

The Pelican State **GOES TO WAR**

LOUISIANA IN WORLD WAR II





ABOUT THIS GUIDE

The National WWII Museum created this classroom guide to accompany the exhibit The Pelican State Goes to War: Louisiana in World War II, presented by The Alta and John Franks Foundation. Besides two primary-source based lesson plans, the guide also includes an introductory essay, some impressive statistics illustrating the state’s contributions to the war, and several brief biographical sketches of real Louisianians who experienced the war. Each lesson plan aligns with the Louisiana Student Standards for Social Studies for grades 8-12. Follow us on Twitter @WWIIEducation and let us know how you are using this guide in your classroom.

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LOUISIANA IN WORLD WAR II

AN INTRODUCTION

Military vehicles on parade in Alexandria, ca. 1941.
(Image courtesy of the Louisiana History Museum.)



World War II impacted the lives of every Louisiana family, from Shreveport and Monroe down to Lake Charles and New Orleans. Nearly 280,000 of the state's citizens served in the military in some capacity, including women and African Americans. Thousands more worked in factories across the state turning out critical supplies and equipment. Louisiana manufacturers produced vital materials for winning the war—ammunition, ships, dehydrated foods, fuel for airplanes, and even synthetic rubber. At home, each Louisiana family faced strict limits on purchasing food and supplies, and thousands of citizens, even children, took on some kind of civilian defense task. In every corner of the state, everyday Louisianians helped win the war by purchasing war bonds, guarding levees, sharing rides, watching for enemy airplanes, and collecting scrap materials for recycling.

TRAINING FOR WAR

Louisiana's involvement in the war began even before the Japanese attacked Pearl Harbor on December 7, 1941. Beginning in 1940, the United States Army selected Central Louisiana for a series of training exercises that came to be called the "Louisiana Maneuvers." The Army chose Louisiana because the state's sparsely populated territory and favorable climate could be used to simulate a real battlefield for a massive number of troops. Officials invented an imaginary scenario in which two "nations" called Kotmk (Kansas, Oklahoma, Texas, Missouri, Kentucky) and Almat (Arkansas, Louisiana, Mississippi, Alabama, Tennessee) were fighting over the right to use the Mississippi River for trade. Thousands of American soldiers arrived in the state to take part in these war games. The September

1941 phase of the maneuvers became the largest single training event in US military history with some 400,000 personnel involved. While some of the equipment was real, some of it was simulated using wooden poles and tin cans because of shortages. Loudspeakers broadcast pre-recorded sounds of dive-bombers, machine guns, cannons, and sirens to make the exercises as realistic as possible.

The maneuvers also boosted Louisiana's economy, which was still reeling from the effects of the Great Depression. The total cost of the 1940 exercises was about \$87,000 per day—that's over \$1.5 million per day in 2017 dollars! A good portion of that money made it into Louisiana communities as the US Army bought supplies and soldiers spent money while on leave.

Louisiana was home to over 30 military installations during the war. Some of these were training camps for the Army like Camp Beauregard and Camp Livingston near Pineville, Camp Claiborne near Alexandria, and Camp Polk near Leesville. Air bases were located at Alexandria, DeRidder, Hammond, Baton Rouge, Lake Charles, Lafayette, Kenner, New Orleans, and Monroe. New Orleans served both as the headquarters for the Eighth Naval District and as one of the primary ports for shipping out supplies to Allied forces.

Several of the state's military installations also served as camps for prisoners of war (POWs). Camps Livingston, Claiborne, Ruston, and Polk were the major POW camps, but over the course of the war the Army used over 40 different sites to house captured Axis prisoners. Local farmers could apply to use POW labor to harvest crops like rice and sugar cane. Such activities were in dire need of labor since many of the men and women in the state who



Soldiers conduct training exercises with makeshift equipment near Natchitoches, 1940.
(*The National WWII Museum, 2011.018.001.*)

typically did these jobs were either in the US military or doing other war-related work.

When the US began building up its military to meet the growing threat posed by the Axis Powers, Louisianians answered the call to serve. More than 305,000 eligible citizens registered for the draft by October 1940. Hundreds of Louisiana women served in the Women's Army Corps as typists, telephone switchboard operators, mechanics, postal clerks, and drivers. Others volunteered for similar jobs in the Navy's WAVES program (Women Accepted for Volunteer Emergency Service). Nearly 5,000 Louisianians lost their lives while serving in the military, and six were awarded the Congressional Medal of Honor, the highest possible decoration for a person in the United States Armed Forces.

CIVILIAN LIFE

Back on the Home Front, citizens across the state did their part by volunteering for civilian defense tasks. In July 1940, state leaders organized the National

Defense Council of Louisiana and encouraged each parish and city to form their own local branches. These organizations mobilized everyday Louisianians for jobs like watching the skies for enemy aircraft, monitoring levees to prevent sabotage, spreading the word about rationing policies and practice blackouts, collecting scrap materials for recycling, and much more. Kids played an important part in these Home Front defense tasks, especially scrap collection. Even at the tiny Zimmerman school near Alexandria, 12 students collected 110,000 pounds of scrap metal in a single 1942 drive. At nearby Bolton High School, students formed a "Grease Club" to collect waste cooking fats, which could then be processed to extract glycerin, a key ingredient in the explosives that filled American bombs, shells, and bullets.

Louisiana families gave up far more than just their time to support the war effort. As the demand for war-related materials and products expanded, the federal government began rationing supplies of these items for civilians. Essentials like gasoline, rubber, tires, butter, sugar, meat, and even shoes were among the rationed items. Families received ration "points" each month in the form of books

of stamps that could be used along with money to purchase restricted goods. Once out of stamps, a person would have to wait until the next month to get more. These restrictions forced Louisiana families to get creative in order to maintain their quality of life. Families shared rides, patched tires instead of buying new ones, grew victory gardens to supplement what they could buy from the store, and found new ways to prepare their favorite dishes to limit their use of rationed ingredients.

Civilians also bought war bonds to help the federal government pay for the war. These bonds allowed the government to buy much-needed military equipment and supplies, with the promise that the bond purchasers would get their money back with interest later on. Louisiana met or exceeded its goals for every bond drive held during the war and raised over a billion dollars in the process. Big businesses like Pan-American Life Insurance Company, General Motors, and US Steel helped nudge these numbers upwards, but everyday Louisianians gave generously as well.

St. Landry Parish, for example, had only 630 residents as of 1940, but they managed to purchase enough war bonds to buy an entire B-24 Liberator bomber. The Air Force gave the St. Landry citizens the right to name the plane. They called it Miss Durio after Russell Durio, a local Marine killed at Pearl Harbor in 1941.

“WE ARE ALL LOUISIANANS”

Although the state was racially segregated during World War II, African Americans in Louisiana made invaluable contributions to victory on the Home Front and on the battlefield. Immediately after the Pearl Harbor attack, Dr. Felton Grandison Clark, President of Southern University, assured Governor Sam Houston Jones that the African American students and faculty at his school stood ready to do their part. “Please remember us in your plans,” he wrote. “We are all Louisianans, and by that sign all Americans.” Dr. Clark and the faculty at Southern turned the university into an engine of activity for the war effort. Thousands of African Americans from Louisiana and elsewhere received training in critical war-related fields such as welding, electronics, and nursing. The university also offered programs for the general public on fire prevention, the use of gas masks, rescue techniques, and other kinds of emergency preparedness. Across the state, over 10,000 African Americans worked in Louisiana industries. Many of these jobs had only recently been open to African American workers, thanks to President Franklin Delano Roosevelt’s Executive Order 8802, which prohibited racial discrimination in national defense industries.

Roosevelt’s action meant progress for Louisiana’s African American citizens, but it did not come without resistance. Some groups resented the federal government’s new rules regarding non-discrimination in defense work, as well as the presence of African American troops in their communities. For instance, many white Southerners saw these changes as attempts by Washington to force them to accept



PT boat assembly line at Higgins Industries in New Orleans, 1943.
(The National WWII Museum, 2008.280.002.)

racial equality. Sometimes this resentment broke out into violence. One evening in Alexandria on January 10, 1942, while black and white soldiers from camps Claiborne and Livingston were enjoying their weekend leave, a white military policeman arrested an African American soldier in front of the Ritz Theater on Lee Street. A disturbance ensued, and soon 60 more military policemen and 30 civilian police and state troopers were called to the scene. An all-out brawl broke out between white civilians, military police, and other law enforcement on one side, and African American servicemen on the other. Five entire city blocks were taken up by the riot. Law enforcement officers used tear gas against the African American soldiers, who fought back with bricks, rocks, and sticks. By 10:00 p.m. the fighting was over. Officials did not report any deaths, but other accounts claimed there were numerous casualties. Regardless, the Lee Street Riot, as it came to be called, was a stark reminder that race relations remained turbulent in Louisiana and the rest of the segregated South, even in the midst of a national emergency.

MANUFACTURING VICTORY


Despite these challenges, Louisiana workers—white and African American—helped power a massive effort to support the war through vital defense industries. Factories in every part of the state produced critical war supplies. Lake Charles and Baton Rouge became major centers for manufacturing synthetic rubber and high-octane aviation fuel. Plants near Monroe and Shreveport processed chemicals and loaded shells for ammunition. Opelousas, Lafayette, and Ruston were just a few of the Louisiana towns with plants processing foodstuffs for war use. In New Orleans, a critical center for both shipping and shipbuilding, Higgins Industries employed over 25,000 workers, including women and African Americans, making boats for the US Navy. At the peak of production, the company's eight plants turned out more than 700 boats a month. Many of the Higgins boats were designed to help move troops, equipment, and supplies onshore during an invasion without using established ports or docks. These Higgins landing craft were essential to the success of Allied invasions in both the Pacific and European theaters, especially the D-Day invasion of Normandy in 1944.

THE LEGACY OF WORLD WAR II IN LOUISIANA

Louisiana emerged from World War II extensively changed by its wartime experiences. The rapid growth of the state's defense industries created thousands of jobs and stimulated nearly two billion dollars in business, which helped bring Louisiana out of the Great Depression. These employment opportunities brought more people into the state. Louisiana's population jumped 13.5 percent between 1940 and 1950, an increase of about 320,000 people. Most of these newcomers settled either in cities with large factories or areas near the state's military training camps. Some of this economic growth continued long after the war was over, especially in the oil and gas industry. Oil companies discovered 29 new Louisiana oil fields during the war, and the state's first offshore oil well began operation in 1947. Such developments fueled a wave of refinery construction that lasted into the 1960s and brought billions of dollars into the state's economy.

Changes were less dramatic in other areas. African American leaders like Dr. Felton Grandison Clark had hoped that enthusiastic black support for the war effort would help build a case for ending Louisiana's rigid system of racial segregation. Progress on this front was slow in coming, however. Employers continued to discriminate against African Americans, and it would be well over a decade before Louisiana schools began to desegregate. Women's participation in civic affairs and the workforce followed a similar trend. During the war, Louisiana women organized for political causes, served in public office, and worked in jobs that had previously belonged almost exclusively to men. After the war, many women returned to their homes and assumed more traditional family roles.

These changes would continue to affect Louisiana politics in the coming years, but by 1945 the citizens of the Pelican State were above all glad to see World War II come to an end. When victory was finally declared, churches rang their bells, ships blew their whistles, and people poured into the streets to celebrate. Because it was an all-out effort, winning the war was an experience that changed Louisiana and its people forever.



WORLD WAR II IN LOUISIANA

BY THE NUMBERS

The following statistics illustrate the magnitude of Louisiana's involvement in the Allied war effort.

\$1,733,713,000

Federal dollars spent on war contracts in Louisiana through October 1944.

\$1,009,794,274

War bonds purchased by Louisianians during bond drives between January 1, 1943, and the end of World War II.

400,000

Troops participating in the Louisiana Maneuvers in Central and Northwestern Louisiana.

110,000

Pounds of scrap metal collected by the 12 students of a one-room school in Zimmerman, Louisiana, during a single scrap drive in 1942.

60,000

Tons of synthetic rubber the Firestone Tire and Rubber Company could produce in a single year at its Lake Charles, Louisiana, factory.



20,094

Boats produced by Higgins Industries for the Allies during World War II.

10,000

African Americans employed in defense industries in Louisiana.

4,987

Louisianians who died while serving in the military during the war.

52

Prisoner of war camps located in Louisiana.

6

Congressional Medal of Honor recipients from Louisiana during World War II.

0

Official traditional Mardi Gras celebrations in New Orleans while the United States was at war.

WHO'S WHO IN LOUISIANA

DURING WWII

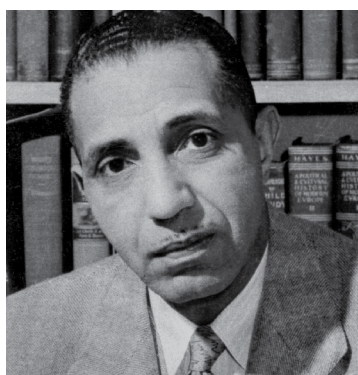
Winning World War II required everyone to pitch in. These individuals represent the many different kinds of people from Louisiana who contributed to victory on the battlefield and on the Home Front.



CLAIRE LEE CHENNAULT

Born in Texas but raised in Louisiana, Chennault attended Louisiana State University and worked as a schoolteacher and a factory laborer before joining the military during World War I. He received a commission in the newly created Army Air Service in 1920, and put in nearly 20 years of service as a commander and flight instructor. Upon Chennault's retirement in 1937, Madame Chiang Kai-shek hired him to evaluate and overhaul the Chinese Air Force. Chennault trained Chinese combat pilots, established an early warning system to detect Japanese air raids, and recruited nearly 300 volunteer American pilots and aviation technicians to serve as mercenaries for the Chinese. Known as the "Flying Tigers," they flew missions against the Japanese to defend strategic locations around Southeast Asia. The unit was absorbed into the US Army Air Forces in 1942, and Chennault himself returned as a colonel and was soon promoted to general. He commanded the China Air Task Force after its formation, then the Fourteenth Air Force before retiring a second time in 1945.

(Image: The National WWII Museum, 2016.199.061.)



FELTON GRANDISON CLARK

Dr. Clark was a nationally esteemed educator and President of Southern University in Baton Rouge from 1938 to 1969. Civilian defense volunteers were segregated in Louisiana during World War II, and Dr. Clark served as the state coordinator for African American contributions to a variety of programs. Southern University was one of the first African American institutions designated as a regional defense training center in the South. By 1942, many black Louisianians were attending Southern for classes in nursing, welding, electronics, and other war-related fields. The school's Department of Home Economics operated on a 24-hour basis turning out sweaters, socks, and other goods for black service members. Dr. Clark saw the national emergency as an opportunity to prove that African Americans were loyal citizens worthy of social equality. "Faculty and students want you to know that they stand loyally for all programs to defend the United States," he wrote to Governor Sam Jones right after Pearl Harbor. "We are all Louisianians and by that sign all Americans."

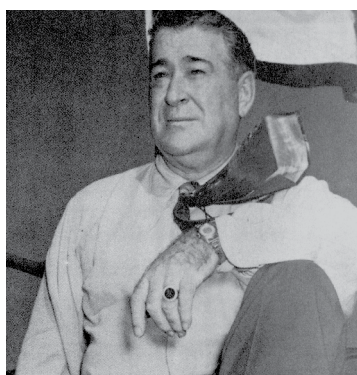
(Image: Southern University and A&M College)



BEULAH DUGAS

Beulah Dugas grew up in Coteau Holmes, southeast of Lafayette. As the wartime demand for labor increased, she and thousands of Louisiana women joined the workforce, taking a wide variety of jobs in crucial defense industries. Dugas started out sewing uniforms for soldiers in neighboring St. Martinville, but when a recruiter from the Delta Shipbuilding Company came through town looking for potential welders, she decided to give it a try. After spending six weeks training at a welding school in Lafayette, she moved to New Orleans to begin working for Delta. At first, Beulah's supervisors assigned her very basic welding tasks, but soon she was trusted with more complex projects and her \$0.75 hourly pay jumped to \$2.25—outstanding earnings for that time. She later admitted that living in a big city like New Orleans was a little intimidating, but she had the support of her sister and two dozen other young women from back home who were all living in town and working in defense industries. Though Beulah sent most of her paychecks back to Coteau Holmes to help support her family, she did save one war bond for herself, which later paid for a baby bed for her first child.

(Image courtesy of the Dugas family.)



ANDREW HIGGINS

Higgins started out in the lumber importing and exporting business in New Orleans, but by 1940 he was also making boats in a small warehouse behind his showroom. The military began ordering these boats, and by September 1943 about 92% of the vessels used by the United States Navy (12,964 boats) were designed by Higgins Industries, Inc. Two thirds of those boats were built in New Orleans at one of eight Higgins plants, staffed by over 25,000 workers. Higgins designed two major types of watercraft for the military — high-speed patrol boats or “PT boats” and landing craft for transporting soldiers and equipment. The flat-bottomed wood and steel Higgins landing craft allowed the Allies to launch invasions via beaches rather than wait for naval artillery to take over established ports. Higgins boats became famous for the crucial role they played during the Normandy invasion in 1944, but they were also critical to the success of landings at Guadalcanal, Iwo Jima, North Africa, Sicily, and elsewhere. Three of these boats have been fully restored by The National WWII Museum in New Orleans, where they are now on display.

(Image: The Louisiana Research Collection, Tulane University.)



LEROY JOHNSON

Born near Oakdale in Allen Parish, Johnson worked as a carpenter before enlisting in the US Army in 1943. He earned the Silver Star Medal later that year for his bravery while facing an entrenched Japanese force in New Guinea. On December 15, 1944, on the island of Leyte in the Philippines, Sergeant Johnson was leading a reconnaissance mission near Japanese lines when he discovered a strategically placed enemy machine gun. He received orders to destroy the gun and did so successfully, but enemy soldiers then began throwing grenades at Johnson and his men. When two grenades landed near his comrades, Johnson deliberately threw himself on them before they could explode, saving the lives of his men. Johnson paid for this heroic action with his own life and was awarded the Congressional Medal of Honor posthumously on October 28, 1945. New Orleans Army Air Base was renamed Camp Leroy Johnson in his honor in 1947. The University of New Orleans now occupies most of the site.

(Image: US Army.)



BILLY MICHAL

Billy Clyde Michal was only five years old when the US entered World War II, but he and his classmates at the one-room Zimmerman School near Alexandria contributed to the war effort in a big way by collecting tons of scrap metal for recycling. Michal and his 11 fellow pupils in grades 1-5 collected 110,000 pounds of metal in a single scrap drive in 1942. That's over 9,000 pounds per student. Michal made the largest contribution, including his own wagon, two tricycles, and other metal toys. While representing his school at the christening of the Liberty Ship SS Leonidas Polk in New Orleans in 1943, Michal and other top scrappers were treated to a tour of the Delta Shipbuilding Company to see the ultimate result of their efforts. Schoolchildren across Louisiana made many similar contributions during the war by collecting recyclable materials, selling war bonds, and helping with other civilian defense tasks.

(Image: The National WWII Museum, 2002.479.001.)



New Orleans residents line up to receive ration books at the headquarters of the local War Rationing Board on Gravier Street, 1943.
(Library of Congress, LC-USW3-022900-E.)



INTRODUCTION

Even before the Japanese attack on Pearl Harbor in 1941, Louisiana industries were already mobilizing to support the Allied war effort. By the end of the war, virtually every community in the state had contributed some kind of war-related commodity or service that supported the war effort. This lesson helps students illustrate the breadth of materials Louisiana industries contributed during the war, as well as the geographic diversity of those contributions.

GRADE LEVEL

8-12

TIME REQUIREMENT

1-2 class periods

MATERIALS

- + Copies of the blank Louisiana map
- + Copies of the Student Worksheet
- + Copies of the Louisiana in World War II Scrapbook
- + A detailed map of Louisiana for each group — this could be from an atlas, a highway map, a map from the student's textbook — anything that will help them find the locations of major Louisiana cities and chart those on their own maps.

OBJECTIVES

Students will be able to explain the diverse contributions of Louisiana industries to World War II, and note how various regions of the state specialized in different kinds of products depending on the geographic features and natural resources at their disposal.

STANDARDS

This lesson addresses the following Louisiana Student Standards for Social Studies:

- | | |
|---------------|--|
| 8.2.8 | Investigate and describe the impact of World War II on Louisiana's social, political, and economic systems. |
| 8.3.3 | Apply knowledge of geography skills and terms to create maps and diagrams, and read and interpret a map. |
| 8.9.1 | Analyze the role of specialization in Louisiana's economy. |
| US.1.5 | Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources. |
| US.4.9 | Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war. |

PROCEDURES

1. Start out by asking students, “What do you think the Allies needed to win World War II?” Have students start by listing the “big” items like tanks, ships, bombs, weapons, jeeps, and people. Then, challenge the students to list the various materials and parts that go into each of the big items they listed — things like nuts, bolts, engines, rope, gunpowder, and even items as specific as oil, food, iron ore, paper, and corn. Get as specific as you like, depending on the time you have available, even getting down to the raw materials needed to manufacture the smallest items. You may choose to keep track of one list for the entire class on the board, or have students break into groups and make their own lists, or a combination of both.
2. Ask students, “Which of the items on this list do you think were produced in Louisiana?” Students may have existing knowledge of wartime industries or other involvement, which will provide a good basis for this activity.
3. Explain that students will now analyze primary sources to further explore Louisiana’s contributions to the war and represent those contributions on a map. At this point, break the class up into groups of two to four students as appropriate. Distribute copies of the blank Louisiana map, the Student Worksheet, and the “Louisiana in World War II Scrapbook” to each group. Each group will also need some kind of reference material to help the students locate major cities in Louisiana. The material could be their Louisiana history textbook, a detailed US map, a Louisiana map, an atlas, or some other source.
4. Each newspaper clipping in the “scrapbook” discusses at least one company somewhere in Louisiana that was producing war-related material during World War II. Direct the groups to read each clipping and determine the following:
 - a) the name of the company or companies it describes,
 - b) the war-related product each company was producing, and
 - c) the location of each company.
5. Students will then record this information on Part I of the Student Worksheet. Note that some of the primary sources might reveal the locations of more than one industrial site. You may direct that each student do this part individually and then have the group compare their findings, or have each group divide up the sources for analysis.
6. Once the students have analyzed all of the clippings, have them examine the total list of products in their “Product” column and come up with some categories of materials being produced during the war (food, fuel, military equipment, etc.).

NOTE: Depending on your students’ abilities or the time available, you may optionally choose to set these categories for the class.

7. In Part II of the Student Worksheet, the groups will chart their findings onto a blank map of Louisiana. They must note the locations of major Louisiana cities and indicate where various goods were harvested or manufactured using symbols for the categories they created in Part I. They must also create a key to help the reader understand the meaning of the symbols.
8. After students have completed their maps, instruct them to answer the questions in Part III of the Student Worksheet, which will help them draw conclusions about Louisiana’s diversity of industrial production during World War II.

9. Returning to the whole class, ask the groups to share their maps and explain the categories of products they created. Review the groups' answers to the questions in Part III of the Student Worksheet, focusing especially on their understanding of how diverse Louisiana's contributions to victory in World War II were. Compare the students' findings with their original list of items needed to win the war, and have them indicate which needs would have been wholly or partially fulfilled by products coming out of Louisiana during World War II.

ASSESSMENT

You will be able to assess students' understanding of the impact of World War II on Louisiana's economic systems and the role of specialization in Louisiana's economy by how they answer the questions in Part III of the Student Worksheet. Additionally, you will be able to evaluate their ability to apply basic geographic skills by evaluating the accuracy of the maps they produce and the methods they use to represent their findings on the maps. Lastly, you will be able to determine their ability to extract information from historical documents through the accuracy of their findings in Part I of the Student Worksheet.

EXTENSION/ENRICHMENT

1. Have students use World War II era primary sources from their home communities to find out what businesses were operating at that time. Challenge students to think about how the products and services offered by those businesses contributed to victory — either directly or indirectly. City directories, phone directories, newspapers, and the advertisement section of high school yearbooks are excellent sources for this kind of research.
2. Have students conduct research on one particular local business or industry that operated during World War II and report on it to the class, explaining how that business either contributed directly to wartime production needs or helped supply the Home Front. Consider creating a map of the community, parish, or region showing the locations of these businesses and the products they produced.

NAME:

DATE:

PART 1: PRIMARY SOURCE ANALYSIS

Directions: Each of the newspaper clippings in the “Louisiana in WWII Scrapbook” mentions one or more companies that produced war-related materials somewhere in the state during World War II. Use the following table to list each company and the products they manufactured or harvested. Then, group the list of products into categories like food, fuel, ammunition, military equipment, etc. and use the “Product Category” column to show which category each company’s product belongs to.

COMPANY	PRODUCT	COMPANY LOCATION	PRODUCT CATEGORY
<i>Higgins Industries</i>	<i>Torpedo boats</i>	<i>New Orleans</i>	<i>Military equipment</i>

PART 2: MAPPING LOUISIANA'S DEFENSE INDUSTRIES

Directions: On the following blank map of Louisiana, fill in the state's major cities, and use symbols to show where products from the major categories you identified in Part I were produced during World War II. Create a key/legend to help your reader understand what the symbols mean. Use a map of Louisiana from your textbook, an atlas, or some other source to help you place the symbols and the names of major cities in their proper locations.



PART 3: DRAWING CONCLUSIONS

Directions: Answer the following questions in complete sentences.

1. Based on the information from the table and map you have created, how would you describe the contributions of Louisiana industries to victory in World War II?
2. How do you think natural resources and geographic features influenced the kinds of products manufactured in each part of the state? Use specific examples to support your answer.
3. Think about the list your class created of items needed to win World War II. Which items from the list did Louisiana industries help produce in whole or in part during the war?

LOUISIANA IN WORLD WAR II

SCRAPBOOK

The following are advertisements and excerpts from newspaper articles describing production activities across the state of Louisiana during World War II.

Shreveport Times

July 14, 1944

Arthur V. Davis of New York, chairman of the board of the Aluminum Company of America, said here today that the Baton Rouge Alumina Works, recently closed, would probably be reopened after the national surplus of aluminum is pared.

The Baton Rouge plant was built by government funds supplied through the Defense Plant corporation and is operated by the Aluminum Ore Company, an affiliate of Aluminum Company of America.

Shreveport Times

October 20, 1943

WANTED FOR ESSENTIAL WAR WORK IN SHREVEPORT

100 WHITE MEN 150 NEGRO MEN

Get into vital war work here in Shreveport. Help produce the shells and other war materials for our fighting men. The J.B. Beaird Company will pay you a good hourly rate with 60 work hours per week and time and a half for all over 40 hours. No experience necessary... earn while you learn. Good opportunity for advancement."

Alexandria Town Talk

June 1, 1943

LAKE CHARLES, La., June 1. Executives of war, navy, rubber, petroleum and war production activities began their tour here today to view a group of war plants unique in the country's production program.

Arriving here by plane yesterday for the purpose of evaluating progress in the area, the officials spoke readily of the booming industrial setup which has transformed a small port town into one of America's big production "punches."

Ralph K. Davies, deputy petroleum administrator, said that the Cities Service Company's installations on the Lake Charles deep sea waterway are the only ones designed and built primarily for the purpose of supplying 100-octane gasoline for planes, and butadiene for rubber.



The Shreveport Times

July 28, 1945

Shipyards from New Orleans to Pensacola have constructed approximately 20 percent of all the vessels delivered to the navy in the five-year wartime shipbuilding program, according to Commander C.N. Goldenberg, USNR, supervisor of shipbuilding, at Chickasaw.

The aggregate construction cost of vessels produced under supervision of that office has reached the total of a quarter of a billion dollars, Goldenberg said. He reported that the Mobile-Gulf area led 25 other areas in construction.

Yards and their part in the program include:

Higgins Industries of New Orleans constructed 14,283 small motor crafts and motor torpedo boats at a cost of \$130,000,000.

The Canulette Shipbuilding corporation, Slidell, La., constructed three net tenders and three ocean-going tugs for approximately \$6,000,000.

Chalco is projecting a net loss might not very f

Alexandria Town Talk

May 16, 1942

Louisiana eggs, thousands and thousands of them, are now traveling a whole lot further than the usual route from henhouse to breakfast table.

Louisiana eggs are now traveling thousands of miles to Russia. They aren't in crates and they aren't going to cold storage. That would be expensive or impractical just now.

These Louisiana eggs are doing their bit for victory by going through a special drying plant at Ruston. That plant, recently opened, is now working two shifts a day, employing 60 people, and "breaking," as the egg men say, 800 cases or two carloads a day.

Shreveport Times

June 13, 1943

At the Baton Rouge refinery of the Standard Oil Company of Louisiana a half dozen gigantic German designed and produced compressors are being used for the special Standard hydrogenization process for the manufacture of aviation gasoline and synthetic rubber ingredients. They were purchased by Standard long before this country was at war and when synthetic rubber was still a scientist's dream in the United States. American manufacturers were not sure that they could duplicate the complicated German machine, but in the end they did even a better job.

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FOR ADVERT

The New Orleans Item

March 1, 1943

We are proud! On Saturday, February 28, 1943 Thibodaux Boiler Works, Inc. was awarded the Army-Navy "E" Pennant for Production!

...We are proud that we have been privileged to do our bit for freedom. That we have been thus singled out for congratulations for our performance only means that we shall redouble our efforts in America's battle of Production.

Thibodaux Boiler Works is almost a half-century old. Founded in 1894 by Louis and Joe Braud, and J.A. Naquin, it was first engaged in repair work for the sugar industry. As South Louisiana developed great oil activity, the company expanded into the general oil-field repair business ... In August, 1941, first contracts were signed with the U.S. Ordnance Department. Before a year had past the company was in full production on war materials, a production program which has now culminated in official recognition from the Army and Navy.

Opelousas Daily World

May 7, 1943

Mr. and Mrs. A.M. Nolder arrived this week from Los Angeles, Calif. and will make their home at Parkview Apartments. Mr. Nolder will be the general manager of the Dehydration Plant now being erected by Dezauche & Sons...

A contract has been signed with the U.S. Quartermaster Corps for 2 million pounds of dehydrated sweet potatoes and an additional 1 to 3 million pounds will be contracted for as soon as crop conditions can be ascertained.

the 20 1942 season.

Shreveport Times

August 1, 1944

Approximately 5,000 workers will be needed in the near future by Silas Mason company at the Louisiana Ordnance plant east of Shreveport, it was announced in Washington yesterday by Paul V. McNutt, war manpower commissioner...

Work will start within a week on construction of a new shell loading line at the plant and two present lines are to be expanded, one almost double present capacity and another well over its present capacity.

Opelousas Daily World

October 4, 1944

Three Louisiana food processing plants have qualified for the War Food Administration's achievement "A" award for outstanding accomplishment in the food processing field, G. Chester Freeman, district representative of the War Food Administration's office of distribution in Baton Rouge, announces.

Reeman says the honor plants are: American Foods of Opelousas, B.F. Trappey's Sons of Lafayette, and Wariner Starch Company of St. Francisville.

The "A" award is the highest government honor which can be given to food processing plants and is granted jointly to management and employees for their contribution to the war food program.

Chalco is projecting a net loss might not very f

Alexandria Town Talk

September 19, 1944

High government officials congratulated George W. Dolan, president of Mathieson Alkali Works, Inc., today on completion of the company's new ammonia plant here, which was to be opened at formal ceremonies later in the day...

The plant, built by the Defense Corporation for Mathieson operation, was praised in the message both as a war plant and an important peace-time commercial project for Louisiana and the South...

Claude R. Wickard, secretary of agriculture, wrote Dolan that "the Lake Charles plant should be in a good position to serve the South" for fertilizer manufacture.

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Weekly Town Talk

June 10, 1944

The War Food Administration Board, through the office of distribution, started buying Irish potatoes in Rapides Parish Tuesday, according to F.H. Hathorn, parish administrative officer of the AAA...

I. Vanderhoeven and Company has been appointed by the Rapides Parish Potato Committee to act as dealers for potato growers who sell potatoes in less than car lots.

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Weekly Town Talk

January 10, 1942

The Crowells of Central Louisiana, one of the South's oldest lumber families, have advanced their great industry another notch by "streamlining" its corporate structure for greater efficiency in boosting production for defense activities, including construction of Uncle Sam's deadly new torpedo boats...

[The company's] vast land holdings are located in Rapides, Evangeline, Vernon, Natchitoches and Allen parishes... On those tracts is much of the last remaining longleaf pine in Louisiana—the pine which is favored for its closely packed grain.

Thousands of feet of it are daily going into the hulls of the navy's newest torpedo boats built in the Higgins yards at New Orleans.

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Shreveport Times

August 15, 1941

Commercial Solvents to Manage Plant Near Monroe

Construction and management of the plant to manufacture anhydrous ammonia at the Dixie Ordinance Works, Sterlington, La. was covered in a \$9,250,000 contract with the Commercial Solvents Corporation, New York City, announced today by the War Department...

Anhydrous ammonia, made by nitrogen fixture processes, is used in the production of nitric acid, a principal component of high explosives.



JUST PICTURE IT

EXPLORING MILITARY TRAINING IN LOUISIANA THROUGH VISUAL SOURCES

INTRODUCTION

Thousands of military personnel trained in Louisiana during World War II, from the uplands around Monroe and Ruston all the way down to Cajun country in the south. The Pelican State's sparsely populated territory and favorable climate made it an excellent place to train for war. Many photographs, maps, and other visual sources depicting the various training camps survive. Visual sources offer perspectives on a historical topic that written sources like letters, diaries, and newspaper articles often cannot. In this lesson, students will analyze a few of these visual sources and make informed inferences about the lived experiences of the military personnel who trained in Louisiana during the war.

GRADE LEVEL

8-12

TIME REQUIREMENT

1-2 class periods

MATERIALS

- + Copies of the Photo Analysis Sheet and Map Analysis Sheet
- + Copies of primary sources included with this lesson (three photographs and one map). Each student group will need one copy of each photograph and 1-3 copies of the map

OBJECTIVES

Students will analyze visual sources (i.e. a map and photographs) and record their observations. They will then use these ideas to make informed inferences about the lived experiences of military personnel who trained in Louisiana during World War II. Students will also assess the value of visual sources like photographs and maps for conducting historical research.

STANDARDS

This lesson addresses the following Louisiana Student Standards for Social Studies:

- | | |
|---------------|--|
| 8.1.1 | Produce clear and coherent writing for a range of tasks, purposes, and audiences by evaluating a broad variety of primary and secondary sources. |
| 8.7.1 | Explain how the United States and world foreign policy have affected Louisiana. |
| US.1.5 | Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources [photographs]. |
| US.4.9 | Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war. |

PROCEDURES

1. Use the Introductory Essay to provide context about military training in Louisiana, pointing out the large number of installations around the state. This would also be a good time to point out the location of the nearest World War II military installation near your community. Be careful to avoid giving away too many details — the students will be hunting for those once they start the activity!
2. Ask students to imagine they were assigned to write an essay about what it was like to train for war in Louisiana. What kinds of research questions would they ask? What kinds of information would they need? Write the students' responses on the board.
3. Briefly review the difference between primary and secondary sources, and ask students what kinds of sources they think would help them find the answers to their questions. Keep a running list of their responses on the board.
4. Students may or may not include visual sources on their list. If they do recommend using photographs, maps, or other visual sources, challenge them to explain why a source with so little text would be helpful for finding the information they need. If they do not recommend using a visual source, recommend it yourself and ask students to think about how a visual source might be helpful. Explain that in this activity, students will have the opportunity to analyze visual sources and practice making informed inferences about the past based on their observations.
5. Divide the class into groups of three. Distribute copies of each photograph and map to each group, and give each student a copy of both the Photo Analysis Sheet and the Map Analysis Sheet. Each student should select one photo to analyze; the group will analyze the map together.
6. Have students begin by using the Photo Analysis Sheet to analyze their photograph. Once all members of the group have finished analyzing their photos, have them share their observations with their fellow group members. Then, direct the groups to analyze the map of Camp Claiborne together using the Map Analysis Sheet.
7. Returning to the whole class, ask the students to share examples of their observations about each photo and the map, and ask them to share some of the inferences they have made about the experiences of military trainees in Louisiana based on those observations. Finally, refer to the list the students made at the beginning of the lesson of what they would want to know to write an essay on this topic. Ask them to identify which items on the list were adequately explained by the visual sources they analyzed, and how these sources are different from textual sources they might have otherwise used (e.g. diaries, letters, newspaper articles, books, etc.).

ASSESSMENT

You will be able to assess students' ability to analyze diverse primary sources through the observations they make on parts 1 and 2 of the Student Worksheet. You will be able to assess their ability to make informed inferences about the past using these sources through their responses to the questions in Part 3.

EXTENSION/ENRICHMENT

1. Have students visit The National WWII Museum's Digital Collections at ww2online.org and search for photographs of Louisiana's numerous military installations. Have students choose one photo and analyze it using the Student Worksheet from this activity.
2. Have students locate a textual source about the military installation in the photo they analyzed. Challenge them to create a table listing the information learned from each source and explain how the two sources working together create a more complete picture of what that military installation was like during World War II.

PRIMARY SOURCE KEY

The photos and map included with this lesson all come from military training camps in Louisiana:

- Page 26** Rows of troop housing at Camp Livingston, located twelve miles north of Alexandria, Louisiana (ca. 1941).
- Page 27** Personnel from the Women's Army Auxiliary Corps (later the Women's Army Corps) marching along a street at Camp Polk near Leesville, Louisiana (ca. 1942).
- Page 28** A map of Camp Claiborne, located about twenty miles south of Alexandria, Louisiana (1943).
- Page 29** An aerial view of Camp Beauregard, located northeast of Pineville, Louisiana (1941).

NAME:

DATE:

STEP 1: FIRST IMPRESSION

Directions: Quickly scan the photograph. What do you notice first?

STEP 2: A CLOSER LOOK

Directions: List everything you see in the photo that seems important or notable. Here's a tip: Divide the photo into four quadrants and analyze each quadrant one at a time. You might find more details that way!

PEOPLE	OBJECTS	ACTIVITIES	OTHER

STEP 3: TURNING EVIDENCE INTO INFERENCES

Who might have taken this photo, and why?

When and where do you think this photo was taken?

Why do you think this photo was taken? Explain your reasoning.

Based on what you see in this photograph, what are **TWO** inferences can you make about what it was like to be a member of the military training in Louisiana?

NAME:

DATE:

STEP 1: THE BASICS

What is the title of the map?

Who created the map?

Why do you think this photo was taken? Explain your reasoning.

STEP 2: NUTS AND BOLTS

Summarize what the map is showing you. What place or places are on this map?

Make a list of everything the map's creator seems to have wanted the reader to be able to find — like roads, buildings, waterways, etc.

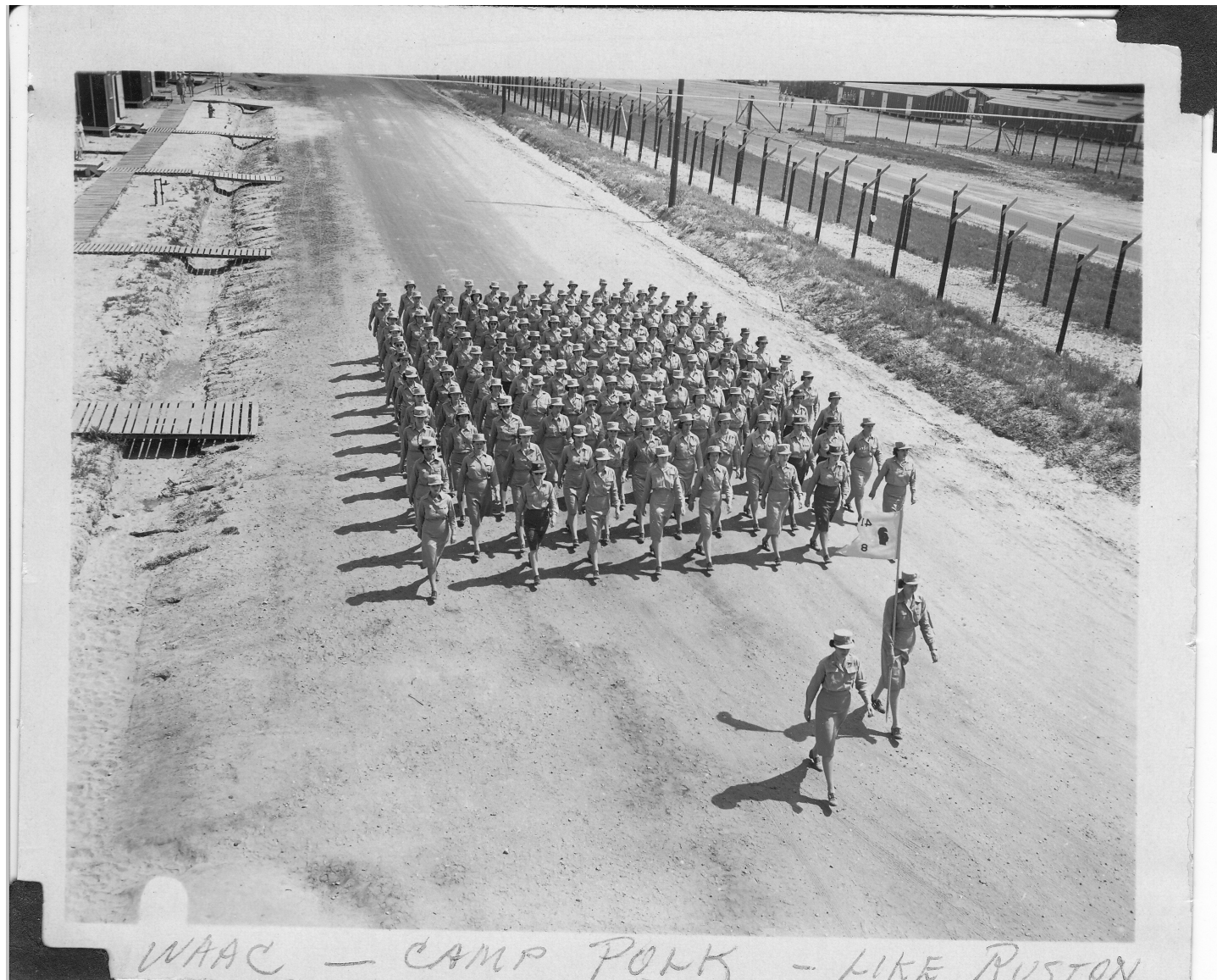
STEP 3: TURNING EVIDENCE INTO INFERENCES

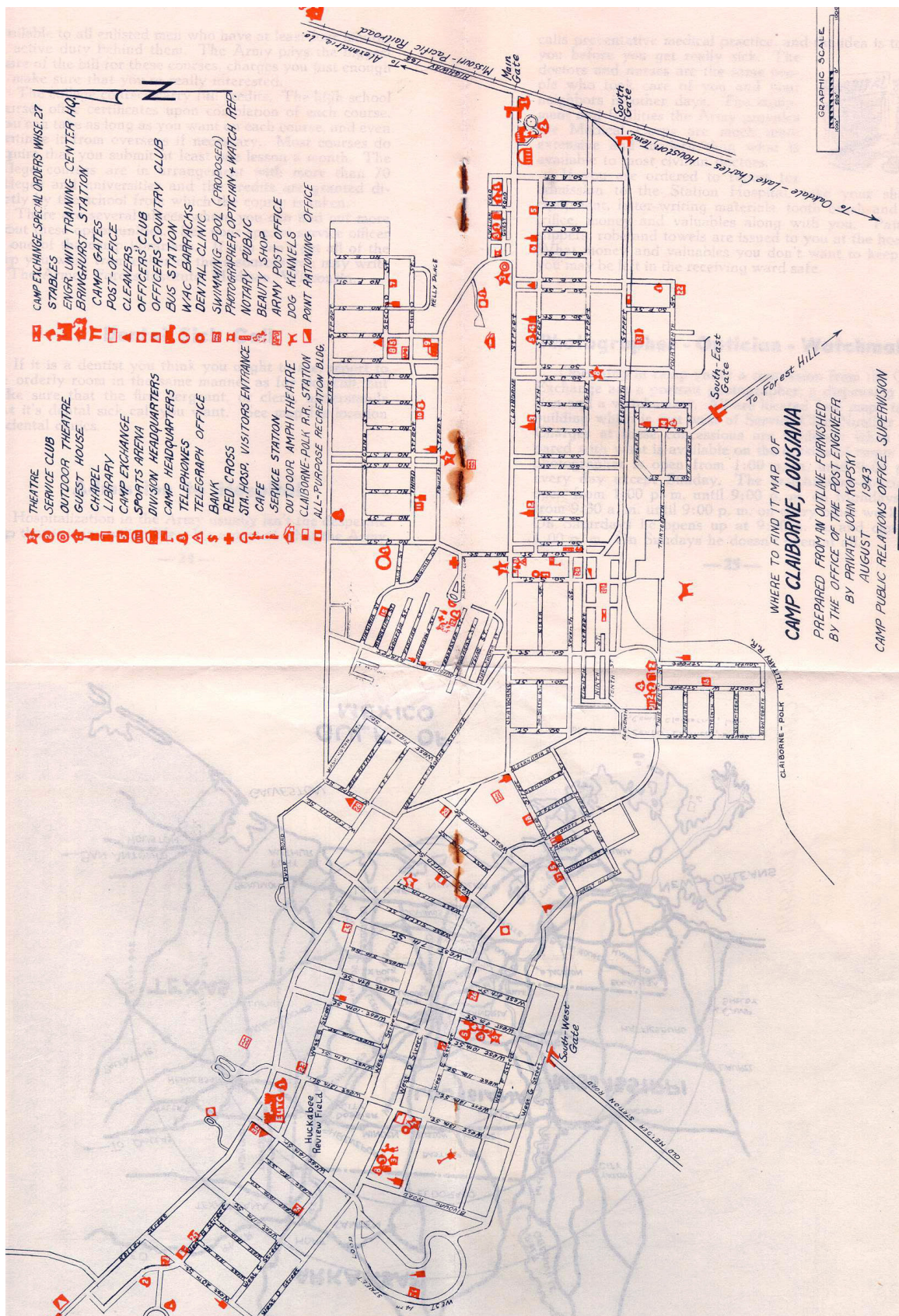
Who do you think this map was created for? What was its purpose? Explain your reasoning.

What parts of this map do you find most interesting, unusual, or surprising?

Based on what you see on this map, what are **TWO** inferences can you make about what it was like to be a member of the military training in Louisiana?











THE NATIONAL
WWII MUSEUM
NEW ORLEANS