

ERA 8 THE GREAT DEPRESSION AND WORLD WAR II, 1929-1945

Introduction

By the mid-1960s, publisher and editor-in-chief Henry Luce (pro: Loose) was the head of the largest, most prestigious, and most powerful publishing empire in the world, an empire that included magazines such as *Time* (founded in 1923), *Fortune* (1930), *Life* (1934), *House and Home* (1952), and *Sports Illustrated* (1954), as well as radio and cinema holdings. Therefore, whenever he wrote or spoke, millions heeded what he had to say.¹

Therefore, Luce created a storm of controversy when his essay “The American Century” appeared in *Life* magazine on February 17, 1941.² In Luce’s opinion, the twentieth century was an American century:

It is our century. It is ours not only in the sense that we happen to live in it but our because it is America’s first century as a dominant power in the world. So far, this century of ours has been a profound and tragic disappointment....In 1919 we had a golden opportunity, an opportunity unprecedented in all history, to assume the leadership of the world....We bungled it....³

In all, Luce asserted, “the world of the 20th century, if it is to come to life in any nobility of health and vigor, must be to a significant degree an American Century” in which the United States must *lead* the world, *feed* the world, and spread the ideals of civilization *throughout* the world.⁴

When Luce’s essay appeared, it was attacked by many Americans as jingoistic,⁵ imperialistic, and (in the words of theologian Reinhold Niebuhr) “egoistic.”⁶ In early 1941, many Americans were determined that the United States must stay out of the war raging in Europe,⁷ and feared that opinions such as those Luce espoused eventually would drag America into that conflict.

By 1945, however, everything that Luce had predicted had come true. Much of Western Europe, Germany, the Soviet Union, and Japan lay in ashes, and the United States was the only one of the Great Powers left standing and virtually untouched by World War II. The nation had come through the Great Depression of the 1930s and the war. The end of the war touched off a nearly unprecedented era of prosperity at home but also kept United States troops stationed around the world. Luce’s “American Century” had come to pass. Speaking to Americans in 1945, the publisher-editor said: “We must, that is, here and now, do the best we can, knowing that our best will be deeply tainted with error and corruption.” But he nevertheless maintained that “it

¹ Henry Luce (1898-1967) was born in China, where his father was serving as a Presbyterian missionary. After graduating from Yale College in 1920 (where he was managing editor of the *Yale Daily News* and was voted “most brilliant” in his class), Luce spent a year studying history at Oxford University and then worked as a reporter for the *Chicago Daily News* and the *Baltimore News*. In 1922 he and a college friend quit their jobs and founded *Time*, Incorporated. The first issue of *Time* appeared on March 3, 1923. At his death in 1967, Luce was said to be worth \$100 million.

² For the full text of “The American Century” see John K. Jessup, ed., *The Ideas of Henry Luce* (New York: Atheneum, 1969), pp. 105-120.

³ *Ibid.*, p. 115.

⁴ *Ibid.*, p. 116.

⁵ jingoist: one who vociferously supports his/her country and a belligerent foreign policy.

⁶ Jessup, *Ideas of Henry Luce*, p. 16.

⁷ In March 1941 a Gallup poll revealed that 83% of Americans surveyed believed the U.S. should stay out of the war in Europe. See *The Gallup Poll: Public Opinion, 1935-1971* (New York: Random House, 1972), vol. I, p. 270.

is the God-given duty of men to organize human societies—not as ants organize them but with reflective thought and imaginative foresight.”⁸

Although all of Luce’s 1941 predictions did come true, one thing he did not expect was the enormous expansion of the size, budget, and power of the federal government from the beginning of the Great Depression until the end of the Second World War. The programs of President Franklin Roosevelt’s New Deal caused Americans to look to the federal government rather than to their state or local governments. This was a virtual revolution in American attitudes toward their governments, as farmers, factory workers, laborers, and the unemployed came to look to the federal government for answers, and for relief. The trend toward governmental centralization accelerated during World War II, as all aspects of American life had to be marshaled and directed for the war effort.

Not surprisingly, the expenditures of the federal government increased precipitously. In 1901 the total expenditures of the federal government were \$525 million. By 1920 that figure had risen to \$6.358 billion and by 1950 it had soared to \$42.562 billion.⁹ By 1949 roughly one worker out of eight was a federal civilian employee. To pay for these outlays, taxes and budget deficits increased.

Not only did the size, scope, and power of the federal government increase in the period we are referring to as Era 8 (1929-1945), but there was an important shift in the powers of the three branches *within* the federal government. No longer were the government’s powers roughly balanced between the Legislative, Executive, and Judicial branches, but the influence of the Executive branch far outstripped the other two. The president’s visibility and authority rose enormously. President Roosevelt, as the titular head of the Democratic Party, virtually dominated Congress, which generally could be bent to his will. Moreover, his “fireside chats” (radio broadcasts) came into the parlors and living rooms of countless Americans who listened to and generally supported his ideas.¹⁰ No previous president—not Washington or Lincoln or any other Chief Executive—enjoyed the popularity and influence of Franklin Roosevelt, not even his fifth cousin Theodore.¹¹

Roosevelt used his popularity and the crises at home and abroad to push through his New Deal programs as well as his foreign policy objectives. The New Deal philosophy had its origins in the Progressive Era (Roosevelt had begun his political career as a Progressive Democrat) whose goal was to protect Americans during the rapid changes caused by industrialization. For its part, the New Deal sought to bring short-term relief to those suffering from the Depression while at the same time introducing reforms that would make permanent changes in American government and American life.

Thus the period from 1929 to 1945 was a revolutionary one in America, both in domestic and foreign affairs. Surviving the Great Depression took enormous courage and will, but it also required a dramatic expansion of the size, scope, and expenditures of the federal government. Even so, most economists and historians have concluded that the New Deal by itself did not end the Depression. In 1938 industrial production was only 72.3% of what it had been in 1929 and unemployment still was a disturbing 19.0%. But American involvement in the Second World War virtually ended unemployment, as over 12 million Americans were in uniform and millions of other Americans (many of them women who had never worked outside the home and African Americans who abandoned southern agriculture for good-paying jobs in industries from which they had been excluded) worked on the home front.

⁸ Jessup, *Ideas of Henry Luce*, p. 14.

⁹ For comparison, federal expenditures in 2009 totaled \$2.854 trillion. *GPO Access*.

¹⁰ Roosevelt’s first “fireside chat” was on March 12, 1933, eight days after his inauguration as president.

¹¹ In Roosevelt’s four presidential campaigns, he never carried fewer than 36 states (of 48) and never won fewer than 432 electoral votes (of 531).

The dropping of the first atomic bomb on Japan on August 7, 1945 and a second on August 9 finally brought World War II to an end (Germany had surrendered on May 8, 1945). And yet, even as Henry Luce's prediction of an "American Century" had come true, Americans in 1945 faced a myriad of problems created by their own economic prowess and world leadership. By 1962, the aging publisher hoped that America would become "the first modern, technological, humane, prosperous and reverent civilization." But America had disappointed him so many times before.¹²

Student Contact Goals

1. Explain the events that led to the Great Depression.
2. Describe how the Great Depression affected American society as a whole and Tennessee society specifically. Define and explain Hoovervilles, the Bonus Army, poverty, unemployment, religious revivalism.
3. Describe the Dust Bowl and its effects.
4. Describe the New Deal and some of its specific programs (Civilian Conservation Corps, Social Security, the Agricultural Adjustment Act, the Works Progress Administration, the Federal Deposit Insurance Corporation, etc.)
5. Identify the Tennessee Valley Authority. What did it do?
6. Identify the causes of World War II and explain the United States' involvement in the war.
7. Describe Japanese-American internment and its conflicts with American ideals and constitutional rights.
8. Explain the social effects World War II had on American life.
9. Identify the following: Pearl Harbor, D-Day, Hiroshima and Nagasaki, Franklin Roosevelt, Cordell Hull.
10. Define the following: totalitarianism, fascism, communism, anti-Semitism, nationalism.
11. Explain how World War II affected the American economy (i.e. women in the work force, urbanization, minority employment, rationing, military spending, Selective Service, etc.).

Student Skills Goals

1. Interpret a political cartoon involving the Great Depression and one involving the New Deal.
2. Create a time line showing major events in the New Deal.
3. Interpret a primary reading sample.
4. Examine primary sources in order to distinguish fact from fiction.
5. Interpret a visual contrasting life before and after World War II (i.e. education, family size, transportation, roles of women, urbanization, etc.)
6. Show how tools of social scientists help historians (statistics, maps, opinion polls, artifacts, magazines, moving pictures, cartoons, election results, etc.).

Teacher Development Goals

1. Teacher exhibits excellent content knowledge regarding the major events, individuals, etc. of the Great Depression, the New Deal, and World War II. Teacher also exhibits knowledge of how these events, individuals, etc. are part of larger, overarching themes that covers the entire chronological period.
2. Teacher develops strategies that engage students in historical thinking to raise questions and issues that go beyond the material presented in the textbooks. Teacher also will show

¹² Jessup, *Ideas of Henry Luce*, p. 134.

- students how to develop a *hypothesis* and to use historical evidence to *support* that hypothesis.
3. Teacher designs activities that go beyond the textbook, especially that of using an array of primary sources (newspapers, magazines, cartoons, advertisements, films from the period, maps, statistics, music, literature, photographs, etc.) to “bring the period to life.”
 4. Teacher consistently integrates technology into the instruction and assists students in improving their use of the computer as a research tool.
 5. Teacher selects curriculum and materials that are particularly relevant to the chronological period and to the Era’s goals. Teacher also assists students in bringing knowledge from other disciplines (government, geography, reading, science, mathematics, literature, etc.) into the study of history.

Timeline

1929	Inauguration of President Herbert Hoover
1929	Stock market crash; onset of Great Depression
1929	Ernest Hemmingway, <i>A Farewell to Arms</i>
1931-1932	Japan invades Manchuria and creates a puppet government
1932	Bonus Army (World War I veterans march)
1932	Franklin D. Roosevelt elected president
1932	Southern Tenant Farmers Union organized
1933	Repeal of Eighteenth Amendment
1933	Civilian Conservation Corps (CCC)
1933	Tennessee Valley Authority (TVA)
1933	Agricultural Adjustment Administration (AAA)
1933	National Recovery Administration (NRA)
1933	Public Works Administration (PWA)
1933	Adolf Hitler becomes chancellor of Germany and assumes dictatorial powers
1934	Securities and Exchange Commission (SEC)
1934	Indian Reorganization Act
1934-1936	Strikes by Mexican-American agricultural workers in the West
1935	<i>Schechter Poultry Corp. v. U.S.</i> , U.S. Supreme Court declares NRA unconstitutional, ruling that it infringed the separation of powers under the Constitution
1935	Works Progress Administration (WPA)
1935	National Labor Relations Act (Wagner Act)
1935	Social Security Act
1935	NAACP campaign for federal anti-lynching law
1935	Huey Long assassinated
1935-1937	Neutrality Acts
1936	<i>U.S. v. Butler</i> , U.S. Supreme Court declares AAA unconstitutional, ruling that processing taxes instituted under the AAA violated 10 th Amendment
1936	President Roosevelt wins landslide reelection
1937	President Roosevelt’s “court-packing” plan defeated
1937	Japan invades China
1938	Fair Labor Standards Act
1938	Germany annexes Austria; Munich Pact gives Sudetenland to Germany
1939	Nazi-Soviet Pact
1939	Germany invades Poland; World War II begins
1939	Marian Anderson concert at the Lincoln Memorial

1939	John Steinbeck, <i>The Grapes of Wrath</i>
1940	Ernest Hemmingway, <i>For Whom the Bell Tolls</i>
1940	President Roosevelt elected to an unprecedented third term
1940	Selective Service Act
1941	Lend-lease Act
1941	War Powers Act
1941	Roosevelt establishes the Fair Employment Practices Commission (FEPC)
1941	Germany invades the Soviet Union
1941	Japan attacks Pearl Harbor; the United States enters World War II
1941	Adolf Hitler and Benito Mussolini declare war on U.S.
1942	Battles of Coral Sea and Midway halt Japanese offensive
1942	Internment of Japanese-Americans begin
1942	Allied forces invade North Africa (Operation TORCH)
1942	Revenue Act expands graduated income-tax system
1942	First successful atomic chain reaction
1943	Soviet victory at the Battle of Stalingrad
1943	Detroit and Los Angeles race riots
1943	Allied invasion of Italy
1943	Roosevelt, Churchill, and Stalin meet in Tehran
1944	Allied invasion of France (Operation Overlord)
1944	U.S. forces invade the Philippines
1944	President Roosevelt wins fourth term
1944	Battle of the Bulge
1945	Yalta Conference
1945	Battles of Iwo Jima and Okinawa
1945	President Roosevelt dies, Harry S. Truman becomes president
1945	Germany surrenders
1945	Truman, Churchill, and Stalin meet in Potsdam
1945	United States drops atomic bombs on Hiroshima and Nagasaki; Japan surrenders

Major Measures Enacted During the “Hundred Days” (March 9—June 16, 1933)

March 9	Emergency Banking Act Set up procedures for managing failed banks, and tightened regulations governing banking practices.
March 31	Unemployment Relief Act Created Civilian Conservation Corps (CCC) to provide jobs for young men in public works and conservation projects.
May 12	Agriculture Adjustment Act Created Agricultural Adjustment Administration to raise farm income by cutting production in basic commodities.
May 12	Federal Emergency Relief Act Appropriated \$500million for relief grants administered by the Federal Emergency Relief Administration (FERA).

- May 18** **Tennessee Valley Authority Act**
Created the Tennessee Valley Authority (TVA) to build dams on the Tennessee River system for power generation, flood and soil-erosion control, recreation.
- May 27** **Federal Securities Act**
Required full disclosure to investors of information relating to stock offerings, and registration of most stock offerings with the Federal Trade Commission.
- June 13** **Home Owners' Refinancing Act**
Appropriated \$200 million to the Home Owners Loan Corporation (HOLC) to refinance mortgages for nonfarm homeowners.
- June 16** **Farm Credit Act**
Set up procedures to enable farmers to refinance their mortgages and secure loans for their production and marketing operations.
- June 16** **Banking Act of 1933 (Federal Deposit Insurance Corporation)**
Insured all bank deposits up to \$5,000; extended powers of Federal Reserve Board to prevent stock speculation.
- June 16** **National Industrial Recovery Act**
Created the National Recovery Administration (NRA) to promote industrial and business recovery; appropriated \$3.3 billion to the Public Works Administration (PWA) for major public-works projects to provide jobs and stimulate the economy.

Major Later New Deal Legislation (November 1933—1938)

- Nov. 1933** **Civilian Works Administration**
Short-time relief program, created public-works employment for the jobless during the winter of 1933-1934.
- 1934** **Civil Works Emergency Relief Act**
Temporary public-works program, replaced by Works Progress Administration (WPA) in 1935.
- Securities Exchange Act**
Created Securities and Exchange Commission (SEC) to regulate stock trading activities.
- National Housing Act**
Created Federal Housing Administration (FHA) to insure loans by private lending agencies for upgrading farms and small businesses.
- Indian Reorganization Act**
Halted sale of tribal lands and enabled tribes to regain unallocated lands.
- 1935** **Emergency Relief Appropriations Act**
Created Works Progress Administration (WPA) to provide public-works jobs for the unemployed.

National Labor Relations Act (Wagner Act)

Guaranteed unions' collective-bargaining rights and outlawed anti-union practices.

National Youth Administration

Provided job training for 16-25 year-olds, and part-time jobs for high school and college students.

Revenue Act of 1935 (Wealth Tax Act)

Raised taxes on corporations and the wealthy.

Social Security Act

Launched a federal-state program of workers' pensions, unemployment insurance, and other welfare benefits.

Public Utilities Holding Company Act

Restricted gas and electric companies to one geographic region

Rural Electrification Act

Provided for low-cost loans to utility companies and cooperatives to spread electric power to rural America.

1937**Farm Tenancy Act**

Created Farm Security Administration (FSA) to aid small farmers and tenant farmers. Replaced 1935 Resettlement Administration.

1938**Fair Labor Standards Act**

Banned child labor and set a national minimum wage.

Major Themes, Issues, Documents, People, Events**1. Themes/Issues**

Economic: Due to overproduction and a down cycle in worldwide economies, the United States found itself in the largest economic depression the nation had ever experienced.

Unemployment: By 1933, the Department of Labor estimated that 12.6 million workers, or 25% of the labor force, were out of work. Many Americans blamed themselves for their inability to find work. They struggled with feelings of inadequacy, uselessness, and despair.

Hoovervilles: Named for President Hoover for what his critics viewed as his contribution to the Great Depression and refusal to act to fix the economic disaster, these were alternative forms of shelter for families that lost their homes due to their inability to pay their mortgages.

The Dust Bowl: The dust storms were an ecological and economic disaster in the southern Great Plains in the mid 1930s, a consequence of the practice of stripping the landscape of its natural vegetation following years of farming.

Government: In the past, the United States had been slow to react to economic downtrends, but it soon became evident that government intervention was necessary. However, there was disagreement on how much intervention was needed. President Franklin Delano Roosevelt began to implement many "New Deal" programs.

Supreme Court Challenges With New Deal Programs: As a reaction to President Franklin D. Roosevelt's New Deal, which expanded the size and role of government, the United States Supreme Court began issuing rulings in opposition to several key pieces of New Deal legislation.

Women in the War Effort: With so many men gone to war, women fulfilled the need for labor in the workforce. "Rosie the Riveter" became symbolic of these women.

Japanese Internment Camps: After the surprise Japanese attack on Pearl Harbor on December 7, 1941, many Americans feared that Japanese Americans had a secret loyalty to the Japanese government; therefore, the United States government took measures to freeze their financial assets and placed more than 112,000 Japanese Americans in internment camps, mostly in the west where there was a huge concentration of Japanese Americans.

Atomic Warfare: With the advances in technology to use or not to use atomic weapons became an important issue. The United States eventually decided it was necessary to prevent further deaths.

2. Documents

Franklin D. Roosevelt First Inaugural Address (March 4, 1931): As Franklin D. Roosevelt assumed the presidency in March 1933, he recognized that the programs (the New Deal) he was about to introduce for congressional legislative action to relieve the dire effects of the Great Depression were unprecedented in peacetime. Therefore, Roosevelt set about to prepare the nation to accept expansion of federal power in his first inaugural address, which is particularly memorable for its attack on the psychology of the Great Depression. Less memorable but more enduring is the justification that Roosevelt planned to use to expand the power of the federal government to achieve his legislative objectives and thereby ease the effects of the Great Depression. Woven throughout his inaugural address was his plan. He aimed to declare war on the Great Depression and needed all the executive latitude possible in order to wage that war. For in addition to his famous statement "the only thing we have to fear is fear itself," he also said "I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe."

Albert Einstein to Franklin D. Roosevelt (August 2, 1939): Just prior to the beginning of World War II in Europe, Albert Einstein was persuaded to lend his enormous prestige to a letter sent to President Franklin D. Roosevelt on August 2, 1939, alerting him to the possibility that Nazi Germany might be developing an atomic bomb.

President Franklin D. Roosevelt's "Four Freedoms Speech" (January 6, 1941): President Franklin D. Roosevelt's "Four Freedoms Speech", delivered on January 6, 1941 as the State of the Union Address, articulated four fundamental freedoms that people "everywhere in the world" ought to enjoy: According to Roosevelt, people should have freedom of speech and expression; freedom of religion; freedom from want; and freedom from fear. Roosevelt's inclusion of the latter two freedoms went beyond the traditional US Constitutional values protected by its First Amendment, and endorsed a right to economic security and an internationalist view of foreign policy that have come to be central tenets of modern American liberalism. They also anticipated what would become known decades later as the "human security" paradigm in social science and economic development.

Executive Order 8802 [also known as the Fair Employment Act] (June 25, 1941): Signed by President Franklin D. Roosevelt on June 25, 1941 to prohibit racial discrimination in the national defense industry, Executive Order 8802 was the first federal action, though not a law, to promote equal opportunity and prohibit employment discrimination in the United States. The executive order was issued in response to pressure from civil rights activists Bayard Rustin, A. Philip Randolph, and A. J. Muste who had planned a march on Washington, D.C. to protest racial discrimination. The march was suspended after Executive Order 8802 was issued. The order required all federal agencies and departments involved with defense production to ensure that vocational and training programs were administered without discrimination as to “race, creed, color, or national origin.” All defense contracts were to include provisions that barred private contractors from discrimination as well.

Executive Order 9066 (February 19, 1942): A United States presidential executive order signed and issued during World War II by President Franklin Delano Roosevelt on February 19, 1942 ordering Japanese Americans to internment camps. The order authorized the Secretary of War and U.S. armed forces commanders to declare areas of the United States as military areas “from which any or all persons may be excluded,” although it did not name any nationality or ethnic group. It was eventually applied to one-third of the land area of the U.S. (mostly in the West) and was used against those with “Foreign Enemy Ancestry” — Japanese, Italians, and Germans.

Other Primary Sources:

Maps

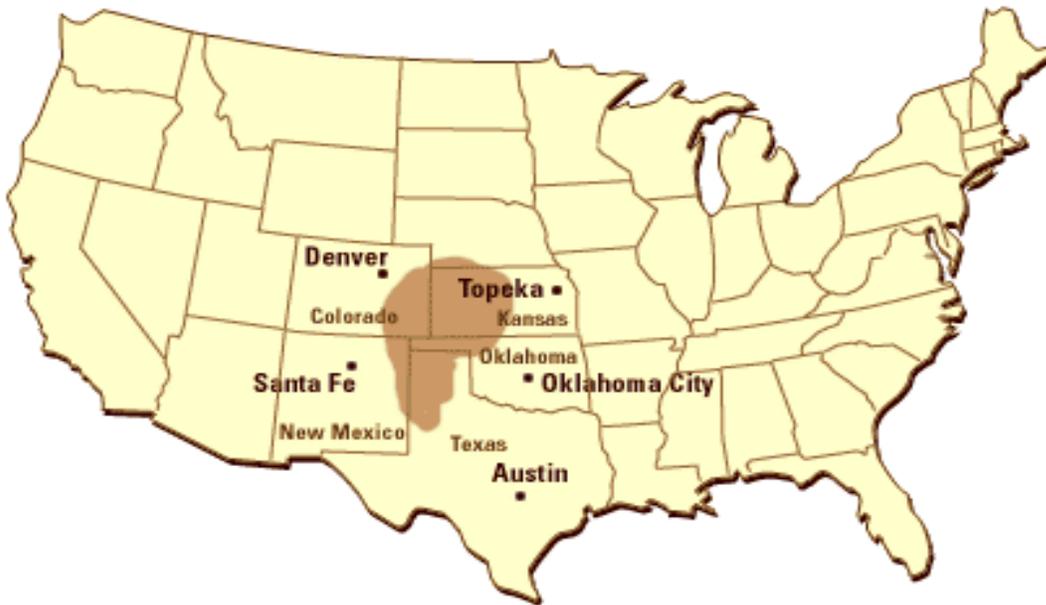
United States Railroad Lines



Jobless teenagers crisscrossed the U.S. on the Pennsylvania, Atchison, Great Northern, Union Pacific, and Southern Pacific railroads, as well as other rail networks during the Great Depression.

In 1932, Southern Pacific agents ejected 683,457 trespassers from the company's trains. The price of trespassing on the rails was high: The Interstate Commerce Commission recorded 5,962 trespassers killed and injured in the first 10 months of 1932.

The Dust Bowl



In 1932, the national weather bureau reported 14 dust storms. The next year, they were up to 38. The dust was so thick that people scooped up bucketsful while cleaning house. Dust blocked exterior doors; to get outside, people had to climb out their windows and shovel the dust away. Dust coated everything.

Nevertheless, farmers kept on plowing, hopeful that the rains would return in a matter of days, or perhaps months. In the spring of 1934, the massive drought impacted 27 states severely and affected more than 75 percent of the country. It was the worst drought in U.S. history.



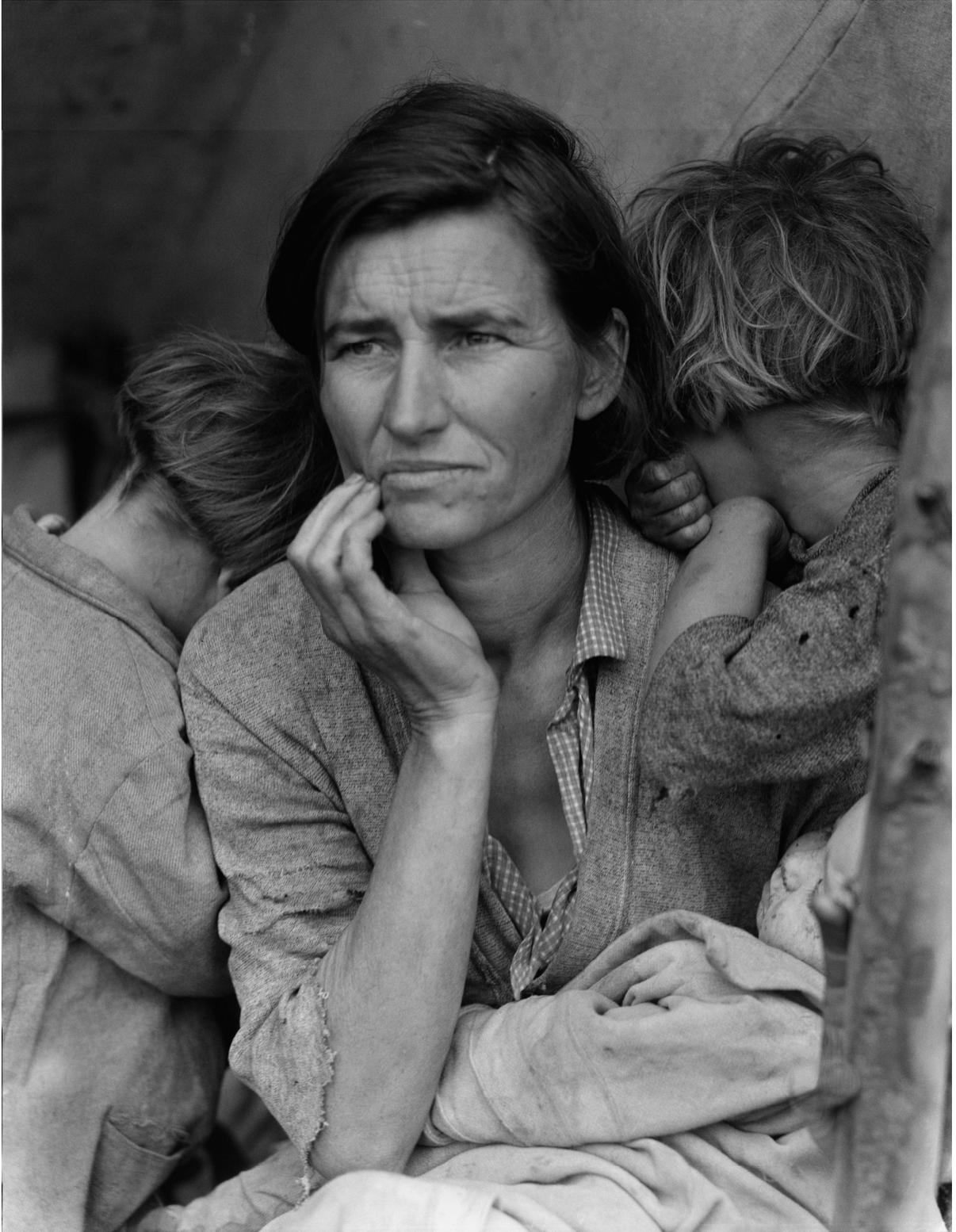
The attack on Pearl Harbor was a surprise military strike conducted by the Japanese navy against the United States' naval base at Pearl Harbor, Hawaii, on the morning of Sunday, December 7, 1941, later resulting in the United States becoming militarily involved in World War II.

Photographs
Great Depression Era Photographs





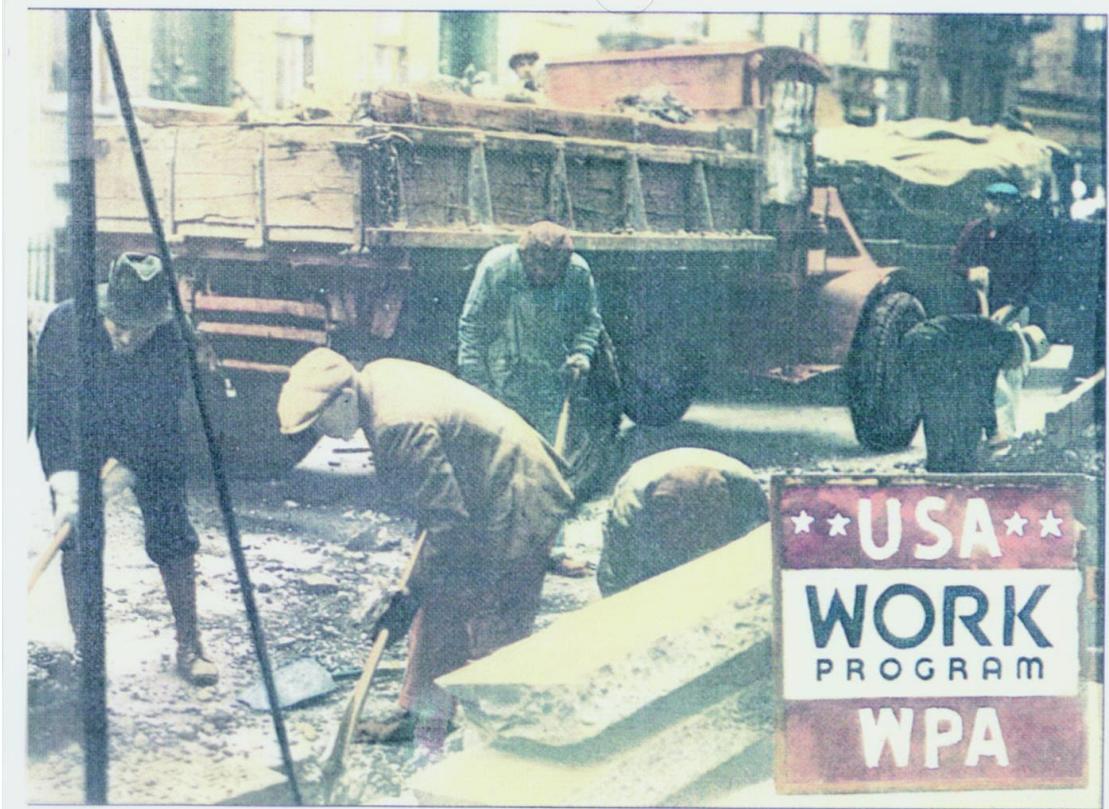




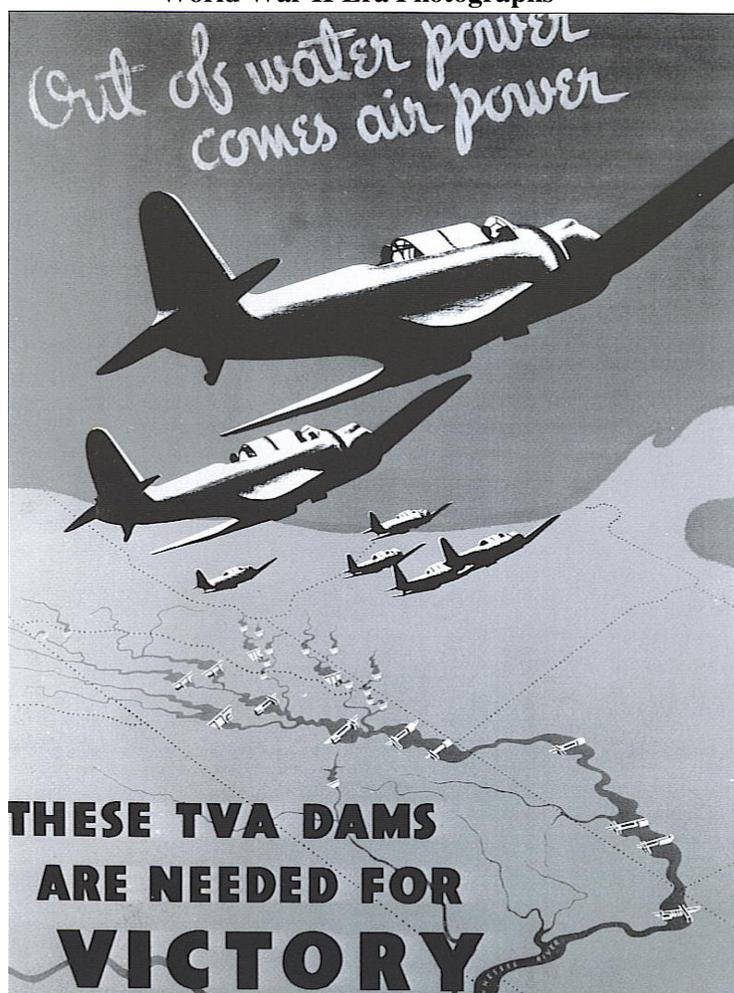
New Deal Era Photographs



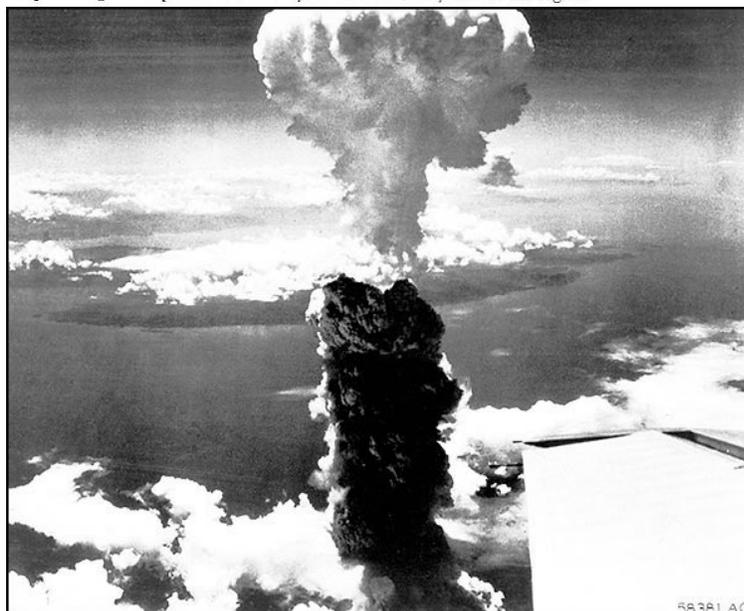




World War II Era Photographs



This was another popular TVA poster that was seen throughout Knoxville and East Tennessee emphasizing the importance of the hydroelectric dam system in the region.









Cartoons

Book - *Dr. Seuss Goes to War*

Statistics (charts/graphs)

**Gross Domestic Product (GDP)
Average Annual Growth Rate Percentages, 1913-1950**

Eastern Europe	1.14
Western Europe	1.19
Soviet Union	2.15
Japan	2.44
United States	2.84
Latin America	3.43

Percentage of People Living in Towns

In Most Industrialized Places	50%
In Latin American and the USSR	40%
In Least Industrialized Regions (China, South Asia, and much of Africa)	Less than 20%

Global Economic Growth

1870-1913	2.11%
1913-1950	1.85%
1950-1973	4.91%

Poetry

“Pantoum of the Great Depression,” by Donald Justice, who grew up in Florida and taught for many years at the Iowa Writers Workshop. The poems in his *New and Selected Poems* about Florida, the Miami of another era, and about growing up in the Great Depression years are especially memorable. Justice is widely admired and imitated by other poets; he's a brilliant craftsman who has experimented with a lot of forms, including the pantoum. Here's an American poet using a Malay-French-English form to get the feel of America in the 1930s.

Pantoum of the Great Depression

Our lives avoided tragedy
Simply by going on and on,
Without end and with little apparent meaning.
Oh, there were storms and small catastrophes.

Simply by going on and on
We managed. No need for the heroic.
Oh, there were storms and small catastrophes.
I don't remember all the particulars.

We managed. No need for the heroic.
There were the usual celebrations, the usual sorrows.
I don't remember all the particulars.
Across the fence, the neighbors were our chorus.

There were the usual celebrations, the usual sorrows
Thank god no one said anything in verse.
The neighbors were our only chorus,
And if we suffered we kept quiet about it.

At no time did anyone say anything in verse.
It was the ordinary pities and fears consumed us,
And if we suffered we kept quiet about it.
No audience would ever know our story.

It was the ordinary pities and fears consumed us.
We gathered on porches; the moon rose; we were poor.
What audience would ever know our story?
Beyond our windows shone the actual world.

We gathered on porches; the moon rose; we were poor.
And time went by, drawn by slow horses.
Somewhere beyond our windows shone the world.
The Great Depression had entered our souls like fog.

And time went by, drawn by slow horses.
We did not ourselves know what the end was.
The Great Depression had entered our souls like fog.
We had our flaws, perhaps a few private virtues.

But we did not ourselves know what the end was.
People like us simply go on.
We have our flaws, perhaps a few private virtues,
But it is by blind chance only that we escape tragedy.

And there is no plot in that; it is devoid of poetry.

“Lament,” by Randolph G. Goodman, describing some of the events of the Great Depression.
Source: *The Magpie*, December 1929 v. 31, p. 37.

Sweet the water—Bitter to taste
In a world submerged
In a maelstrom of haste . . .

Fair the sun-rays—Dark to see
From workaday deeps,
Depths unhappy, unfree...

Sweet the blossom—Acrid to smell
From an earth encrusted
With the Patines of Hell...

Fair the breezes—Harsh to hear;
Discordantly blowing,
With the discord of Fear...

Sweet this Life—God! to feel
Held tight to a Rack,
Fettered fast to a Wheel...

“Poem,” by Robert S. Warshow, describing the people’s reaction to the economic downfall after years of prosperity.

The Magpie, June 1932, v. 33, n. 2, p. 30.

I walked one day
In the Garden of Wasted Things,
And there I found
The bitter ghosts of all that had been spent unwisely,
Or lost through brutal circumstance.
I found the childhood
That some laborer's child had never known;
I found the youth that some young man had squandered;
There I found some poet's genius
That had gone unrecognized.
I saw the ghosts of idle words,
And small talk,
That men had used to waste away the hours.
I saw the hopes that had been smothered,
And all the dreams
That never had come true,
And Laughter that had died for lack of bread.
I met with all the lives that had been misdirected,
And spoke with dreary shades
Of loves that might have been,
And songs that never had been sung.
I met with all these ghosts,
And many more;
And each of them
Sat silently in the shadows,
Brooding over quirks of mad Creation,
And puppets' dreams.

“For Ever More,” by Fran Chumley, wife of POW Perk Chumley, about finding out her husband was a POW. 1944

I rushed home from work with an eager heart
To find a V-Mail waiting.
It had the news of places he had been
And not a word of hating.
He had a war he was helping to win
And doing a good job too.
If only they'd given him half a chance
To show what he could do.

He told what he could of his missions,
And told of all the thrills
I should have enjoyed this with him,
But it sort of gave me chills.
One day the letters stopped coming
And I didn't know what to do

It wasn't like him to stop writing,
And then I sort of knew.

I thought back over our eight happy months
Of arguments, laughter and tears,
Eight happy months I would never trade
For any amount of years.
I didn't dare think, yet I had all the faith
I knew he wasn't dead,
Then the long waited message arrived one day
"MISSING IN ACTION" IT SAID.

Missing in action was a terrible blow,
I didn't know what to do.
Yes, I cried and cried some more
But still I sort of knew.
I settled myself to just sit and wait
For the news that was yet to come.
My news I thought was pretty bad,
But not as bad as some.

After waiting for two long unhappy months,
The message arrived one day.
It was the news I had been praying for
So I was Happy and gay.
"In Germany", the message read
"Your husband's a prisoner of war".
To me that's music to my ears,
He is mine for ever more.

"A Beach in France," by Sergeant Arthur Walton, about the Allied landing on Normandy Beach.

Last night I sat and watched a man die
He wasn't afraid he seemed in good cheer.
Last night I sat and asked myself why
A dying man should feel no fear.

One minute he breathed, a faint smile on his face
He wasn't afraid he seemed so at peace
One minute he was here and then he was gone
An empty shell in a lonely space

He said "At last I'm old" and then he died
Too many go young when a thief steals their time
At least he was warm, with a friend by his side
No one should die alone

Last night I sat and watched a man die
He was'nt afraid, he'd faced death before
Last night he told me how he'd stolen his time
On a beach in France in '44'.

From youth he jumped chest high in pink water
Wading ashore in another worlds war
Random selection in a senseless slaughter
Praying to his Jesus for a few minutes more

He killed his first man near that beach in France
Fifty years later he still prayed for his soul
He found his God on that beach in France
Crying in terror in a too shallow hole

“First They Came,” by Pastor Martin Niemoller, about the inactivity of German intellectuals following the Nazi rise to power and the purging of their chosen targets, group after group.

First they came for the Communists
And I did not speak out
Because I was not a Communist
First they came for the Socialist
And I did not speak out
Because I was not a Socialist
First they came for the trade unionists
And I did not speak out
Because I was not a trade unionist
First they came for the Jews
And I did not speak out
Because I was not a Jew
Then they came for me
And there was no one left
To speak out for me

“The Death of the Ball Turret Gunner,” by Ranall Jarell, a 5-line poem about a gunner in an American bomber aircraft who was killed and whose remains were unceremoniously tossed out of the turret.

From my mother's sleep I fell into the State,
And I hunched in its belly till my wet fur froze.
Six miles from earth, loosed from the dream of life,
I woke to black flak and the nightmare fighters.
When I died they washed me out of the turret with a hose.

“Soldier, what do you see?” By Don Blanding, a soldier in both WWI WWII shows how he felt about fighting after his military experience. From his book *Pilot Bails Out* (1943)

Soldier, What Did You See?

I saw such glory and horror as I have never seen before.
I saw men’s hearts burned naked in red crucibles of pain.

What did you see, Soldier?

What did you see at war?

I saw such godlike courage as I’ll never see again.

What did you hear, Soldier?

What did you hear at war?

I heard the prayers on lips of men who had never prayed before.
I heard men tell their very souls, confessing each dark stain.
I heard men speak the sacred things they will not speak again.

What did you eat, Soldier?

What did you eat at war?

I ate the sour bread of fear, the acrid salt of gore.
My lips were burned with wine of hate, the scalding drink of Cain.
My tongue has known a bitter taste I would not know again.

What did you think, Soldier?

What did you think at war?

I thought, how strange we have not learned from wars that raged before,
Except new ways of killing, new multiples of pain.

Is all the blood that men have shed but blood shed all in vain?

What did you learn, Soldier? What did you learn at war?

I learned that we must learn sometime what was not learned before,
That victories won on battlefields are victories won in vain
Unless in peace we kill the germs that breed new wars again.

What did you pray, Soldier?

What did you pray at war?

I prayed that we might do the thing we have not done before,
That we might mobilize for peace ... nor mobilize in vain.
Lest Christ and man be forced to climb stark Calvary again.

3. People

Charles Lindbergh (1902-1974)—Lindbergh became an American hero in 1927 after becoming the first aviator to successfully make a solo transatlantic flight. However, five years later, tragedy struck with the kidnapping and murder of his infant son. The Lindbergh tragedy played out on the front page of newspapers throughout the nation during the trial and later execution of the suspect, Bruno Hauptmann. Lindbergh and his wife Ann Morrow Lindbergh moved to Europe for several years. On the eve of America’s entry into World War II, Lindbergh was closely connected to the isolationist “America First” lobby. As the nation moved ever closer to war, Lindbergh’s isolationist views came to be much maligned.

Huey Long (1893-1935)—Country lawyer and an extremely popular governor of Louisiana, Long built highways, schools, and public housing while fostering a climate of graft and political corruption. He roared into Washington as Louisiana’s senator in 1933, preaching his “Share Our Wealth” program: a 100% tax on all incomes over \$1 million and appropriation of all fortunes over \$5 million. With this money, Long promised every American family could enjoy a comfortable income, a home, a car, retirement benefits, and a free college education. Long boldly proclaimed “Every man a king.” By 1935, Long boasted 7.5 million supporters and published his book, *My First Days in the White House*, which hinted at his ultimate goal. A staunch opponent and possible rival for the presidency in 1936, Long was struck down by an assassin’s bullet at the Louisiana state capital in 1935.

Franklin Delano Roosevelt [FDR] (1882-1945)—The only United States President to be elected to four terms, Roosevelt led the nation through much of the Great Depression and all but the final months of the Second World War. Although handicapped by polio, Roosevelt was a decisive leader who was not universally admired for his New Deal programs; however, he was universally recognized as a leader who would take bold action. Most Americans listened to FDR’s radio Fireside Chats and were given hope in the dark days of the Depression and World War II. Roosevelt suffered a fatal stroke in early 1945, a month into his fourth term.

Eleanor Roosevelt (1884-1962)—Roosevelt is often regarded as one of the nation’s most prominent first ladies. Actively involved in the Democratic party machinery and the cause of civil rights, Roosevelt greatly changed American expectations for the wives of presidents. She believed strongly in many social causes and lent her name to them. Roosevelt befriended African Americans, artists, and social workers. She was seemingly interested in all aspects of the lives of Americans. Her column “My Day” was printed in hundreds of newspapers.

Jeannette Rankin (1880-1973)—The first woman to be elected to the United States House of Representatives and the first female member of Congress, Rankin, a life-long pacifist, voted against the United States entry into both World War I and World War II. Elected to Congress in 1916 from Montana, a state that had granted the suffrage to women prior to the ratification of the 19th Amendment in 1920, Rankin quickly distinguished herself in Congress by voting against the resolution to enter World War I only a month into her term. She was defeated in a 1918 run for the Senate and then lost her reelection to a second term in Congress. Rankin remained active for the next two decades as a lobbyist, before winning a second election to the U.S. House in 1940 on an anti-war platform. When Roosevelt asked Congress for a declaration of war against Japan in the wake of their surprise attack at Pearl Harbor, Rankin, remaining true to her convictions, cast the sole vote against the United States entry into World War II. When resolutions were put forth to declare war against Germany and Italy, Rankin voted “Present.” Rankin’s antiwar stance became so unpopular once the United States entered World War II that she decided not to seek reelection. Instead, Rankin devoted her remaining years to women’s rights while remained active in her opposition to war, especially the Korean and Vietnam Wars.

Dwight D. Eisenhower (1890-1969)—American 5-star general in the United States Army and 34th President of the United States from 1953-1961. Nicknames “Ike,” Eisenhower rose quickly in rank during World War II and was eventually designated as

the Supreme Commander Allied Expeditionary Forces. He was the chief architect of D-day, the June 6, 1944 invasion of Normandy. During the interim between the end of World War II and the presidency, Eisenhower was appointed the first supreme commander of NATO in 1951.

Amelia Earhart (1897-[1937 missing])—Noted American aviator who set several records and wrote, with the assistance of her husband publisher George Putnam, several best sellers documenting her flying experiences. Earhart was first woman to receive the Distinguished Flying Cross for becoming the first female pilot to fly solo across the Atlantic Ocean. During a 1937 attempt to become the first female to make a circumnavigational flight of the globe, Earhart disappeared over the central Pacific Ocean near Howland Island. It was not until 1939 that Earhart was declared legally dead.

Cordell Hull (1871-1955)—A nationally renowned statesman and politician from Tennessee, Hull served as both a member of the United States House of Representatives and the Senate. During President Franklin D. Roosevelt first term, the president appointed Hull Secretary of State, a post that he served for twelve years. In 1944 Roosevelt urged Hull to be his running mate, but Hull declined due to health concerns, which soon thereafter prompted his resignation. Hull was awarded the Nobel Peace Prize in 1945.

Rosie the Riveter (1942)—Both a cultural and modern day feminist icon of the United States, representing the American woman who worked in factories during World War II while the men went to serve the nation. Many women worked in the manufacturing plants that produced munitions and war supplies.

Jesse Owens (1913-1980)—Owens, an African American athlete, arrived in Berlin, Germany in 1936 to compete in the Summer Olympics as part of the United States track and field team. German leader Adolf Hitler was using the games to show the world a resurgent Nazi Germany. He and other government officials had high hopes German athletes would dominate the games. Meanwhile, Nazi propaganda promoted concepts of “Aryan racial superiority” and depicted ethnic Africans as inferior. Owens achieved international fame at the 1936 Olympics by winning four gold medals: one each in the 100 metres, the 200 metres, the long jump, and as part of the 4x100 meter relay team, thereby upsetting Hitler’s show of German—and aryan—superiority.

Tuskegee Airmen—A group of African American World War II pilots who flew with distinction as the 332nd Fighter Group of the United States Army Air Corps. The Tuskegee Airmen were the first African American military aviators in the United States armed forces. During World War II, African Americans in many U.S. states still were subject to Jim Crow laws. The American military was racially segregated, as was much of the federal government. The Tuskegee Airmen were subject to racial discrimination, both within and outside the army. Despite these adversities, they flew with distinction. They were particularly successful in their missions as bomber escorts in Europe.

4. Events

The Great Depression—The Great Depression is often associated with Wall Street’s crash of the stock market—Black Tuesday, October 29, 1929. In fact, American farmers had been experiencing their own “great depression” for nearly a decade prior to the crash and the economic crisis was also felt around the globe before most Americans fell on hard times. There were multiple causes of the depression and it had devastating effects on

the nation. Farming and rural areas suffered as crop prices fell 40 to 60 percent. One out of every four Americans were without a job. In spite of President Roosevelt's New Deal initiatives, the economy did not completely recover to its pre "Black Tuesday" numbers until the 1950s. The United States' involvement in World War II facilitated much of the rebound in the nation's economy.

21st Amendment (December 5, 1933)—Prohibition had been codified into United States law by the ratification of the 18th Amendment in 1919, thus banning the manufacture, sale, or transportation of intoxicating beverages. According to the law, prohibition became the law of the land one year from the ratification of the 18th Amendment (January 16, 1920). Proponents of prohibition believed that prohibition would not only reduce or eliminate many social problems such as drunkenness, crime, and poverty, but also could be applied as a weapon to control the immigrant cities. Yet, prohibition's failure and the emergence of organized crime that sought to control the illegal liquor business, sheds light on the difficulty of enforcing a widely opposed law in an open society. With the ratification of the 21st Amendment in 1933, prohibition was repealed.

D-Day (June 6-1944)— On June 6, 1944, the allies stormed the beaches of Normandy in France. This action commenced the Western Allied effort to liberate Europe from Nazi occupation during World War II. In planning, D-Day was the term used for the day of actual landing, which was dependent on final approval. Although the Germans had been expecting the Allied invasion for some time, they did not expect the attack to come at Normandy. The assault was conducted in two phases: an air assault landing of 24,000 American, British, Canadian and Free French airborne troops shortly after midnight, and an amphibious landing of Allied infantry and armoured divisions on the coast of France commencing at daybreak. There were also subsidiary 'attacks' mounted under the codenames Operation Glimmer and Operation Taxable to distract the German forces from the real landing areas. The operation was the largest amphibious invasion in world history, with over 175,000 troops landing. In addition, 195,700 Allied naval and merchant navy personnel in over 5,000 ships were involved.

Pearl Harbor (December 7, 1941)—The Japanese surprise attack on the United States' naval base at Pearl Harbor, Hawaii on Sunday morning December 7, 1941, led Congress to approve a formal declaration of war, thereby catapulting the United States into World War II. The attack left 2388 Americans killed and 1178 more wounded. It also destroyed and damaged numerous cruisers and battleships, thus crippling a vital piece of the United States Navy. When President Roosevelt addressed Congress the following day to request a declaration of war against Japan, Roosevelt proclaimed December 7, 1941, "a date which will live in infamy."

Atom Bombs—On August 6, 1945 in an attempt to force Japan to surrender in WWII, the United States dropped an atom bomb on the city of Hiroshima leaving 78,000 people dead and 100,000 injured. On August 9, a second atomic bomb is dropped on the port of Nagasaki. On August 15th, Japan surrendered, thus bringing WWII to an end.

The Dust Bowl— The Dust Bowl of the 1930s was an ecological and human disaster caused by misuse of land and years of sustained drought. The phenomenon was caused by severe drought coupled with decades of extensive farming without crop rotation, fallow fields, cover crops or other techniques to prevent erosion. Deep plowing of the virgin topsoil of the Great Plains had killed the natural grasses that normally kept the soil in place and trapped moisture even during periods of drought and high winds. During the

drought of the 1930s, with no natural anchors to keep the soil in place, it dried, turned to dust, and blew away eastward and southward in large dark clouds. At times the clouds blackened the sky reaching all the way to East Coast cities such as New York and Washington, D.C. These immense dust storms—given names such as "Black Blizzards" and "Black Rollers"—often reduced visibility to a few feet (around a meter). The dust would peel paint off houses and cars, and dirt would collect in houses, furniture, and clothes. The Dust Bowl affected 100,000,000 acres, centered on the panhandles of Texas and Oklahoma, and adjacent parts of New Mexico, Colorado, and Kansas. Millions of acres of farmland became useless, and hundreds of thousands of people were forced to leave their homes; many of these families (often known as "Okies," since so many came from Oklahoma) traveled to California and other states, where they found economic conditions little better than those they had left. Owning no land, many traveled from farm to farm picking fruit and other crops at starvation wages.

FDR elected in 1932—At 39, Franklin Delano Roosevelt was stricken with polio and was unable to walk or stand without heavy metal braces on his legs. He worked hard to overcome the damage polio had done to his body. On March 4, 1933, Franklin Delano Roosevelt was sworn in as president. He had defeated President Herbert Hoover in a landslide victory. Roosevelt had campaigned that the average American had been hurt by the Depression and forgotten by the government. He promised people "a New Deal." In his first three months in office, he sent several bills to Congress designed to be relief measures for poor Americans.

Tennessee Valley Authority Act (1933)—Among the New Deal programs, the Tennessee Valley Authority (TVA) was the largest program in Tennessee. Workers began building dams on Tennessee River tributaries to produce electricity. The dams also helped control flooding and made the river navigable, a feat that nature had rendered all but impossible prior to human intervention. Although many families were forced off their land, TVA brought thousands of good-paying jobs and improved the struggling Tennessee economy.

The Manhattan Project/Oak Ridge 1942-45—During World War II, the Germans were working on an atomic bomb, and President Franklin D. Roosevelt wanted the United States to develop one first. This top-secret project was called the Manhattan Project and was developed in several locations. Fifty thousand acres of land in Anderson and Roane counties were selected as one of these sites because it was isolated, far enough inland, near railroad tracks and waterways, and TVA made electricity plentiful. The workers were provided with blueprints to design the massive complex, but were not informed as to what the facilities that they were building were intended for. Within two years, 90,000 people worked at plants in Oak Ridge, thereby making the "Secret City," the fifth largest city in Tennessee. Today it is the largest hi-tech nuclear research and testing facility in the United States.

The Holocaust 1938-1945—The Holocaust was the genocide of approximately six million European Jews during World War II, a programme of systematic state-sponsored extermination by Nazi Germany. The persecution and genocide were carried out in stages. Legislation to remove the Jews from civil society was enacted years before the outbreak of World War II, with the passage of the antisemitic Nuremberg Laws. Concentration camps were established in which inmates were used as slave labor until they died of exhaustion or disease. Where the Third Reich conquered new territory in

eastern Europe, specialized units called Einsatzgruppen murdered Jews and political opponents in mass shootings. Jews and Romani were confined in overcrowded ghettos before being transported by freight train to extermination camps where, if they survived the journey, the majority of them were systematically killed in gas chambers. Every arm of Nazi Germany's bureaucracy was involved in the logistics of the mass murder, turning the country into what one Holocaust scholar has called "a genocidal state."

Lesson Plans

Title: "The Dust Bowl"

Grade Level: 5th

Group Size: Entire Class

Lesson time: This lesson may be taught in one 45-minute session.

Background Information: A general knowledge of the Dust Bowl would be helpful to students or students can read about the Dust Bowl in their textbooks.

Materials: Dust Bowl Photographs and Maps; Woodie Guthrie Dust Bowl Ballads; Karen Hesse's *Out of the Dust* (for higher grade levels, see Timothy Egan, *The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl*); and textbook chapter on Dust Bowl

Procedure/Strategy:

1. Discuss with students the Dust Bowl using information from the students' S.S. textbooks or another source. Use the ETHS History Kit "America's Republic" Era 8 CD for the following primary source material:

a. Look at primary source photos of the Dust Bowl (Go to Great Depression, Primary Sources, Photos-Dust Bowl Farmer and Dust Storm).

b. Look at the map of the states included in the Dust Bowl region (Go to Great Depression, Primary Sources, Content, Charts and Graphs, Dust Bowl).

c. Listen to Woodie Guthrie Dust Bowl Ballads. (Go to Great Depression, Primary Sources, Audio, Woodie Guthrie Dust Bowl Ballads).

2. Read excerpts from the book *Out of the Dust* by Karen Hess.

3. Ask students questions such as:

Which part of the United States did the Dust Bowl cover?

What caused the Dust Bowl?

How did the Dust Bowl affect animals?

How long did it last?

How did the families survive during this time?

How did the Dust Bowl affect the economy?

Why did many people leave the Dust Bowl?

Evaluation: Students should pretend that they are living in the Dust Bowl region in the 1930s and write journal entries about their lives. Included should be information about the weather, what the

days are like, where they sleep, how they eat, and how their family is surviving. Students can share their entries with their classmates.

Modification: Students draw pictures about their lives during the Dust Bowl.

Dust Bowl Photographs

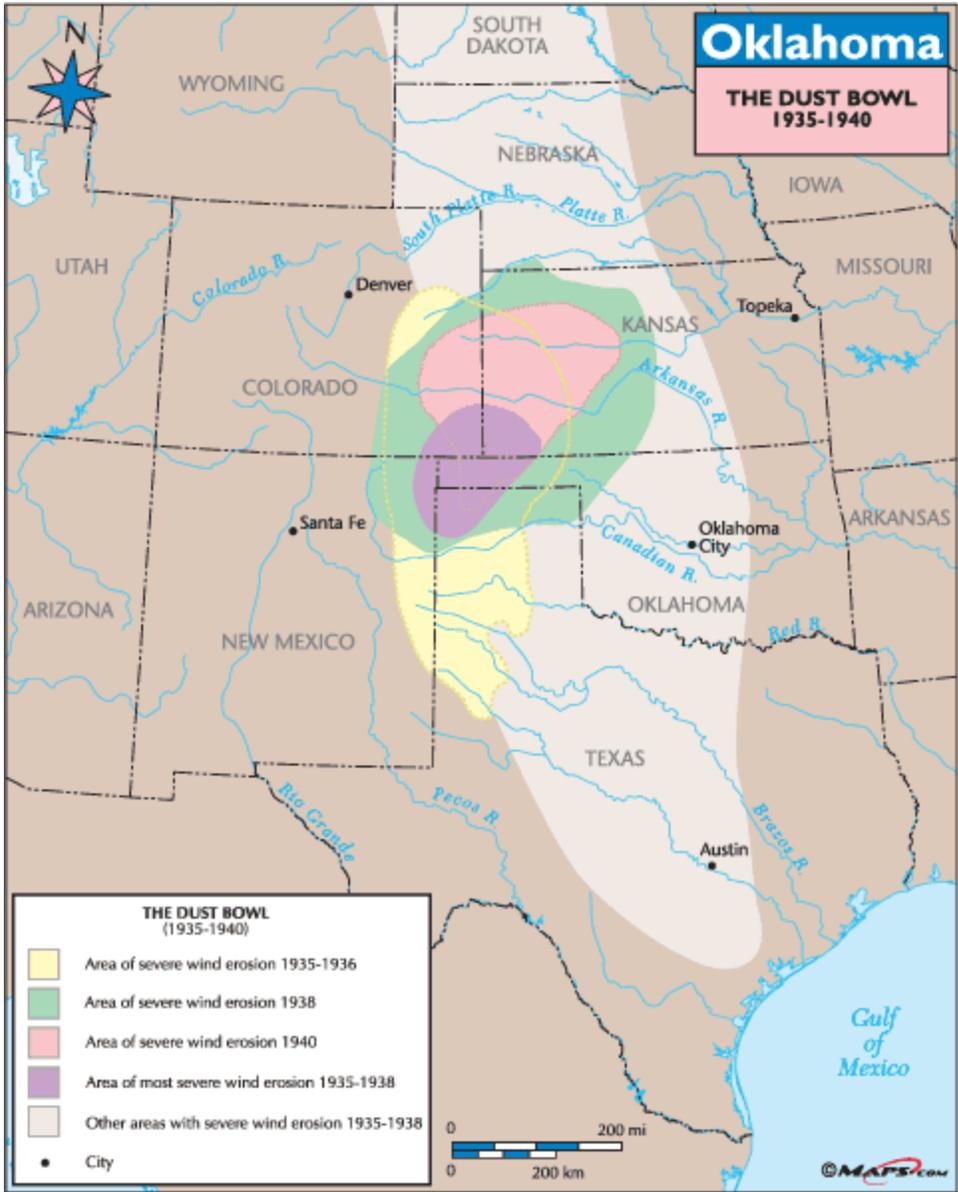








Dust Bowl Maps





**Woodie Guthrie Dust Bowl Ballads
 “The Great Dust Storm (Dust Storm Disaster)”**

On the 14th day of April of 1935,
 There struck the worst of dust storms that ever filled the sky.
 You could see that dust storm comin’, the cloud looked deathlike black,
 And through our mighty nation, it left a dreadful track.

From Oklahoma City to the Arizona line,
 Dakota and Nebraska to the lazy Rio Grande,
 It fell across our city like a curtain of black rolled down,
 We thought it was our judgment, we thought it was our doom.

The radio reported, we listened with alarm,
 The wild and windy actions of this great mysterious storm;
 From Albuquerque and Clovis, and all New Mexico,
 They said it was the blackest that ever they had saw.

From old Dodge City, Kansas, the dust had rung their knell,
 And a few more comrades sleeping on top of old Boot Hill.
 From Denver, Colorado, they said it blew so strong,
 They thought that they could hold out, but they didn't know how long.

Our relatives were huddled into their oil boom shacks,
 And the children they was cryin’ as it whistled through the cracks.

And the family it was crowded into their little room,
They thought the world had ended, and they thought it was their doom.

The storm took place at sundown, it lasted through the night,
When we looked out next morning, we saw a terrible sight.
We saw outside our window where wheat fields they had grown
Was now a rippling ocean of dust the wind had blown.

It covered up our fences, it covered up our barns,
It covered up our tractors in this wild and dusty storm.
We loaded our jalopies and piled our families in,
We rattled down that highway to never come back again.

“Talking Dust Bowl Blues”

I just blowed in, and I got them dust bowl blues,
I just blowed in, and I got them dust bowl blues,
I just blowed in, and I’ll blow back out again.

I guess you’ve heard about ev’ry kind of blues,
I guess you’ve heard about ev’ry kind of blues,
But when the dust gets high, you can’t even see the sky.

I’ve seen the dust so black that I couldn’t see a thing,
I’ve seen the dust so black that I couldn’t see a thing,
And the wind so cold, boy, it nearly cut your water off.

I seen the wind so high that it blowed my fences down,
I’ve seen the wind so high that it blowed my fences down,
Buried my tractor six feet underground.

Well, it turned my farm into a pile of sand,
Yes, it turned my farm into a pile of sand,
I had to hit that road with a bottle in my hand.

I spent ten years down in that old dust bowl,
I spent ten years down in that old dust bowl,
When you get that dust pneumony, boy, it’s time to go.

I had a gal, and she was young and sweet,
I had a gal, and she was young and sweet,
But a dust storm buried her sixteen hundred feet.

She was a good gal, long, tall and stout,
Yes, she was a good gal, long, tall and stout,
I had to get a steam shovel just to dig my darlin’ out.

These dusty blues are the dustiest ones I know,
These dusty blues are the dustiest ones I know,
Buried head over heels in the black old dust,
I had to pack up and go.
An’ I just blowed in, an’ I’ll soon blow out again.

“Dust Bowl Refugee”

I'm a dust bowl refugee,
Just a dust bowl refugee,
From that dust bowl to the peach bowl,
Now that peach fuzz is a-killin' me.

Cross the mountains to the sea,
Come the wife and kids and me.
It's a hot old dusty highway
For a dust bowl refugee.

Hard, it's always been that way,
Here today and on our way
Down that mountain, cross the desert,
Just a dust bowl refugee.

We are ramblers, so they say,
We are only here today,
Then we travel with the seasons,
We're the dust bowl refugees.

From the south land and the drought land,
Come the wife and kids and me,
And this old world is a hard world
For a dust bowl refugee.

Yes, we ramble and we roam
And the highway that's our home,
It's a never-ending highway
For a dust bowl refugee.

Yes, we wander and we work
In your crops and in your fruit,
Like the whirlwinds on the desert
That's the dust bowl refugees.

I'm a dust bowl refugee,
I'm a dust bowl refugee,
And I wonder will I always
Be a dust bowl refugee?

**TITLE: THE IDENTIFICATION, MAPPING, AND THE PERSONIFICATION OF
COUNTRIES INVOLVED IN WORLD WAR II**

LEVEL: 11-12

OVERVIEW: This activity is designed to help students appreciate the geography, actions, and relationships of countries involved in World War II.

PURPOSE: The floor map gives students a different perspective of geography and an opportunity to creatively demonstrate the knowledge they have gained. It reinforces traditional map work and builds confidence.

OBJECTIVES: The students will:

1. Create their own map of Europe, Northern Africa, and the Pacific.
2. Locate, identify, and speak for one of the countries involved.
3. Classify the country they represent as an Axis Power or as an Allied Power. In order to facilitate this activity, arrange the classroom desks in a large circle. A large area of floor space is needed.

RESOURCES/MATERIALS: STUDENT MATERIALS: Text with map or references, various colors and sizes of poster board or construction paper, scissors, markers, pointer or yard stick.

TEACHER MATERIALS: Sheets of paper with names of countries written on them and headings as mentioned in activity 9.

ACTIVITIES AND PROCEDURES:

1. Using various sizes, shapes, and colors of poster board material or construction paper, assist the students in creating their own geometrical map. Do not cut out the outline of countries but do try to consider shapes and proportions. Have students use references and assist one another. (For example: They might use one square sheet of black poster paper to represent Germany. A long rectangular piece of red paper could represent Italy, etc.) Let the floor be the water area.
2. Direct students to select an appropriate shape and color for each country and to print the country's name on it. Do not tape, glue or in anyway try to permanently adhere these together. Students will simply place the paper on the floor, overlapping or underlapping as they see fit. Allow students to adjust, to suggest alterations, and to change the arrangement until they are satisfied that they can clearly recognize their map.
3. Use a yard stick or pointer to locate geographical features and to review relationships between countries and actions taken by those involved in World War II.
4. Hold up a sheet of paper with the name of a country on it. Ask for students to volunteer to personify and speak for that country. This is a good opportunity for them to review what they have learned about personifications in their English classes. Continue to hand out the names of countries until you have distributed those you wish to include in your review.
5. Call several "countries" to the middle of the room. Instruct them to use the pointer to show their location on the map. Ask a question such as: "Austria what would you like to say to Germany?" Ask the "country" to speak; encourage a dialogue to develop between them. (Students should be instructed to speak in the first person.) Allow them to dramatize and to become emotional if they choose to do so.
6. Ask one "country" if it agrees with the statement or position taken by another. Allow students from the class to state if they agree or disagree with the statements made. ("Is this really what 'Czechoslovakia' would say?")
7. Dramatization should be encouraged. Some students may wish to walk all over the map and to speak strongly if that represents their "country's" position.
8. "Countries" may then challenge one another about what would have happened "IF" different actions or events had occurred. Let them defend their positions.
9. On the floor aside from the map, place three papers with headings: ALLIED POWERS, AXIS POWERS, NEUTRAL. Call each country's name randomly and ask the student holding

the name of that country to place the paper on the floor under the appropriate title. This can serve as a review.

TYING IT ALL TOGETHER: Students can evaluate and analyze their own performance and demonstration of understanding and knowledge. This activity may be repeated by different students the next day. The map may be disassembled and reassembled as a test of geographical awareness. An appropriate home learning assignment might be to ask students to complete the statement: "IF I COULD SPEAK FOR THE COUNTRY OF _____ IN THE YEAR _____, I WOULD SAY: _____" (Let students select 5 out of a list of countries and dates involved in World War II.)

**Lesson Title: COMPARING ARGUMENTS FOR EXPANSION
IN THE MID TWENTIETH CENTURY**

Grade: 5 or 11

The first excerpt below is from a letter that General Giichi Tanaka, the prime minister of Japan, is believed to have written to the Japanese emperor in 1927. The second excerpt is from a speech given by Adolf Hitler in 1930. As you read the excerpts, think about how both leaders tried to justify territorial expansion.

LETTER OF GENERAL TANAKA, 1927

England can afford to talk about trade relations only because she has India and Australia to supply her with foodstuff and other materials. So can America because South America and Canada are there to supply her needs. ... But in Japan her food supply and raw materials decrease in proportion to her population. If we merely hope to develop trade, we shall eventually be defeated by England and America, who possess unsurpassable capitalistic power. In the end, we shall get nothing. A more dangerous factor is the fact that the people of China might some day wake up. Even during these years of internal strife, they can still toil patiently, and try to imitate and displace our goods so as to impair the development of our trade. When we remember that the Chinese are our sole customers, we must beware, lest one day China becomes unified and her industries become prosperous . . . our trade in China will be ruined. . . . Our best policy lies in the direction of taking positive steps to secure rights and privileges in Manchuria and Mongolia... The way to gain actual rights in Manchuria and Mongolia is to use this region as a base and under the pretense of trade and commerce penetrate the rest of China. Armed by the rights already secured we shall seize the resources all over the country. Having China's entire resources at our disposal we shall proceed to conquer India, . . . Asia Minor, Central Asia, and even Europe. But to get control of Manchuria and Mongolia is the first step.

[Source: *Japan and the Next World War, Secret Memorial ... Submitted by General Tanaka...*, *The China Critic, IV (September 24, 1931)*]

SPEECH OF ADOLF HITLER, 1930

If the German people does not solve the problem of its lack of space, and if it does not open up the domestic market for its industry, then 2,000 years have been in vain. Germany will then make its exit from the world stage and peoples with more vigor will come into our heritage. Space must be fought for and maintained. People who are lazy have no right to the soil. Soil is for him who

tills it and protects it. If a people disclaims soil, it disclaims life. If a nation loses in the defense of its soil, then the individual loses. There is no higher justice that decrees that a people must starve. There is only power, which creates justice.... Parliaments do not create all of the rights on this earth; force also creates rights. 'My question is whether we wish to live or die. We have more right to soil than all the other nations because we are so thickly populated. I am of the opinion that in this respect too the principle can be applied: God helps him who helps himself.

[Source: *Voelkischer Beobachter*, May 7, 1930]

ANALYZING PRIMARY SOURCES

(a) According to Tanaka, how is Japan different from England and the United States?

(b) According to Hitler, how is land ownership determined?

(c) What are the similarities between Tanaka's and Hitler's arguments for expansion?

(d) What argument could be made against Tanaka's justification for expansion? Against Hitler's?

Reading for Teachers

General

David Kennedy, *Freedom From Fear: The American People in Depression and War*

Arthur Schlesinger, Jr., *The Age of Roosevelt*

Paul Bergeron, Stephen Ash, Jeanette Keith, *Tennesseans and Their History*

Great Depression

Caroline Bird, *The Invisible Scar*

Raymond Wolters, *Negroes and the Great Depression*

Susan Ware, *Holding Their Own: Women in the 1930s*

Robert McElvaine, *The Great Depression: America, 1929-1941*

New Deal

William E. Leuchtenburg, *Franklin D. Roosevelt and the New Deal*

Maxwell Bloomfield, *Peaceful Revolution*

Ronald Edsforth, *The New Deal*

Alan Brinkley, *Liberalism and Its Discontents*

Harvey Sitkoff, *A New Deal for Blacks*

James N. Gregory, *American Exodus: The Dust Bowl Migration and Okie Culture in California*

Anthony Badger, *The New Deal: The Depression Years*

World War II

Gerald Linderman, *The World Within War: America's Combat Experience in World War II*

Neil McMillan, ed., *Remaking Dixie: The Impact of World War II on the American South*

Stephen Ambrose: *D-Day, June 6, 1944*

John Jeffries, *Wartime America: The World War II Homefront*

Thomas Fleming, *The New Dealers' War*

Jonathan Utley, *Going to War With Japan*

Charles Jackson and Charles Johnson, *City Behind the Fence (Oak Ridge)*

Roger Daniels, *Concentration Camps USA: Japanese Americans in World War II*

Russell Buchanan, *Black Americans in World War II*

John Morton Blum, *V Was For Victory*
Karen Armstrong, *Wartime Women*
Samuel Walker, *Prompt and Utter Destruction* (on the atomic bomb)
John Hersey, *Hiroshima*

Reading for Students

John Steinbeck, *Grapes of Wrath* (Penquin, 2006)

Novel by John Steinbeck, published in 1939. Set during the Great Depression, it traces the migration of an Oklahoma Dust Bowl family to California and their subsequent hardships as migrant farm workers. It won a Pulitzer Prize in 1940. The work did much to publicize the injustices of migrant labor. The narrative, interrupted by prose-poem interludes, chronicles the struggles of the Joad family's life on a failing Oklahoma farm, their difficult journey to California, and their disillusionment once they arrive there and fall prey to a parasitic economic system. The insularity of the Joads--Ma's obsession with family togetherness, son Tom's self-centeredness, and daughter Rose of Sharon's materialism--ultimately gives way to a sense of universal community.

Durbin, William, *The Journal of C.J. Jackson: A Dust Bowl Migrant* (Scholastic, 2002)

C.J. Jackson is a young man living in the Oklahoma panhandle during the Dust Bowl, one of the most tragic times in American history. The entire country is fraught with political, economic, and environmental problems. Desperate to survive, C.J. and his family leave the panhandle and head West to California, where they hope to make a better life for themselves.

Jerry Stanley, *Children of the Dust Bowl* (Crown Books, 1993)

Stanley has crafted a well-researched, highly readable portrait of the "Okies" driven to California by the Dust Bowl days of the 1930s and the formidable hardships they faced. After first detailing the desperation of their lives in the Midwest, he follows them on their trek across the western United States to the promise of work in California, where their hopes were dashed. After providing this thorough, sympathetic context of their plight, he zeroes in on the residents of Weedpatch Camp, one of several farm-labor camps built by the federal government. The remainder of the book is devoted to educator Leo Hart and the role he played in creating a "federal emergency school." Interviews with Hart and the school's former teachers and pupils make *Children of the Dust Bowl* useful to students of oral history, as well as of the Depression. A thorough index enhances the research value of the book, although it is interesting enough to enjoy for itself. The book is lavishly illustrated with period black-and-white photographs.

Russell Freedman, *Children of the Great Depression* (New York: Clarion Books, 2005)

Few authors are as well suited as Freedman to present a clear and understandable outline of this period. His prose is straightforward and easily comprehensible, making sense of even the complexities of the stock-market crash. The use of primary sources is outstanding. This is a book told by chorus, featuring the voices of those who endured the Depression, and is embellished with black-and-white photos by such luminaries as Dorothea Lange, Ben Shahn, Walker Evans, and Russell Lee. Eight chapters cover the causes of the Great Depression, schooling, work life, migrant work, the lives of children who rode the rails, entertainment, and the economic resurgence of the early 1940s. Chapter notes and an excellent bibliography round out another superb photo-essay by a veteran author. A wonderful, informed, and sympathetic overview that perfectly complements Jerry Stanley's *Children of the Dust Bowl* (Random, 1992)

Mildred Taylor, *Roll of Thunder, Hear My Cry* (Puffin, 19910)

A black family living in the South during the 1930's are faced with prejudice and discrimination which the children don't understand. Don't miss the other books about the Logan family.

Connie Jordan Green, *The War at Home* (Simon & Shuster 1992) (available from Tellico Books).

A local author relates experiences during the establishment of Oak Ridge and the Manhattan Project.

Richard Peck, *A Long Way from Chicago* (Puffin, 1998)

A boy recounts his annual summer trips to rural Illinois with his sister during the Great Depression to visit their larger-than-life grandmother.

Activities (school trips & tours/guests/local resources)

Great Smoky Mountains Heritage Center - Townsend

Homesteads Tower Museum - Cumberland County

Frank H. McClung Museum - Knoxville

East Tennessee History Center - Knoxville

The American Museum of Science and Energy - Oak Ridge

Hunter Museum of Art located – Chattanooga

Questions You Might Ask Students

What were some events that led to the Great Depression?

1. The Stock Market Crash of 1929.
2. Bank failures
3. Reduction in purchasing across the board
4. American economic policy with Europe
5. Drought conditions

Describe how the Great Depression affected American society as a whole.

The Great Depression affected our society in a number of ways. There were no jobs, so of course people had no money to house, feed and clothe themselves. After the tremendous stock market crash, many people lost pretty much everything they had. Some of the foods (commodities such as sugar, flour, coffee, etc., as well as gasoline) were doled out to families in limited amounts. Women couldn't buy stockings, because the silk used in making them was also used by the military for parachutes, etc. Even cotton fabric was not as readily available since it was used for bandages for the military. The military's needs came first, so they took priority over the general public. The lack of jobs was devastating to the country. Families lost homes, farms, and couldn't pay for food or clothing, medical treatment, etc. All of this had a tremendous impact on the people of our country, and took many years for our country to 'get back on its feet'.

Explain the social effects of World War II on American life.

One of the social effects which affected almost all participants to a certain degree was the increased participation of women in the workforce (where they took the place of many men during the war years), though this was somewhat reduced in the decades following the war, as changing society forced many to return to home and family.

Describe Japanese-American internment and its conflict with American ideals.

Japanese American internment was the forced relocation and internment by the United States government in 1942 of approximately 110,000 Japanese Americans and Japanese residing

along the Pacific coast of the United States to camps called "War Relocation Camps," in the wake of Imperial Japan's attack on Pearl Harbor. The internment of Japanese Americans was applied unequally throughout the United States. Many internees lost irreplaceable personal property due to the restrictions on what could be taken into the camps. These losses were compounded by theft and destruction of items placed in governmental storage. A number of persons died or suffered for lack of medical care, and several were killed by sentries.

Questions You Might Be Asked by Students

Why did they fight WWII?

The basic causes of World War II were the nationalistic tensions, unresolved issues, and resentments resulting from the First World War and the interwar period in Europe, plus the effects of the Great Depression in the 1930s. The culmination of events that led to the outbreak of war are generally understood to be the 1939 invasion of Poland by Nazi Germany and the 1937 invasion of the Republic of China by the Empire of Japan.

What did Samuel Gompers do that was important?

Gompers founded the American Federation of Labor and served as the organization's president from 1886 to 1894 and from 1895 until his death in 1924.

How did life change during World War II?

Many women had to go to work in factories to make supplies for the men that were off at war. Many supplies and foods were rationed in order to provide for the soldiers at war.

Why was Oak Ridge chosen for the Manhattan project?

The Tennessee site was chosen because of the vast quantities of cheap hydroelectric power already available from the TVA and could be used to power uranium enrichment processes.

Technology (Web Sites)

The National Archives: For Educators and Students: www.archives.gov/education

The National Archives page for Educators and Students have a variety of engaging resources—primary sources and activities and training for educators and students. The Teaching with Documents Lesson Plans section contains reproducible copies of primary documents from the holdings of the National Archives, teaching activities correlated to the National standards for both American History and Civics and Government, and cross-curricular connections. Teaching with primary documents encourages a varied learning environment for teachers and students alike. Lectures, demonstrations, analysis of documents, independent research, and group work become a gateway for research with historical records in ways that sharpen students' skills and enthusiasm for history, social studies, and the humanities.

Gilder Lehrman Institute of American History: www.gilderlehrman.org

The Gilder Lehrman Institute's website serves as a gateway to American history online with rich resources for educators, designed specifically for K-12 teachers and students. The website includes rich primary source materials, student and teacher resources, podcasts on numerous historical topics featuring noted historians, online exhibitions, history slideshows, and much more.

Tennessee History For Kids: www.tnhistoryforkids.org

Tennessee History for Kids is a place to go for both students and teachers to go to find information on Tennessee history. The website includes lesson plans developed by certified teachers for specific grade levels K-12, photographs, city and county histories, videos, virtual tours of numerous local historical sites, and much more in a user friendly format.

Our Documents: www.ourdocuments.gov

The Our Documents website is a cooperative effort among National History Day, the National Archives and Records Administration, and USA Freedom Corps. Our Documents tells the fascinating story of American history through a collection of 100 history-changing documents. Together, these milestone documents chronicle the centuries of social and political upheaval as the country struggled to define itself as a new nation and then to assume its place as a global power. Our Documents span American history from the 1776 Lee Resolution to the 1965 Voting Rights Act (neglecting more current documents due to the fact of historical objectivity when analyzing current or recent events). Students and teachers can click on each document to view the document in a high resolution image and read a transcript of the document. Accompanying each document is a brief historical essay which provides both the document's historical content and its historical context.

Library of Congress: By the People, For the People: Posters from the WPA, 1936-1943

<http://rs6.loc.gov/ammem/wpaposters/wpahome.html>

The *By the People, For the People: Posters from the WPA, 1936-1943* collection from the Library of Congress consists of 908 boldly colored and graphically diverse original posters produced from 1936 to 1943 as part of Franklin Delano Roosevelt's New Deal. These striking silkscreen, lithograph, and woodcut posters were designed to publicize health and safety programs; cultural programs including art exhibitions, theatrical, and musical performances; travel and tourism; educational programs; and community activities in seventeen states and the District of Columbia. The posters were made possible by one of the first U.S. Government programs to support the arts.

Franklin D. Roosevelt Presidential Library & Museum - <http://www.fdrlibrary.marist.edu/>

National Museum of American History: <http://americanhistory.si.edu/>

Various primary and secondary resources, as well as lesson plans and activities from the Smithsonian Institute Museum of American History that includes each of the Eras in the curriculum.

Digital History: <http://www.digitalhistory.uh.edu/>

Various topics with primary source materials, teacher and student resources, interactive timelines, maps, visual history, virtual exhibits, multimedia, and much more.

Movies/Videos

Pearl Harbor – Beyond the Movie

Sea Biscuit – (at least the beginning)

Cinderella Man

Paper Clips

Schindler's List (not appropriate for lower grades)

Tora! Tora! Tora!

Epilogue

Late in his third term, President Roosevelt spoke of what he called “America’s Economic Bill of Rights.” Those “rights” included the rights to a job at decent wages, health care, a livable home, education, and others. Roosevelt’s list of “economic rights” strongly suggested that, in his mind, the New Deal was not over but had much work to do. And yet, because of such rapid changes in most domestic life and foreign affairs, it seemed that, as World War II neared its end, most Americans wanted only to digest and adjust to the changes they already had experienced. The New Deal had done much to reshape American life and the end of the Second World War left the United States as the sole world power. From an isolationist nation in the 1920s and 1930s, world leadership had been thrust upon Americans, men and women who were not fully prepared or equipped to accept that role. As Henry Luce had put it in 1941, the United States would have to *lead* the world, *feed* the world, and *spread the ideals* of civilization throughout the world.

In some ways, everything that happened in the United States after 1945 could be traced back to the Great Depression, the New Deal, and World War II—in other words, to the 1930s and 1940s. As noted earlier, the New Deal and World War II had vastly expanded the size, scope, and budget of the federal government, leaving many Americans in the dilemma of being increasingly dependent on the government while at the same time wishing to scale back federal expenses and, of course, their taxes. Help for poor people had been supported by most Americans during the Depression, but in the postwar “land of opportunity” an increasing number of Americans wondered whether such help actually was assisting their poor countrymen or instead whether America was creating generations of dependents on the government.

In the area of foreign affairs, the United States was forced into accepting leadership of the “free world” during the Cold War, causing some Americans to wonder if the United States was either equipped or ready to be “the world’s policeman.” From Berlin to Korea to Lebanon to Vietnam, the United States came to realize that it could no longer hide behind two oceans or its atomic arsenal.

Television newsman Tom Brokaw called those who survived both the Depression and World War II America’s “Greatest Generation.” Given all they suffered and overcame, it is hard to argue otherwise.