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# HOME FRONT TO BATTLEFRONT

MISSISSIPPI DURING WWII



TEACHERS' GUIDE



Mississippi Public Broadcasting

[www.mpbonline.org](http://www.mpbonline.org)

# INTRODUCTION

Mississippi Public Broadcasting • Education Services Department

## **HOME FRONT TO BATTLEFRONT - MISSISSIPPI DURING WWII**

### {TEACHER'S CURRICULUM GUIDE}

In December of 1941, Mississippi was in the midst of an economic crisis. The state's agriculture-based economy had been hit hard by the Great Depression and there was no end in sight to the distress. But the Japanese attack on Pearl Harbor turned Mississippians' attention from economic duress and awakened their sense of duty.

The events of December 7, 1941, not only ignited Mississippi's patriotism but also spurred the state to economic rebirth. Mississippi sent thousands of soldiers to battle during World War II, but many who did not go off to fight stayed home to work in new factories created to support the war effort. Military installations, munitions plants, and even Prisoner of War camps were built in Mississippi to help sustain the growth of the military, supply the armed forces, and house war prisoners. Construction, operation, and maintenance of these facilities created thousands of jobs.

The lives of Mississippians changed drastically because of World War II, whether they went to fight in faraway places or stayed in Mississippi to support the war from home. Home Front to Battlefront: Mississippi During WWII is a documentary that shares the experiences of Mississippians throughout WWII.

This documentary includes an educational outreach component, including a website ([www.mpbonline.org/homefrontbattlefront/index.html](http://www.mpbonline.org/homefrontbattlefront/index.html)), which will serve as a valuable tool during instruction on the experiences of Mississippians during WWII. Mississippi Public Broadcasting believes that this teacher's guide will provide an invaluable supplemental resource for teaching history curriculum throughout Mississippi classrooms.

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NOTES

# GERMAN PRISONERS OF WAR IN MISSISSIPPI, 1943-1946

## { LESSON PLAN }

*Martha Hutson, Clinton, Mississippi*

**OVERVIEW** - Mississippi's support of the war effort in the 1940s was similar to that of most states in the Union. Thousands of its citizens, male and female, black and white, voluntarily enlisted or were drafted. Military bases across the state became centers of training and deployment. Those who remained behind as civilians did their part as well: purchasing war bonds; adjusting to a lifestyle dictated by ration cards; working in factories modified to produce war materials; and praying for victory over the enemy. Yet, in another most unusual way, Mississippi played a role in the war by serving as home to a number of prisoner of war camps. The camps were scattered throughout the state. By mid-1946 all the prisoners were gone, leaving behind altered landscapes in some places, stories of attempted escapes, and surprisingly for some, deep and abiding friendships with their American captors. As they study this fascinating story, students should think about the following questions:

- Why were POW camps located in Mississippi?
- Who were the prisoners and how were they treated?
- What tangible evidences remain of the camps and/or the work assigned to the prisoners?
- Imagine how you would have felt living close to one of the camps.

**CURRICULAR CONNECTIONS** - Mississippi Studies Framework: Competencies 1, 3, and 4

**TEACHING LEVELS** - Grades 7 through 12

### MATERIALS & EQUIPMENT

1. Mississippi History Now article, "German Prisoners of War in Mississippi"
2. Class set of world outline maps
3. World atlases; Mississippi road maps
4. Butcher or newsprint paper



> Interior of POW barracks at Camp Clinton, MS

**OBJECTIVES** - Students will:

- Determine why the United States constructed prisoner of war camps within the country and suggest reasons for the selection of Mississippi as one of the sites;

## GERMAN PRISONERS OF WAR IN MS

- Trace the route of German/Italian prisoners of war from their capture in Africa to camps in Mississippi (based on diary entries);
- Construct a Mississippi map showing all base and branch camps in Mississippi;
- Examine the relationship between the “work” of each camp and the physical geography of the region in which the camp was located; and
- Describe life in a POW camp in Mississippi.

**OPENING THE LESSON** - Using a large wall map of Mississippi or a map transparency, show students the LOCATIONS of Hattiesburg, Clinton, Grenada, and Como. Ask students to speculate what the areas have in common. Continue to give a series of “clues” to stimulate student interest. Have students share what they know about POW camps—some may even know of family members who were interned in camps. If students haven’t already guessed the significance of the four locations to the topic, inform them that World War II POW camps were found in each of these areas of the state. Ask students to think carefully as they study the camps in Mississippi and compare what they learn to what they thought they knew about prisoner of war camps.

## DEVELOPING THE LESSON

1. Students will read the first few paragraphs of the Mississippi History Now article to gain an understanding of Objective 1. Ask them to share with a partner what they learned. In a large-group discussion, teacher will determine that students understand why prisoner of war camps were built in the United States. Lead students to speculate about why Mississippi was one of the sites chosen for the camps: its rural nature, availability of cheap land, warm climate, good transportation facilities, lack of German/Italian communities, etc. Have students once again review with a partner what they have learned.
2. Distribute a world outline map to each student who will, with the help of atlases, trace the route of German prisoners of war from Africa to Mississippi. Ask students to make their maps colorful and creative. They may wish to “name” a particular prisoner and show his journey rather than the whole group. Ask students to take their maps home and explain them to a family member.
3. Ask students to recall the four locations of POW camps used in opening the lesson. They should now write the names of these sites in their notes along with the name of the base camp at each. At this point, the teacher will list for students the remaining 15 branch camps.
4. Working in groups, students will construct a large butcher paper map of Mississippi which shows the location of all prisoner of war camps in the state. Ask students to indicate in their key which were base camps and which were branch camps. They should also indicate the populations of the various camps.
5. Ask students to write the following structured paragraph in their notes and to fill in the blanks after carefully studying their maps and reviewing what they know about Mississippi’s physical geography.

Continued >>>

“Most soldiers in the camps often worked outside the compound and receive a payment of \_\_\_\_\_ per day. (Take a guess!) The kinds of work assigned to them depended on the region where they were located. For example, prisoners in branch camps in the Delta region would often be found tending the \_\_\_\_\_ fields. This type of work included: \_\_\_\_\_.

These ten camps were located at: \_\_\_\_\_.

In the pine land region of Mississippi, prisoners did another type of work, usually involving \_\_\_\_\_. In this work they would \_\_\_\_\_. They also worked to complete Lake Shelby, a small lake a few miles from the base camp. Branch camps located in the pine region were: \_\_\_\_\_.”

After students try to complete the paragraph based solely on their maps and their prior knowledge of the state, let them read the Mississippi History Now article and check/correct their answers. Ask students to add additional sentences to their structured paragraph detailing the work of prisoners at Camp Clinton.

6. Ask students to read where life in the camp is described and to construct a chart or web detailing camp life in these areas: HOUSING; FOOD; MEDICAL SERVICES; EDUCATIONAL FACILITIES; and ENTERTAINMENT. Once students complete their work, they should use the information they have gathered to write a paragraph describing life in a POW camp. Students should also indicate whether or not their earlier perceptions of life in a POW camp matched those described in the Mississippi History Now article.

### CONCLUDING THE LESSON

- Allow students to read the rest of the article and to discuss in large group other interesting information they learned.
- Ask students to share aloud differences in their pre- and post-lesson perceptions of life in POW camps.
- Explain the significance of the Geneva Conventions. Lead students to discuss whether or not the Conventions were always upheld by warring nations.
- Reread the OVERVIEW questions for students to consider.

### ASSESSING STUDENT LEARNING

- Teacher observation of group and class participation
- Individual and group map construction
- Structured paragraph completion
- Accuracy/completion of chart/web
- Paragraph construction



> Outside POW barracks at Camp Shelby, MS

## GERMAN PRISONERS OF WAR IN MS

- Teacher-made objective test
- A written essay responding to the OVERVIEW questions

### EXTENDING THE LESSON

1. Collect data on the physical geography of Germany, including climatic information. Students will compare/contrast Germany and Mississippi.
2. Students may wish to depict life in the POW camps by making drawings, sketches, or models.
3. Contact local historians for additional information on POW camps in your area.
4. Locate old newspapers printed during the time period to assess community attitudes regarding the POW camps.
5. If any physical evidence remains of the camps or of work done by the prisoners, such as the Mississippi River Basin Model at Clinton, a field trip would be instructive.
6. Some students may wish to research life in German/Japanese POW camps for American soldiers. If a report is given, students will likely wish to discuss differences in treatment.
7. Students can role play a POW by submitting diary entries detailing their capture and subsequent imprisonment in Mississippi.
8. After viewing the Clinton POW site, a Web site for Camp Clinton, students may wish to set up a site for camps in their local regions.
9. A field trip to the Armed Forces Museum at Camp Shelby in Hattiesburg would be instructive.

### ADDITIONAL RESOURCES

Allard, Mike. Master's thesis on Camp Clinton housed in Mississippi College Library, Clinton, Mississippi

#### **Link to HistoryNow Site:**

[www.mshistory.k-12.ms.us/articles/233/german-prisoners-of-war-in-mississippi-1943-1946](http://www.mshistory.k-12.ms.us/articles/233/german-prisoners-of-war-in-mississippi-1943-1946)

- > Prisoners of war line up in the yard at Camp Clinton, MS.

Used with permission from Mississippi *History Now*, the online publication of Mississippi Historical Society.





# LIFE AS A P.O.W. - PRISONER OF WAR

## { EXTENDED LEARNING }

**OVERVIEW** - One of Mississippi's roles in World War II was to provide prisoner of war camps, such as Camp Clinton, located in Central Mississippi. Prisoners at Camp Clinton were primarily Germans and Italians who were captured in Africa as members of the Afrika Korps. In this activity, students will immerse themselves in the World War II era and develop presentations depicting their lives as prisoners of war.

**OBJECTIVES** - Using the information gained from studying World War II, students will:

- Depict life as a prisoner of war
- Describe the physical environment of POW camps
- Describe the treatment of prisoners of war
- Analyze POWs' viewpoints of the war
- Examine Mississippi's role in the war as the home of POW camps



> German POW dining hall at Camp Clinton.

## PROCEDURE

1. Review the Mississippi History Now article "German Prisoners of War in Mississippi, 1943-1946."
2. Visit Mississippi Public Broadcasting's Home Front to Battlefield: Mississippi During WWII website and view pictures of the Camp Clinton Prisoner of War Camps and Barracks (Home Front Photo Gallery – Central MS).
3. Use the article and pictures to imagine life as a prisoner of war (e.g. treatment, living conditions, labor/work, etc.).
4. Develop a visual presentation depicting life in the POW camp (e.g. PowerPoint Presentation, 3D model, Oral Presentation with costume, etc.).
5. Write an essay analyzing the war from various perspectives, including the viewpoints of prisoners of war and American soldiers.

## ASSESSMENT OF STUDENT LEARNING

1. Visual Presentation Rubric
2. School or District Writing Requirements

# WORLD WAR II PODCAST

## { EXTENDED LEARNING }

**OVERVIEW** - Although Mississippi was a home for prisoner of war camps, Germany and Japan were also homes for prisoner of war camps for American soldiers. In this activity, students will role play Mississippi prisoners of war (POWs) in Germany or Japan, write diary entries, and create a podcast recording of their diary entries.

**OBJECTIVES** - Using the information gained from studying World War II, students will:

- Research life in German or Japanese POW Camps
- Describe treatment of prisoners of war in Germany or Japan
- Compare and contrast POW camps in Mississippi and Germany/Japan

## PROCEDURE

1. Review the Mississippi History Now article “German Prisoners of War in Mississippi, 1943-1946.”
2. Visit the local library or search the World Wide Web to obtain information on American soldiers detained as prisoners of war in Germany or Japan.
3. Explore the Home Front to Battlefield web site’s Resources page to link to The National WWII Museum’s web site to review sample podcasts (WWII History – Podcasts). Pay close attention to storylines and narration.

## ASSESSMENT OF STUDENT LEARNING

- Audio Podcast Rubric

## ADDITIONAL RESOURCES

- Visit Mississippi Public Broadcasting’s Home Front to Battlefield: Mississippi During WWII website and review interviews and pictures, including the Battlefield Photo Gallery. [www.mpbonline.org/homefrontbattlefront](http://www.mpbonline.org/homefrontbattlefront)

**BASIC PERSONNEL RECORD**  
(Alien Enemy or Prisoner of War) F. P. C. #

4 NO. 13038  
(Department serial number)  
**BORNHEIM, GUSTAV**  
(Name of prisoner)  
male (Sex)  
Height 5' 7 1/2" in.  
Weight 150  
Eyes BLUE  
Skin BROWN  
Hair BROWN  
Age 23  
Distinguishing marks or characteristics: NONE

Reference:  
1. Inventory of Personal Effects Taken From Prisoner  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.

The above is correct  
*J. J. Jones*  
Signature of Prisoner  
Date

P.W.G. CLINTON, MISSISSIPPI  
(Date and place where processed)  
AUGUST 9 1948

Right Hand  
1. Thumb 2. Index Finger 3. Middle Finger 4. Ring Finger 5. Little Finger

Left Hand  
6. Thumb 7. Index Finger 8. Middle Finger 9. Ring Finger 10. Little Finger

Note amputations in proper space

W. H. - P. M. O. Form No. 8  
December 9, 1947 16-5000-1

# WOMENS ROLES IN WORLD WAR II

## { LESSON PLAN }

**OVERVIEW** - World War II (WWII) began in Europe in early September of 1939. The United States did not join until December 8, 1941, after the Japanese attack on Pearl Harbor. Entering the war drastically changed the United States economy, and the nation immediately demanded more from its men and women.

Prior to World War II, women workers were typically young, single, and self-supported. Married women assumed the responsibilities of maintaining a home and raising a family. During the war, as men were drafted and sent overseas, thousands of women were asked to assume the dual responsibilities of earning a living and running a household. Many had not worked outside the home before. Trying to hold the home front together while there was a war waging abroad was not an easy task. Suddenly their lives were turned into a very public and patriotic cause. The changes that women underwent in the late 1930's and early 1940's affected generations to come.

American women played a vital role in World War II and the victory by the Allies. Over 400,000 served in the military and millions worked in defense industries on the home front. WWII gave women new opportunities for work and independence. Many people were ambivalent about the social changes that affected women during the war. This lesson allows students to focus on the women of the American home front as they explore the portrayal, messages, and achievements of American women during World War II through contemporary images of women from that era.

**CURRICULAR CONNECTIONS** - Mississippi Studies Framework: Competencies 1, 2, 3, 4, 5

### NATIONAL STANDARDS -

- Civic Ideals and Practices: Locate, access, analyze, organize, synthesize, evaluate and apply information about selected public issues—Identifying, describing, and evaluating multiple points of view. (Note: Why did women join the WWII effort?)
- Culture: Analyze the way groups address human needs and concerns.
- Individual Development and Identity: Examine the interactions of ethnic, national, and cultural influences in specific situations or events. (Note: How did women participate in the WWII effort?)
- Time, Continuity, and Change: Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. (Note: How have women's roles from WWII changed from those of women today? Poster activity.)

**TEACHING LEVELS** - Grades 9 through 12

## WOMENS ROLES DURING WWII

### MATERIALS AND EQUIPMENT

1. Computer with Internet access
2. Reference materials: print and online resources
3. K-W-L Template
4. Rubrics (Poster Assessment)
5. Interactive Board, white board, chalkboard, or paper for brainstorming activity
6. Poster board
7. Art supplies



> Women working on the assembly line at Mississippi Gulf Ordnance Plant in Prairie, MS.

### OBJECTIVES

- Students will review traditional roles of women and the impact of the events of the 1920's and 1930's
- Study the role of women in World War II.
- Students will learn about the social tensions brought about by women entering the workforce during WWII by analyzing portrayals of women in editorial cartoons.
- Students will understand the impact of World War II on the advancement of women in society.
- Design a recruiting poster telling women of the ways in which they can serve their country today.

**OPENING THE LESSON** - Ask students to use print and/or online resources to research the roles of women. (Pre- and post- WWII) K-W-L: Distribute K-W-L (columns labeled KNOW, WANT TO KNOW, and LEARNED) and have students to fill out the first two columns with everything that they know about women during World War II. Then have them to jot down what they would like to know. Discuss what they have listed. Have students keep the sheet until the end of the lesson.

Continue the lesson with a discussion of women's roles in the 1920's and 1930's. Provide historical context (economy & politics of this period). Brainstorm with students a list of roles for women in WWII by asking the following questions:

- What were the traditional roles of women? (Ex: house cleaning, child rearing, supporting husband's activities and pursuits, etc.)
- How did some women's lives change during the 1920's? (Ex: right to vote, liberated dress, new technology – washing machines, etc.)
- In what ways did the Great Depression affect women's lives? (Ex: with 25% unemployment jobs typically went to men, many men deserted their families, low wages, etc.)

Encourage students to think about what life was like for women during the war. Ask them to imagine themselves as women entering the workforce for the first time, with husbands abroad and children at home. Discuss the emotions these women experienced as they left their “traditional” roles and became wartime workers.

- What adjustments did they need to make? (Child care, prejudice, etc.)
- Would they be excited?
- Anxious? Afraid? How would they adjust to their new roles?
- What jobs were needed to supply war needs? (munitions, war equipment, construction, agriculture - typically held by men and perceived as “masculine”)
- Did they have the skill set and stamina for the job demands?

Editorial cartoons which appear in newspapers and magazines are intended as entertainment. However, they often reflect a political or moral stance, or present a critique on a current event or on society as a whole. Students will learn about the social tensions brought about by women entering the workforce during WWII by analyzing portrayals of women in editorial cartoons.

View examples of posters that recruited women workers during wartime.

### **Recruiting Posters for Women from World War II**

Exhibit contains all of the works in the Navy Art Collection that relate to the recruitment of women during World War II.

- <http://www.history.navy.mil/ac/posters/wwiiwomen/wavep1.htm>

### **The National Archives Powers of Persuasion**

Poster art from WWII

- [http://www.archives.gov/exhibits/powers\\_of\\_persuasion/its\\_a\\_womans\\_war\\_too/its\\_a\\_womans\\_war\\_too.html](http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/its_a_womans_war_too.html)

### **Women and the Home Front during WWII**

- <http://www.teacheroz.com/WWIIHomefront.htm>

Students should consider the following as they examine each poster.

- What was the artist’s purpose in drawing this cartoon?
- Who was the artist’s audience (for whom was this cartoon meant?)
- What is the woman in the poster doing?
- What type of job is she demonstrating?
- What skills might she need to perform this job?



## WOMENS ROLES DURING WWII

- Would she have done this job before the war? After the war?
- What does the woman look like in the poster? Does her dress or behavior remind you of anyone? (A celebrity from that time, for example)
- What does the poster seem to be saying about acceptable roles for women in wartime? How did women's roles differ in peacetime?
- How do the roles depicted in the posters differ from the pre-WWII "traditional" roles for women?
- Does the artist make the reader feel patriotic, optimistic, and strong? How?
- How did the United States' Government encourage women to become involved in the war effort?
- Was World War II a turning point for women in achieving gender equality?

Ask students to consider the incentives women had in taking jobs outside the home. Answers might include patriotism (supporting their country), earning wages for their families; impact of higher wage brackets as compared to wages of the Great Depression era, and exploring career opportunities they may not have had before the war. Are those incentives relevant to women today?

**CONCLUDING THE LESSON** - Conclude the class discussion by emphasizing that women's roles changed again after the war, as men returned home to their jobs, wives, and families.

Discuss how women may have felt when the war ended and men who had served their country returned to the States resulting in some cases with women being "let go" to give the servicemen employment. Was this fair? What could employers have done?

How did women's participation in the domestic and military labor markets impact their post-war role in society?

Students should complete their K-W-L charts and use as a resource in designing a recruiting poster telling women of the ways in which they can serve their country today. Invite them to present their posters to the class and to discuss why they chose the messages their posters represent and how they differ from the messages of the WWII posters reviewed as part of this lesson. In addition, have students outline the similarities and differences of women's roles today as compared to WWII.

## ASSESSING STUDENT LEARNING -

- Teacher observation of group and class participation
- Generalizations
- Poster

## EXTENDING THE LESSON

1. Locate individuals who were alive during World War II to be interviewed by the class about their experiences and memories of that time. Schedule a virtual conference utilizing video conferencing equipment and have students create a multi-media presentation.

# ROSIE THE RIVETER SONGWRITING

## { EXTENDED LEARNING }

**OVERVIEW** -While the men served in the Armed Forces, women came to the forefront to work in various industries until they returned. Women took on the roles of riveters, welders, etc., and contributed greatly to the defense industry's manufacturing of munitions and materials. The term "Rosie the Riveter" became popular after the recording of the 1942 song with the same name written by Redd Evans and John Jacob Loeb:

*"All the day long, Whether rain or shine  
She's a part of the assembly line.  
She's making history, Working for victory  
Rosie the Riveter"*

**OBJECTIVES** -Using the information gained studying World War II, students will do the following:

- Explore the impact of women on industrial development during World War II
- Analyze the ways women had to adapt to change
- Write a creative song on the changing role of women during World War II

**PROCEDURE** - Visit Mississippi Public Broadcasting's Home Front to Battlefield: Mississippi During WWII website and explore the Home Front Photo Gallery and Interactive Map.

- Also link to the Rosie the Riveter/World War II National Historic Park using the Resources page.
- Continue to research the role of women in World War II using other resources (i.e. books, web sites, etc.).
- Write a song detailing the changing role of women during the war.

## ASSESSMENT OF STUDENT LEARNING

- Song Rubric

> Women assemble ammunition shells at the Mississippi Gulf Ordnance Plant in Prairie, MS.



# DOUBLE V CAMPAIGN DEBATE

## { EXTENDED LEARNING }

**OVERVIEW** - During World War II, African-Americans experienced discrimination in many forms. Although they were allowed to enlist in the Armed Forces, they remained in segregated units and were denied many privileges that Caucasian soldiers exercised. The term “Double ‘V’ Campaign” was coined as African-Americans fought for victory over fascism abroad and over discrimination at home.

**OBJECTIVES** - Using the information gained studying World War II, students will do the following:

- Examine the role and impact of African-Americans in World War II
- Describe the treatment of African American soldiers abroad versus at home
- Analyze whether or not the Double “V” Campaign was successful

### PROCEDURE -

1. Visit Mississippi Public Broadcasting’s Home Front to Battlefield: Mississippi During WWII website and view interviews with James Rundles, Mississippi’s First African-American Marine (Interactive Map – Jackson, MS).
2. Assign students to two groups: one for African-American freedom abroad and at home and one against African-American freedom abroad and at home.
3. Allow students to assign roles to group members (i.e. researchers, debaters, visual aid developers, etc.).
4. Provide ample time for students to research the issues surrounding the Double “V” Campaign.
5. Arrange space for a class debate (e.g. two podiums, debate signage, etc.).

### ASSESSMENT OF STUDENT LEARNING -

- Peer Assessment and Feedback (Within Groups)
- Teacher Observation
- Teacher Evaluation (research, accuracy of content, and presentation)



> James Rundles in U.S. Marines dress uniform



# NOT JUST FARMS ANYMORE

## THE EFFECTS OF WORLD WAR II ON MISSISSIPPI'S ECONOMY

{ LESSON PLAN }

*Karla Smith, Biloxi, Mississippi*

**OVERVIEW** - While the nation was transformed economically by the Second World War effort, individual states were changed as well. Evidence of this transformation can still be seen within Mississippi through the state's military facilities and manufacturing companies. These types of industries were created for national defense during World War II and still impact the state's economy today.

**CURRICULAR CONNECTIONS** - Mississippi Studies Framework: Competencies 1, 2, 3, and 4

**TEACHING LEVELS** - Grades 7 through 12

### MATERIALS AND EQUIPMENT -

1. Pen/pencil
2. Overhead projector
3. Overhead pen and transparency
4. Chalk/chalkboard
5. Blank paper
6. Notebook paper
7. Mississippi History Now article
8. Various Mississippi history textbooks and other resources with state maps



### OBJECTIVES - Students will:

- Locate various cities and communities listed in the Mississippi History Now article on a student-created map of Mississippi.
- Describe the effect World War II had on the Mississippi labor force.
- Describe the Mississippi industrial development brought about by World War II.
- Explain how Mississippi's small businesses were affected by World War II.

## NOT JUST FARMS ANYMORE

- Determine Mississippi's importance in the training of military personnel during World War II.
- Describe the social changes brought about by World War II.

**OPENING THE LESSON** - Ask the students to define the term economy. Allow student volunteers to share their answers with the class. Clarify for the class a definition for the term economy. Ask the students to speculate on how a nation's, as well as a state's, economy might be affected by world war. Record the student responses on the chalkboard or an overhead transparency. Explain to the class that World War II caused Mississippi's economy to change tremendously. There was less emphasis on agriculture and a shift toward more industrial development. Ask the students to speculate on how the state's economy affects their lives and why it should be important to them.

## DEVELOPING THE LESSON -

1. Have the students draw a map of the state of Mississippi. Instruct the students to label all the locations listed in the Mississippi History Now article.
2. Allow student volunteers to share the wartime events and changes that took place in each of these locations labeled on the maps. If a wall map of the state or hanging map of the state is available, allow the students to share their information in front of the class and use the larger map to locate the designated places. (Students could read the Mississippi History Now article as well as complete the map at home before the class discussion.)
3. Allow students to work with partners in completing a generalization activity concerning the Mississippi History Now article. Instruct the students to copy the following generalizations from the chalkboard or overhead transparency. Tell the students to use the Mississippi History Now article to find three supporting details for each generalization. The students should list the supporting details in complete sentences, in the space provided below each generalization.

## Generalizations

1. Mississippi's small businesses were affected both positively and negatively by the wartime economic changes.
2. Mississippi played a significant role in the training of military personnel during World War II.
3. Plantation owners in the state had enormous influence over the state's labor market.
4. Wartime economic changes also created social changes in the state.
5. Mississippi's industrial base experienced growth during the war.
6. Allow student volunteers to share their answers. This will give the class an opportunity to check their answers for accuracy.
7. Assign the students to discussion groups that include no more than three or four students. Instruct

each student to draw a web. Once the students have drawn the web, they should discuss the Mississippi History Now article and list a significant economic or social change in each object on the web.

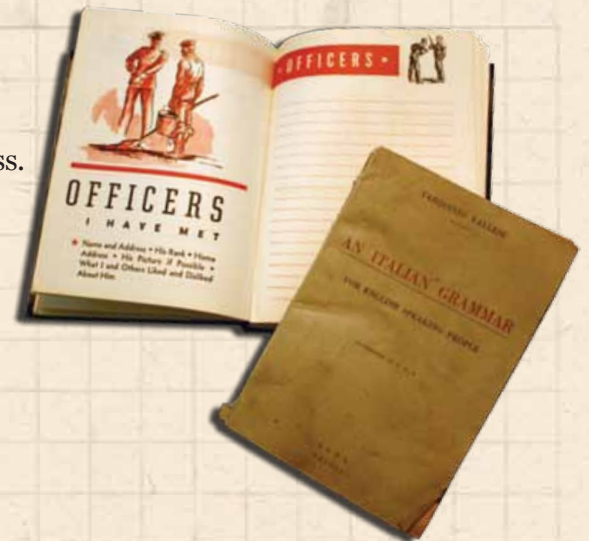
- After group discussions and completion of the web, ask each student to write an essay about wartime changes in Mississippi. They should choose the three changes they feel were the most important or significant in the state and defend their beliefs in their essays. Allow the students to stay in their discussion groups while they write their paragraphs. Instruct each student to read their essays to their group members. Each discussion group should choose one essay to be read to the class. (You may want to enforce time limits for writing and sharing to prevent some group members from reading out loud while other group members are still writing)

### CONCLUDING THE LESSON -

The best paragraph from each group should be read out loud to the class.

### ASSESSMENT

- Maps
- Generalizations
- Essays
- Class participation
- Webs



### EXTENDING THE LESSON

- The students can research the current status of industry and military facilities in Mississippi today.
- The students can research the current development of new industry in Mississippi.
- The students can take a field trip to the Armed Forces Museum at Camp Shelby near Hattiesburg.
- The students can conduct an oral history interview of family members who lived in the state during World War II. The interview could focus on changes that occurred in the state during the war as well as after the war.
- Students could locate pictures, newspaper articles and interviews about wartime changes in Mississippi. (Local newspapers as well as the state's colleges and universities would be great sources)

### Link to HistoryNow Site:

<http://mshistory.k12.ms.us/articles/247/the-effects-of-war-on-mississippis-economy>

Used with permission from Mississippi *History Now*, the online publication of Mississippi Historical Society.

# THE GULF ORDNANCE PLANT PRE- AND POST-WWII

## { EXTENDED LEARNING }

**OVERVIEW** - During World War II, the area of Prairie, Mississippi was transformed from agricultural development to industrial development with the creation of the Gulf Ordnance Plant, a large munitions plant employing thousands of workers. The land is now divided between industrial parks and Mississippi State University's Experimental Cattle Ranch.

**OBJECTIVES** - Using the information gained studying World War II, students will:

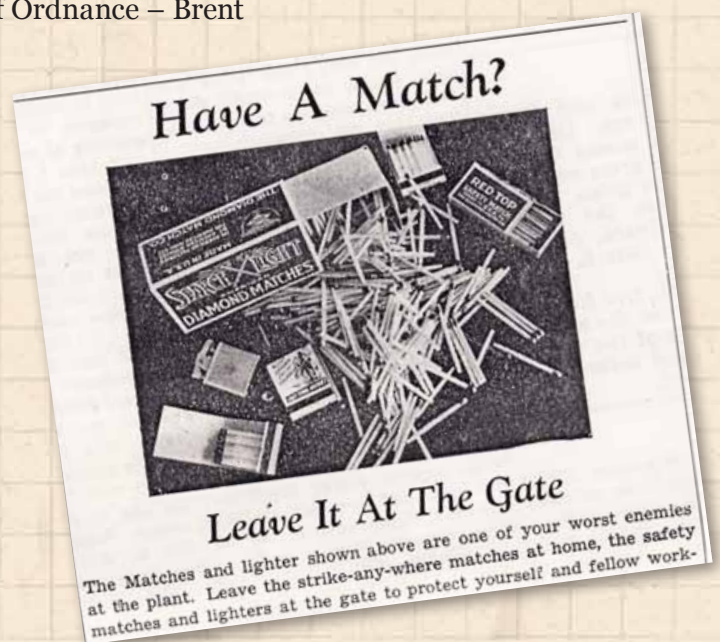
- Discuss the industrial and economic changes to Prairie, Mississippi, and the surrounding area before, during, and after World War II
- Draw maps depicting the area pre- and post-WWII
- Write a comparative essay on developmental changes in the area
- Describe how the World War II industrial boom helped bring an end to the Great Depression

### PROCEDURE

1. Review the Mississippi History Now article "Not Just Farms Anymore: The Effects of World War II on Mississippi's Economy."
2. Visit Mississippi Public Broadcasting's Home Front to Battlefield: Mississippi During WWII website's Interactive Map (Aberdeen, MS – Gulf Ordnance – Brent Coleman Interview).
3. Research the current uses of the area formerly known as the Gulf Ordnance Plant.

### ASSESSMENT OF STUDENT LEARNING

- School or District Writing Requirements
- Map and Oral Presentation Rubrics



# WWII INDUSTRIAL REVOLUTION MAP

## { EXTENDED LEARNING }

**OVERVIEW** - The impact of World War II on industrial development in Mississippi was evident across the state, as agricultural production transitioned to military production. As a result, thousands were employed during the post-Great Depression era, and the role of women and minorities shifted to meet the demands of military operations. In this activity, students will analyze the impact of the war on industrial development in various regions of Mississippi and the impact on the global economy.

**OBJECTIVES** - Using the information gained from studying World War II, students will:

- Describe the impact of industrial development on the state of Mississippi and the global economy
- Develop a map of the various industrial activities that arose in the four regions of Mississippi (i.e. North MS, Central MS, MS Delta, MS Gulf Coast) as a result of World War II
- Indicate each region with a different color, pattern, texture, etc.
- Identify major industrial changes in each region and explain how World War II caused the regions to take on new identities
- Analyze any patterns of migration and settlement due to the location of resources
- Analyze patterns of production and distribution

**PROCEDURE** -

1. Review the Mississippi History Now article “Not Just Farms Anymore: The Effects of World War II on Mississippi’s Economy.”
2. Visit Mississippi Public Broadcasting’s Home Front to Battlefield: Mississippi During WWII website and explore the Interactive Map and Home Front Photo Gallery.

**ASSESSMENT OF STUDENT LEARNING**

- Industrial Development Map Rubric

# WWI TIMELINE

## 1939

March 15, 1939 Nazi troops seize Czechoslovakia

August 23, 1939 The USSR and Germany sign a non-aggression pact

September 1, 1939 Poland is invaded from the west by German armed forces.

September 3, 1939 Honoring their treaty with Poland, France and Great Britain declare war on Germany, but do not launch any offensives.

September 4, 1939 Japan declares its neutrality in the European War.

September 5, 1939 South Africa declares war on Germany

September 5, 1939 The United States proclaims its neutrality

September 10, 1939 Canada declares war on Germany

September 17, 1939 In an agreement with Hitler, the Soviet Union invades Poland

September 19, 1939 Soviet Union launches its own offensive against Poland from the east. Britain and France consider declaring war on the Soviet Union as well, but do not do so.

September 27, 1939 Warsaw, Poland, surrenders to German forces

October, 1939 Germany begins execution of German citizens deemed mentally or physically "unfit."

October, 1939 Germans begin forcing Polish Jews under occupation to wear identifiable clothing marked by a yellow star and to live in areas called ghettos. Jewish people were separated from non-Jews.

November 30, 1939 The Soviet Union attacks smaller, neutral Finland.

Fall 1939-Spring 1940 A state of war exists, but Britain and France continue to avoid launching any offensives against Germany.

## 1940

April 9, 1940 Germany begins successful invasions of Denmark and Norway.

May 10, 1940 Germany invades Belgium, Holland and Luxembourg. Because of the failure of his appeasement policies, British Prime Minister Neville Chamberlain resigns. Forming a coalition government, Winston Churchill replaces him. Standing alone, Churchill soon began conferring with U.S. President Franklin Roosevelt for aid to the British cause.

June 10, 1940 Italy declares war on the Allies and becomes an active participant in the war.

June 15, 1940 The United States maintains its neutrality by rejecting an appeal from France for help in the war.

June 21, 1940 France accepts

German armistice terms, establishing the Vichy Government under Marshal Petain.

September 19, 1940 The U.S. Congress passes the Selective Service Act creating a draft in order to increase manpower in United States' armed services. To serve, men had to be five feet tall, weigh 105 pounds, have correctable vision and at least half their teeth.

October 16, 1940 Close to 16 million American men between the ages of 21 and 36 are required to register at one of 6,500 draft boards across the country. Nearly 50 million men would register during the war.

## 1941

January 10, 1941 The Lend-Lease program is introduced into U.S. Congress

February 19, 1941 The German 'Afrika Korps' is formed under the command of Erwin Rommel to assist the struggling Italian army in North Africa.

March 11, 1941 The United States Congress passes the "Lend-Lease Act," part of Franklin Delano Roosevelt's plan to deliver military aid to Great Britain.

March 21, 1941 The first all-black unit of the U.S. Air Corps-the 99th Pursuit Squadron-is activated. They became known as the Tuskegee Airmen.

## 1942

April 13, 1941 Japan and Russia sign a neutrality pact.

May 27, 1941 German Battleship Bismarck sunk by the British Royal Navy.

June 22, 1941 Although Stalin receives numerous intelligence warnings; the Union of Soviet Socialist Republics (USSR) is hit by a massive surprise attack from Germany.

June, 1941 German "Einsatzgruppen" begin mass executions of many Jewish communities on the eastern front. These murders are carried out largely, but not exclusively, by the "SS," an armed force separate from the regular army and especially loyal to Hitler.

June-September, 1941 Stripped of its experienced leadership during Stalin's earlier purges, the poorly-led Soviet "Red Army" suffered between two and three million casualties fighting the Axis Powers during this period.

July 24, 1941 U.S. imposes an oil embargo on Japan.

August 2, 1941 The U.S. extends aid to the Soviet Union.

August 9-12, 1941 Franklin Roosevelt and Winston Churchill meet in an Atlantic Conference held aboard naval vessels off the coast of Canada. In this meeting both parties draw up expectations for a democratic post-war world, even though the U.S. is not yet involved in the fighting.

August 12, 1941 German forces begin a devastating nine-hundred day siege of the Soviet city Leningrad.

September-November, 1941 The Battle of Moscow. Germans fail to capture the Soviet capital in the face of intense Soviet resistance and an early winter.

September, 1941 American volunteer pilots known as the "Flying Tigers" under the command of retired American General Clare Chenault begin training to assist the Chinese forces fighting against Japan.

October 31, 1941 A German U-boat torpedoed and sinks the U.S.S. Destroyer Reuben James off the Icelandic coast. It is the first U.S. Navy vessel sunk by enemy action in WWII.

November 16, 1941 Roosevelt extends Lend-Lease to the Soviet Union.

December 7, 1941 Although the United States receives numerous intelligence warnings, its Pacific fleet is attacked at Pearl Harbor in a surprise air raid by the Japanese. Eight battleships, including the U.S.S. Arizona, three light cruisers, three destroyers and four other naval vessels are either sunk or damaged. One hundred-sixty-four American aircraft, mostly on the ground, are destroyed. And 2,403 Americans are killed. On the day that President Roosevelt would call "a date which will live in infamy," the Japanese also hit Guam, Wake Island, the Philippines, Malaya and Hong Kong.

December 8, 1941 The U.S. declares war on Japan.

December 11, 1941 Germany and Italy declare war on the U.S.

December 22, 1941 U.S. forces lose Manila, the capital of the Philippines, to Japanese troops.

January 13-14, 1942 German U-Boats sunk eight unarmed vessels. This battle over the seas came to be known as the "Battle of the Atlantic". More than 230 Allied ships and almost 5 million tons of needed materials went to the bottom of the sea in the first six months of 1942.

January 20, 1942 At the Wannsee Conference Nazi officials decide to systematically exterminate all Jews in occupied Europe. Many historians believe this meeting was the beginning of the so-called "Final Solution to the Jewish Problem."

January, 1942 In the same month of the Wannsee Conference, the poisonous gas Zyklon B is first used to murder Jews at the Auschwitz-Birkenau Camp.

January-May, 1942 Japanese forces gradually overrun Burma.

February 5, 1942 The U.S. declares war on Thailand

February 19, 1942 U.S. President Franklin D. Roosevelt signs Executive Order 9066 which would lead to thousands of Japanese Americans being sent to internment camps for the duration of the war.

April 9, 1942 The largest surrender by the U.S. Army-78,000 American and Filipino troops-occurs at Bataan. What would follow would come to be called the Bataan Death March.

April 18, 1942 In the first American raid on the Japanese mainland, 16 B-25 carrier-launched bombers led by Lt. Col. James

## WWII TIMELINE

Doolittle strike Tokyo, Kobe, Yokohama, Nagoya and Yokosuka

May 1942 The first Navajo code talkers are sent to San Diego for training. The 420 deployed to the Pacific would participate in every battle from Guadalcanal to Okinawa.

May 7-8, 1942 Inconclusive Battle of the Coral Sea fought between Japanese and United States naval forces. The battle is almost exclusively conducted by naval air forces, with opposing surface ships never making visual contact.

May 12, 1942 Last U.S. troops holding out in the Philippines surrender.

June 4-7, 1942 The Battle of Midway is fought. The first defeat of the Japanese navy in 350 years is the turning point in the Pacific as the U.S. goes on the offensive. The Japanese had hoped to smash what was left of the Pacific fleet, take Hawaii, hold its people hostage and force the United States to sue for peace. But American cryptographers had deciphered their plans and the Navy was waiting for them. The Japanese would lose 3,500 men, four carriers, a cruiser and 332 aircraft. The Americans would lose 307 men, the carrier Yorktown, one destroyer and 150 aircraft.

June 21, 1942 Rommel's Afrika Korps captures the strategic British-held city of Tobruk.

June 22, 1942 A Japanese submarine shells the military depot at Fort Stevens, Oregon in the first attack on the U.S. mainland.

August 7, 1942 The U.S. 1st Marine Division land on Guadalcanal

August 1942-February 1943 Japanese forces are defeated by United States marine and naval units in the grueling Guadalcanal Campaign.

August 17, 1942 United States air forces begin making first daylight bombing raids on German-occupied territory. British air forces continue and intensify their earlier tactics of night raids.

August 22, 1942 Brazil declares war on Germany and Italy

September 15, 1942 The U.S. carrier Wasp and a destroyer are lost escorting troop ships heading for Guadalcanal

September 23, 1942 U.S. Colonel Leslie Groves and physicist J. Robert Oppenheimer are placed in charge of the ultra-secret "Manhattan Project," designed to produce atomic weapons. The main production laboratories will be established at Los Alamos, New Mexico.

October-November 1942 Rommel's Afrika Korps is soundly defeated by British forces under the command of Field Marshall Bernard Montgomery

November 8, 1942 United States forces under the command of General Dwight Eisenhower land in northwestern Africa in an attempt to outflank the Afrika Corps.

November 19, 1942 Soviet armies under Marshall Gregory Zhukov unleash a massive counterattack.

## 1943

January 1943 Calling for a segregated

unit, U.S. President Franklin D. Roosevelt reverses his policy and changes Japanese-Americans from 4-C (enemy aliens) to 1-A (fit for combat). The 442nd Regimental Combat Team would become the most decorated unit in U.S. history.

January 14, 1943 Winston Churchill and Franklin Delano Roosevelt begin meetings at an Allied planning conference in Casablanca.

March 2-3, 1943 The Battle of the Bismarck Sea is fought for control of New Guinea. The decisive American victory forces the Japanese to re-enforce its troops by submarine — a defensive strategy employed to prevent the continued loss of transports and warships. The battle removes a threat to General Douglas MacArthur's invasion plans.

April 18, 1943 Commander of the Imperial Japanese Navy, Admiral Isoroku Yamamoto, is shot down and killed by United States fighter aircraft while on an aerial inspection tour.

July 2, 1943 Lt. Charles B. Hall becomes the first black aviator to shoot down an enemy aircraft. Flying a P-40 as a part of the 99th Fighter Squadron, he downs a Focke Wulf-190 over western Sicily.

July 10, 1943 Western Allies, United States and Britain, land in Sicily.

August 17, 1943 U.S. General George Patton captures Messina, the last Axis stronghold in Sicily.

July-August 1943 Battle of Kursk fought between the Soviets and Germans. This Soviet victory is the largest armored tank battle in history.



July 25, 1943 Following his failures in Africa and Sicily, Mussolini is deposed and imprisoned.

September 12, 1943 Mussolini is rescued from Italian prison by an elite German commando team. Hitler later re-establishes Mussolini as a puppet leader of the northern part of the peninsula which remains occupied by German forces.

September 20, 1943 Life magazine runs pictures of three dead American soldiers. It is the first time such photos are shown to the American public since the attack on Pearl Harbor.

October 6, 1943 Italy declares war on Germany.

October 14, 1943 On the second strike against Schweinfurt, 60 Flying Fortresses are shot down and more than 600 men are lost on what is remembered as "Black Thursday."

November 18, 1943 Intensive Allied bombing of Berlin begins.

November 20-23, 1943 US Marines suffer heavy casualties invading Tarawa atoll in the South Pacific.

December 28, 1943 Winston Churchill, Franklin Delano Roosevelt, and Joseph Stalin begin meetings at an Allied planning conference in Tehran.

## 1944

January 22, 1944 U.S. troops make an amphibious landing behind German positions, but fail to advance inland and break the stalemate.

February 17-18, 1944 U.S. aircraft

destroy a major Japanese naval port at Truk Island in the south Pacific.

June 6, 1944 Western Allies open a second major front in an amphibious invasion in Normandy on this date code-named "D-Day." The greatest invasion in history begins just after midnight as the first of 24,000 paratroopers -- flown over the Channel in more than 1,000 aircraft -- are dropped behind enemy lines in Normandy. More than 5,300 ships, carrying 176,000 men are streaming across the Channel. Allied commanders plan five coordinated landings along a 45-mile stretch of the Normandy coastline between the Cotentin Peninsula and the Orne River for Operation Overlord.

June 19, 1944 United States and Japanese naval forces meet for the first major aircraft carrier battle since Midway. Japanese rebuilding efforts prove to have been unsuccessful. The one-sided aerial massacre becomes known as the "Great Marianas Turkey Shoot."

July 20, 1944 Elements of the German regular army, including Erwin Rommel, make an unsuccessful attempt to assassinate Adolph Hitler. While Rommel did not take an active role in the attempt, his knowledge of the plot cost him his life. For his failure to inform Hitler of the plan, Rommel was given a choice; take poison and receive a state funeral or refuse and see his family executed as well. He chose to end his life rather than risk harm to his family.

July 25, 1944 Operation Cobra, designed to create a gap in the

German lines, mistakenly strikes Allied forces in the worst friendly-fire incident of the war. Among the 111 killed is Lt. General Leslie J. McNair. The commanding general of the Army Ground Forces is the highest-ranking U.S. casualty of the war.

August 25, 1944 After four years of Nazi occupation, Paris, is liberated.

September 17, 1944 Operation Market-Garden opens. Designed to drive into the industrial Ruhr valley by capturing bridges and end the war in weeks, it fails. Market-Garden would be the largest Allied airborne operation of the war and the most disastrous. Seventeen thousand Britons and Canadians, Americans and Poles are killed or wounded or captured before the operation is abandoned, more casualties than the Allies suffered on D-Day.

October 23-26, 1944 Battle of Leyte Gulf is launched by the Japanese as a counter-attack to the invasion of the Philippines. This action (the largest naval engagement in history) almost succeeds but ultimately results in the destruction of the Japanese navy as an effective force. The battle also sees the first use of Japanese aerial suicide pilots known as "Kamikaze" (Divine Wind.)

November 7, 1944 Franklin D. Roosevelt is elected to a fourth term as U.S. president.

December 16, 1944 Germans launch surprise final offensive of the war against United States forces in the Ardennes Forest. The attack, known as the "Battle of the Bulge" for the shape of the salient formed, fails due to limited fuel supplies and

## WWII TIMELINE

determined American resistance.

### 1945

January 7, 1945 The Nazi death camp at Auschwitz is liberated by stunned Soviet troops.

January 17, 1945 Soviet armed forces capture Warsaw.

February 4, 1945 Winston Churchill, Franklin Delano Roosevelt, and Joseph Stalin meet again at an Allied planning conference in Yalta, on the Black Sea. Tensions arise between all three allies about the shape of the post-war world.

February 7-12, 1945 At the Yalta Conference, U.S. President Franklin D. Roosevelt, British Prime Minister Winston Churchill and Soviet Premier Josef Stalin pledge to hold free elections after the war in Eastern Europe and divide Germany and Austria into three zones of occupation.

February 19-March 26, 1945 After 72 days of shelling the island, U.S. Marines land on Iwo Jima to capture the Japanese airfield. The intense fighting lasted a month; 6,821 Americans died, five times the number killed on Guadalcanal or Saipan. Twenty-seven Medals of Honor were awarded to those who fought on the island.

February 23, 1945 The flag is raised on Mt. Suribachi. Photographer Joe Rosenthal snaps one of the most famous photos of the 20th century.

April 1, 1945 U.S. forces launch an amphibious invasion of Okinawa

in the last major campaign of the Pacific War.

April 12, 1945 Franklin Delano Roosevelt (FDR) dies and Harry Truman succeeds him in office. Truman had been left virtually in the dark about most of FDR's wartime plans, including arrangements with the Soviets as well as the existence of the Manhattan Project.

April 29, 1945 United States troops liberate Nazi concentration camp at Dachau, the last major concentration camp to be captured. Altogether some eleven million people died in the Nazi Holocaust, six million people were Jewish.

April 30, 1945 Adolf Hitler commits suicide.

May 5, 1945 Elements of the U.S. Third Army reach Prague, Czechoslovakia.

May 7, 1945 The German High Command surrendered their forces to representatives of the British and American armed forces, an act which angered Stalin.

May 8, 1945 The German High Command surrenders their forces again, only this time with Soviet representatives included. The day becomes recognized as "V-E Day" (Victory in Europe Day).

June 26, 1945 Representatives of 50 countries met in San Francisco at the United Nations Conference on International Organization to draw up the United Nations Charter. It was geared to the elimination of warfare.

June 30, 1945 Fighting on Okinawa ends.

July 16, 1945 The world's first atomic bomb, a "Fat Man"-style bomb, is successfully detonated by the United States at the "Trinity" test site in central New Mexico.

July 17-August 2, 1945 At the Potsdam Conference, the Big Three — U.S. President Harry S. Truman, British Prime Minister Winston Churchill and Soviet Premier Josef Stalin — decide the fate of Europe and that Japan must submit to unconditional surrender or face "utter destruction."

August 6, 1945 United States B-29 bomber Enola Gay drops an atomic bomb nicknamed "Little Boy" on the city of Hiroshima in Japan killing some 80,000 people outright and with perhaps as many as 100,000 more dying later as a result of the after effects of radiation.

August 8, 1945 The Soviet Union declares war on Japan.

August 9, 1945 Second atomic bomb, nicknamed "Fat Man" dropped on Nagasaki in Japan. After the nuclear mission, this B-29 bomber was later christened "Bocks Car."

August 14, 1945 Japan accepts unconditional surrender terms.

August 30, 1945 The occupation of Japan begins.

September 2, 1945 The Japanese sign an unconditional surrender document aboard the U.S.S. Missouri. The date is recognized as V-J Day (Victory in Japan Day.)

September 13, 1945 Japanese forces in Burma surrender.

## TECHNOLOGY CONNECTIONS

The Technology Connections page was compiled to be used as a companion to the Home Front to Battlefront Teaching Guide to provide teachers options to include technology in their instructional practices in order to enhance provided lessons. The teacher should use these connections to locate additional information in an effort to promote student achievement and knowledge of the American experience during World War II.

A More Perfect Union: Japanese Americans and the U.S. Constitution - <http://americanhistory.si.edu/perfectunion/experience/index.html>

Camp Van Dorn World War II Museum - [www.vandornmuseum.org](http://www.vandornmuseum.org)

Day by day account of WWII - [www.onwar.com/chrono/index.htm](http://www.onwar.com/chrono/index.htm)

Go For Broke - National Education Center - <http://www.goforbroke.org>

Ken Burns - "The War" - [http://www.pbs.org/thewar/edu\\_overview.htm](http://www.pbs.org/thewar/edu_overview.htm)

Mississippi History Now - <http://mshistory.k12.ms.us/>

Mississippi WWII Casualties Army & Air Force - [www.accessgeneology.com/worldwar/mississippi/index.htm](http://www.accessgeneology.com/worldwar/mississippi/index.htm)

National WWII Memorial - [www.wwiimemorial.com](http://www.wwiimemorial.com)

Teaching with Documents: Documents and Photographs Related to Japanese Relocation during World War II - <http://archives.gov/education/lessons/japanese-relocation>

Testimonies of Japanese Americans during WWII - [www.densho.org/densho.asp](http://www.densho.org/densho.asp)

The changing roles of women during WWII - [www.pbs.org/thewar/edu\\_snapshot.html](http://www.pbs.org/thewar/edu_snapshot.html)

The effects of WWII on MS economy - <http://mshistory.k12.ms.us/articles/247/the-effects-of-worldwar-II-on-mississippi-economy>

The Gilder Lehrman Institute of American History - Guided Readings: America at War: WWII and the 1940s - [www.gilderlehrman.org/teachers/module19/intro\\_pop4.html](http://www.gilderlehrman.org/teachers/module19/intro_pop4.html)

The National World War II Museum - <http://www.nationalww2museum.org/education/for-teachers/lesson-plans/lesson-plans.html>

The War Relocation Camps of World War II: When Fear Was Stronger than Justice - [http://free.ed.gov/resource.cfm?resource\\_id=1192&subject\\_id=117&toplvl=171](http://free.ed.gov/resource.cfm?resource_id=1192&subject_id=117&toplvl=171)

World War II Archives Foundation - <http://wwiarchives.net>

WWII Economic Initiatives - [www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/homefront/economic.html](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/homefront/economic.html)

World War II History Reference Library - <http://www.worldwar2history.info>

World War II Timeline - <http://worldwar-2.net>

World War II Timeline - <http://history.sandiego.edu/gen/WW2Timeline/start.html>

Camp McCain - <http://www.globalsecurity.org/military/facility/camp-mccain.htm>

## GLOSSARY

This glossary includes terms used in this teacher's guide, as well as some terms that you may encounter in other resources about World War II.

**African American: Double V campaign:** The African American community in the United States resolved on a Double V Campaign: Victory over fascism abroad, and victory over discrimination at home. Large numbers migrated from poor Southern farms to munitions centers. Racial tensions were high in overcrowded cities like Chicago; Detroit and Harlem experienced race riots in 1943. The derogative name jig was coined during this time. The Pittsburgh Courier created the Double V Campaign after readers began commenting on their second class status during wartime.

**Afrika Korps:** The German Afrika Korps was the German expeditionary force in Libya and Tunisia during the North African Campaign of World War II. The force was kept as a distinct formation and became the main German contribution to Panzer Army Africa which evolved into the German-Italian Panzer Army and Army Group Africa.

**Alien Land Laws:** Laws enacted by various states that prohibited Japanese immigrants from purchasing land.

**Allied Powers:** Include the United States and its allies opposing Germany, Japan, and Italy during World War II.

**Allies of World War II:** Were the countries that opposed the Axis powers during the Second World War (1939-1945). The Allies became involved in World War II either because they had already been invaded or were directly threatened with invasion by the Axis or because they were concerned that the Axis powers would come to control the world. After 1941, the leaders of the United Kingdom, the Union of Soviet Socialist Republics, and the United States of America, known as "The Big Three", held leadership of the Allied powers.

**Ammunition:** Often informally referred to as ammo, is a generic term which embraced all material used for war, but which in time came to refer specifically

to gunpowder and artillery. The collective term for all types of ammunition is munitions.

**Atlantic Charter:** Was a published statement agreed between the United Kingdom and the USA. It was intended as the blueprint for the world after World War II, and turned out to be the foundation for many of the international treaties and organizations that currently shape the world.

**Attack on Pearl Harbor:** An unannounced 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 (Hawaiian time, December 8 by Japan Standard Time), later resulting in the United States becoming militarily involved in World War II. It was intended as a preventive action to keep the U.S. Pacific Fleet from influencing the war the Empire of Japan was planning to wage in Southeast Asia against Britain, the Netherlands, and the United States. The attack consisted of two aerial attack waves totaling 353 aircraft, launched from six Japanese aircraft carriers.

The attack sank four U.S. Navy battleships (two of which were raised and returned to service later in the war) and damaged four more. The Japanese also sank or damaged three cruisers, three destroyers, and one minelayer, destroyed 188 aircraft, and caused personnel losses of 2,402 killed and 1,282 wounded. Japanese losses were minimal, at 29 aircraft and five midget submarines, with 65 servicemen killed or wounded.

The attack was a major engagement of World War II. It occurred before a formal declaration of war and before the last part of a 14-part message was delivered to the State Department in Washington, D.C. The Japanese Embassy in Washington had been instructed to deliver it immediately prior to the scheduled time of the attack in Hawaii. The attack, and especially the surprise nature of it, were both factors in changing U.S. public opinion from an isolationist position to support for direct participation in the war.

**Auschwitz:** Was the largest of Nazi Germany's concentration camps and extermination camps,

operational during World War II. The camp commandant, Rudolf Höss, testified at the Nuremberg Trials that up to 3 million people had died at Auschwitz. The Auschwitz-Birkenau State Museum has revised this figure to 1.1 million, about 90% of whom were Jews from almost every country in Europe. Most victims were killed in Auschwitz II's gas chambers using Zyklon B; other deaths were caused by systematic starvation, forced labor, lack of disease control, individual executions, and purported "medical experiments".

**AWOL:** Is an acronym for "absent without leave" or "absent without official leave".

**Axis powers:** Also known as the Axis alliance, Axis nations, Axis countries, or just the Axis. The Axis powers were the comprised the countries that were opposed to the Allies during World War II. The three major Axis powers—Germany, Japan, and Italy—were part of a military alliance on the signing of the Tripartite Pact in September 1940, which officially founded the Axis powers. At their zenith, the Axis powers ruled empires that dominated large parts of Europe, Africa, East and Southeast Asia and the Pacific Ocean, but World War II ended with their total defeat. Like the Allies, membership of the Axis was fluid, and some nations entered and later left the Axis during the course of the war.

**Axis Sally** can refer to:

- Mildred Gillars, a German-American female radio personality during World War II, best known for her propaganda broadcasts for Nazi Germany.
- Rita Zucca, an Italian-American female radio personality during World War II, best known for her propaganda broadcasts for Fascist Italy.

**Banzai charge:** Was a term applied during World War II by the Allied forces to human wave attacks mounted by infantry forces of the Imperial Japanese Army. These attacks were usually launched as a suicide attack to avoid surrender and dishonor or as a final attempt at maximizing the odds of success in the face of usually numerically superior Allied forces.

**The Bataan Death March:** Took place in the Philippines in 1942 and was later accounted as a

Japanese war crime. The 60-mile march occurred after the three-month Battle of Bataan, part of the Battle of the Philippines (1941–42), during World War II.

The march, involving the forcible transfer of 75,000 American and Filipino prisoners of war captured by the Japanese in the Philippines from the Bataan peninsula to prison camps, was characterized by wide-ranging physical abuse and murder, and resulted in very high fatalities inflicted upon the prisoners and civilians along the route by the armed forces of the Empire of Japan.

**Battleship Row:** The area where eight U.S. battleships were moored (i.e. secured by casting ships anchor) and the target of the Japanese attack on Pearl Harbor.

**Big Three:** Is the term used to describe the leaders of Great Britain, France and the U.S.A who drew up the Treaty of Versailles—Joseph Stalin, Winston Churchill, and Franklin Roosevelt.

**Biloxi, Mississippi:** Is a city in Harrison County, Mississippi, in the United States. Along with Gulfport, Biloxi is a county seat of Harrison County.

During World War II, the United States Army Air Forces built Keesler Air Force Base, which became a major basic training site and site for aircraft maintenance. The Biloxi economy boomed as a result. Keesler Air Force Base is home to the 81st Training Wing and the 403rd Reserve Wing of the U.S. Air Force.

**Blockbuster:** Was the name given to several of the largest conventional bombs used in World War II by the Royal Air Force (RAF). The term Blockbuster was originally a name coined by the press and referred to a bomb which had enough explosive power to destroy an entire city block.

**Bunker:** A military bunker is a hardened shelter, often buried partly or fully underground, designed to protect the inhabitants from falling bombs or other attacks. They were used extensively in World War I, World War II, and the Cold War for weapons facilities, command and control centers, and storage facilities (for example, in the event of nuclear war).

## GLOSSARY

**Camp Clinton:** Was a World War II prisoner of war facility located in Clinton, Mississippi, just off of present-day McRaven Road, east of Springridge Road. Camp Clinton was home to 3,000 German and Italian POWs, most having been captured in Africa and were members of the Afrika Korps.

**Camp McCain:** Was one of several training sites that sprang up throughout Mississippi during World War II. In 1942, the United States Army opened a major training facility on a 42,000-acre site at Elliott, Mississippi in Grenada County. The facility was named Camp McCain in honor of a famous family of military men from neighboring Carroll County, including Carroll county native Major General Henry P. McCain. Troops for the army's 87th and 94th divisions trained at Camp McCain before being sent into combat in Europe. At the peak of its expansion, Camp McCain served as many as 50,000 troops. The US Forest Service (USFS) permitted 5,874 acres to the Army in December 1942 to be utilized as the Oxford Bombing Range. The Oxford Bombing Range was to provide the Army Air Forces with a site for testing bomb dropping mechanisms and like purposes. The camp also served as a prisoner of war camp for captured German soldiers -- Camp McCain housed 7,700.

**Camp Shelby:** Is a military post whose North Gate begins at the southern boundary of Hattiesburg, Mississippi, on United States Highway 49. It is the largest state-owned training site in the nation, has a long history of serving the country and is considered by many as "a national treasure." During wartime, the camp's mission is to serve as a major, independent mobilization station of the United States Army Forces Command (FORSCOM). Camp Shelby Joint Forces Training Center is the largest reserve component training site, covering 136,000 acres (550 km<sup>2</sup>), allowing up to battalion level maneuver training, Gunnery Table 8-12, excellent FA Firing Points and a wide range of support facilities. This is the normal Annual Training location for National Guard and Reserve units located in Mississippi, Alabama, and Tennessee.

**Camp Van Dorn:** Was a Theater of Operations camp located in Centreville, Mississippi established after the bombing of Pearl Harbor to train men for the war in Europe.

**Cave flushing:** Refers to the evacuation of people from caves. The MIS flushed out enemy soldiers and civilians in such places as Okinawa and Iwo Jima during World War II.

**Churchill, Sir Winston Leonard Spence** (30 November 1874 – 24 January 1965) Was a British politician known chiefly for his leadership of the United Kingdom during World War II. He served as Prime Minister from 1940 to 1945 and again from 1951 to 1955. A noted statesman and orator, Churchill was also an officer in the British Army, historian, writer, and artist. He was the only British Prime Minister to have received the Nobel Prize in Literature and the first person to be recognized as an Honorary Citizen of the United States.

**Civilian:** A civilian under international humanitarian law is a person who is not a member of his or her country's armed forces.

**Clinton, Mississippi:** Is a city in Hinds County, Mississippi, United States. Situated in the Jackson metropolitan area, it is the tenth largest city in Mississippi. During World War II, Camp Clinton was established, a German POW camp south of town which housed about 3,000 German soldiers. Most of the prisoners were from the Afrika Korps. Of the 40 German generals captured in WWII, Camp Clinton housed 35 of them. The German soldiers provided the labor to build a replica model of the Mississippi River Basin for the U.S. Army Corps of Engineers, used for flood prevention.

**Code talkers:** A term used to describe people who talk using a coded language. It is frequently used to describe Native Americans who served in the United States Marine Corps whose primary job was the transmission of secret tactical messages. Code talkers transmitted these messages over military telephone or radio communications nets using formal or informally developed codes built upon their native languages. Their service was very valuable because it enhanced the communications security of vital front line operations during World War II.

The name code talkers is strongly associated with bilingual Navajo speakers specially recruited during World War II by the Marines to serve in their standard

communications units in the Pacific Theater. Other Native American code talkers were used by the United States Army during World War II, using Cherokee, Choctaw and Comanche soldiers. Soldiers of Basque ancestry were used for code talking by the US Marines during World War II in areas where other Basque speakers were not expected to be operating.

**Concentration camps:** Also known as “relocation centers” or “internment camps,” were facilities for housing Americans of Japanese Ancestry that were forcibly removed from their homes and businesses during World War II.

**Cold War:** (1945–1991) Was the continuing state of political conflict, military tension, and economic competition existing after World War II (1939–1945), primarily between the USSR and its satellite states, and the powers of the Western world, including the United States.

**Columbus Air Force Base:** Is a United States Air Force based in Lowndes County, Mississippi. Columbus’ mission is to conduct undergraduate pilot training, as well as perform quality assurance for contract aircraft maintenance. During World War II, the training load gradually increased until Columbus was graduating 195 pilots per month. A total of 7,766 students came to Columbus for pilot training during the war. Of these, 7,412 graduated and received their wings and commissions.

**Day of Remembrance:** An annual ceremony held around February 19 in most major cities with a significant Japanese American population to commemorate the signing of Executive Order 9066.

**D-Day:** Is a term often used in military parlance to denote the day on which a combat attack or operation is to be initiated.

**D’Lo, Mississippi:** Is a town in Simpson County, Mississippi, along the Strong River. D’Lo was featured in Life magazine for sending proportionally more men to serve in World War II than any other town of its size; 38 percent of the men who lived in D’Lo served.

**Executive Order 9066:** This order was a United

States presidential executive order signed and issued during World War II by U.S. President Franklin Delano Roosevelt on February 19, 1942.

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. and was used against those with “Foreign Enemy Ancestry” – Japanese, Italians, and Germans.

The order led to the internment of Japanese Americans or AJAs (Americans of Japanese Ancestry) in which some 120,000 ethnic Japanese people were held in internment camps for the duration of the war.

**“Fat Man”:** Is the codename for the atomic bomb that was detonated over Nagasaki, Japan, by the United States on August 9, 1945, at 11:02 (JSP). It was the second of the only two nuclear weapons to be used in warfare and was the third man-made nuclear explosion. The name also refers more generically to the early nuclear weapon designs of U.S. weapons based on the “Fat Man” model. It was an implosion-type weapon with a plutonium core.

**Final Solution:** Was Nazi Germany’s plan and execution of the systematic genocide of European Jews during World War II, resulting in the final, most deadly phase of the Holocaust. Heinrich Himmler was the chief architect of the plan and the German Nazi leader Adolf Hitler termed it: “the final solution of the Jewish question“.

**Front:** A military front or battlefield is a contested armed frontier between opposing forces. This can be a local or tactical front, or it can range to a theater.

**Gas chamber:** Is an apparatus for killing, consisting of a sealed chamber into which a poisonous or asphyxiate gas is introduced. The most commonly used poisonous agent is hydrogen cyanide; carbon dioxide and carbon monoxide have also been used. Gas chambers were used as a method of execution for condemned prisoners in the United States beginning in the 1920s. During the Holocaust, large-scale gas chambers designed for mass

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killing were used by Nazi Germany as part of their genocide program.

**Geneva Conventions:** Consists of four treaties and three additional protocols that set the standards in international law for humanitarian treatment of the victims of war. The singular term Geneva Convention refers to the agreements of 1949, negotiated in the aftermath of World War II, updating the terms of the first three treaties and adding a fourth treaty. The language is extensive, with articles defining the basic rights of those captured during a military conflict, establishing protections for the wounded, and addressing protections for civilians in and around a war zone. The treaties of 1949 have been ratified, in whole or with reservations, by 194 countries.

**Genocide:** Is the deliberate and systematic destruction, in whole or in part, of an ethnic, racial, religious, or national group.

**Gestapo** (contraction of Geheime Staatspolizei: “Secret State Police”): Was the official secret police of Nazi Germany.

**G.I.:** Is a term describing members of the U.S. armed forces or items of their equipment. The term is now used as an initialism of “Government Issue”.

**Great Depression:** Was a severe worldwide economic depression in the decade preceding World War II. The timing of the Great Depression varied across nations, but in most countries it started in about 1929 and lasted until the late 1930s or early 1940s. It was the longest, most widespread, and deepest depression of the 20th century, and is used in the 21st century as an example of how far the world’s economy can decline. The depression originated in the United States, starting with the stock market crash of October 29, 1929 (known as Black Tuesday), but quickly spread to almost every country in the world.

Countries started to recover by the mid-1930s, but in many countries the negative effects of the Great Depression lasted until the start of World War II.

**Great power:** Is a nation or state that has the ability to exert its influence on a global scale. Great

powers characteristically possess economic, military, diplomatic, and cultural strength which may cause other smaller nations to consider the opinions of great powers before taking actions of their own.

**Greenville AAF Flying Field:** During World War II, the United States Army Air Force (USAAF) established numerous airfields in Mississippi for antisubmarine defense in the Gulf of Mexico and for training pilots and aircrews of USAAF fighters and bombers. Greenville AAF was used during WW2 as one of 5 satellite airfields for Greenville AAF, which conducted training as part of the 30,000 Pilot Training Program. Starting at some point after WWII, it was reused as the Greenville Municipal Airport.

**Greenwood Army Airfield:** Was the home of the 7th Basic Flying Training Group (BFT), and assigned to the Easter Flying Training Command during WWII. Greenwood Army Airfield was built by the United States Army Air Forces as a basic flight training airfield.

**Grenada Army Airfield:** Grenada Municipal Airport was built during 1943 and was known as the Grenada Army Airfield during World War II, the United States Army Air Force Army Air Forces Training Command.

Grenada Army Airfield’s primary mission was described as follows: A. The deliver Army ground force combat teams at strategic points by: a. Parachute troops and equipment b. Delivering gliders with troops and equipment B. The field’s secondary mission was: a. Reinforcement and re-supply of ground troops b. Evacuation of wounded.

**Gulfport Army Airfield:** Opened on 7 July 1942 and was constructed by the United States Army Air Forces as a training base for Air Corps Flying Training Command. Gulfport Army Airfield and the Eastern Technical Training Command conducted technical training and basic training until transferred to Third Air Force on 31 March 1944 with joint use by Technical Training Command for marine training of Emergency Rescue School (3d Air Rescue Group) located at Keesler Army Airbase.

Under Third Air Force, the 328th Army Air Force Base Unit conducted replacement training for heavy bomber



(B-17 Flying Fortress, B-24 Liberator) units. In addition B-29 Superfortress aircrew transition training was performed by Technical Training Command. With the end of the war and the drawdown of the military, Gulfport AAF was placed into reserve status on 31 Jan 1946.

**Himmler, Heinrich Luitpold** (7 October 1900 – 23 May 1945): Was considered one of the most powerful men in Nazi Germany. Himmler served as Chief of the German Police and Minister of the Interior. As Reichsführer-SS, he oversaw all internal and external police and security forces, including the Gestapo. As overseer of the concentration camps, extermination camps, and Einsatzgruppen (literally: task forces, often used as killing squads), Himmler coordinated the killing of some six million Jews, between 200,000 and 500,000 Roma, many prisoners of war, and possibly another three to four million Poles, communists, or other groups whom the Nazis deemed unworthy to live or simply “in the way”. Shortly before the end of the war, he offered to surrender both Germany and himself to the Western Allies if he were spared prosecution. After being arrested by British forces, he committed suicide before he could be questioned.

**Hitler, Adolf** (20 April 1889 – 30 April 1945): Was an Austrian-born German politician and the leader of the National Socialist German Workers Party popularly known as the Nazi Party. He was the authoritarian leader of Germany from 1933 to 1945, serving as chancellor from 1933 to 1945 and as head of state from 1934 to 1945.

A decorated veteran of World War I, Hitler joined the Nazi Party (DAP) in 1919 and became leader of NSDAP in 1921. Following his imprisonment after a failed coup in Bavaria in 1923, he gained support by promoting German nationalism, anti-semitism, anti-capitalism, and anti-communism with charismatic oratory and propaganda. He was appointed chancellor in 1933, and quickly transformed the Weimar Republic into the Third Reich, a single-party dictatorship based on the totalitarian and autocratic ideals of national socialism.

Hitler ultimately wanted to establish a New Order of absolute Nazi German hegemony in Europe. To achieve this, he pursued a foreign policy with the declared goal of seizing Lebensraum “living space” for the Aryan

people; directing the resources of the state towards this goal. This included the rearmament of Germany, which culminated in 1939 when the Wehrmacht invaded Poland. In response, the United Kingdom and France declared war against Germany, leading to the outbreak of the Second World War in Europe.

Within three years, Germany and the Axis powers had occupied most of Europe, and most of Northern Africa, East and Southeast Asia and the Pacific Ocean. However, with the reversal of the Nazi invasion of the Soviet Union, the Allies gained the upper hand from 1942 onwards. By 1945 Allied armies had invaded German-held Europe from all sides. Nazi forces committed numerous atrocities during the war, including the systematic killing of as many as 17 million civilians, an estimated six million of whom were Jews targeted in a genocide known as the Holocaust.

In the final days of the war, at the fall of Berlin in 1945, Hitler married Eva Braun and, to avoid capture by Soviet forces less than two days later, the two committed suicide.

**Holocaust:** Is the term generally used to describe the genocide of approximately six million European Jews during World War II, a program of systematic state-sponsored extermination by Nazi Germany, under Adolf Hitler, its allies, and collaborators. (Wikipedia)

**Home front during World War II:** The home front is the name given to the activities of the civilians when their nation is at war. Since World War II could be described as total war, homeland production became even more invaluable to both the Allied and Axis powers. Life on the home front during World War II was a significant part of the war effort for all participants and had a major impact on the outcome of the war. Frequently, women were needed to work during this period because the men were at war.

**Ingalls Shipbuilding:** Is a shipyard located in Pascagoula, Mississippi, originally established in 1938, and is now part of Northrop Grumman Shipbuilding. It is a leading producer of ships for the US Navy, and at 10,900 employees, the largest private employer in Mississippi.

**Internment camp:** Is a large detention center created

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for political opponents, enemy aliens, people with mental illness, specific ethnic or religious groups, civilians of a critical war-zone, or other groups of people, usually during a war. The term is used for facilities where inmates are selected according to some specific criteria, rather than individuals who are incarcerated after due process of law fairly applied by a judiciary.

**Keesler Air Force Base:** Is a United States Air Force base located in Biloxi, a city in Harrison County, Mississippi. The base is named in honor of aviator 2d Lt Samuel Reeves Keesler, Jr., a Mississippi native killed in France in First World War.

In early January 1941, Biloxi city officials assembled a formal offer to invite the United States Army to build a base to support the World War II training buildup. The War Department activated Army Air Corps Station No. 8, Aviation Mechanics School, Biloxi, Mississippi, on 12 June 1941.

When the War Department activated Keesler Field in June 1941, not only was Keesler getting a technical training center, but it would get one of the Army's newest replacement, or basic training centers. The first shipment of recruits arrived at Keesler Field on 21 August 1941. Many stayed at Keesler to become airplane and engine mechanics, while others transferred to aerial gunnery or aviation cadet schools.

Keesler continued to focus upon specialized training in B-24 maintenance until mid-1944. Thereafter, the base was directed to expand its mechanics training curricula to include other aircraft.

By September 1944, the number of recruits had dropped, but the workload remained constant, as Keesler personnel began processing veteran ground troops and combat crews who had returned from duty overseas for additional training and follow on assignments. Basic training wound down very drastically after the end of World War II, and it was finally discontinued at Keesler on 30 June 1946.

**Key Field:** Meridian Regional Airport located in Meridian, Mississippi opened in November 1930. Brothers Algene and Frederick Key were managers of the airport and Key Field is named in their honor.

In 1940, Congress funded an increase in the strength of the United States Army Air Corps (USAAC) from 29 to 54 combat groups. The quickest way for the United States Army Air Corps to obtain additional bases was to utilize existing civil airports. The Air Corps signed an agreement to lease Key Field. The 153d Observation Squadron (Mississippi National Guard) was federalized and activated at the airfield on 15 October 1940. Key Field was placed under the command of Third Air Force, and in 1941, the USAAC became the US Army Air Forces (USAAF).

**The Key Brothers:** Frederick and Algene Key, from Meridian, Mississippi, became interested in aviation after WWI. They sought and received the position as joint managers of the Meridian Municipal Airport. As a result of the Great Depression and due to the lack of funds the city decided to close the airport. Fred and Al had a different idea. In order to maintain the airport, they sought worldwide publicity to keep it open. The brothers sought to break the standing flight endurance record 23 days. In order to accomplish this feat, Fred and Al knew that the air-to-air refueling technique must be perfected. The Key brothers, along with local inventor and mechanic A. D. Hunter and James Keeton, began to work in earnest to invent a spill free fueling system. The U. S Army Corps adopted the new invention, much is still in use today with some modifications. Later, the Key brothers served as bomber pilots in the Pacific Theater of Operations during World War II. Fred was awarded the Distinguished Flying Cross (USA), and Al earned a Distinguished Flying Cross (USA), Distinguished Service Cross (United States), an Air Medal, a Distinguished Service Cross (UK), and seven Bronze Stars for participating in combat. Because of their historic flight, Meridian's public airport was renamed Key Field in honor of the brothers.

**Lend-Lease** (Public Law 77-11): Was the name of the program under which the United States of America supplied the United Kingdom, the Soviet Union, China, France and other Allied nations with vast amounts of war material between 1941 and 1945 in return for, in the case of Britain, military bases in Newfoundland, Bermuda, and the British West Indies. It began in March 1941, over 18 months after the outbreak of the

war in September 1939. It was called An Act Further to Promote the Defense of the United States. This act also ended the pretense of the neutrality of the United States. Hitler recognized this and consequently had his submarines attack US ships such as the SS Robin Moor, an unarmed merchant steamship destroyed by a German U-boat on 21 May, 1941 outside of the war zone.

**“Little Boy”:** Was the codename of the atomic bomb dropped on Hiroshima on August 6, 1945 by the B-29 Superfortress Enola Gay, piloted by Colonel Paul Tibbets of the 393d Bombardment Squadron, Heavy, of the United States Army Air Forces. It was the first atomic bomb to be used as a weapon. The second, the “Fat Man”, was dropped three days later on Nagasaki. The weapon was developed by the Manhattan Project during World War II.

**Manhattan Project:** Was the codename for a project conducted during World War II to develop the first atomic bomb. The project was led by the United States, and included participation from the United Kingdom and Canada. Formally designated as the Manhattan Engineer District (MED), it refers specifically to the period of the project from 1942–1946 under the control of the U.S. Army Corps of Engineers, under the administration of General Leslie R. Groves. The scientific research was directed by American physicist J. Robert Oppenheimer.

The project’s roots lay in scientists’ fears since the 1930s that Nazi Germany was also investigating nuclear weapons of its own. Born out of a small research program in 1939, the Manhattan Project eventually employed more than 130,000 people and cost nearly US \$2 billion (\$22 billion in current value). It resulted in the creation of multiple production and research sites that operated in secret.

**Materiel:** (from the French “matériel” for equipment or hardware, related to the word material): Is a term used in English to refer to the equipment and supplies in military and commercial supply chain management.

**Meridian, Mississippi:** Is a city in Lauderdale County, Mississippi. The city is the county seat of Lauderdale County, the sixth largest city in Mississippi.

Meridian has a rich past and deep roots in railroading history. Established in 1860 at the intersection of the Mobile and Ohio Railroad and Southern Railway of Mississippi, the city relied heavily on the rails and goods transported on them.

After a brief slowdown of the economy at the end of the Depression, the country entered World War II, which renewed the importance of railroads. The rails were essential to transport gasoline and scrap metal to build military vehicles, so Meridian became the region’s rail center once again.

**Military Intelligence Service (MIS):** Was a World War II U.S. military unit, primarily composed of Japanese-American Nisei, who were trained as linguists. Graduates of the MIS language school (MISLS) were attached to other military units to provide translation and interrogation services. Near the end of the war with Japan, the curriculum shifted to focus more on Japanese civil affairs, in order to assist with occupation and rebuilding after the war.

**Missing in action (MIA):** Is a status assigned to armed services personnel who are reported missing during active service. They may have been killed, wounded, become a prisoner of war, or deserted. If deceased, neither their remains nor grave can be positively identified.

**Mississippi Gulf Ordnance Plant:** The Gulf Ordnance Plant began operation in November of 1942 in Prairie, MS. By the end of World War II, it had supplied one fourth of all the ammunition used by the allies.

**Ordnance:** Is military supplies including weapons, ammunition, combat vehicles, and maintenance tools and equipment.

**Pearl Harbor:** Is a harbor on the island of O’ahu, Hawaii, west of Honolulu. Much of the harbor and surrounding lands is a United States Navy deep-water naval base. It is also the headquarters of the U.S. Pacific Fleet. The attack on Pearl Harbor by the Empire of Japan on December 7, 1941, brought the United States into World War II.

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**Prisoner of war (POW) or enemy prisoner of war (EPW):** Is a combatant who is held in continuing custody by an enemy power during or immediately after an armed conflict.

**Prisoner of war camp:** Is a site for the containment of combatants captured by their enemy in time of war, and is similar to an internment camp which is used for civilian populations. A prisoner of war is generally a soldier, sailor, or airman who is imprisoned by an enemy power during or immediately after an armed conflict. Some non-combatant enemy personnel, such as merchant mariners and civil aircrews, were also considered prisoners of war.

**Ration stamps or ration card:** Is a card issued by a government allowing the holder to obtain certain rations. They are frequently seen in wartime.

**Reichsführer-SS:** Was a special SS rank that existed between the years of 1925 and 1945. Reichsführer-SS was a title from 1925 to 1933 and, after 1934, became the highest rank of the German Schutzstaffel (SS).

**Royal Netherlands Military Flying School:** The Netherlands maintained a neutral position during World War I and the Army Aviation Group did not take part in any action, instead developing the force's capabilities. Pilot training was opened for ranks below officer, and technical, aerial photography, meteorological and navigation flights were established. After the end of World War I the Dutch government cut the defense budget and the carefully built up Army Aviation Group was almost dissolved. In May 1940, Germany invaded the Netherlands. On June 6th 1942. The Royal Netherlands Military Flying School was re-established at Hawkins Field, Jackson, Mississippi.

**Rosie the Riveter:** Is a cultural icon of the United States, representing the American women who worked in war factories during World War II, many of whom worked in the manufacturing plants that produced munitions and materiel. These women sometimes took entirely new jobs replacing the male workers who were in the military. The character is considered a feminist icon in the U.S.

**Stalin, Joseph** (18 December 1878 – 5 March 1953): Was the General Secretary of the Communist Party of the Soviet Union's Central Committee from 1922 until his death in 1953. In the years following Lenin's death in 1924, he rose to become the leader of the Soviet Union.

In 1939, the Soviet Union under Stalin signed a non-aggression pact with Nazi Germany, followed by a Soviet invasion of Poland, Finland, the Baltics, Bessarabia and northern Bukovina. After Germany violated the pact in 1941, the Soviet Union joined the Allies to play a large role in the Axis defeat, at the cost of the largest death toll for any country in the war. Thereafter, contradicting statements at allied conferences, Stalin installed communist governments in most of Eastern Europe, forming the Eastern bloc, behind what was referred to as an "Iron Curtain" of Soviet rule. This launched the long period of antagonism known as the Cold War.

**Superpower:** Is a state with a leading position in the international system and the ability to influence events and its own interests and project power on a worldwide scale to protect those interests; it is traditionally considered to be one step higher than a great power.

It was a term first applied in 1944 to the United States, the Soviet Union, and the British Empire. Following World War II, as the British Empire transformed itself into the Commonwealth and its territories became independent, the Soviet Union and the United States generally came to be regarded as the only two superpowers, and confronted each other in the Cold War. (Wikipedia)

**Two-front war:** Refers to the idea of the line of contact for two opposing forces taking place in more than one direction. During World War II, the United States fought on two fronts, one in Europe and one in the Pacific.

**U-boat:** Is the anglicized version of the German word U-Boot, itself an abbreviation of Unterseeboot (undersea boat), and refers to military submarines operated by Germany, particularly in World War I and World War II.

**United Service Organizations Inc. (USO):** Is a private, nonprofit organization that provides morale and recreational services to members of the U.S. military.

During World War II, the USO became the G.I.'s "home away from home," and began a tradition of entertaining the troops that continues today. Involvement in the USO was one of the many ways in which the nation had come together to support the war effort, with nearly 1.5 million Americans having volunteered their services in some way.

**Total war:** Is a conflict of unlimited scope in which a belligerent engages in a mobilization of all available resources at their disposal, whether human, industrial, agricultural, military, natural, technological, or otherwise, in order to entirely destroy or render beyond use their rival's capacity to continue resistance.

**Veterans Day:** Is an annual American holiday honoring military veterans. A federal holiday, it is usually observed on November 11.

**Victory in Europe Day (V-E Day or VE Day):** Was on 8 May 1945, the date when the World War II Allies formally accepted the unconditional surrender of the armed forces of Nazi Germany and the end of Adolf Hitler's Third Reich.

**Victory over Japan Day (V-J Day, also known as Victory in the Pacific Day, or V-P Day):** Is a name chosen for the day on which the Surrender of Japan occurred, effectively ending World War II, and subsequent anniversaries of that event. The term has been applied to both the day on which the initial announcement of Japan's surrender was made in the afternoon of August 15, 1945 in Japan and to August 14, 1945 where it is observed as V-J Day in the United States when it was announced because of time zone differences in the Western Europe, the Americas, the Pacific Islands, and Australia and to September 2, 1945 when the formal signing of the surrender was made. The name V-J Day had been selected by the Allies after they named V-E Day for the victory in Europe.

**V-mail:** Stands for Victory Mail. It was based on the similar British "Airgraph" system for delivering mail between those at home in the United States and troops serving abroad during World War II. V-mail correspondence worked by photographing large amounts of censored mail reduced to thumb-nail size onto reels of microfilm, which weighed much less than the original

would have. The film reels were shipped by priority air freight (when possible) to the U.S., sent to prescribed destinations for enlarging at a receiving station near the recipient, and printed out on lightweight photo paper. These facsimiles of the letter-sheets were reproduced about one-quarter the original size and the miniature mail was delivered to the addressee.

**War Bonds:** Are debt securities issued by a government for the purpose of financing military operations during times of war. War bonds generate capital for the government and make civilians feel involved in their national militaries.

**World War II, or the Second World War** (often abbreviated WWII or WW2): Was a global military conflict which involved a majority of the world's nations, including all great powers, organized into two opposing military alliances: the Allies and the Axis. The war involved the mobilization of over 100 million military personnel, making it the most widespread war in history. Over seventy million people, the majority civilians, were killed, making it the deadliest conflict in human history.

The start of the war is generally held to be September 1, 1939, with the German invasion of Poland and subsequent declarations of war on Germany by most of the countries in the British Empire and Commonwealth, and by France. Subsequently, the Soviet Union invaded Poland from the east side. Many who were not initially involved joined the war later, as a result of events such as the German invasion of the Soviet Union, the attacks on Pearl Harbor and British colonies, and subsequent declarations of war on Japan by the Dutch and British Commonwealth.

In 1945 the war ended in a victory for the Allies. The Soviet Union and the United States subsequently emerged as the world's superpowers, setting the stage for the Cold War, which lasted for the next 46 years. The United Nations was formed in the hope of preventing another world conflict.

**Zyklon B** (also spelled Cyclon B or Cyclone B:) Was the trade name of a cyanide-based pesticide infamous for its use by Nazi Germany against human beings in gas chambers of extermination camps during the Holocaust.



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