Lesson Plan: Exploring the Home Front Through Propaganda

Objectives:

- Students will analyze government publications during World War II and identify their messages to citizens on the home front.
- Students will describe ways citizens contributed to the war effort, including volunteering, working in defense industries, salvaging, and purchasing war bonds.
- Students will describe how propaganda campaigns affected perceptions around women
- Students will compare different propaganda strategies during World War II

Materials:

- Main Activity worksheet and supplemental activity
- "Exhibit" printouts to post around classroom (provided at the end of the activity)
- Classroom Wall space [alternatively, if wall space is limited, you can create stations with tables for each exhibit]

Estimated time:

60-70 minutes

Main Activity:

Students will perform a Gallery Walk activity and will view materials from the National Museum of the Pacific War's digital collections and the National Archives. Students will understand the actions Americans took to assist the war effort at home and analyze the United States' messaging through propaganda campaigns.

Grades:

7-12

TEKS:

Social Studies, Grade 7

7.7E: analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.

United States History Studies Since 1877

US.7F: Explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities.

National Standards:

National Standards for History

Era 8, Standard 3C: The Student understands the effects of World War II at home.

C3 Standards

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D2.His.16.6-8: Organize applicable evidence into a coherent argument about the past. D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
Prior Knowledge: Students should have a basic knowledge concerning the United States' entry into World War II, including the attack on Pearl Harbor. While a basic understanding of propaganda and its uses could assist students in the activity, it is not required.

Lesson Outline

Warm Up (6 minutes): "No Exceptions" Video [For best use of time, play from 2:50-7:07]

Have students watch the propaganda film "No Exceptions," from 20th Century Fox. It is best to start at the 3:05 mark. As students are watching the film, have them consider the following:

- How do women participate in the war effort according to the video?
- What is the argument against citizens who do not participate in the war effort?
- What is the overall message of the film?

Follow the QR Code for the "No Exceptions" Film.

Introduction to New Material (7 minutes)

Open the PowerPoint slides and introduce key concepts from this lesson. See the background information under resources for further information. Concepts include:

- Women in the workplace
- African American opportunities
- Bracero Program
- Rationing
- Victory Gardens
- Schools
- Limitations of opportunities

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Link to Powerpoint: Citizen Mobilization through Propaganda powerpoint.pptx. Note: If you want to edit, make sure you download a copy.

Guided Practice: Rosie the Riveter (5 minutes)

- Show students a picture of the Rosie the Riveter poster, either through the slide show or print out. Ask if they have seen the poster before.
- Students will evaluate the Rosie the Riveter poster. As a class, you may use the following steps to evaluate the Rosie the Riveter poster:
  - Step 1: Describe the images within the poster. What images and symbols do you see in the poster? Do not worry about interpreting right away but describe the details that you see. Examples of things to notice include:
    - If there are people, what are they doing?
    - Are there any recognizable symbols or objects in the photo?
  - Step 2: Identify the text (don't forget the caption!). Consider the background context and information. Look for:
    - What text is on the poster/pamphlet?
    - Authorship
    - Date of publication
    - Place
  - Step 3: Identify the purpose of the poster
    - What is this poster trying to convince us to do?
    - If students are having difficulty with Step 3 ask them how the poster makes them feel or what their general impressions are.
- Guide students through each step of the process. It is recommended that students take notes as they follow along so they can do the same with the gallery walk activity.

Main Activity: Gallery Walk (27-45 min)

- Make sure that students have the main activity worksheet with them and that you have placed the 9 gallery exhibits (labeled Exhibits A-I) around the classroom
- Place students into groups of 3-5, depending on class size.
- Students should complete the main activity worksheet as they visit each exhibit. The following activity contains 9 exhibits.
- Students should spend at least 3-5 minutes at each station. If you find you are running out of time, you may select which materials to display.

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- At each station, be sure that students discuss their observations with their group members.
- Once everyone has seen every exhibit once, have students place a star on their table next to the exhibit they think was the most effective. Call on 2-3 students to explain their rationale.
- [Optional—+10 minutes]: Have students complete the supplemental activity, in which they form connections between the exhibits.

Discussion and Closing (8 minutes)

- Students will share what they learned from the activity. Potential questions could include:
  - What trends did you notice from the material we looked at?
  - How did American citizens help on the home front based on the pictures?
  - How were people depicted in the posters? What was encouraged? What was discouraged?
  - Materials like these promoted a sense of unity. Based on previous historical knowledge and from this class, how accurate were these depictions of American society during the time period?
- Have students complete prompt at the end of the lesson.

Alternative changes to this activity

- If classroom wall space is limited, consider putting desks together and placing each exhibit at its own station.
- Virtual: Have students do a virtual gallery walk. Or you can have them find additional materials in our digital collections via the Portal to Texas History.

Links to resources for this activity. Materials are under resources section

- Rosie the Riveter (National Archives)
- Wanted for Murder Poster
- Be a Marine, Free a Marine to Fight
- Bonds or Bombs (pages 1 and 3)
- Scrap and How to Collect it
- Use V-Mail for Overseas Mail
- Point Saving Meals
- Lona B. Parker's War Ration Book Four
- United we win poster (National Archives)
- "Get a War Job!" poster (National Archives)

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Resources

Background Knowledge [For teacher use or, if desired, student readings. Not placed in lesson outline]

Key Idea: The United States entered an era of "total war." Across the United States changes occurred in the way people ate, worked, traveled, and thought about the country. Propaganda further highlighted these changes, as it encouraged Americans do their part in the war and helped establish a "home front" to achieve victory in the Pacific.

New Opportunities with old Limitations

The United States mobilized after the attack on Pearl Harbor on December 7, 1941. Millions of men and women joined the armed forces, leaving a labor shortage at home. This shortage presented opportunities women and groups like African Americans and Mexican Americans. In August 1942, President Franklin D. Roosevelt's Administration created the Mexican Farm Labor Program, better known as the Bracero Program. Mexican workers obtained temporary permits to work on agricultural land. Mexican laborers worked on farms across the country and sent money to their families. Despite these opportunities, braceros and others of Mexican descent faced segregation in spaces such as schools.

African American workers gained new opportunities as well. In July 1941, after pressure from the likes of civil rights leader A. Philip Randolph, President Roosevelt issued Executive Order 8802 which prevented discrimination in defense industry jobs on the basis "of race, creed, color, or national origin." This provided new avenues for African American workers to access industrial jobs, though they often faced lower wages compared to their white colleagues and segregation persisted.

Women also entered the workforce in unprecedented numbers. With men serving abroad, women entered jobs traditionally offered only to men, such as defense plants. Women also served in the armed forces, such as in the Women's Army Auxiliary Corps (WAAC) and Women Accepted for Volunteer Emergency Service (WAVES). While many

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jobs disappeared once male veterans returned from service, the experience of women in the workforce during World War II challenged traditional gender norms.

Rationing and Victory Gardens

Fighting a war meant limitations on certain goods. Under the guidance of the Office of Price Administration, goods used by the military, such as gasoline and rubber, were rationed. The government also encouraged citizens to limit extravagant spending and travel.

Sugar was one of the first foods rationed in May 1942. Over the course of the war, other food items such as butter, coffee and meat would be rationed. Ration books (see exhibit G) containing a limited number of stamps with corresponding point totals prevented Americans from overstocking on supplies. With only a limited quantity of points per week, Americans limited their food intake and used recipes with non-rationed items or ones with low point totals.

The government also encouraged the growth of one's own food in "Victory Gardens." Victory Gardens were vegetable, fruit, or herb gardens that people planted at their homes to supplement the items they were buying. Because some food items were scarce, governments would encourage families to plant victory gardens to lessen the need to supply foods that people could grow at home. Money that would have been spent on this food would in turn be given to the military. Over the course of the war, about 18 million victory gardens were planted.

War Bonds

To help fund the war, the United States government increased tax rates, and they developed a voluntary war bonds program. War bonds could be purchased at 75% of their value. For example, if an individual wanted to obtain a $50 bond, they would spend $37.50. After the bond matured in ten years, the individual could collect the full amount.

Several strategies were utilized to gain support for war bonds. Government propaganda posters advertised war bonds as a necessary investment to win the war. Some pamphlets argued that if Americans did not do their part by investing in the war effort, there would be dire consequences. Cities and towns organized bond drives and famous

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celebrities joined in the promotion of war bonds from Bing Crosby to fictional characters like Bugs Bunny. Over 80 million Americans would hold war bonds by the end of the war.

Censorship

On December 19, 1941, almost two weeks after Pearl Harbor, President Roosevelt issued Executive Order 8985, establishing the Office of Censorship, allowing the federal government to monitor correspondence entering and leaving the nation. Posed as a potential national security threat, efforts were made to make sure no war information could be gleaned from letters.

Posters and other propaganda materials put the onus on Americans to self-regulate. Much like war bonds campaigns, censorship propaganda materials depicted non-compliance as potentially harming the nation's security. While coordinating with the government, newspapers voluntarily self-regulated content.

Conclusion

Citizens across the nation participated in mobilizing for the war, a crucial component to victory. Propaganda aided the government in promoting and celebrating the actions of ordinary Americans, such as growing victory gardens, buying war bonds and working in defense production. Propaganda failed to always represent the mood of the nation in its entirety and often ignored ongoing issues in the United States. However, by studying these materials, we can learn the values of the time and study the actions undertaken by American citizens during World War II.

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Source: “We can do it!” AKA “Rosie the Riveter” Poster, c. 1942-1943. Source: National Archives. NAID #535413

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Gallery Walk Posters to place around classroom

Exhibit A

"Wanted For Murder" produced by the Office of War Information, 1944.Source: National Museum of the Pacific War Digital Archive through the Portal to Texas History

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Exhibit B

Recruiting pamphlet for the U.S. Marine Corps Women's Reserve. Source: National Museum of the Pacific War Digital Archive through the Portal to Texas History

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Exhibit C

YOU direct the Strategy of this war, just as much as the generals. The way you buy and the way you spend, the way you think and the way you act, set the way of this war. Your dollars talk loud to American industry. Make them shout for guns, not gadgets.

YOU can make heroes of our boys in uniform, or *you* can make martyrs. You can send them to battle with guns and tanks, planes and ships, or you can send them with bare hands to face Axis bullets. Take your pick. Here's your choice, between Don't and Do.

DON'T

1. Don't buy gadgets because a selfish voice says a bit of metal more or less won't matter. Remember that your gadget may cheat a boy in battle of a gun. Weigh his need against yours.
2. Don't figure there's time enough later to buy Bonds while now you spend all you get, as fast as it comes in, on bargains.
3. Don't spend for glamor today what you'll need for living tomorrow. A budget padded with extravagance now is the prelude to a skimpy budget in the future.
4. Don't buy from the profiteers, the bootleggers, the "black marketeers." Buying from them wrecks rationing, boosts prices and breaks the law, cheats you and the boys at the front, and helps nobody but Hitler and his henchmen.

DO

1. Put every penny you can into War Bonds and Stamps. Bonds and Stamps buy munitions. Munitions are a matter of life-and-death to MacArthur's men in the Pacific.
2. Get after all the wage-earners in your family to sign up wherever they work for Pay Roll or Stamp Savings, and see that they stick to it.
3. Write Bonds in your budget book, and sign up at the bank for Bond deductions from your account. Bonds gather interest, and pay you back handsomely in 10 years. Right now they fight inflation.
4. Play fair on rationing, and pay not a penny more than the Government top price wherever you shop. Ask for your change in War Stamps, paste the Stamps in an album, and when you get enough Stamps, exchange them for a Bond at the Post Office or bank.

DON'T

5. Don't tell tales about the war. Hitler brags that rumors, "mental confusion, panic" are his weapons to divide and destroy us. False words, like venom, poison the unwary.
6. Don't leave your war work for somebody else to do, because it interferes with fun and frolic. Don't figure that next week is time enough to start. Good intentions alone won't win the war.
7. Don't shove the whole job of your child's thrift training on the school teacher. She'll do her share, but what she preaches about war savings will mean more if you put her precepts into practice at home.
8. Don't mope and complain because war work takes the men in your family away from home in the evening. Wives out of step will make men falter at the most vital task. Remember that it's your home America is fighting to preserve.

DO

5. Talk Bonds and Stamps to your family, friends, neighbors, and associates. Help to canvass your neighborhood for war savings. A word for Bonds is a word against the Axis.
6. Put your shoulder to the wheel for war savings. There's plenty to do now at War Savings Headquarters. Sign up with the Women's Committee, and set up a committee in your own pet organization.
7. Explain war savings to the children. Show them how to save from their allowances to buy Stamps at school. Join the Parent-Teachers Association and help put over the P. T. A. program for war savings.
8. Urge your men to attend war savings meetings and rallies. Go with them whenever you can, and help them. Fill your own time with war savings work. Men and women together must fight to preserve their homes. The morale of America is in your hands.

"Bombs or Bombs?" pamphlet published by the U.S. Printing Office. Source: National Museum of the Pacific War Digital Archive through the Portal to Texas History

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Exhibit D

HOW EVERY LITTLE BIT HELPS

Any assumption that small articles are not worth collecting quickly vanishes when you see what these insignificant items can mean to our armed forces . . .

One copper kettle yields enough copper for 84 rounds of automatic rifle ammunition.

One old car battery supplies the lead needed in three 3-inch anti-aircraft guns.

One old bucket will make three bayonets.

A single bicycle tire and tube gives rubber enough for the insulation in six Army radio sets.

Two pounds of kitchen fats makes enough glycerine to fire five anti-tank shells.

The aluminum in a washing machine will build 21 four-pound incendiary bombs.

One old shovel will help make four hand grenades.

An old plow furnishes enough scrap steel for 100 75mm. armor-piercing shells.

Considered in that light, it becomes apparent what a fine contribution to the War effort was made by the Wrightstown, Wis. Boy Scouts who corralled 15½ tons of scrap metal in a single week . . . Or the 8-year-old Omaha girl who hunted out 352 pounds of old metal in a neighborhood roundup she staged herself.

. . . Or the 68-year-old Ohio farmer who turned up 1,200 pounds of Scrap in "an hour or so" of looking around his place.

. . . Or any one of the millions of housewives who are saving and turning in household metals, kitchen fats, string, rags and paper.

Pages 10-11 of a pamphlet titled "Scrap and How to Collect It" by the American Industries Salvage Committee, September 1942. Source: National Museum of the Pacific War Digital Collections through the Portal to Texas History

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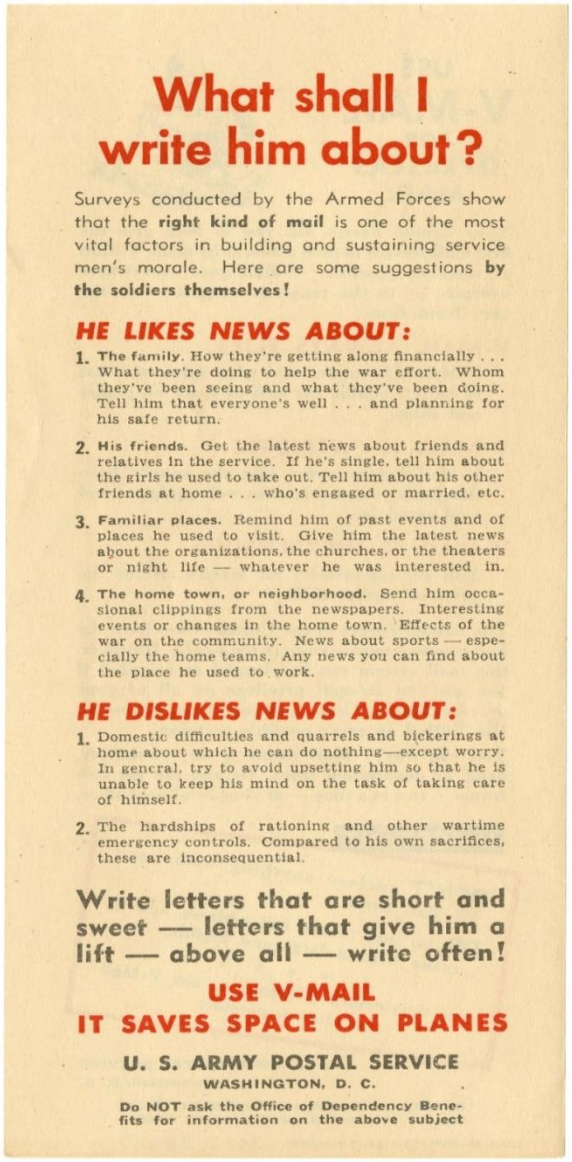
Exhibit E



What shall I write him about?

Surveys conducted by the Armed Forces show that the **right kind of mail** is one of the most vital factors in building and sustaining service men's morale. Here are some suggestions **by the soldiers themselves!**

HE LIKES NEWS ABOUT:

1. **The family.** How they're getting along financially . . . What they're doing to help the war effort. Whom they've been seeing and what they've been doing. Tell him that everyone's well . . . and planning for his safe return.
2. **His friends.** Get the latest news about friends and relatives in the service. If he's single, tell him about the girls he used to take out. Tell him about his other friends at home . . . who's engaged or married, etc.
3. **Familiar places.** Remind him of past events and of places he used to visit. Give him the latest news about the organizations, the churches, or the theaters or night life — whatever he was interested in.
4. **The home town, or neighborhood.** Send him occasional clippings from the newspapers. Interesting events or changes in the home town. Effects of the war on the community. News about sports — especially the home teams. Any news you can find about the place he used to work.

HE DISLIKES NEWS ABOUT:

1. Domestic difficulties and quarrels and bickerings at home about which he can do nothing—except worry. In general, try to avoid upsetting him so that he is unable to keep his mind on the task of taking care of himself.
2. The hardships of rationing and other wartime emergency controls. Compared to his own sacrifices, these are inconsequential.

Write letters that are short and sweet — letters that give him a lift — above all — write often!

USE V-MAIL
IT SAVES SPACE ON PLANES

U. S. ARMY POSTAL SERVICE
WASHINGTON, D. C.

Do NOT ask the Office of Dependency Benefits for information on the above subject

Source: "Use V-Mail for Overseas Mail" flyer from the U.S. Army Postal Service, 1944. Source: National Museum of the Pacific War digital collections through Portal to Texas History

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Exhibit F

WHAT TO DO WHEN SOME OF THE BASIC SEVEN FOODS ARE HARD TO GET

THE BASIC SEVEN	RATIONED	NONRATIONED	WHAT TO DO WHEN THESE FOODS ARE HARD TO GET	WHAT TO DO TO PRESERVE THE NUTRIENTS	SOME FACTS
Group One: Green and yellow vegetables; green beans, cabbage, carrots, yellow squash, sweet potatoes, spinach, chard, broccoli.	Canned Frozen †_____ _____	Fresh, stored, home canned, dehydrated, frozen, brined	Have a year-round garden. Increase the use of fresh or dried fruits, such as apricots, yellow peaches, and prunes for needed iron. Additional citrus would make up for the decrease in vitamin C.	Make time from garden to table as short as possible. Serve some of the vegetables raw each day. Cook vegetables in small amount of water. Cook vegetables only until done.	Substitutions as suggested in group may increase food costs in some cases. This group is especially rich in vitamins and iron.
Group Two: Oranges, tomatoes, grapefruit, raw cabbage, salad greens.	Canned juices, canned fruit _____ _____	Fresh, stored, home canned, dehydrated, brined	Use more lemons. Use cantaloupe, strawberries, and currants in season. Green raw peppers, potatoes, sprouting legumes, and grains.	Do not cut salad greens until ready to serve. Cook potatoes in their skins.	Keep cost of this group down by using each one when in season.
Group Three: Potatoes and other vegetables and fruits; beets, asparagus, fresh corn, onions, parsnips, eggplant, etc. Apples, peaches, pears, cherries, berries, plums.	Canned, frozen; dry beans, peas, and lentils _____ _____	Fresh, stored, dehydrated, brined, home-canned; dried fruit (may be temporary)	Use more green and yellow vegetables. Use more liver, molasses, eggs, or whole grain when dried fruit is hard to get.	Use water in which vegetables were cooked for gravies, sauces, soups, and cocktails.	New potatoes, white and sweet, when cooked in their skins are good sources of vitamin C.
Group Four: Milk — fluid, evaporated or dried, and cheese.	Canned, fluid (in some densely populated areas) _____ _____	Fluid milk, cottage cheese, buttermilk, goat's milk	Use more buttermilk, whole milk, skim milk, goat's milk, and cottage cheese.	A bottle of milk allowed to sit in the sun for one-half hour loses much of its riboflavin (B_2) and vitamin C.	". . . the larger the proportion in which milk is used as a source of animal protein, the better insured is the liberality of calcium intake which is now known to be more important at all ages than hitherto understood." Sherman.
Group Five: Meat, poultry, or eggs or dried beans, peas, nuts, or peanut butter.	Fresh, cured, canned, or frozen beef, pork, lamb, veal, and mutton; canned fish and poultry; dried beans and peas _____	Fresh and frozen fish and poultry. Eggs, nuts, peanut butter	Increase milk and eggs to provide needed proteins. Increase the consumption of whole grains and potatoes to supply certain B vitamins. Serve soybeans occasionally. One-half cup soybeans is equivalent to approximately 2 eggs or ½ serving of meat. Use dried beans and peas instead of meat, but use additional milk or eggs with them.	Cook all meats at low temperatures. Cook dried beans and peas in the water in which they were soaked. Eggs should be cooked at low temperatures.	Meat costs, both money and points, may be reduced by using more variety meats. Variety meats supply more vitamins and minerals than the muscle meats. "On the basis of protein quantity, one pound of meat is roughly equal to : 13-15 eggs; 3 quarts of whole or skimmed milk or buttermilk; 3 tall cans of evaporated milk; 6½ oz. dried whole milk; 10 to 11 oz. American cheese; 1 lb. cottage cheese; 1 lb. dried or 3 lbs. baked beans; a little over 2 lbs. bread (34 slices); 1 lb., 7 ozs. whole wheat or 1 lb., 10 ozs. white flour; ½ lb. peanut butter."*
Group Six: Breads, flour, cereals.	None _____ _____ _____ _____	All bread, flour, and cereals	A marked decrease in the use of this group would mean less energy food and less thiamin. Energy could be supplied by using more fats and sweets. The thiamin could be supplied by using more meat, dried beans, eggs, and certain vegetables. (See "Meet the Meat Alternates.")	Natural whole grain, enriched or restored cereals are much more nutritious than the refined cereals.	It is probable that we shall increase the use of this group as other foods become scarce.
Group Seven: Butter and fortified margarine (with added vitamin A).	Butter, margarine, and all cooking fats _____ _____	Peanut butter	Increase foods in groups I and IV. These foods will increase vitamin A in the meals. Drippings from meat or bacon will stretch the red ration points. Pie for dessert can be limited to one flaky crust for the duration. Good, flaky pastry can be made with 1c. flour, ¼c. fat, ½ t. salt, and just enough water to hold ingredients together.	Store in cool, dark place. When heating fat do not allow it to smoke.	⅓ cup of butter or margarine is similar in energy value to ¼ cup of lard or vegetable shortenings. ¼ cup of peanut butter is similar in energy value to ⅜ cup of butter or margarine, ⅓ cup of lard or other cooking fats.

†To be filled in as additional foods are rationed.
*Adapted from "Wartime Food for Four Income Levels," Ruth Okey and Mary Gorringe Luck, University of California Press, Berkeley, California, 1943.

Point Saving Meals pamphlet by Lola T. Dudgeon for the Agricultural Extension Service at the University of Arizona. Source: National Museum of the Pacific War digital collections through Portal to Texas History

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Exhibit G

4

286063 AG

UNITED STATES OF AMERICA
OFFICE OF PRICE ADMINISTRATION

WAR RATION BOOK FOUR

Issued to Lona B. Parker
(Print first, middle, and last names)

Complete address

READ BEFORE SIGNING

In accepting this book, I recognize that it remains the property of the United States Government. I will use it only in the manner and for the purposes authorized by the Office of Price Administration.

NEVER BUY RATIONED GOODS
WITHOUT RATION STAMPS

NEVER PAY MORE THAN THE LEGAL PRICE

United States Office of Price Administration

IMPORTANT: When you have used your ration, salvage the TIN CANS and WASTE FATS. They are needed to make munitions for our fighting men. Cooperate with your local Salvage Committee.

☆ U. S. GOVERNMENT PRINTING OFFICE : 1943 16—35570-1

Selected pages from Lona B. Parker's War Ration Book 4, 1943. Source: National Museum of the Pacific War through Portal to Texas History

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Exhibit H

"United We Win" Poster. Source: National Archives. NAI #513820

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Exhibit I

"Get a War Job!" Poster. Source: National Archives. NAI #513840

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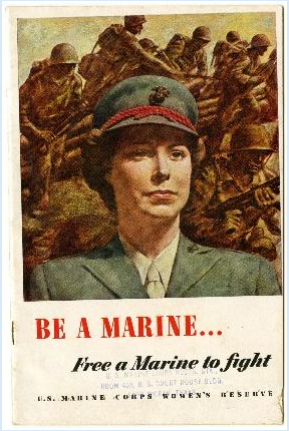
Main Activity Worksheet

Exhibit	Reference Image	What images do you see?	What text do you see?	What might be the purpose of this material? How does it relate to the home front?
A				
B				
C				

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D				
E				
F				

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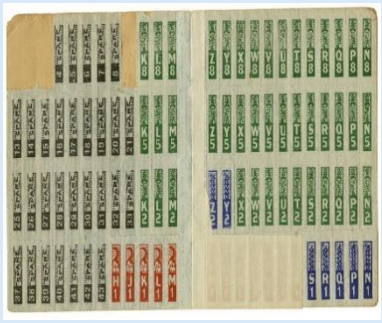
G				
H				
I				

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Supplemental Activity

Directions: Many of the exhibits you saw have similar themes. Create at least 3 groups by circling similar exhibits together and completing the table below.

Exhibit A

Exhibit D

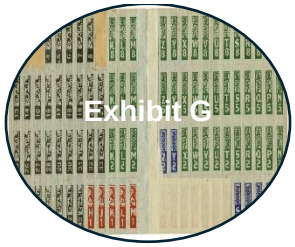
Exhibit G

Exhibit B

Exhibit E

Exhibit H

Exhibit C

Exhibit F

Exhibit I

Title of Group	Exhibits chosen for your group	How do the exhibits chosen represent the title you gave them? Be specific.

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Discussion Questions

1. Based on the exhibits, what were Americans expected to do on the home front? Provide at least two examples from the materials.

2. Who do you believe was the main target for propaganda materials?

3. Overall, what message did the materials seem to portray? What values were contained in the gallery walk materials?

Prompt: Explain how Americans at home contributed to the war effort. Provide at least two examples from the gallery walk activity.

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Educator Key

Note: Some of the exhibits are only part of the whole document. If you have time, it might be worth checking out some of the exhibits for deeper understandings and deeper primary source analysis. See the links to all the sources used in the lesson outline for more details.

Exhibit A: Wanted for Murder Poster

Victor Keppler, a prominent commercial photographer whose clients included General Electric and DuPont, created this poster during World War II. This poster was distributed by the Office of War information (OWI). Notice the striking contrast of the seemingly ordinary woman with the typical fashion of the time period (note the "victory rolls" hairstyle) with the accusation: "WANTED! FOR MURDER."

Coordinated efforts by newspapers and the government sought to make sure sensitive information pertaining to the war did not get into enemy hands. This not only included voluntary censorship of stories about the war from journalists, but also a focus on private citizens, encouraging them to carefully monitor their communication with loved ones. The OWI also warned citizens that "careless talk" could lead to compromising sensitive information.

Exhibit B: Join the U.S. Marine Corps Women's Reserve

The following pamphlet was created as a recruiting tool for the U.S. Marine Corps Women's Reserve (USMCWR), created in February 1943. The USMCWR, led by director Major Ruth Cheney Streeter, opened opportunities for women to serve their country. The tagline "Be a Marine…Free a Marine to Fight" encouraged women to fill roles left by combat men. (National Women's History Museum)

Much like the Women Airforce Service Pilots (WASPs), Women Accepted for Volunteer Emergency Service (WAVES), and Women's Army Auxiliary Corps (WAAC), stringent qualifications needed to be met to join the USMCWR. Enlisted women had to be between 20-36 years old, a U.S. citizen, be at least 5 feet, 95 pounds, and have at least 2 years of high school. For women to be officers, they had to have at least 2 years of college and 2 years professional experience. Another hurdle to join was women had to have no children under 18 years of age. (inside pamphlet, page 6).

Women underwent military training. While serving in primarily administrative roles, women also worked as mechanics, radio operators, and cryptographers. (Pamphlet, 8). Overall, an estimated 23,000 women served in the USMCWR. (NPS, 2023)

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Exhibit C: Bonds or Bombs?

Created in 1942, this trifold pamphlet was used as part of ongoing war bond campaigns. Americans purchased war bonds to help fund the war. The voluntary program allowed war bonds to be purchased at 75% of their value. Around 80 million Americans would hold war bonds by the end of the war.

Notice the stark choice given in the pamphlets title: Bonds or Bombs? The choice given here suggests that if Americans did not do their part of fund the war, attacks could occur (compare with the "No Exceptions" video earlier.) The wording in the pamphlet is very direct, as the word "YOU" is bolded in read, giving significant agency to the ordinary citizen. As one line from the pamphlet says, "YOU direct the strategy of this war, just as much as the generals. The way you buy and the way you spend, the way you think and the way you act, set the way of this war." (Bonds or Bombs?, 3) According to this pamphlet, extravagance and failing to properly limit oneself harmed the war effort. Have students pay attention to the specific actions under the "DO" and "DON'T" section, comparing how this relates to previous knowledge.

Exhibit D: Scrap and How to Collect It

Exhibit D includes pages 10-11 of the booklet "Scrap and How to Collect It." Published by the American Industries Salvage Committee in 1942, the booklet provides advice on how Americans can limit use of and collect important scrap items (ex: steel and rubber).

One thing that students should note is the connection between household items and weapons of war. The pamphlet described scrap metal from ordinary items as being crucial for the war effort: "Any assumption that small articles are not worth collecting quickly vanishes when you see that these insignificant items can mean to our armed forces…" (Scrap and how to collect it, 6). Also, students should note the descriptions on page 11 of whom had helped already, both old ("69-year-old Ohio Farmer") and young ("8-year-old Omaha girl.").

Exhibit D also serves as an illustration of racial stereotypes and gender roles. Notice the depiction of the Japanese soldier as a racial caricature. Also, notice how the female housewife, in her gender role, can combat the soldier. Compare this exhibit with Exhibit A and B.

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Exhibit E: Use V-Mail for Overseas Mail

The U.S. Army Postal Service distributed this pamphlet as a guideline to those writing letters to loved ones in the armed services using the "V-Mail" system. Producers of V-mail utilized a technique popularized in the United Kingdom. Mail could take up a vast amount of space in cargo ships needed for vital supplies. Therefore, letters would be microfilmed and sent elsewhere to be "blown up" and delivered. Over five hundred million pieces of V-mail were sent to soldiers abroad. While the system saved cargo space, many Americans still utilized traditional mail to send letters. (National Postal Museum)

Much of the pamphlet emphasizes how ordinary citizens can help boost troop morale. The pamphlet encourages writers to share good news and catch the service members up on local events. Notice also the section labeled "HE DISLIKES NEWS ABOUT:" Note point 2: "The hardships of rationing and other wartime emergency measures. Compared to his own sacrifices, these are inconsequential." Students may compare these sentiments with the previous exhibitions, noting the similarities and differences in each's messaging. In addition, notice the tagline: "Use V-Mail/It Saves Space on Planes." This tagline promotes the idea that citizens are doing their part in creating much needed cargo space by using V-Mail instead of traditional mail services.

Exhibit F: Point Saving Meals

Lola T. Dudgeon produced this pamphlet as part of the Agricultural Extension Service in October 1943. Dudgeon, an extension nutritionist specialist at the University of Arizona, informed the public how to create family meals during food limitations under the rationing system. (Cornell University Faculty Memorial Statement) Food rationing was implemented by May 1942, and included food items such as sugar, coffee and meat. Families also grew victory gardens to grow their own food Yet, families still weighed options and sought to substitute in lower point items for their recipes.

Students should note that this resource refers to rationing, as the title reads, "WHAT TO DO WHEN SOME OF THE BASIC SEVEN FOODS ARE HARD TO GET." Students should connect some of the strategies suggested by Dudgeon to issues occurring on the home front: (examples: "Have a year-round garden," "Drippings from meat or bacon will stretch the red ration points,"). Students may also compare nutritional information to current day advice.

Exhibit G: Lona B. Parkers War Ration Book 4

Late in 1943, the Office of Price Administration (OPA) issued Ration Book 4 stamps. Previous versions saw adjustments as more food items began to be rationed. Each

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coupon contained a corresponding number for the number of ration points allowed. Americans had a limited number of points per month, so they had to be creative when preparing meals. By the wars end in 1945, most food rationing came to an end except sugar, which lasted into 1947. (NPS)

Lona B. Parker's ration book contains unused stamps. Notice the imagery of each stamp and the number of points allotted. The cover of the book contains a statement that: "I will use it only in the manner and for the purposes authorized by the Office of Price Administration." This is reinforced by the back cover. Unfortunately for the OPA, regulations could not prevent the increased use of the black market as certain foods became more scarce. (NPS) Students should also note the call to salvage and compare to Exhibit D.

Exhibit H: United We Win

The "United We Win" poster was created in 1943 and attempted to showcase racial unity during World War II. After pressure from civil rights leaders, Roosevelt issued Executive Order 8802 in July 1941, which banned discrimination in defense industry jobs on the basis "of race, creed, color, or national origin." The act also created the Fair Employment Practice Committee (FEPC) While wartime brought opportunities, discrimination persisted, as African Americans often received lower wages than their white peers and segregation practices continued, both at the job site and within the military. The "Double V" Campaign—fighting for democracy abroad and against racial prejudice at home—influenced the post-war generation to fight for civil rights at home. Three years after war end, President Harry Truman implemented Executive Order 9981 that desegregated the armed forces.

Students should notice a few things in the poster. First, the poster depicts an African American man and white man working together in a defense industry setting. Students might highlight that the message sent by this poster is that Americans are overcoming racial prejudice to aid soldiers abroad. Students should also pick up on the imagery of the American flag. This exhibit could be a fruitful opportunity to compare the government's messaging here with the student's prior knowledge of United States history and their knowledge of increasing opportunities for groups, such as women and African Americans.

Exhibit I: Get a War Job!

Created in 1942, the War Manpower Commission's role was to recruit members of the public to fill essential jobs in war industries. (National Archives) With millions of men at

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war, the commission needed to look to other sources of labor. Women benefitted from open jobs in defense industries. Women served in clerical and administrative roles, as well as in traditional male spaces, such as working in defense plants.

Students might notice a few things within this poster. The woman is dressed in 1940s clothing and wearing what appears to be a wedding ring. She also is holding V-Mail letters. (see exhibit E). The background also shows a service flag. If the star was blue, it meant that the family had someone in the service; a gold star represented a death. The text in the poster— "Longing won't bring him back sooner…Get a War Job!"— encourages the female to gain employment in the war industry.

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