palm Springs Air Museum site, which contains a great poster collection and is an easy, safe place for a young student to start exploring.

www.cc.ukans.edu/carrie/docs/amdocs_index.html University of Kansas document collection, with an outstanding collection on World War II public documents.

www.clpef.net/edu.html The Education Resource Section on the Civil Liberties Public Education Fund website offers a terrific summary, chronology, and collection of downloadable images relating to Japanese American internment. Outstanding links and resources for further research.

www.fdrlibrary.marist.edu/wwphotos.html
A helpful selection of copyright-free photographs you can download.

www.geocities.com/Athens/8420/main.html
A wonderful site filled with important documents and photographs to help students learn about Japanese American internment. Valuable list of links to related sites.

www.nara.gov/exhall/powers The National Archives and Records Administration (NARA) site containing fabulous posters from World War II. (Try following the link to www.nara.gov/exhall/powers/manguns.html.) NARA also has an unparalleled document collection.

www.personal.psu.edu/users/l/e/lek105
“Hooray for the Home Front,” a colorful, fun resource about the home front during the World War II era. It has a special section on teenagers during the war.

www.ushmm.org The U.S. Holocaust Memorial Museum; a valuable resource for students.

www.facing.org Facing History and Ourselves website, offering suggestions for engaging

students in an examination of the historical connections between the Holocaust and the moral choices that they must make in their own lives. Contains a great exhibit of the art and writing of students who have participated in the program.

www.usps.gov/letters/ww2a.html World War II era personal letters from the U.S. Postal Service's collection that add depth to students' understanding.

www.skypoint.com/members/jbp/map.html
A great reference site on WWII battles in the Pacific.

RESEARCHING THE INTERNET: HINTS FOR BEGINNERS

Researching World War II on the Internet strengthens computer and researching skills, while building content knowledge. There are a lot of great sites that students can find on their own. The best way to start is through a good “portal,” like Excite, Yahoo, or Alta Vista. Then “drill down.” Our research staff recommends the following process:

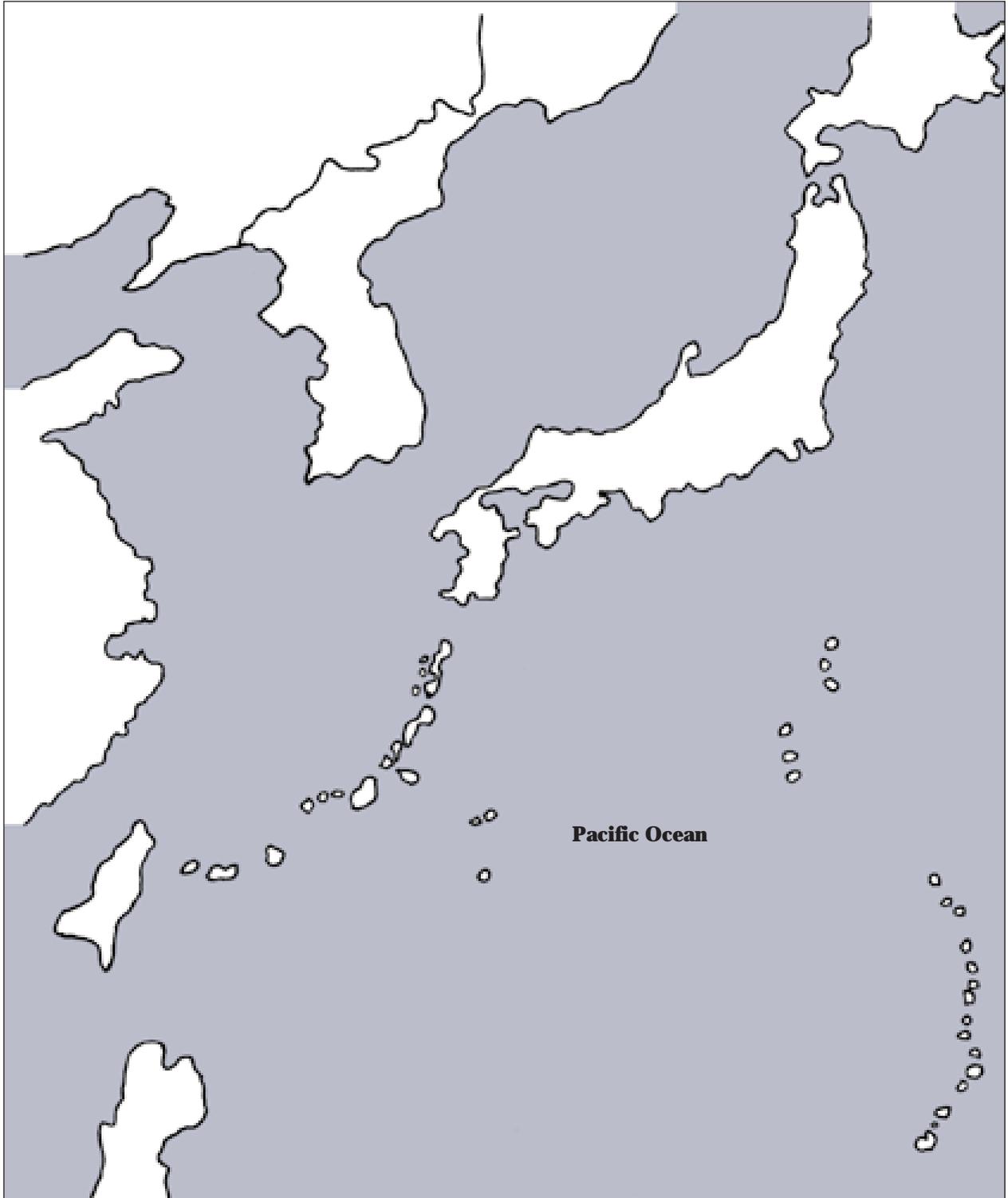
Start at your *portal* (example: www.yahoo.com) Click on *Arts & Humanities*. Next, click on *Humanities*. Next, click on *History*. Next, click on *U.S. History*. Next, click on *20th Century*. Next click on *1940s*. Now you can start your research. (You could also click on *Military History* after you get to U.S. History, and then click on World War II.)



Europe



The Pacific





Donation: \$ _____ Date _____

Make your check payable to National WWII Memorial and mail to:

**National WWII Memorial
Code: EDU-02-History Channel
2300 Clarendon Boulevard
Suite 501
Arlington, Virginia 22201**

Please include your SCHOOL NAME and Code EDU-02-History Channel on check(s).

Please print or type the following information:

Title: Ms. _____ Mrs. _____ Mr. _____ Dr. _____ Other _____

Name: First _____ MI _____ Last _____

Name of School _____

Street Address _____

City _____ State _____ Zip Code _____

Phone Number (____) _____ Email: _____

Position: Teacher (note Grade/Subject) _____ Principal _____ Other _____

Briefly describe fund raising activity. Please indicate grade level of students involved.

I hereby consent to the inclusion of the above information on the Memorial's Internet site (wwiimemorial.com), as well as in other public relations materials.

Authorizing Signature _____ Title _____ Date _____

For information contact: Bob Lewis, Director of Education, NWWIIM, 2300 Clarendon Boulevard, Suite 501, Arlington, VA 22201, Phone 703.696.8437, Fax 703.696.6667 email: Lewisb@wwiimemorial.com

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