



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.

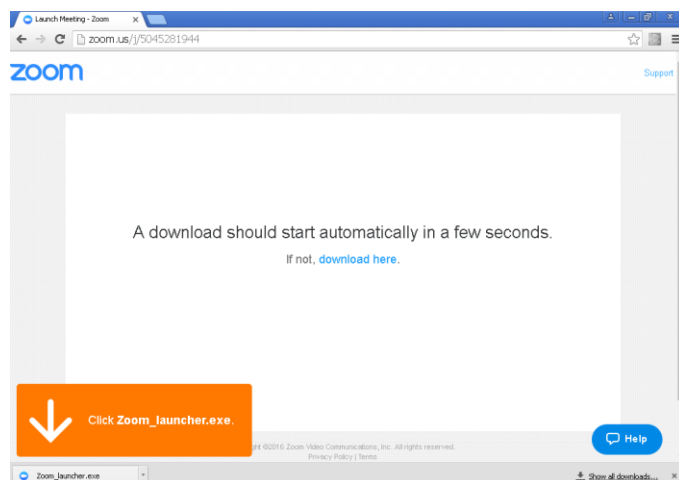
## VIA WEBCONFERENCING:

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

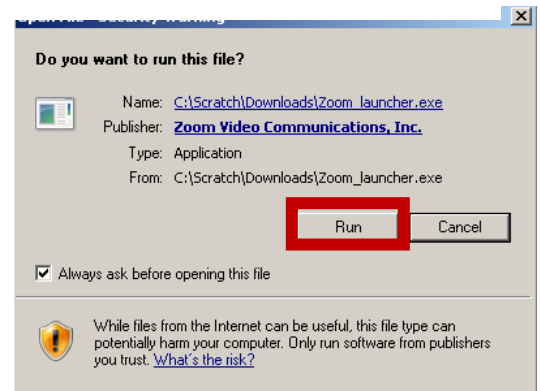
- A computer with high speed internet connection (hardwire connection preferred)
- An interactive white board or digital projector
- External speakers
- Webcam
- Microphone

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 Home Front in WWII** Fact Sheet on pg. 4 so students will have a bit of background on the topic.

## 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. Divide your students into 4 groups.
3. **Print out and copy the pages for Groups 1-4** (pgs. 5-15) for your students to use during the videoconference and distribute them to the students. You can either give every student a set of copies or give a set to each group.
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. Explore the museum's **See You Next Year: High School Yearbooks in WWII** website to learn more about students and school life during the war: [www.ww2yearbooks.org](http://www.ww2yearbooks.org)
2. Check out the Museum's digital collections, which showcase hundreds of oral histories and thousands of photographs from WWII: [www.ww2online.org](http://www.ww2online.org).

## THE AMERICAN HOME FRONT IN WWII

### Fact Sheet



"We are now at war. We are now in it—all the way. Every single man, woman, and child is a partner in the most tremendous undertaking of our American history." So stated President Roosevelt on December 9, 1941, during his weekly radio address to the nation. With the bombing of Pearl Harbor, America had formally entered the war as a partner of the Allies in the fight for democracy—and life on the Home Front would never be the same.

Total war meant that all levels of the economy and all segments of society dedicated themselves to victory. FDR urged Americans to join the war effort by "out-producing and overwhelming the enemy." While scarcity, rationing, and shortages became regular topics of conversation, so too did talk of duty, patriotism, unity, and victory. The United States, which had the world's 18<sup>th</sup> largest military in 1939, mobilized itself for total war production almost overnight once the nation entered the war. The immediate conversion of peacetime industries into war production facilities involved companies of all sizes and types. Toy companies began to manufacture compasses. Typewriter companies made rifles and piano factories produced airplane motors. The Ford Motor Company ceased producing cars and began turning out tanks and bombers. And behind each soldier stood hundreds of civilian workers making everything an army needs to fight around the globe. The Depression was over. Full employment was a reality and confidence in victory was strong.

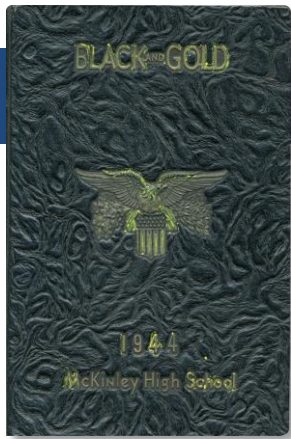
From 1940 until the Japanese surrender, the United States produced more than 300,000 aircraft, 86,333 tanks, and 12.5 million rifles. Its shipyards were just as productive, building 107 aircraft carriers, 352 destroyers, and 35 million tons of merchant shipping. The US also supplied a majority of war materials for its Allied partners. By 1945, the US had produced more than twice the war supplies of Germany, Italy, and Japan combined.

While returning to work and earning more money, Americans on the Home Front also had to learn to ration their food, recycle their scrap, plant "Victory Gardens," and cut back on travel. The government regulated the economy to control inflation, maintaining price and wage controls and instituting tight rationing programs throughout the war. Every family received ration books with stamps and coupons for food items such as meat, sugar, and butter, and other goods, like tires and gasoline. The government further encouraged civilians to collect fabric, scrap metal, and old tires for recycling. Rationing even changed fashion styles. While women's slacks and skirts became slimmer and shorter to save fabric, men's suits became cuff-less and vest-less. Millions of families observed *meatless Tuesdays*, millions more helped fund the war by buying war bonds.

The war permeated every aspect of life on the Home Front. Comic books, popular music, movies, and Broadway shows all had patriotic themes. Propaganda supporting the war effort was everywhere. Slogans like "*Kick 'Em in the Axis*" and "*Can All You Can*" became popular and made people feel that they could play a vital role in producing victory. And the battle on the Home Front changed America in vital ways as the workforce expanded to include women and minorities, people relocated to fill war industries, and the United States fulfilled its role as "Arsenal of Democracy." These changes were not always easy, but Americans made them with the same determination and optimism that they exhibited on the battlefields around the world.

*"The principal battleground of the war is not the South Pacific. It is not the Middle East. It is not England, or Norway, or the Russian Steppes. It is American opinion."*

- Archibald MacLeish, Director, Office of Facts and Figures, forerunner of the Office of War Administration



## Group 1: McKinley High School, Honolulu, HI 1944

**Yearbook Background:** 'Every day many men in the flower of their manhood die in battle.' So begins the introduction to the nearly ten pages of memorials to former students and alumni of President William McKinley High School in Honolulu, Hawaii. Of special note on the island where the Second World War began for the United States on Dec 7, 1941, is the ethnic background of those former McKinley students lost in service to their country. In each memorial, equal space is allotted for school and military achievements.

### Directions:

Your assignment is to carefully examine the pages of this yearbook. Read the text and investigate the pictures. You may encounter vocabulary with which you are unfamiliar.

In your group, discuss the document and be prepared to answer the following questions:

1. What are the strengths of this document for doing research on American high school students in WWII?
2. What are the weaknesses of this document?
3. What questions do you have about the document? In addition, what are you curious about that the document doesn't answer?
4. How do these pages support the statement: WWII changed the lives of almost every American, including students. Use evidence to from your yearbook pages support your reason.

Choose a reporter who will speak for your group.

# DEDICATION



★

With sincerity and respect, we dedicate this section to all McKinley graduates who are engaged in the conflict on all the battlefronts of the world . . . for long remembrance, to those who have fallen . . . with honor and not in vain . . . and with deepest admiration, to all members of the armed forces who are serving God and Country!





War is costly. Every day many men in the flower of their manhood die in battle.

In the heart of every American community has come a realization of the perils of this war—yes, even McKinley. Daily, McKinley's former students are reported killed or wounded in action.

We dedicate this section to honor all McKinley graduates killed in the war from September 29, 1943 through January 25, 1944, at which time this goes to press.

The traditional spirit of a "fighting Mick" was displayed by Sergeant Joseph Takata when he was killed in action, September 29, 1943, in Italy.

For "extraordinary gallantry in the face of enemy fire," he was awarded posthumously

the Distinguished Service Cross. The first man in his battalion to be so honored, it is believed that he is also the first American of Japanese ancestry to receive this award.

Baseball fans knew him well, for he was a star outfielder on the Athletics team in the Hawaii league.

Part of his Distinguished Service Cross citation reads:

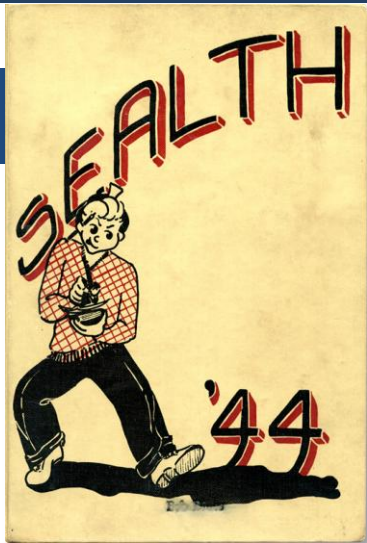
"Sergeant Takata's devotion to duty and extraordinary gallantry in the face of enemy fire is a distinct credit to the armed forces of the United States."

We students are proud to have him for a fellow McKinleyite. Though he is no longer with us physically, he will remain as an inspiration to all McKinley students.

Sgt. Joseph Takata



Distinguished  
Service Cross



## Group 2: Broadway High School, Seattle, WA 1944

**Yearbook Background:** With its tabloid-esque layout of newspaper clippings and photos, purportedly collected by the yearbook's unofficial duo of mascots, "Snoop" and "Scoop," the style of the 1944 SEALTH yearbook of Broadway High School in Seattle, Washington is more fun than it is informative. Broadway High School students were clearly active in supporting the war; even if the presentation of these efforts – such as the cartoon on the front page– is sometimes portrayed in more light-hearted tones.

### Directions:

Your assignment is to carefully examine the pages of this yearbook. Read the text and investigate the pictures. You may encounter vocabulary with which you are unfamiliar.

In your group, discuss the document and be prepared to answer the following questions:

1. What are the strengths of this document for doing research on American high school students in WWII?
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Choose a reporter who will speak for your group.



# New Ruling

## Students Strive For War Bond Goal Of \$100,000

One week is left of Broadway's War Bond Drive, in which the Bengalites have a chance to contribute to the war effort by buying bonds. Broadway's goal is \$100,000. With everyone's cooperation, the goal will be attained. According to the bond committee of the Boys' and Girls' Club, the bonds are being sold in the boys' offices from 8:15 to 9:00, daily. The five girls' club members and Audrey Birkel, a Red Cross representative, are in charge of the publicity for the drive, while the boys' club members and Brock Adams plan to sell two bond



**WE BOUGHT THE JEEP**  
and it only took us 16 days

LET YOUR WAR BOND GOVERN TO A JEEP IN 16 DAYS

**LET'S BUY THE NEXT ONE IN 15 DAYS !!**

## Swanson, Rhett Elected Student Board Leaders

The student board got underway at its first formal meeting

## Jeep Bought In 16 Days

Remember Pearl Harbor. Broadway students contributed to the commemoration of this day by purchasing the final parts of a war jeep. The drive, which started November 1, ended for sixteen schools with the total of \$118,000.

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reacher with...  
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ained in ro...  
t ten minut...  
"If any stud...  
knows of a...  
anning to b...  
ing credit...  
ying theb c...  
ool," said E...  
y corps cha...  
ery student...  
least one...  
ump to help...  
o the army



**School Representatives Meet To Discuss Transportation**

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next jeep can be...  
s than fifteen days...  
asselblad, bond co...  
Mataya Helps  
the credit for th...  
e drive goes to th...  
ght girls who hav...  
ful in putting the...  
aign across to the...  
leanor Swanson, pub...  
Mataya, recorder o...  
Betty Dahl, Bett...  
ley Johnson, Ale...  
a Ray, and Marjori...  
circulation of stamps.



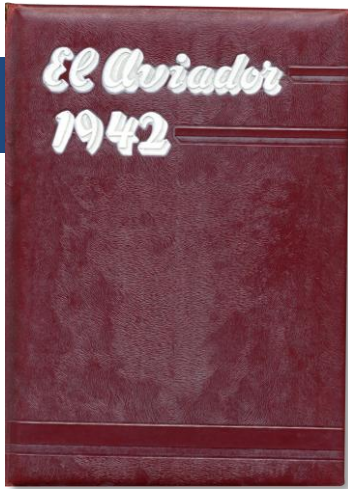




1. Graham Hayes
2. Juanita Hayes
3. Joanne Hacht
4. Maureen Helmerson
5. Arthur Holben
6. Bill Hopkins
7. Nancy Howay
8. Elaine Hoyt
9. Virginia Huse
10. Ruth Hjelm
11. Patricia Inman
12. Georgia Jemison

13. Robert Joffrey
14. Harold Johnson
15. Raymond Johnson
16. Fred Jones
17. Shirley Jones
18. Joann Joslen
19. Joe Judge
20. Richard Kay
21. Victor Knight
22. William Ko
23. Donn Larson
24. Gayly Larson





## Group 3: Excelsior Union High School, Artesia, CA 1942

**Yearbook Background:** Excelsior Union High School was located in Artesia, California – today one of Los Angeles’ Gateway Cities. Then, as now, Artesia was home to an ethnically diverse population, including a substantial Asian American minority. This diversity is reflected in the pages of Excelsior Union’s 1942 yearbook as well as in the yearbook’s name El Aviador (Spanish meaning ‘The Pilot’). However, with the attack on Pearl Harbor and the issuing of Executive Order 9066, Artesia’s Japanese American student population faced new challenges and many uncertainties.

### Directions:

Your assignment is to carefully examine the pages of this yearbook. Read the text and investigate the pictures. You may encounter vocabulary with which you are unfamiliar.

In your group, discuss the document and be prepared to answer the following questions:

1. What are the strengths of this document for doing research on American high school students in WWII?
2. What are the weaknesses of this document?
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Choose a reporter who will speak for your group.



# JAPANESE CLUB

The Japanese Club was one of the largest and most active clubs at Excelsior under the direction of Miss Marie Wilson. Just before their necessary departure the members held a large party.

As many of our firmest friends were among this group, we were truly sorry to see them leave. Bill Keim expressed our mutual feelings in an editorial in Excelsior Life from which the following is quoted.

"No one can deny or fail to give credit to the Japanese students who diligently supplied and strengthened the student body pillars which supported our school. They have been outstanding in sports and school activities, and a visible hole will be left in our student leadership when they have gone.

"We hope to see them all some day when the ravages of the war have vanished from the earth and we, as a student body, wish them all good luck and Godspeed."



*Opelle  
Warrington*

# EXCELSIOR

World War II came suddenly to the United States. Here at Excelsior, sitting together in a hastily convened assembly on December 8, we heard the President formally declare war with our attackers. Air raid drills, black-outs, and a real night raid forcibly impressed the reality of a formerly far-off, impersonal war.

A few students joined the armed forces, and several faculty members were drafted. The great majority of us, however, did our bit "on the home front," in any way that we could.

Everyone participated in an energetic wastepaper saving campaign, and some boys, interested in helping, operated an F.F.A. built baler after school.

The Boys' League put on a National Bond Dance, with war stamps for admission, and raised \$75 in bonds for the Red Cross. Classes also bought bonds for the school.

Excelsior participated in nation-wide model airplane building, for Army training use.

Faculty members have weird memories of incendiary bomb practice and first aid training classes.

As the annual goes to press, plans are underway for a Service Flag, to represent all of the Excelsior alumni, faculty, and students who are serving their country in uniform.



TOP: Girls from gym class scramble for cover in the auditorium as the air raid siren sounds.

More of air raid. Students stream across the campus to their stations.

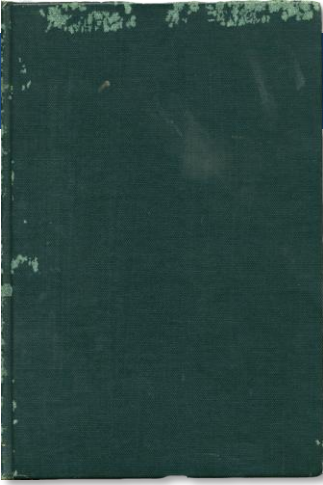
Faculty and student fire-wardens learned how to put out incendiary bombs.

Familiar nuclei of our save-waste-paper campaign.

Fellows in the wood shop display some Excelsior-made stretchers.



## Group 4: Isidore Newman School, New Orleans, LA 1942



**Yearbook Background:** "It didn't occur to us that we'd end up in the service," yearbook donor and WWII veteran Tommy Godchaux stated during his interview. Despite his feelings at the time, the pages of the 1942 Pioneer yearbook from the exclusive Isidore Newman School are chock full of wartime imagery, from the title illustration featuring an armed Uncle Sam carrying a tank and a Higgins Boat landing craft to its advice column for boys and girls. Everything from popular trends to contemporary music is interpreted through the war, including the role students must play in supporting the Allies.

### Directions:

Your assignment is to carefully examine the pages of this yearbook. Read the text and investigate the pictures. You may encounter vocabulary with which you are unfamiliar.

In your group, discuss the document and be prepared to answer the following questions:

1. What are the strengths of this document for doing research on American high school students in WWII?
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4. How do these pages support the statement: WWII changed the lives of almost every American, including students. Use evidence from your yearbook pages to support your reason from your yearbook pages.

Choose a reporter who will speak for your group.

# Our Education And The War

## Future Course

Will the war affect my course of education after I graduate from high school? That is one big question that every high-school student should be asking himself now. Plans that have been made must be altered. Winning the war takes precedence over almost everything at this time. None begrudge this fact, although ambitions may be smashed. We have only been in the war a short while, and as the smoke of confusion lifts it will be clearer just what the educational situation is. At present nothing seems to be definite except that universities throughout the land are adapting themselves to war needs.

The fact that many boys will be drafted at twenty is of course outstanding in every American youth's thoughts. How much the draft will interfere with college students is not known. The status of engineers and doctors is not clear; however, it seems probable that courses in essential fields of work will be condensed to three years. Consequently there will be fewer vacation days. The Big Three, Yale, Harvard, and Princeton, have already announced their intention to begin the next session in June rather than in the fall. In some sections of the country seniors in high school are to start college in February, work through the summer, and begin their sophomore year in the fall. The question of federal aid to universities has also arisen.

These are just a few facts about the outlook. Not much definite information can be given as yet. It is then every student's duty to himself to acquire correct information concerning his future education. Seniors and juniors especially should not wait until the last minute. Let us be intelligent enough to keep informed of latest developments that will affect our future.

—T. G.

## Present Duty

Today in the war emergency, our education is more important than before. Our first impulse is to do something dramatic. We feel that a normal life in school is not the proper way to help in the war. Although Red Cross work and similar activities are of course desirable, our first duty as students is to concentrate on our education.

One reason why education is so vital is that we are at the formative stage. Since the duty of carrying on after the war will more or less fall on our shoulders, we should be farsighted and prepare ourselves for these responsibilities. The destiny of America will soon depend on her youth who are now in high schools and colleges.

With conditions as they are in this crisis, knowledge is one of our most important weapons, for this is a war not only of arms but also of propaganda. Our opponents are constantly trying to create a feeling of unrest to prove that their way of life—their ideals—are right. The only way we can attack is by acquiring the ability to distinguish between fact and the so called "fact" that the Nazis want us to believe. Americans must wake up and endeavor to profit by past mistakes. The most probable means of gaining this end is through properly directed education. The situation in Germany is an example of the power of education and how it can be misdirected. Hitler's strongest following in time of victories and defeats is the younger generation who have been carefully trained to cherish the very ideals that we consider barbaric.

One of the greatest symbols of democracy is our education system through which rich and poor alike are given equal opportunities. If we must unavoidably or unnecessarily neglect our education, we may lose sight

*Please Turn to Page 14*