FSU Institute on WWII
The Human Experience
Witness to War
Bill Mauldin
An Artist on the Homefront
The Design of War
World War II Propaganda Posters & Flags

February 13-March 29, 2015
The Florida State University
Museum of Fine Arts
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Dear Educator,

This packet was created by the Education Program at the Florida State University Museum of Fine Arts as a tool to help you teach students about World War II and its affects on society, particularly in America. World War II was one of the most significant periods of the 20th century, and America's involvement greatly affected not only the lives of the soldiers involved, but also the lives of their loved ones and the rest of America on the homefront. Within the packet, you will find information on the causes, history and consequences of World War II both at home and abroad, as well as educational lesson plans that apply this information to a classroom setting.

We would also like to extend to you an invitation to attend our upcoming exhibition in the Spring of 2015. An exhibition of propaganda posters, service flags, and comics by Bill Mauldin, all from World War II, will also accompany the main exhibition. The museum will be offering guided tours and events during the exhibition to help educators facilitate trips to the museum with their students. For more information about visits and tours please contact Teri Abstein at (850) 645-4681.

Feel free to use this packet to help you prepare students for a visit to the museum, or as a part of your regular curriculum. This packet is in accordance with the Common Core Standards. All images included in this packet are for educational use only.

We hope that this packet will be a helpful tool for you and your classroom.

Danielle Awad
Sarah Bergman
Christina Cha
Shannon Nortz
Ashley Wallace
**Elementary School**
- LAFS.5.W.1.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- LAFS.5.W.2.6- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages
- LAFS.5.W.3.7- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- VA.1.C.1.1- Create and discuss works of art that convey personal interests
- VA.1.F.3.1- Describe the use of art to share community information
- VA.4.C.1.2- Describe observations and apply prior knowledge to interpret visual information and reflect works of art
- VA.4.H.1.1- Identify historical and cultural influences that have inspired artists to produce works of art
- VA.4.O.3.1- Apply meaning and relevance to document self or others visually in artwork
- VA.5.C.3.4- Compare the uses for artwork and utilitarian objects to determine their significance in society
- VA.5.H.1.1- Describe social, ecological, economic, religious, and/or political conditions reflected in works of art
- SS.1.A.2.1- Understand that history tells the story of people and events of other times and places

**Middle School**
- LAFS.6.W.3.7 (6-8)- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- VA.6.C.3.4- Compare the uses for artwork and utilitarian objects to determine their significance in society
- VA.6.H.1.1- Describe social, ecological, economic, religious, and/or political conditions reflected in works of art
- SS.6.C.2 (6-8)- Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system
- SS.8.FL.2- Buying goods and services
- SS.8.FL.3- Saving
Common Core Standards

High School
• LAFS.910.W.3.7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
• LAFS.910.W.3.8-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
• VA.912.C.3.3- Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks
• VA.912.F.1.5- Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context
• VA.912.F.2.3- Analyze the potential economic impact of arts entities to revitalize a community or region
• VA.912.H.1.1- Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork
• SS.912.A.1.4- Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
• SS.912.A.1.7- Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications
• SS.912.A.6- Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States’ role in the post-war world
• SS.912.C.2- Evaluate the roles, rights and responsibilities of United States’ citizens and determine methods of active participation in society, government, and the political system.
• SS.912.FL.2- Buying goods and services
• SS.912.FL.3- Saving
1921  July 29- Adolf Hitler becomes leader of the National Socialist (Nazi) Party

1925  July 18- Publication of Hitler's *Mein Kampf* (My Struggle)

1929  October 29- Wall Street market crash

1932  November 8- Franklin Roosevelt elected President of the United States

1933  January 30- Adolf Hitler becomes Chancellor of Germany

1934  August 19- Adolf Hitler becomes the Führer of Germany

1935  March 16- Hitler violates the Treaty of Versailles by introducing military conscription

1936  February 10- The German Gestapo is placed above the law

1939  September 1- German forces invade Poland. World War II begins in Europe. In Britain and France, general mobilization is declared
  September 3- Britain and France declare war on Germany
  November 23- Polish Jews are ordered to wear yellow stars

1940  May 10- Nazis invade France, Belgium, Luxembourg and the Netherlands; Winston Churchill becomes the British Prime Minister
  June 14- German army enters Paris
  August 23- First German air raids on Central London
  December 29- Roosevelt delivers Arsenal of Democracy speech

1941  June 1- Nazi SS Einsatzgruppen (Action Groups) begin campaign of mass murder of Jews throughout eastern Poland
June 22- Germans launch Operation Barbarossa, the massive invasion of the USSR
July 26- The U.S. freezes Japanese assets in the U.S. and suspends diplomatic relations
August 14- Roosevelt and Churchill sign the Atlantic Charter
September 3- The first gassings of prisoners occurs at Auschwitz
September 9- German 900-day siege of Leningrad begins
November 17- Japan demands that the U.S. lift its trade embargo
December 7- Japanese naval and air forces attack U.S. naval base at Pearl Harbor, Hawaii
December 8- The U.S. declares war on Japan; Britain and dominions declare war on Japan
December 11- Hitler declares war on the United States

1942
January 1- Allied nations sign the Declaration of the United Nations
January 5- Tire rationing begins in the U.S.
February 1- Mass deportation of Jews from Western Europe to extermination camps begins in Poland
February 19- Roosevelt issues Executive Order 9066, authorizing the internment of Japanese and Japanese Americans
June 1- Mass murder of Jews by gassing begins at Auschwitz extermination camp
June 4-7- The U.S. wins decisive Battle of Midway, sinking four Japanese aircraft carriers
August 19- 6th German Army begins attack on Stalingrad
November 8- Operation Torch begins with the U.S. invasion of North Africa

1943
March 16- Climax of the Battle of the Atlantic; 27 merchant ships sunk by U-boats in one week
June 11- Himmler orders the liquidation of all Jewish ghettos in Poland
September 8- Italy surrenders unconditionally to the Allies; German forces rushed to Italy
October 13- Italy declares war on Germany
1944  March 4- Allies launch first major daylight air raid on Berlin
  June 6- D-Day (Operation Overlord), the Allied invasion of Normandy, France
  October 25- First Japanese *kamikaze* attacks on U.S. ships occur
  November 18- The U.S. Third Army crosses the German frontier
  December 16- The Battle of the Bulge begins as Germans launch Operation Wacht am Rhein

1945  January 26- Soviet troops liberate Auschwitz death camp in Poland
  February 19-26- The U.S. Marine forces launch amphibious assault on Iwo Jima
  March 9- The U.S. B-29 firebombing raids on Tokyo destroy 16 square miles of the city and kill an estimated 100,000 people
  April- Allies discover stolen Nazi art and wealth hidden in German salt mines
  April 12- President Roosevelt dies of a cerebral hemorrhage; Vice President Harry Truman becomes president
  April 30- Adolf Hitler commits suicide
  May 7- German Chief-of-Staff, General Jodl, signs Germany’s unconditional surrender to the western Allies and Russia
  May 8- VE-Day (Victory in Europe Day) proclaimed
  June 5- Allies divide Germany into four Zones of Occupation
  August 6- The U.S. drops an atomic bomb on the Japanese city of Hiroshima, killing as many as 140,000 people
  August 9- The U.S. drops an atomic bomb on the Japanese city of Nagasaki, killing as many as 80,000 people
  August 14- Japan surrenders
  September 2- V-J Day (Victory in Japan Day); the Japanese sign surrender agreement aboard USS Missouri in Tokyo Bay; World War II officially ends
  October 24- The United Nations comes formally into existence
  November 14- The Nuremberg war crimes trial of Nazi leaders begins
The Treaty of Versailles

After WWI, Germany signed the Treaty of Versailles, limiting Germany from expanding their military or land. Fascism became popular when Benito Mussolini came to power in 1922 in Italy, and soon spread to Northern Germany, spearheaded by the National Socialist German Workers Party, better known as the Nazis. In 1934, Adolf Hitler came to power and was named the Führer of Germany. He adopted Fascist ideals and formed an alliance with Mussolini. Many events leading up to WWII resulted from Germany ignoring the Treaty of Versailles: Hitler ignored the clause limiting his military and began remilitarizing the nation in March 1935. Two years later, Hitler’s goal was to unite all of the German speaking countries under one government, and he set out to gain these territories, also in violation of the Treaty.

The Axis

The Axis Alliance was formed in October 1936 between Italy and Germany. Britain and France were aware of Germany’s unfaithfulness to the Treaty; however, Britain was hesitant to begin another war. The militarization of Germany continued to grow and by December 1936, the Hitler Youth became popular. The group became mandatory for all males between the ages of ten and eighteen. After Germany began to expand its territory, Britain and France proposed the Munich Agreement, which stated that Germany had a right to the Sudetenland, comprised of the German-speaking regions of Czechoslovakia, but it also stated that Germany would put a stop to its expansion. Germany agreed to the Munich Agreement, but quickly broke the truce by continuing expansion further into Czechoslovakia. As Germany attempted to expand its power, Britain declared in March 1939 that they would fight the attempts of Germany’s world domination.
Germany’s Invasion of Poland

September 1, 1939 marks the official start of World War II with Germany’s invasion of Poland. To avoid seeming like the aggressor in the attack on Poland, Heinrich Himmler, the leading member of the Nazi party, came up with an idea called Operation Himmler. Late at night on August 31, 1939, the Nazis took a prisoner from one of their concentration camps, dressed him as a Polish soldier, shot him, and then staged the scene to make it seem as though it was an attack on Germany by Poland.

On the morning following Operation Himmler, German troops began their march into Poland. This was called a blitzkrieg, or a “lightning war.” Germans attacked so suddenly and so severely that Poland’s entire air force was destroyed while still grounded. Germany bombed Poland’s bridges and major roads. The German army was brutal in their slayings of both the Polish army and civilians. Later that day, Great Britain and France sent messages to Adolf Hitler demanding he withdraw from Poland or they would declare war against Germany. He refused, and on September 3, war was formally declared, thus marking the start of World War II.

Churchill comes to power

At the start of World War II, Britain was led by Prime Minister Neville Chamberlain. In 1940, however, Chamberlain resigned due to widespread criticism for his underestimation of Germany’s power. He was succeeded by Winston Churchill, a brilliant strategist and skilled leader. Churchill reformed the government, creating a coalition in the face of national crisis. He surrounded himself with a staff of men experienced in the military. This cabinet and Churchill’s past military experience were essential components to turning Britain into a war machine, ready to fight even the most ferocious aggressors.
The Holocaust was the state-sponsored persecution and murder of nearly six million Jews and five million non-Jews by the Nazi regime and its collaborators. After World War I, the entire western world suffered from economic depression. Germany was in particularly bad shape following its defeat in World War I. When Hitler rose to power, he blamed the Jewish people for all the economic problems in Germany and the rest of Europe, using them as an excuse to rid the country of this population. Nazi ideology said that Germans were racially superior to the Jews, and that the Jews were a threat to the survival of Germany—both economically and racially.

During the era of the Holocaust, millions of people of non-Jewish origin were also killed because of their perceived “racial inferiority.” Among these groups were the Romani (gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Additionally, various groups were persecuted by the Nazi regime on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals.
**The Nuremberg Laws**

Persecution and genocide were carried out in stages. Initially, the Nazi government passed laws to exclude Jews from civic society, most prominently the Nuremberg Laws of 1935. These laws stripped Jews of their German citizenship and much of their political rights, barred them from employment as lawyers, doctors, and journalists, and forbade them from marrying any non-Jews. Public areas, such as parks and libraries, were closed to people determined to be of Jewish origin. These laws also prohibited Jews from using state hospitals and Jewish children could not be educated by the state past the age of fourteen.

**The “Final Solution”**

Over a decade of mass discrimination and persecution of the Jews culminated in Hitler’s implementation of the “Final Solution,” or the plan to annihilate the Jewish people. A network of concentration camps was built starting in 1933. Over the course of the Nazi regime, millions were sent to these camps, where they experienced forced labor under harsh conditions.

Jews not yet taken to concentration camps were forced to live in ghettos—walled off sections of a city, where the inhabitants lived in overcrowded, unsanitary conditions with a lack of food, medical services, and heat.

In 1941, the SS, or police units, began massive killing operations aimed at Jewish communities. By the end of 1942, victims were being regularly transported by freight train to designated extermination camps, where, if they survived the journey, most were killed in gas chambers. This extensive enterprise of murder continued until the end of World War II in 1945.

Emaciated survivors of the Buchenwald concentration camp soon after the liberation of the camp. Germany, after April 11, 1945.
In the early years of World War II, America took an isolationist approach to the conflict in Europe. After the devastation of World War I, and in the midst of the Great Depression, most Americans did not want to get involved in another drawn-out overseas war. President Franklin Delano Roosevelt responded to their concerns by passing Neutrality Acts, seeking to ensure that America would not be involved in any further foreign conflicts.

Everything changed, however, on December 7, 1941, when the Japanese bombed Pearl Harbor, the Hawaiian naval base where much of the U.S. Pacific fleet was located. In a two-hour attack, Japanese warplanes sank or damaged 18 warships and destroyed 164 aircraft, killing over 2,400 servicemen and civilians. The next day, December 8, President Roosevelt asked Congress to declare war, and America immediately put all its effort into mobilizing the country for battle.

Prior to joining the war, America’s military was nowhere near as powerful as its adversaries’ in Europe and the Pacific. This put a lot of pressure on the United States to shift its focus to wartime efforts. Over the next few months, millions of Americans volunteered or were drafted into the military and put into intensive training; factories retooled their plants to manufacture war weapons and supplies, and more new factories were built to aid this production.
Minorities Get Involved

The entire country put all its efforts into the war. Groups of citizens who previously could not join the armed forces were now given permission to enlist. Women, who formerly could only serve as nurses in times of war, could now play a more proactive part. Several army groups arose specifically for women, such as the Women’s Army Auxiliary Corps (WAAC) and the Marine Corps Women’s Reserve. A few of the duties of these women in uniform included taking office and clerical jobs in order to free men to fight, driving trucks, repairing planes, working as laboratory technicians, and some even trained to become pilots for the U.S. Army Air Force.

African Americans also fought bravely in World War II, while still struggling for basic freedoms and liberties on the home front. In 1941, only about 4,000 African Americans served in the military, but by 1945, this number increased to 1.2 million. While many African American soldiers struggled for equality, even on foreign soil, their contribution to the American war effort was immeasurable. For the first time, African Americans were allowed to become fighter pilots in the military, such as the famous Tuskegee Airmen who flew over 15,000 missions during the war. Although troops were still segregated at this time, the efforts of African American troops in World War II championed the way toward greater equality for African Americans in the military.

Native Americans also served the military cause, contributing more individuals per capita than any other group. Many recruits excelled at basic training and fighting, but perhaps their most memorable contribution to the war efforts was their work as code talkers. Men from several tribes were selected to relay secret messages in their native language so that, even if intercepted, no other foreign powers could interpret them.
**Propaganda**

Propaganda had a central role in the American home front. It was used to gain civilian support for the war, to demonize the enemy, and to encourage civilians to act. Propaganda was most common in the forms of posters, newspaper or television ads, newsreels at movies, and radio. The intent was to mobilize the nation and to encourage civilians to take part in the war effort. The messages that were contained in the propaganda heavily influenced the civilian population. Instilling fear or patriotic duty were the most common tactics used by the government at this time. The goal was to get as many civilians as possible to take part in the war effort. The proof of the propaganda effect on these civilians is found in the overwhelming amount of support and willingness to participate in the war effort.

**War Bonds**

The war required heavy military spending, which required funding from civilians. The government raised taxes, but that was not enough. The government implemented War Bonds, which became a quick way to finance the war. Civilians were encouraged by propaganda posters to purchase war bonds for the sake of democracy. War bonds were bought at a set price as interest increased over time, allowing the civilian to make money over the course of several years. Therefore, not only was buying a war bond a patriotic duty, but also a personal investment.
**Labor Efforts**

The need for labor was one of the greatest demands that America had on the home front. As men were leaving their jobs in order to fight across the Atlantic, there was an intense need to fill the jobs left vacant. Due to the draft, even more men were leaving their civilian posts. There was plenty of work that needed to be done. Women were called upon to leave their homes and take up these jobs for the war effort. 'Rosie the Riveter' became a popular strategy to engage women in the fight. America required factory workers to continue to produce war machinery, and women were encouraged to help. Many women left their families and picked up the slack in the factories. They continued to produce the much demanded war machinery at a quick pace. Without these women moving into the factories, the machinery needed for the war effort would have been severely lacking.

**Rationing**

Rationing was another way Americans were asked to help the war effort. Americans were encouraged to cut back on key items such as gasoline, sugar, meat, butter, canned foods, fuel oil, shoes, and rubber. Civilians back home needed to cut back on these items in order to supply the troops. By requiring stamps in order to purchase these goods, the government had a tight grasp on rationing. Civilians were unable to obtain more goods than their stamps would allow. The government encouraged civilians to conserve their tires and gas. They implemented new speed limits to help ration the need for tire rubber. Civilians were also encouraged to carpool, or do without their cars.
Service Flags

Many Americans back home had family members or friends who were fighting in the war. **Service flags** became a popular way to honor soldiers. Most families who had a member enlisted in the military would have a service flag hanging in their window. They would display blue stars, signifying each member of the family fighting in the war. A gold star would indicate that a family member was killed in action. These flags became a powerful symbol for the home front. Flags hanging on the windows of almost every household reminded civilians of the great sacrifice which was taking place overseas, as well as their own patriotic duty to the war effort.

Japanese Internment

Two months after the attack on Pearl Harbor, which led to the United States entering the war, suspicions were raised over the possibility of Japanese allegiances. Panic ensued, and those of Japanese descent living on the west coast were taken from their homes and placed in Internment Camps. A majority of those taken into camps were American-born citizens. These American citizens were stripped of their rights by the order of President Franklin Delano Roosevelt. He signed into effect Executive Order 9066, which removed Japanese-Americans from their homes in 1942. Around 127,000 Japanese-Americans were placed into camps. The camps tended to be too hot in the summer and too cold in the winter, with barely livable conditions. The barracks lacked plumbing or cooking facilities. There was usually one mess hall that rationed out small portions of food to each internee. Workers were expected to grow their own food, although the farming in these areas was poor. After two and a half years, the camps were closed. Years later, the United States acknowledged their mistake, apologized, and have attempted to make reparations for those forced into confinement.

“Tagged for Evacuation.” Photograph by Russell Lee.
The Draft
In September 1940, prior to America’s entry into WWII, the government issued the Selective Training and Service Act, which required all men between the ages of 21 and 45 to enter the draft. Initially, those selected from the draft were required to serve one year in the military, but once America entered the war, draft terms were extended through the duration of fighting.

At the onset of WWII, America’s military was weak compared to those of the key players already involved in the fight. Although the country still held an isolationist sentiment toward the war, the majority of Americans still supported issuing a draft in case America was drawn into battle.

Traveling Abroad
For millions of American soldiers, the trip to Europe was not only their first trip abroad, but also their first trip away from their hometowns. Understandably, many soldiers experienced quite a culture shock during their deployment. To help these soldiers make their transition overseas, the U.S. government issued pocket guides to teach the soldiers about the language, culture, and geography of whatever region they were sent.

V-Mail
V-mail, which stands for “Victory Mail,” was the main way soldiers stationed overseas could communicate with their families and loved ones back home in America. It was developed by Eastman Kodak and offered a faster, more efficient way to send soldiers’ letters to their families. First, the soldiers would handwrite their letters, which would then be censored. After they were censored, the letters would be transferred to microfilm and sent to the States. Putting the letters on microfilm meant saving a lot of valuable space. Once the letters reached their location, they would be printed out and blown up to full size; then, finally, they could be sent to their recipients.
**European Theatre**

**The Allied Powers**

Not even a month passed after the attack on Pearl Harbor, when the United States engaged in forming alliances with other countries to defeat the Axis powers and restore peace. They joined Britain, free France, the Soviet Union and nearly 50 other nations in an alliance against Germany. These countries were collectively known as the **Allies**. The three key players that comprised the Allied powers were Britain (led by Winston Churchill), the Soviet Union (led by Joseph Stalin), and the United States (led by Franklin D. Roosevelt).

**The Battle of Stalingrad**

In the following months, Germany made a bold move by entering the Soviet Union in an attempt to capture the strategic city of Stalingrad. This bloody, months-long battle was an important turning point in the war. On August 19, 1942, Germany and their allied Axis forces began to attack the city by sending in troops and having the city bombed by the Luftwaffe, or the German air force. This turned much of the city into ruins. The fighting raged on for months. Finally, Axis armies were cut off and surrounded by the Soviets. The Axis troops did not surrender until they ran out of supplies.

**The Battle of the Atlantic**

Throughout the war, the U.S. and Canada sent ships full of supplies to the island nation of Britain. These supplies were always escorted by naval ships of the Allies because German Luftwaffe and U-Boats, or submarines, frequently attacked convoys to deprive Britain of precious supplies. These collective attacks were coined “The Battle of the Atlantic” by Winston Churchill. The situation was so precarious that Churchill stated after the war, “The Battle of the Atlantic was the dominating factor throughout the war. Never could we forget that everything happening elsewhere, on land, at sea or in the air depended ultimately on its outcome.” The Battle of the Atlantic was the longest, continuous military campaign during WWII and lasted for the duration of the war. The tide of victory shifted constantly until 1943, when the Allies finally began to gain the upper hand by defeating the German U-Boats.
**European Theatre**

**D-Day**

The Allies prepared themselves for an invasion of Nazi-occupied Europe, or a **D-Day** (day of attack). They decided the best location for this would be Normandy, an area on the east coast of France. In meticulous preparation for the attack, Allies planted false hints to confuse the Germans. With the weather cloudy and ominous on June 6, 1944, Allied air and naval units heavily assaulted the area. After this attack, Allied troops moved on foot from fortified boats onto the 50 mile stretch of beach. The fighting was particularly bloody: some beaches had booby traps, landmines, spikes, and barbed wire which induced many casualties. The result was 10,000 Allied casualties, but a footing had been established that the Allies could use to expand into the rest of Europe.

**The Battle of the Bulge**

As the Allies gained more territory in Europe, the Axis powers felt that they had to act and soon. On December 16, 1944, German troops attacked a spot in the Western Front U.S. defense line in the dense Ardennes forest. They attacked by surprise and hoped to surround and separate Allied troops from one another. The Germans had the upperhand at first because of their unexpected attack. Their push back of Allied lines led the press to call this conflict “The Battle of the Bulge.” The tides turned when Allied reinforcements arrived and German troops ran out of men and supplies. The battle lasted until January 25, 1945 and it is considered one of the most costly clashes of WWII, with about 100,000 casualties.
FDR Dies
On April 12, 1945, President Roosevelt died of a cerebral hemorrhage at the age of 63. The leader of the United States passed away after serving four consecutive terms while the war was still being waged. His Vice President, Harry Truman, took over in his place immediately, and saw the war through to its end.

Hitler’s Suicide
With the Allies moving in on all sides, Axis defense lines were falling day by day. Hitler’s officers began to commit treason by negotiating with Allied troops for terms of surrender. When an invasion of Berlin was imminent, Hitler retreated to his bunker. On April 30, 1945, Hitler committed suicide by shooting himself in the head. His remains were burned and then secretly buried. It was speculated for some time by the Allies whether or not he had died that day.

Monuments Men
When Hitler swept through Europe, his sights were set on a Nazi future. One of his dreams was to establish a large museum to show off his spoils of war. As he invaded, he and his co-conspirators stole priceless historical art and treasures from each country. As the Allies cornered the Axis forces, rumors about the location of these missing art pieces circulated. The U.S. established a special task force to recover the art, nicknamed “The Monuments Men.” Upon investigation and with the help of a French woman who had been spying on the Germans for a long time, the location was found. In April 1945, the location was revealed to be the mines of Altaussee. Thousands of priceless artworks (like the Ghent Altarpiece) were found, along with large stashes of gold.
Japan had been acting aggressively, well before the start of WWII, invading and brutally attacking China in the 1930s. In 1940, Japan entered into an alliance with Germany and Italy. As a result, the United States restricted Japan economically. Japan in turn, decided to displace the U.S.'s power and conducted the bombing of Pearl Harbor. Japan's Emperor Hirohito and Prime Minister, Hideki Tojo, were soon thrust into the world's spotlight as intense fighting began in the Pacific.

**Battle of Bataan**

The U.S. effort in the Pacific, spearheaded by legendary General MacArthur, did not start out well. The lengthy Battle of Bataan in the Philippines resulted in heavy casualties for the Allies and eventually a costly surrender to the Japanese. On April 10, 1942, 60,000-80,000 Filipino and American troops were made to walk a long distance by Japanese troops to their POW camp. Along the way, Allied soldiers were murdered, abused, and starved. This torturous walk is known today as the Bataan Death March.

**Battle of Midway**

In March 1942, Japan began to prepare for a large-scale, highly orchestrated attack on the U.S. naval fleet. Isoroku Yamamoto, Japan’s esteemed naval admiral, laid out extensive plans to draw U.S. naval aircraft carriers out to the Midway Atoll and destroy them. Having intercepted these plans, the U.S. was one step ahead of Japan and readied themselves for battle.

On June 4, 1942, Japanese and American fleets and aircraft engaged in battle. The American air strike cost many lives but cleared the skies for their dive-bombers that decimated several Japanese carriers within minutes. Thus, the U.S. won their first victory against the Japanese. Now, they were able to launch offensives instead of always deflecting attacks.
Guadalcanal
By May 1942, the Japanese had set up a strong military base in the Solomon Islands on the island of Guadalcanal. The U.S. monitored the location and was alarmed to find out that the Japanese were constructing an airfield. The U.S. knew that this meant the Japanese could have fast access to the Hawaiian Islands or the Allied Australia. The U.S. drew up battle plans and took over the airfield. Over a six month period, there were three battles on land, seven battles on sea, and daily aerial battles. By February 7, 1943, the Japanese government had finally evacuated all of their men off the island.

Battle of Leyte Gulf
Allied troops decided to retake the Philippines, which had been occupied by the Japanese for many years. On October 20, 1944, U.S. and Filipino troops invaded the island of Leyte, and in response, the Japanese navy mobilized and engaged them. The Battle of Leyte Gulf could be considered the largest naval battle during WWII, consisting of four separate engagements. This was the first time that Japanese kamikaze, or suicide pilots, initiated attacks in battle. From October 23 to 26, 1944, the Battles of the Sibuyan Sea, Cape Engano, and Samar raged. Inflicting heavy casualties, the Allies prevailed, liberating the Philippines and cutting off Japanese access to oil resources.

Iwo Jima
Beginning on February 19, 1945, the U.S. began an invasion on the island of Iwo Jima (near Japan) in an attempt to capture it and its airfields. This was an incredibly bloody and long battle. The Japanese had intensely fortified the island and built miles of underground tunnels. The United States, however, had more men and a superior air force, and the Japanese could not leave the island or send in reinforcements. The intense battle lasted 35 days, ending on March 26, 1945. The Japanese suffered severe casualties, losing 18,000 men.

Raising the Flag on Iwo Jima by Joe Rosenthal, 1945.
V-E Day

After almost seven years of war and over 60 million casualties, World War II finally came to an end in 1945. The last year of the war witnessed some of the hardest fighting on the European front. When the Soviet army launched an offensive to take control of central Germany, the decisive battle overran the Nazi capital city of Berlin. On the brink of defeat, Adolf Hitler committed suicide on April 20th, 1945. One week later, Germany surrendered unconditionally to the Western Allies and the Soviet Union on May 8th, 1945, which was declared Victory in Europe Day (V-E Day). Though the war in the Pacific was still being fought and the Japanese surrender would not come for another four months, the news of Germany’s defeat set off mass celebrations around the world.

V-J Day

When the war came to an end in Europe, the conflict on the Asian front raged on with increased savagery. The Japanese had suffered an unbroken string of defeats for nearly two years in the southwest Pacific. Undaunted by their losses, the leaders of Japan proclaimed their intent to fight on to the bitter end, and refused to accept the Allies’ demands for unconditional surrender. On August 6th, 1945, President Harry Truman authorized the dropping of the newly-developed atomic bomb on the Japanese city of Hiroshima. In a single flash, four square miles of the city were destroyed and 130,000 people were killed. Three days later, a second atomic bomb was dropped on the city of Nagasaki, killing around 70,000 people. Roughly half of the deaths in each city occurred on the first day. During the following months, large numbers died from the effect of burns, radiation sickness, and other injuries, compounded by illness and malnutrition. In the face of such devastating destruction, the Japanese government announced their surrender through a radio broadcast on August 14th, 1945. The next day, August 15th, 1945, was proclaimed Victory over Japan Day (V-J Day). A few weeks later, the formal document of surrender was signed on September 2, 1945, aboard the battleship USS Missouri, in Tokyo Bay, officially ending World War II.
Formation of the United Nations

At the end of the World War II, Japan was occupied by the Allied Powers, led by the United States. This presence marked the first time in its history that the island nation had been occupied by a foreign power. During the occupation, leading Japanese war criminals were tried at the International Military Tribunal for the Far East. After the Nazi party was declared illegal in Germany, the Nuremberg trials commenced on November 14, 1945 to prosecute Nazi leaders with war crimes. Germany was divided into western and eastern occupation zones controlled by the Western Allies and the Soviet Union respectively.

World War II altered the political alignment and social structure of the world. The United Nations was established on October 24th, 1945 to foster international cooperation and to prevent future conflicts. The great powers that were the victors of the war—the United States, the Soviet Union, China, the United Kingdom, and France—became the permanent members of the United Nations Security Council. The Soviet Union and the United States emerged as rival superpowers, setting the stage for the Cold War, which lasted for the next 46 years.
The Human Experience is not like most World War II exhibitions. Instead of focusing on the historical aspects of the war, we wanted to highlight the individual experience of life during the war. In 1945, America’s population was about 140 million. Of those, nearly 16 million men and women served in the armed forces. These exhibitions intend to tell their story, their experience.

Witness to War focuses on photography from World War II. Objects on display range from official military photographs to personal and candid shots of military service members. The camera became a potent weapon during World War II. Images of war scenes were carefully censored by the United States government, and only those that would have the greatest impact on morale were chosen to be released to the press. The photographs also allow us to understand the personal side of war. The scenes in our exhibition capture not only the trials of war, but also the daily lives of those fighting in the war. They link private memory with our shared history.

Bill Mauldin: An Artist on the Front presents cartoons made by cartoonist and G.I. Bill Mauldin. These cartoons brought to light the raw truth of war through its two fictional characters, Willie and Joe. For civilians and soldiers alike, these two men represented the American combat infantrymen of World War II.

The Design of War: World War II Propaganda Posters & Flags brings to light the impact of war on the individual and the homefront. It presents several American propaganda posters as well as personal objects, such as service flags, cameras, dog tags and even letters written by GIs to their loved ones.

The objects from these four exhibitions shed light on a more intimate side of war—one that is often glossed over in textbooks—and connect us to the individuals who made the war effort possible, while also bringing to mind the emotional impact World War II had on the home front.
Lesson Plan: Propaganda Posters

Key Objective: Students will examine and discuss common propaganda techniques utilized by Germany and the U.S. during WWII, then implement these techniques in their own propaganda posters or comic strips.

Relevant Standards:
VA.68.C.3.4; VA.68.H.1.1; SS.912.A.1.4; VA.912.C.3.3; VA.912.F.1.5; VA.912.F.2.3; VA.912.H.1.1; SS.912.A.1.4

Grade Level: 6-12    Time Needed: 2 class sessions

Materials:
white paper
markers
colored pencils
colored cardstock sheets (to mount poster on)

Procedure:
Discuss propaganda (i.e. what it is, what it is intended to accomplish, etc.).
Show examples of propaganda pieces from WWII. Ask what they notice about the pieces. What makes them propaganda? Have the students create their own propaganda poster or comic, then have them evaluate their pieces with the example questions:
1. For whom is this poster intended?
2. What is the poster trying to get the audience to do?
3. What is the theme of the poster?
4. What symbols, key words or well-known images are used? Is it successful?
5. What is the emotion conveyed by the poster?
6. How would you change the image to make it more powerful?
7. How successful do you think this poster would be during WWII?
8. Would a similar image have the same impact in today’s society? Why or why not?

Discussion Questions:
1. Which type of propaganda do you believe to be the most effective? Why?
2. Why are propaganda/comics a powerful tool to use on people?

Evaluation:
Are the students able to identify types of propaganda? Are they aware of American and German propaganda methods used during WWII?
**Lesson Plan: Rationing**

**Key Objective:** Students will realize the extensive impact World War II had on everyday American life on the home front. Students will critically examine the role of the civilian during times of war.

**Relevant Standards:**
SS.6.C.2; SS.7.C.2; SS.8.C.1; SS.8.FL.2; SS.8.FL.3; SS.912.A.6;
SS.912.C.2; SS.912.FL.2; SS.912.FL.3

**Grade Level:** 6-12  **Time Needed:** 2 class sessions

**Materials:**
Activity log
Rationing “coupons”
Images of food/other rationed items

**Procedure:**
1. Prior to completing this lesson in class, have students complete a 2-day activity log, in which each student will list and describe his/her daily activities during a weekday and a weekend day. This will ensure that each student will be able to examine the effect of rationing on his or her personal as well as public life.
2. Create “coupons,” based on items and portions in ration books, for the students.
3. Allot an equal amount of each coupon to every student.
4. Create a mock convenience store, where students will use their coupons to buy enough food and other items for the week.
5. Convene once students have made their purchases and discuss the effects of rationing.

**Discussion Questions:**
1. Why was rationing necessary for the war effort during WWII?
2. What items were rationed? Why do you think these items would have been rationed?
3. What are some ways families could supplement their weekly food rations?
4. What activities will be most affected by rationing? How? How might you change your behavior to account for the rationing?
5. What is the role of sacrifice by individual citizens in a country’s effort to win a war, or affect change?
6. Should various forms of civilian sacrifice be implemented by the government during all times of war?

**Evaluation:**
Do students understand the importance of rationing during World War II?
Do they understand the sacrifices that had to be made on the homefront?
Lesson Plan: Create a Service Flag

Key Objective: Students will learn about the American home front during WWII and what it was like for the families who had servicemen that were away at war.

Relevant Standards: VA.1.C.1.1; VA.1.F.3.1; VA.4.C.1.2; VA.4.H.1.1; VA.5.F.3.1; SS.1.A.2.1

Grade Level: K-5 Time Needed: 1 class session

Materials:
construction paper (red, white, blue)
scissors
glue
shapes that students can trace to decorate their flag

Procedure:
1. Discuss life at home while servicemen were away.
2. Show an example of a service flag and explain to students what they were used for. Explain to the students what each type of star meant.
3. Explain that the service flags were a way of bringing a community together and honoring their military men.
4. Have students make their own service flag.
5. Hang them in the classroom. Explain to students how many soldiers were deployed during WWII and the sacrifices they made.

Discussion Questions:
1. What do you think it may have felt like for the children whose parents were away fighting in WWII?
2. Can you think of ways military servicemen and women are honored and remembered today?

Evaluation:
Can students recognize a service flag and explain its meaning? Can students understand why military members are honored and identify ways to do so?
Lesson Plan: Create a Newspaper

Key Objective: Students will conduct research and design a newspaper with articles, images and advertisements appropriate to WWII.

Relevant Standards:

Grade Level: 5-12

Time Needed: 4-6 class sessions

Materials:
- computers to type articles
- books/other research materials on WWII
- poster board
- scissors
- glue

Procedure:
1. Split students into groups of 3-4 and assign students in each group to articles on various topics dealing with WWII.
2. Use the library, books, documentaries and the internet to research the topics.
3. For every article, make sure there is one image, and each newspaper should have at least 2 advertisements appropriate to the time period.
4. Have students type, edit and print out their articles, images and advertisements, then paste them onto the poster board in a neat and appealing manner.

Discussion Questions:
1. What did you learn about the research process? Was it challenging or confusing? Did you have trouble finding information, or was there conflicting information? Did you learn any research skills you could apply to another topic or subject?
2. How important do you think newspapers would have been to Americans during WWII? Do we rely on newspapers as much now as you think people did in the 1940s? What other sources of information are available to us today?

Evaluation:
Can students research and write-up their findings in a clear manner? Are they able to work together to edit and create a cohesive newspaper?
**Lesson Plan: Internment Suitcase**

**Key Objective:** Students will learn about Japanese Internment Camps and realize the sacrifices that had to be made by families that were moved there. Students will critically examine what choices the families had to make when leaving their home.

**Relevant Standards:**
SS.1.A.2.1; VA.1.C.1.1; VA.2.O.3.1; VA.3.F.3.1; VA.4.O.3.1; VA.4.C.1.2; VA.5.F.3.1; VA.5.H.1.4

**Grade Level:** K-5  
**Time Needed:** 2 class sessions

**Materials:**  
suitcase image printout  
colored pencils/crayons

**Procedure:**
1. Briefly explain Japanese Internment Camps and how families were relocated from their homes and could only take a few belongings with them.
2. Tell students to imagine they had to move and could only take one suitcase along—what special items would they bring? Remind students that they would have to be able to carry this suitcase.
3. Have students draw their special items in the suitcase printout.
4. Discuss the students’ choices.

**Discussion Questions:**
1. What decisions did you have to make when you chose what to “pack”?  
2. How do you think the children who were forced to move to these camps felt? How would you feel?  
3. Think about the size of a suitcase. What would fit inside of it and what would not?  
4. What special things did you choose to take with you and why. How did you decide on these things?

**Evaluation:**
Do students understand the sacrifices they would have to make if they were in this situation?  
Are they able to think about which items are really important to them and their family and which ones are less significant?
**Allies**
Term that refers to the United States, Great Britain, the Soviet Union, China, Canada and approximately 50 other countries.

**Axis**
The term given to the alliance between Germany, Italy, Japan, and their allies, including Bulgaria, Romania, and Hungary.

**Churchill, Winston**
The British Prime Minister during WWII. Along with the U.S. president Roosevelt and the Soviet dictator Stalin, Churchill oversaw the planning and execution of the Allied victory over the Axis. His Conservative Party lost the election of 1945 and Churchill was replaced by Clement Attlee.

**Concentration Camps**
Prison complexes established by the Nazis for internment and forced labor of enemies of Germany before and during WWII. These included Jews, Communists, homosexuals, Roma (gypsies), Jehovah’s Witnesses, and political enemies.

**D-Day**
The term designating the opening date of a major military operation. The D stands for “day” and is used as a stand-in for the date, which was either un-chosen or meant to be secret. Although there were many D-Days during WWII, the term has come to signify June 6, 1944—the Allied invasion of Normandy.

**Death Camps**
Nazi extermination centers established in Poland where millions of Jews and other enemies of the German state were murdered. The majority of prisoners brought to extermination camps were killed within 24 hours of arrival.

**Emperor Hirohito**
Emperor of Japan during WWII. After the war, Hirohito remained on the throne, but as a figurehead only.

**Fascism**
The political system put in place in Italy by Benito Mussolini, featuring nationalism, militarism, totalitarianism, corporatism, and anti-Communism. Elements of Fascism were incorporated into Nazi ideology and practice. The term is derived from the Latin word fasces, a bundle of rods, and the symbol of magistrates in ancient Rome.

**Gestapo**
German Secret Police.

**Ghetto**
A poor section of a city that is inhabited by people mainly of the same race, religion, or social background, often because of discrimination.

**Himmler, Heinrich**
Head of the SS and high-ranking Nazi leader.

**Hitler, Adolf**
Nazi Party leader and German dictator from 1933 to 1945. Austrian by birth, Hitler rose to power in the economic and social chaos of post-WWI Germany. He established the Third Reich, re-militarized Germany, enacted virulently anti-Semitic laws and policies, and started WWII in Europe by invading Poland in September 1939. He committed suicide on April 30, 1945, as Soviet troops poured into Berlin.
<table>
<thead>
<tr>
<th>Glossary</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Holocaust</strong></td>
<td>Term used to describe the killing of six million European Jews by the Nazis during WWII; the most infamous attempt at genocide in history. Besides Jews, the Nazis killed millions of other &quot;enemies of the Third Reich,&quot; including Communists, homosexuals, Roma (gypsies), Jehovah's Witnesses, those with physical or mental disabilities, etc.</td>
</tr>
<tr>
<td><strong>Nazi</strong></td>
<td>A member of the National Socialist German Workers' Party. At its height, the political party had 8.5 million members, including nearly all members of the German government.</td>
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<tr>
<td><strong>Pearl Harbor</strong></td>
<td>Main U.S. naval base that was attacked by Japanese forces in December 1941.</td>
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<tr>
<td><strong>Propaganda</strong></td>
<td>Concerted set of messages aimed at influencing the opinions and behaviors of large numbers of people. During WWII, most countries produced posters, newsreels, films, radio announcements, etc., to encourage its citizens to support its wartime policies.</td>
</tr>
<tr>
<td><strong>Rationing</strong></td>
<td>A system of apportioning scarce resources to ensure adequate supply and fair distribution. During WWII the following items were rationed in the United States and other countries: tires, gasoline, shoes, canned goods, cheese, meat, coffee, sugar and tobacco.</td>
</tr>
<tr>
<td><strong>Roosevelt, Franklin Delano</strong></td>
<td>U.S. president throughout most of WWII and the only person ever to be elected president four times. He led the U.S. through the Great Depression, maintained U.S. neutrality in WWII until the Japanese attack on Pearl Harbor and coordinated with Churchill and Stalin the eventual Allied victory over the Axis. Roosevelt died of a cerebral hemorrhage on April 12, 1945, three weeks before the German surrender, and was succeeded by Vice President Harry Truman.</td>
</tr>
<tr>
<td><strong>Service Flags</strong></td>
<td>Banners that U.S. families hung in their windows to indicate that a family member was serving in the Armed Forces. The number of stars represented how many family members were serving.</td>
</tr>
<tr>
<td><strong>VE-Day</strong></td>
<td>Victory in Europe Day; May 8, 1945, the date that the Allies accepted the surrender of Germany.</td>
</tr>
<tr>
<td><strong>VJ-Day</strong></td>
<td>Victory over Japan Day; can refer either to August 15, 1945, the day Japan announced its surrender or September 2, 1945, the day the Japanese signed the surrender document aboard the U.S.S. Missouri in Tokyo Bay.</td>
</tr>
<tr>
<td><strong>War Bonds</strong></td>
<td>A type of savings bond issued by governments to help fund wars and control inflation. 85 million Americans purchased $185 billion of War Bonds during WWII.</td>
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</tbody>
</table>
**Bibliography**


IMAGE LIST


EVALUATION

Please return to:
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Was this material adaptable for introduction to your students?
All         Some        None

Did you feel the packet adequately provided the information and materials on the topics covered by the exhibition?
All         Some        None

Was the packet presented in an organized manner?
All         Some        None

Would you like to continue to receive materials from FSU Museum of Fine Arts?
Yes         No

Did you use any of the suggested activities in your classroom?
All         Some        None

If so, were they successful?
All         Some        None

Do you have any other comments or suggestions for us regarding the Education Packet?