



Dear Teacher,

Thank you for scheduling a **VIRTUAL FIELD TRIP** with The National WWII Museum. We look forward to connecting with you soon. Please read the following instructions carefully to ensure a successful distance learning program.

After confirming the program, you and the Virtual Classroom Coordinator will discuss connection method and set up a test call approximately a week prior to the scheduled program.



There are two ways to connect with the Museum:

## VIA VIDEOCONFERENCING EQUIPMENT (Polycom, Tandberg, Lifesize, etc. system):

The Virtual Classroom Coordinator will switch on the videoconferencing system 10 minutes before the program is set to start. Please dial in to the Museum at **207.29.220.77**. The Virtual Classroom Coordinator will be there to greet you and your students.

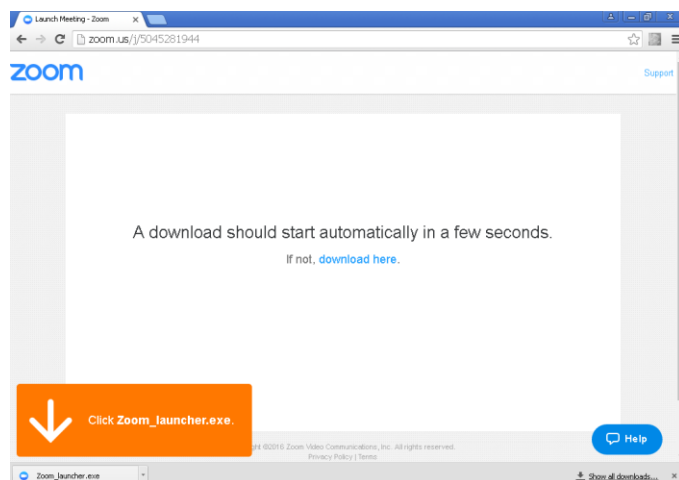
## VIA WEBCONFERENCING:

This option is especially for those who do not have designated videoconferencing equipment. You will need the following to connect:

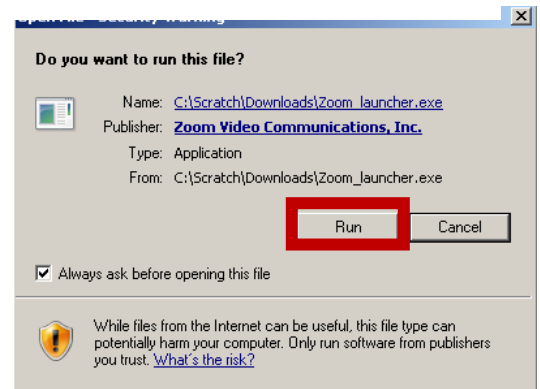
- A computer with high speed internet connection (hardwire connection preferred)
- An interactive white board or digital projector
- External speakers
- Webcam
- Microphone

When ready to connect, go to the following link:  
<http://zoom.us/j/5045281944>

If you've never participated in a Zoom meeting, the link will prompt you to download a launcher:



Click on downloaded launcher, and then click “Run.” This will install launcher and allow you to access the meeting room.



If you've connected with a site via Zoom before or downloaded the Zoom application, the link <http://zoom.us/j/5045281944> will prompt the application to launch from your desktop.

Attached with these instructions are handouts and curriculum materials related to the program you requested. Further instructions below.

Thank you and I look forward to connecting with you soon!

*Chrissy Gregg*

Virtual Classroom Coordinator  
The National WWII Museum, New Orleans  
[virtualclassroom@nationalww2museum.org](mailto:virtualclassroom@nationalww2museum.org)  
Distance learning studio number: **504-528-1944 x351**



# Virtual Field Trip TEACHER GUIDE

## Before the Virtual Field Trip:

1. A week before the Virtual Field Trip, the Virtual Classroom Coordinator will schedule a test call with you.
2. Please share with students the **American Women in WWII Fact Sheet** on pg. 4.

## During the Virtual Field Trip:

1. Please follow connection instructions as outlined in the preceding letter. The Virtual Classroom Coordinator will be available to connect 10 minutes prior to the beginning of the program.
2. Please distribute the **Examine an Editorial Cartoon** handouts on pg. 5-6 of this guide. You can make one copy per student or one copy per group.
3. Please remain in the room the entire time of the Virtual Field Trip. You will be asked by the Virtual Classroom Coordinator to call on students and facilitate Q&A.
4. If you lose connection, please try to redial. If problems persist, call the Distance Learning Studio direct line at **504-528-1944 x351**

## After the Virtual Field Trip:

1. Download the **Changing Face of Women: Propaganda and Popular Opinion from WWII** Lesson Plan: <http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/changing-face-of-women.html>
2. Color your own Rosie the Riveter on pg. 7.
3. Watch a compilation of oral histories describing social change in defense factories: [https://www.youtube.com/watch?v=XpRG-0\\_QZcs](https://www.youtube.com/watch?v=XpRG-0_QZcs)
4. Watch the historical short film "Women on the Warpath": <https://www.youtube.com/watch?v=WNQ9q4zsmSA>

## AMERICAN WOMEN IN WWII: On the Home Front and Beyond



American women played important roles during World War II, both at home and in uniform. Not only did they give their sons, husbands, fathers, and brothers to the war effort, they gave their time, energy, and some even gave their lives.

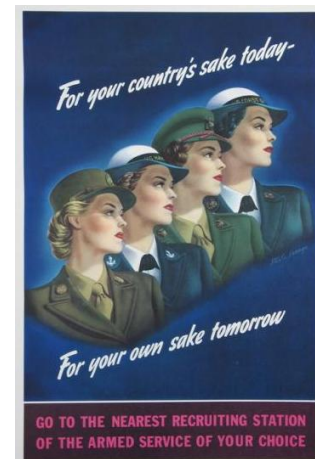
Reluctant to enter the war when it erupted in 1939, the United States quickly committed itself to total war after the Japanese attack on Pearl Harbor. That commitment included utilizing all of America's assets—women included. The Axis powers, on the other hand, were slow to employ women in their war industries. Hitler derided Americans as degenerate for putting their women to work. The role of German women, he said, was to be good wives and mothers and to have more babies for the Third Reich.

When the war began, quickie marriages became the norm, as teenagers married their sweethearts before their men went overseas. As the men fought abroad, women on the Home Front worked in defense plants and volunteered for war-related organizations, in addition to managing their households. In New Orleans, as the demand for public transportation grew, women even became streetcar “conductorettes” for the first time. When men left, women “became proficient cooks and housekeepers, managed the finances, learned to fix the car, worked in a defense plant, and wrote letters to their soldier husbands that were consistently upbeat.” (Stephen Ambrose, *D-Day*, 488) *Rosie the Riveter* helped assure that the Allies would have the war materials they needed to defeat the Axis.

Nearly 350,000 American women served in uniform, both at home and abroad, volunteering for the newly formed Women's Army Auxiliary Corps (WAACs, later renamed the Women's Army Corps), the Navy Women's Reserve (WAVES), the Marine Corps Women's Reserve, the Coast Guard Women's Reserve (SPARS), the Women Airforce Service Pilots (WASPs), the Army Nurses Corps, and the Navy Nurse Corps. General Eisenhower felt that he could not win the war without the aid of the women in uniform. “The contribution of the women of America, whether on the farm or in the factory or in uniform, to D-Day was a *sine qua non* of the invasion effort.” (Ambrose, *D-Day*, 489)

Women in uniform took office and clerical jobs in the armed forces in order to free men to fight. They also drove trucks, repaired airplanes, worked as laboratory technicians, rigged parachutes, served as radio operators, analyzed photographs, flew military aircraft across the country, test-flew newly repaired planes, and even trained anti-aircraft artillery gunners by acting as flying targets. Some women served near the front lines in the Army Nurse Corps, where 16 were killed as a result of direct enemy fire. Sixty-eight American service women were captured as POWs in the Philippines. More than 1,600 nurses were decorated for bravery under fire and meritorious service, and 565 WACs in the Pacific Theater won combat decorations. Nurses were in Normandy on D-plus-four.

At the war's end, even though a majority of women surveyed reported wanted to keep their jobs, many were forced out by men returning home and by the downturn in demand for war materials. Women veterans encountered roadblocks when they tried to take advantage of benefit programs for veterans, like the G.I. Bill. The nation that needed their help in a time of crisis, it seems, was not yet ready for the greater social equality that would slowly come in the decades to follow.



### Examine an Editorial Cartoon:

Editorial cartoons that appear in newspapers and magazines are meant as entertainment, but also reflect a political or moral stance, or present a critique on a current event or on society as a whole. Study this 1943 cartoon from the *Daily Hampshire Gazette*. We'll discuss some of the questions below:



This cartoon shows War Manpower Commissioner Paul McNutt judging a woman in a pageant, not for her beauty, but for her strength.

1. What was the artist's purpose in drawing this cartoon?
2. What characteristics describe the woman?
3. Who was the artist's audience (for whom was this cartoon meant?)
4. Does the artist make the reader feel patriotic, optimistic, and strong? How?
5. How does this cartoon make you feel? Why?



Now compare the first cartoon to this one from the *Des Moines Register*, also printed in 1943. Answer the questions below.



1. What do you think the creator of this cartoon was trying to say?
2. Which characteristics describe the woman? Which describe the man?
3. Is the man in favor of or against women working outside the home?
4. Do you think others shared his opinion? Who?
5. How does this cartoon make you feel? Why?
6. Which cartoon do you like better and why?



**COLOR IN ROSIE THE RIVETER AND CONNECT THE DOTS TO UNCOVER HER MESSAGE**