



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.

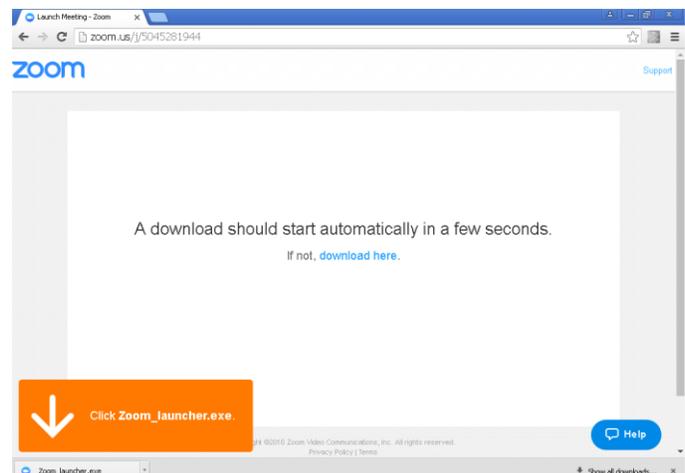
VIA WEBCONFERENCING:

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
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 Latino Experience in WWII Introductory Essay** on pgs. 4-7.

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** handout on pg. 8 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. Check out the Museum's featured artifacts about Latinos in WWII:
<http://www.nationalww2museum.org/see-hear/collections/artifacts/hispanic-american-heritage-month.html>
2. Check out the U.S Latino & Latina World War II Oral History Project from the University of Texas, Austin:
<http://www.lib.utexas.edu/ww2latinos/>

THE LATINO EXPERIENCE IN WWII

Introductory Essay

During World War II, up to 500,000 Latinos served in the American military. For many of those who served, the experience opened doors they never realized existed. For others, the experience proved traumatic and frustrating as they endured racism and discrimination. The National World War II Museum, in association with the World War II Latino and Latina Oral History Project at the University of Texas at Austin, presents this videoconference to give students the opportunity to explore the Latino experience of WWII, and thereby gain a greater understanding of the American experience of the war.

Latino Military Heritage

Latinos have participated in every major military conflict in American history. Spanish colonial soldiers fought against the British along the Gulf Coast during the American Revolutionary War. During the American Civil War, more than 2,500 Mexican Americans fought for the Confederacy and more than 1,000 for the Union. The Spanish American War saw an increase in the number of Latino soldiers, including Capt. Maximiliano Luna, a member of Teddy Roosevelt's "Rough Riders."



Maximiliano Luna,
C. 1898

In 1917, the U.S. government granted citizenship to Puerto Ricans. This gave military officials a greater pool of men to train for the Armed Forces on the eve of the U.S. entry into World War I. More than 18,000 Puerto Ricans served in the military during WWI, although they were mostly relegated to supply and transportation duties. Many were sent to the Panama Canal Zone, where the U.S. government suspected that Germany would try to launch an attack on this American-controlled waterway.



Pvt. Marcelino Serna

The few Latino soldiers who did see combat in Europe made their mark. One soldier, Private Marcelino Serna, received two Purple Hearts for wounds received while capturing 24 German soldiers single-handedly. Serna became the first Latino soldier to receive the Distinguished Service Cross. Another Latino soldier, Private David Barkeley, from Laredo TX, volunteered to swim the Meuse River, a battle line in France, to locate an enemy machine gun post. Under heavy fire he swam the width of the waterway, reached the other side, and destroyed the enemy position. As he swam back across the river, Barkley suffered cramps and drowned. Barkley received the Congressional Medal of Honor for his selfless devotion to duty and courage under fire.

Latinos during WWII

Figures on the number of Latinos who served in WWII are imprecise because data on Latinos as a separate group was not maintained. With the exception of the 65th Infantry Regiment from Puerto Rico, Latinos were not segregated into separate units, as African Americans were. In all, up to half a million Latinos served in the Armed Forces, including 53,000 Puerto Ricans and 350,000 Mexican Americans.

Latino servicemen earned praise in combat in defense of the Philippines, North Africa, the Aleutians, the Mediterranean, and throughout Europe. Latino soldiers distinguished themselves both as individuals and as members of elite units.

In the Pacific Theater, the 158th Regimental Combat Team, known as the Bushmasters, an Arizona National Guard unit, was made up of a large percentage of Latino and American Indian soldiers. This unit saw heavy combat in New Guinea and the Philippines. General Douglas MacArthur referred to the Bushmasters as "the greatest fighting combat team ever deployed in battle."

During the defense of the Philippines, the 200th and the 515th Coast Artillery regiments from New Mexico were extremely effective in battle. Their fluency in Spanish made them particularly effective among the Spanish speaking Filipinos. After the war Lt. Gen. Jonathan Wainwright praised these two units: "They were the first to fire and last to lay down their

arms and only reluctantly doing so after being given a direct order.” Many of these soldiers were among the survivors of the infamous “Bataan Death March.”

One of the most interesting stories from the Pacific Theater involving Latino bravery came from the island of Saipan. Guy Gabaldon, later nicknamed the “Pied Piper of Saipan,” was a Latino soldier who had been adopted by a Japanese-American couple at the age of twelve. At the outbreak of the war, the government moved his family to a Japanese American internment camp. Gabaldon joined the Marines when he turned seventeen.



PFC Guy Gabaldon (right),
c. 1944

With his fluency in the Japanese language, Gabaldon's became an interpreter for the 2nd Marine Division during the invasion of Saipan, a Japanese-held island in the Marianas Islands. During the fighting, Gabaldon came across a large group of Japanese soldiers and, using his knowledge of Japanese and his persuasive talents, convinced more than 1,000 of them to surrender. Gabaldon was nominated for the Congressional Medal of Honor for his actions, but received the Silver Star instead (later upgraded to the Navy Cross). His exploits were later made into a movie entitled, *Hell to Eternity*.

In the European Theater, Latinos of the 36th Infantry Division from Texas were some of the first American troops to land on Italian soil at Salerno and suffered heavy casualties during the controversial crossing of the Rapido River near Cassino. The 88th Infantry Division, composed mostly of draftees from Southwestern states, was ranked in the top 10 for combat effectiveness, and earned the highest praise from their German adversaries after the war.

Sergeant First Class Augustin Romero Calero was one of the most highly decorated soldiers of WWII. In 1945 Calero, fighting with the 65th Infantry Regiment, engaged the Germans at the Battle of Colmar Pocket, near Colmar, France. Calero attacked an enemy squad with his machine gun, killing 10 German soldiers and capturing another 21. For his actions he was awarded the Silver Star. He was wounded a total of four times and received a further 22 battle decoration, including the French *Croix de Guerre*.

Staff Sergeant Rudolf “Rudy” Davila was a member of the 3rd Infantry Division fighting around the Anzio beachhead, in Italy. With his unit pinned down by German fire, Davila crawled to the nearest machine gun post and fired more than 750 rounds to subdue the enemy. Davila continued his assault by wiping out two more enemy machine gun posts single-handedly despite being seriously wounded. For his actions, he was awarded the Distinguished Service Cross. After a review of his record more than 50 years later, Davila was awarded the Medal of Honor by President Bill Clinton in 2000.

Thirty-eight Latinos were awarded the Medal of Honor during WWII, the United States’ highest military award for valor.

Latino Women in America’s Service

Participation of Latinas during WWII was rare due to the presence of cultural barriers that often prevented them from leaving families and traveling long distances. However bilingual women were highly sought after as linguists in fields such as cryptology, communications, and interpretation.



Tech 4 Carmen Bozak

Carmen Contreras-Bozak became the first Latino woman to serve in the Women’s Army Corps. She served in Eisenhower’s headquarters in Algeria, North Africa. Maria Salazar served in the Pacific as a member of the Army Medical Corps from 1943-45, where she contracted malaria and dysentery. Carmen Lozano Dumler, from Puerto Rico, trained as a nurse in San Juan and treated soldiers wounded in Europe at the Fort Reid hospital in Trinidad. These Latinas and many more broke through both gender and cultural barriers to serve their country.

Top Ranking Latinos

As a colonel commanding the 11th Marine Regiment, 1st Marine Division, Pedro Augusto del Valle led his men in the seizure and defense of Guadalcanal. In the Battle of Tenaru, del Valle's artillery units provided more than adequate support to wipe out entire Japanese units on the island. His men performed with such precision that not one could be singled out for commendation. Instead, del Valle wrote letters of commendation for every man in the unit. Del Valle's commanding officer at the time, Major General Alexander Van der Grift, recommended del Valle for a promotion to Brigadier General, and the Legion of Merit.



Lt. Gen. Pedro Augusto del Valle
(1893-1978)

Lieutenant General Elwood "Pete" Quesada became the commander of the 9th Fighter Command where he established an advanced headquarters on the Normandy beachhead after the invasion, and directed his aircraft in support of the invasion of the drive inland. Highly decorated in his own right, Quesada proved "the inherent flexibility of air power."

Brigadier General Terry de la Mesa Allen was the commander of the 1st Infantry Division in North Africa and Sicily and was later made commander of the 104th Infantry Division. The 104th Division landed in France and fought for 195 consecutive days. Allen's deputy commander was Theodore Roosevelt, Jr., son of the former president of the United States, Theodore Roosevelt.

Latinos on the Home Front

During the war a shortage occurred in manual labor that threatened the war effort. The United States government turned to Mexico to end the shortage. The Bracero Program, as it was entitled, allowed thousands of Mexican migrant workers to come to the United States temporarily to help with the labor shortage and earn money to send home to their families. More than 50,000 Mexican agricultural workers and 75,000 Mexican railroad workers were legally allowed to work on a contract basis. The railroad workers program was suspended when the war ended. The agricultural worker program lasted until 1964 when both the Mexican and United States governments ended it following years of worker and human rights abuses against migrant workers. This guest worker program helped the U.S. solve its wartime labor shortage, but often at the expense of the migrants.



Margarita Cansino
(AKA Rita Hayworth)

Famous Latinos also lent their talents to the war effort. Desi Arnaz, Cuban bandleader and later husband to Lucille Ball, was drafted into the Army in 1943. Because of an old knee injury, Arnaz entertained the troops by directing U.S.O. programs at a military hospital in the San Fernando Valley where he served until 1945.

One of the most popular Hollywood heartthrobs of the day, Cesar Romero, served admirably in the United States Coast Guard during the war years. Later, he would resume his acting career and later star as "The Joker" on the popular 1960s television series, "Batman."



A Pachuco being arrested
during the Zoot Suit Riots

Perhaps those most effective in raising the troops' morale were the Hollywood stars and starlets whose publicity photos soldiers often pasted into the footlockers. One of the most popular "pinup girls" of WWII was Magarita Cansino, or as she was better known, Rita Hayworth. Hayworth's photos made her brother, Pvt. Vernon Cansino, a popular man while he served at Camp Barkeley, in Abilene, Texas.

Prior to World War II, Latinas work experience outside of the home was generally limited to migrant work with their families. There were very few educational or career opportunities for them. But during the war, with labor demand created when men left to serve in the military, Latinas worked in the physically demanding jobs of steel production, meat packing, and ammunition assembly. These jobs not only helped the United States win the war, but allowed

these women workers to supplement family incomes, often at a time when husbands, fathers, or brothers were away fighting the war.

During the 1930s and 40s, Latino youths in the Southwestern U.S. developed their own sub-culture, which included distinctive fashions, music, and slang. These youths, rebelling both against Anglo culture and even against elements of their own culture, called themselves *Pachucos*. To the White community, Pachuco culture soon became synonymous with gang culture, and social tensions threatened to erupt in several urban areas. These tensions finally boiled over on the night of June 3, 1943, as eleven U.S. Navy sailors on shore leave in Los Angeles claimed they were attacked by a “group of Mexican kids.” Soon after scores of sailors and Marines invaded the Latino community of East Los Angeles, targeting anyone they saw wearing a “zoot suit,” a Pachuco style of clothing, featuring a long dress coat with baggy pants. Police arrested nine sailors, but soon set them free. The riots continued for another two nights and the sailors and Marines were portrayed in the press as heroes suppressing a “Mexican crime wave.” In some cases, police actually accompanied sailors and Marines and then arrested their beaten victims. This incident only helped to perpetuate the stereotype of Latino youths as rebellious, uneducated, and violent.

After the War

After WW II Latinos felt they deserved equal rights from the country for which they fought and died. Unfortunately, prejudice against Latinos in many parts of the country continued.

One incident in particular forced the family of a deceased soldier to suffer the indignity of racism. The owner of a funeral parlor refused a Latino family use of his facility for the wake and burial of their son, Private Felix Longoria, killed in the Philippines, because, “the Whites would not like it.” It took the intervention of a future president of the United States, Lyndon B. Johnson, then a senator from Texas, to publicize the case so much that Longoria was eventually buried in Arlington National Cemetery with full military honors.



Pvt. Felix Longoria
d. 1945

The Latino experiences during the war helped shape leaders of later Latino and Chicano civil rights movements. The American G.I. Forum was founded in 1948 as a Congressionally-chartered Mexican American veterans and civil rights organization. Its motto is “Education is Our Freedom and Freedom should be Everybody’s Business.” It originally sought to support the efforts of Latino servicemen who were trying to gain their rightful veterans’ benefits. Today, the AGIF operates chapters throughout the United States, with a focus on veteran’s issues, education, and civil rights.

Recognizing the Valor



Dr. Maggie Rivas-
Rodriguez

In 1999, Dr. Maggie Rivas-Rodriguez founded the U.S. Latino-Latina WWII Oral History Project, at the University of Texas, Austin. The project is dedicated to collecting interviews with and tributes to Latinos and Latinas of the WWII generation.

In 2006, documentarian Ken Burns released *The War*, a film that documents WWII through the experiences of four American towns. *The War* documented very little about Latinos, drawing protests from academics in the field of Latino studies. Dr. Rivas-Rodriguez launched a grass roots campaign to persuade Burns to re-cut his film and include stories from the Latino community during the war period. At first, Burns refused—production on the film had already been completed. But when Dr. Rivas-Rodriguez and fellow Latino advocates lobbied General Motors and Anheuser-Busch to pull their financial support from the film, Burns capitulated. In a statement to the *Austin American Statesman*,

Dr. Rivas-Rodriguez stated that “For Mexican Americans, the war was a pivotal point, a watershed moment in our history. That’s why the omission is so glaring.”

Because of the public outcry that occurred during the whole controversy, more scholarship exploring the Latino experience during World War II has been conducted.

Examine and Editorial Cartoon



1. What is the “Ken Burns Effect” as alluded to by the cartoonist?
2. Although Burns included other minorities in his documentary *The War*, do you think his omission of Latinos was intentional? Why or why not? How could you find out more?