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A CALL FOR CONTRIBUTIONS

The OAH Magazine of History invites you to contribute to our upcoming issues. Our regular columns include:

- Letters to the Editor
- Dialogue—A forum for issues on the teaching of history
- Classroom Media—A column that explores the use of a wide range of media
- National History Day—A discussion of National History Day projects
- Studentspeak—a column for student opinions and views concerning history
- On Teaching—a discussion and analysis of various teaching strategies and activities
- Lesson Plans—Lessons for the subject period or topic of each issue

Topics of Upcoming Issues

- New Right
- Development of the Sunbelt
- Transatlantic World
- Witchcraft
- Jim Crow
- Vietnam War

Editorial Guidelines

Selection of articles will be made on the basis of interest and usefulness for our audience and the appropriateness of style. We welcome articles that are broadly related to the topic. Authors are encouraged to query the Managing Editor about specific deadlines and topics before submitting materials.

Submissions should not exceed ten double-spaced typewritten pages. Longer articles may be condensed by the Guest Editor if accepted. Regular columns (Dialogue, On Teaching, Classroom Media) should approximate fifteen hundred to two thousand words in length. Lesson Plans are one to two thousand words in length.

Articles should be written in a style that is readable and accessible for a broad audience of high school, middle school, and college teachers interested in all aspects of history education, including recent scholarship, curriculum, and developments in educational methodology. We would appreciate suggestions regarding appropriate illustrations for your article. We encourage you to add your own lesson plans, ideas for discussion, etc., to an article that would be appropriate for use in the classroom. Please include bibliographical information about current and former teaching positions.

The Magazine uses The Chicago Manual of Style, 14th ed. (Chicago: University of Chicago Press, 1993). Authors should use the documentary-note or humanities style as presented in section 15, “Documentation One.” Endnotes should be kept to an absolute minimum. For bibliography and reference lists, we prefer that you use the “Humanities Style” as outlined in section 15.69.

If your article has been prepared on an IBM or compatible word processing system, we would appreciate your sending us a copy of the article on diskette along with the printed manuscript.

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Lesson Plan

Waritime Production

Tracey Warm

To American production, without which this war would have been lost.
—JOSEF STALIN

This lesson will help students discover how U.S. production, both local and national, helped support the war effort and how a merican business contributed to victory. Students will see how war production became a national goal and will understand how the government helped promote business activity. Students will examine advertisements and propaganda produced by companies during this period to see how businesses supported the war effort. They will conduct research in local business archives to discover how local businesses responded to the demands of war production.

Objectives
1. To identify some of the specific production activities undertaken by businesses on behalf of U.S. war efforts.
2. To discuss how A merican business and industry adapted to changes caused by the war.
3. To discover how local businesses responded to the nationwide call to mobilize.
4. To discuss the effect of national policies and priorities by the government on industry and business during World War II.

Overview
United States involvement in World War II touched every aspect of life in this country, including business. Prior to formal entry into the war, the United States had begun to gear up for the possibility that it might have to play an active role and declare war. In order to help the Allied forces, President Franklin D. Roosevelt loaned American destroyers to the suffering British fleet and began the Lend-Lease program to provide necessary supplies.

After the attack on Pearl Harbor in December 1941, the United States had no choice but to enter the war. The preparations that had been made helped citizens as well as businesses take on the challenge of supporting a war. Companies began to shift from their traditional production to make goods that would help support the war effort. Firms tackled new production jobs and postponed the production of civilian goods in order to rally to the bigger needs of the nation. Companies cooperated by curtailing their normal production and devoting their time and resources to producing many essential war products. Government agencies, such as the Army Ordnance Department, studied companies that had the skills, production capabilities, and manufacturing facilities that could help in the production of ordnance and munitions. The government asked auto makers to produce tanks and fighter planes instead of cars. Companies that had made consumer goods switched to producing guns, and their packaging and packing line techniques and skills were used to pack shells and bombs. The United States had the technology as well as the production and manufacturing capabilities to handle the change in production, making American war production output a crucial variable during the war.

The conversion from civilian to military products and the loss of a large portion of the labor force to the armed forces caused several changes within the business world. Most important was the increased involvement of the government. The government helped support increased production by offering monetary help as well as rewards for companies meeting production projections. To help meet the expenses of World War II, the U.S. government conducted war bond drives. Bonds were issued in denominations of twenty-five dollars to one thousand dollars and matured ten years from the date of issue. Citizens could purchase these bonds at a lower cost during the war and cash them in after the war was over to make a profit. These investments gave the government the money it needed to pay for production. For those companies meeting war production quotas the government awarded excellence, or "E", awards. Companies would display these awards in their advertisements to let consumers know that they too were doing their part for the war effort.

By 1944, American war production was twice that of the enemy and it helped the Allied forces turn the tide of the war. From 1939 to 1943 the country's gross war production rose from one billion dollars to almost fifty-five billion dollars and, production for the armed forces accounted for fifty-nine percent of all manufacturing.

There were numerous benefits for postwar consumers resulting from the innovations and inventions that were introduced in response to the scarcities and rationing during the war. Since companies had to curtail their production of essential consumer products, many of these goods were in short supply. Research done to find new uses for existing resources, and to find alternative options for scarce goods, brought about the faster development of...
many products. Television, air conditioning, wash-and-wear fabrics, cars, appliances, airplanes, and many other products benefited from this research. On an international level, the increased production capacity of American companies played a major part in rebuilding war-torn countries around the world.

Activities
1. How did production change in World War II? Introduce students to the concepts by discussing the overview material. Have students create an outline titled, “United States Production and World War II.” Direct them to include the following headings for their organization of the material: I. Prewar Preparations; II. Response of Industry; III. Changes in Production and Industry; IV. Government Involvement; V. Effects on Future Industry. Have students define the following vocabulary words within their notes:
   - Allotment: A share, part, or portion granted or distributed.
   - Ordnance: Military supplies including weapons, ammunition, combat vehicles, tools and equipment.
   - War Bonds: Documents issued by the government during wartime that receive their value, plus interest, after a set period of time.
   - Army-Navy “E” Award: An award of excellence from the U.S. government to firms meeting quality weapons production quotas.

2. How did the production of consumer goods transform into the production of military goods? Put students into small groups of four and ask them to consider Document 1, “A Merchant Fighting Man.” Direct students to create a list of the ways Procter & Gamble’s goods and services aided the war effort. Discuss as a class how this company’s document helped it appear patriotic and dedicated to the war effort. After this class discussion, ask the small groups to consider how these goods and services might have had different uses before the war due to consumer demand and production possibilities. Have the small groups create their own advertisement that reflects the company’s prewar mentality, or focus, on consumer goods. Discuss the following questions: Why did companies advertise to consumers how their goods and services were being used in the war effort? Why was the United States so well equipped to handle the change from consumer goods to military production? How did the change in production from consumer goods to military production affect civilians on the homefront?

3. How did increased production and industry become a mission of patriotism for United States citizens? Ask students to read the excerpt from Franklin D. Roosevelt’s speech in Document 2. Discuss how the speech makes the students feel and ask them to reflect on how they might have felt as a worker or soldier in 1942 hearing that speech. Direct students to write a letter, from the point of view of a United States citizen, to a friend or family member overseas serving in the armed forces during World War II. In the letter, ask students to comment on the issues they read about in President Roosevelt’s speech, such as some of the national changes that were occurring at home from an economic and production standpoint. Have students point out some of the things they would be doing individually to help in the war effort. Ask students to read some of their letters aloud to the class. Discuss the following questions: How did the government stimulate support from its citizens for the movement of consumer goods to military production? What part did nationalism and patriotism play in the government’s call for increased production to meet the demands for war products?

4. How did the government support production efforts? Give each student a copy of Document 3, the front page of The Banner. Direct them to read each story and list ways the government and businesses were responding to increasing demands for war products. Discuss the importance of the Army-Navy “E” awards to businesses and also, the inclusion of war bond drives for industry employees to help the government pay for the war. Have students view the actual advertisements that included these “E” awards and war bond incentives at an online advertisement archive called AdAccess at <http://scriptorium.lib.duke.edu/adaccess/>. Ask students to then read the stories from The Banner and then work backwards to brainstorm a set of general questions that a reporter might have asked in order to acquire the information needed to write these stories. Discuss the following questions: How did the government support businesses’ efforts to increase production? Why did the government provide incentives for resources to be used in different ways? How did “E” awards and war bonds help stimulate production? Why did businesses try to encourage their workers to participate in the war bond drive?

5. How did businesses respond to increased demands and rewards for reaching production quotas? Create a source list of large local businesses that were operating during World War II. Put students in cooperative partner groups and have them choose one of the businesses on the list. A most all large businesses have an archive that holds papers, advertisements, and production numbers and it is usually staffed by at least one full-time archivist. Direct the partner groups to contact the archives of these businesses and ask for information that would answer their already formulated general questions. Have students request any pictures or advertisements that the archives might have to aid them in obtaining information about the businesses’ activities during World War II. Besides a personal contact, many of the larger businesses will have some of their archival information online. After getting this primary information, have the students create their own front page of a World War II newspaper focusing on business accomplishments. Have them include a story about how the businesses met the needs of wartime industry and how the government was involved, if it was, in extending congratulations on their production efforts. Have students include a picture if available or create their own illustration that would be appropriate. Based on the advertisements they have viewed throughout this lesson, direct partner groups to also include an advertisement.
that focuses on war bond participation. Discuss the following questions: Why does the consumption of consumer goods and services decrease during time of war? How do government and business-supported media convince citizens to accept and support these changes? How might changes in the use of resources affect production and industry in the future?

**Additional Online Resources**

World War II Electronic Archives: [http://gwis.circ.gwu.edu/~ww2](http://gwis.circ.gwu.edu/~ww2). An electronic archive that includes several multimedia pieces.

Alabama Department of Archives and History Introduction to the World War II Unit: [http://www.archives.state.al.us/teacher/ww2](http://www.archives.state.al.us/teacher/ww2). Contains a variety of lessons and several primary documents and pictures.

Expansion Games-Wargames and Alternate History Simulations: [http://www.expansiongames.com/](http://www.expansiongames.com/). An Internet-based multiplayer simulation game about military, political, and economic affairs before, during, and after WWII.

**Bibliography**


Tracey Warm taught social studies at Clinton-Massie High School in Clarksville, Ohio, for three years. She earned her Master's in Education in Curriculum Development and Leadership from Miami University in May 2001. She served as the educational program coordinator for the Newport Aquarium in Newport, Kentucky for two years. Currently she is the educational coordinator for Media Bridges, a media education facility in Cincinnati, Ohio.

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Excerpts from a speech, “A Call for Sacrifice”
by Franklin D. Roosevelt
28 April 1942


My Fellow Americans, it is nearly five months since we were attacked at Pearl Harbor. For the two years prior to that attack this country had been gearing itself up to a high level of production of munitions. And yet our war efforts had done little to dislocate the normal lives of most of us. Since then we have dispatched strong forces of our Army and Navy, several hundred thousands of them, to bases and battlefronts thousands of miles from home. We have stepped up our war production on a scale that is testing our industrial power, our engineering genius, and our economic structure to the utmost. We have had no illusions about the fact that this is a tough job—and a long one...

Not all of us can have the privilege of working in a munitions factory or a shipyard, or on the farms or in oil fields or mines, producing the weapons or the raw materials that are needed by our armed forces...

To build the factories, to buy the materials, to pay the labor, to provide the transportation, to equip and feed and house the soldiers and sailors and marines, and to do all the thousands of things necessary in a war—all costs a lot of money, more money than has ever been spent by any nation at any time in the long history of the world. We are now spending, solely for war purposes, the sum of about $100 million every day of the week. But, before this war is over, that almost unbelievable rate of expenditure will be doubled. All of this money has to be spent—and spent quickly—if we are to produce within the time now available the enormous quantities of weapons of war which we need. But the spending of these tremendous sums presents grave danger of disaster to our national economy. When your government continues to spend these unprecedented sums for munitions month by month and year by year, that money goes into the pocketbooks and bank accounts of the people of the United States. At the same time, raw materials and many manufactured goods are necessarily taken away from civilian use, and machinery and factories are being converted to war production...

All of us are used to spending money for things that we want, things, however, which are not absolutely essential. We will all have to forgo that kind of spending. Because we must put every dime and every dollar we can possibly spare out of our earnings into war bonds and stamps. Because the demands of the war effort require the rationing of goods of which there is not enough to go around. Because the stopping of purchases of nonessentials will release thousands of worker who are needed in the war effort...

I know the American farmer, the American workman, and the American businessman. I know that they will gladly embrace this economy and equality of sacrifice—satisfied that it is necessary for the most vital and compelling motive in all their lives—winning through to victory...

As we here at home contemplate our own duties, our own responsibilities, let us think and think hard of the example which is being set for us by our fighting men. Our soldiers and sailors are members of well-disciplined units. But they’re still and forever individuals, free individuals. They are farmers and workers, businessmen, professional men, artists, clerks. They are the United States of America. That is why they fight. We too are the United States of America. That is why we must work and sacrifice. It is for them, It is for us. It is for victory.
Plant Is Awarded Army-Navy “E” Flag

Presentation Ceremony Set For December 3rd; Program Being Planned

All Employees Will Receive Coveted Lapel Button As Citation For Service On Home Front

The men and women of Wolf Creek have been awarded the coveted Army-Navy E Award for excellence in production of war materials. This is the highest honor that can be bestowed upon a company for its contribution to the war effort.”

The award will be presented at a special ceremony scheduled for December 3rd. All employees will be presented with the lapel button, which is worn by every worker who has contributed to the war effort.

Ordnance Department Reorganized

Duplication of Work Discontinued by

For increased efficiency and war production goals, the Ordnance Department has been reorganized. All duplication of work has been eliminated and each section of the department is responsible for its own work. This change has increased efficiency and has helped to meet the demands of the war effort.

Reds Lay Claim To League Crown

Former winner of the 1942 Wolf Creek Baseball League was the Reds, who won either on top or bottom for the second straight year. They were beaten by the Blue Jays, who have been in the top division since the league was formed.

Safeties Employed

Wolf Creek employs safety officers to ensure the safety of all workers. These officers are trained to identify and correct safety hazards before they cause accidents.

Safety Study Is Started

An industrial safety study is being conducted at Wolf Creek. The study will help identify areas where improvements can be made to ensure a safe working environment for all employees.

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