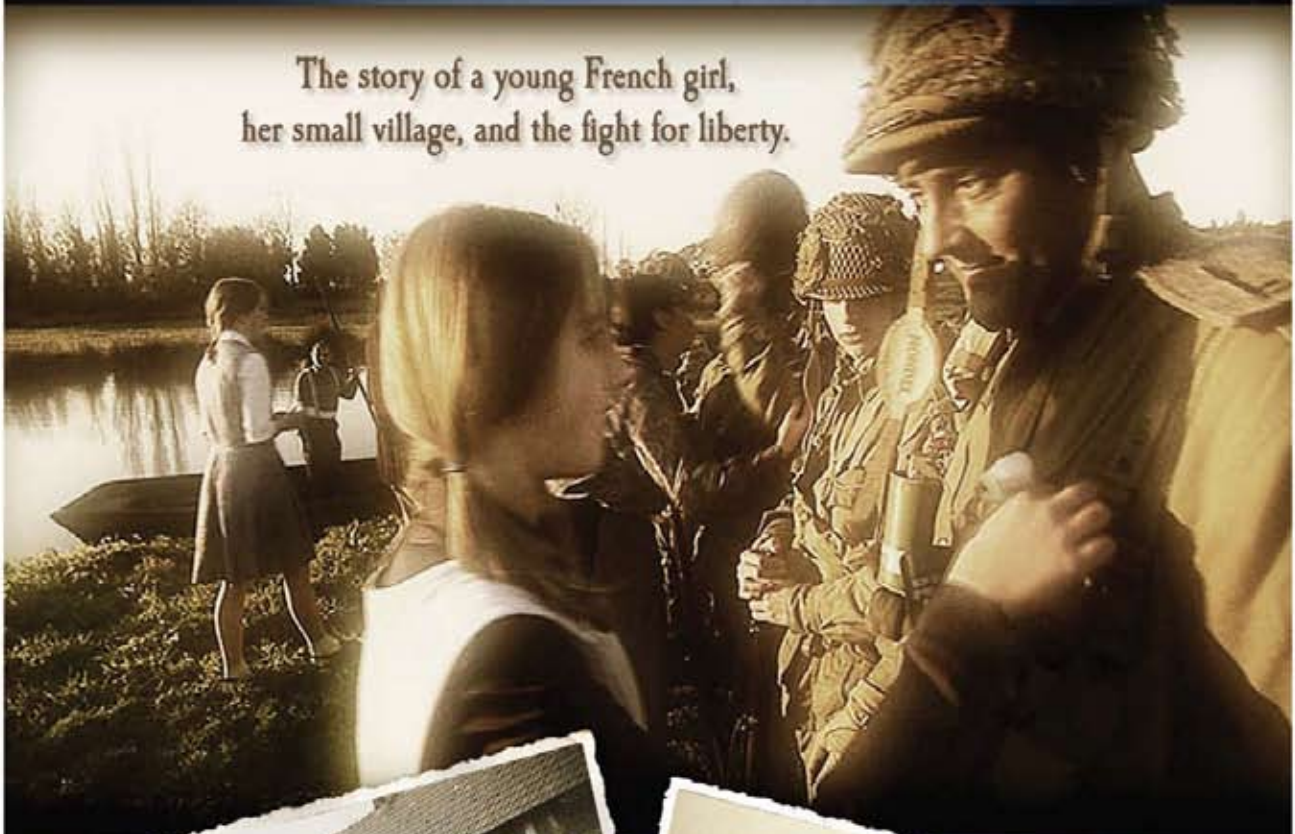


Papa said, "We should never forget." Teacher Resource Guide

The story of a young French girl,
her small village, and the fight for liberty.



INERTIA FILMS presents a SALUTE AMERICA INC. PRODUCTION
in association with THE MUSEUM OF AVIATION in Warner Robins, Georgia

Papa said, "We should never forget."

A film by DAVID DRUCKENMILLER

based on the manuscript, *SILK FROM THE SKY* by DR. ERIC GROCE

directed and produced by DAVID DRUCKENMILLER; associate producer and historical consultant DR. ERIC GROCE
coordinating producer for the Museum of Aviation MELISSA SPALDING; director of photography A. TROY THOMAS; French production coordinator DOMINIQUE FRANCOIS
interpreters GAYLE WURST, GERARD GUEGAN; associate producers MARILYN ASHMORE, PHIL WALKER; featuring ANYA COLOMB, JUSTINE SMALL, DENIS SMALL & GAELLE FRANCOIS
reenactments by PATRICK LEFEVRE and YANKEES GROUP; special appearance by MARTHE HIS and ODETTE LELAVECHEF
art direction BRYAN NIXON; soundtrack KILLER TRACKS, OMNI MUSIC, ATMOSPHERE MUSIC LTD., ONE LIGHT MUSIC PRODUCTIONS

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Papa Said, *"We Should Never Forget"* Outreach Educator Resource Guide

This film is presented daily as an educational component of the Down to Earth; Return of the 507th Parachute Infantry Regiment, and its participation in the invasion of Normandy exhibit in the Museum of Aviation World War II Hangar at Robins Air Force Base in Warner Robins, Georgia. The film is also included as part of this Outreach Educator Resource Guide.



Dedication

This Educator Resource Guide is dedicated to the men and women of the Armed Forces and their families who sacrifice so much for our continued freedom.



SALUTE AMERICA, INC.
Sharing Heritage and Saluting Heroes

The Museum of Aviation Flight and Technology Center sincerely thanks Salute America, Inc. for their great support of this project. The commitment of the Museum of Aviation Education Department and the Salute America, Inc. team made this Educator Resource Guide as a support companion to the Papa Said “We Should Never Forget” film.

ACKNOWLEDGMENTS:

Salute America, Inc.

Marthe Rigault His and Odette Rigault
Lelavechef for sharing their story with our
filmmakers.

Dr. Eric Groce, Appalachian State Univ., NC

Jill Allen, Westminster School, Atlanta, GA.

Pamela Knauer, Houston Co. Schools

Bill Helfers, Warner Robins High School,
Warner Robins, GA.

Museum of Aviation Education Department

Donna Barnwell
Chris Campbell
Wayne Carley
Jennifer Gombos
Cindy Groves
Candi James
Elizabeth Skinner
Melissa Spalding



The Film Team

BACK ROW 1-5: Troy Thomas, David Druckenmiller, Daryll Mitchell, Dr. Eric Groce,
MIDDLE ROW 1-5: Marilyn Ashmore, Melissa Spalding, Gayle Wurst,
FRONT ROW 1-5: Gaelle Francois, Anya Colomb, Justine Small, Dominique Francois
– in Graignes, France. November 2007

Papa Said, “*We should never forget*”

By Melissa Spalding, Director of Education, Museum of Aviation Flight and Technology Center

During the early planning stages of the World War II Hangar, the Education Department was asked by Salute America, Inc. if we needed any sort of support films for our programs. We thought about ways that our instructors and students would benefit most from a film.

We decided that we needed a film that told a personal story from a child’s point of view. We wanted a way to help students of today understand what life was like in occupied France on D-Day.

We researched the Georgia Performance Standards to better understand what students are expected to learn when studying the World War II time period. We have compiled a list of vocabulary words used on the sample CRCT tests that correlate with our new building’s objectives.

When I first began talking to our Film Director, David Druckenmiller, I suggested a story about a French girl who would be about the age of a fifth grader. Our education team felt that it was important to appeal to 5th and 8th graders to correlate with state standards. David is a wonderful director.

We talked many times about ideas for the story line and then he set about looking for a story. He came back with a proposal that was perfect! David had learned that there was a true story following the same lines of what we were requesting....and that the story of this young girl had been written in a book titled “Silk from the Sky” by Dr. Eric Groce. Days later, David reported that this same young girl, Marthe Rigault-His was still living in Normandy and had approved of us telling her story in our educational film. Her older sister, Odette Rigault-Lelavechef had also agreed to tell her famous and heroic story from 1944. Dr. Eric Groce had even agreed to help produce the film.

We worked hard on the script, making certain that the Georgia Performance Standards and CRCT vocabulary words were woven into the lines. Then, a film crew was assembled and we were off to France! It was November, 2007 when we traveled to a very cold French village 21-25 miles from the coast. As you know, D-Day occurred on June 6th.....and we were filming in November!

The film schedule was incredibly organized, and it was an absolutely awesome feat that it was all done on location in only three days. It was destiny that guided this project, because neither cold nor rain slowed the making of this film. There was an excitement on each set that I will forever remember. The townspeople came together in a most gracious way to welcome us and support the film.



“I drew an assault boat to cross in--just my luck. We all tried to crawl under each other because the lead (bullets) was flying around like hail.” U.S. troops crossing the Rhine river under enemy fire at St. Goar. March 1945.

The film, *Papa Said*, “We should never forget”, is now one of many unique displays projected in the new WWII Exhibit Hangar. Inside the hangar, visitors journey back more than sixty years, to a critical time in our nation’s history when the freedoms we enjoy today were under attack. The film is based on the true story of Odette and Marthe Rigault.

Encouraged by their papa’s words, these two young French girls yearned for their country’s freedom and courageously assisted in the fight for liberation in their village. Their small contribution to World War II during the opening stage of the massive military invasion of Europe, known as D-Day, may seem insignificant.

And yet, their story of personal sacrifice, courage and collaboration between American soldiers and French citizens inspires us today. The film asks us all.....what would you be willing to do to protect your freedom? It is a springboard to dynamic conversation among students as we teach about patriotism, collaboration, sacrifice, courage, gratitude, and liberty.

A one of a kind curriculum accompanies this film. The Museum of Aviation Education Department has created a WWII ACE Science Based Field Trip for students in 3rd – 8th grades. Specifically, the program objectives correlate to the 5th Grade and 8th Grade Georgia Performance Standards. The field trip includes a tour through the 507th PIR Exhibit (including the film *Papa Said*, *We should never forget*”), a journey through additional areas of the WWII hangar with a hands-on activities, and an interactive lesson in the newly projected WWII Classroom.

WWII ACE is a 2 hour program that can accommodate up to 90 students. There is a 3\$ fee per student. A history-base guided tour is also available for groups scheduling through the Education Department. Guided Tours are \$2.50 per person. Call 478-926-5558 for scheduling information. The Museum of Aviation also created this outreach Educator Resource Guide



“Private Roy Humphrey is being given blood plasma by Pfc. Harvey White, after he was wounded by shrapnel, on 9 August 1943 in Sicily.”

to accompany *Papa Said* “We should never forget” in the classroom. Many educators will use this guide while teaching principles of patriotism and WWII. Others will use the guide to support community projects or as support material for their field trip excursion to the Museum of Aviation. In any case, it has been our honor and pleasure to work on this project and share it with all educators and students of any age.

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Two bewildered elderly ladies stand amid the leveled ruins of the almshouse which was Home; until the Germans dropped their bombs. Total war knows no bounds. Almshouse bombed Feb. 10, Newbury, Berks., England.” Naccarata, February 11, 1943.

Papa Said, “*We should never forget*”

Educator Resource Guide

GPS objectives

The following standards correlate directly with the Georgia Performance and National Standards. The Papa Said “We should never forget” Educator Resource Guide is designed to support the classroom teacher. By using these lesson plans, students can obtain a better understanding of what our America and world was like when World War II began 70 years ago.

SS5H6: The student will explain the reasons for America’s involvement in World War II.

- a. Describe Germany’s aggression in Europe and Japanese aggression in Asia.
- b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
- e. Describe the effects of rationing and the changing role of women and African Americans; include “Rosie the Riveter” and the Tuskegee Airmen.
- f. Explain the U.S. role in the information of the United Nations.

M6P2: Students will reason and evaluate mathematical arguments.

M6P2: Students will communicate mathematically.

M6P5: Students will represent mathematics in multiple ways.

S3L2: Students will recognize the effects of pollution and humans on the environment.

SS5E1: The student will use the basic economic concepts of trade, opportunity cost, specialization and voluntary exchange, productivity, and price incentives to illustrate historical events.

S5CS5: Students will communicate scientific ideas and activities clearly.

S5CS6: Students will question scientific claims and arguments effectively.

S5CS7: Students will be familiar with the character of scientific knowledge and how it is achieved.

S5CS8: Students will understand important features of the process of scientific inquiry.

ELA6W2; ELA7W2; ELA8W2 The students demonstrate competence in a variety of genres.



American women serving as nurses near the front lines in France during the invasion.

WORLD WAR II DISCUSSION QUESTIONS AND ANSWERS

1. Who were the main Axis Nations or Powers and Allied Nations? Who were the Leaders?

Axis Nations:

Japan – Emperor Hirohito;
General Hideki Tojo
Germany – Adolf Hitler
Italy – Benito Mussolini

Allied Nations:

United States – Franklin Delano Roosevelt
USSR – Joseph Stalin
Great Britain – Winston Churchill
Free France - General Charles De Gaulle

2. Who were the Axis and Allies?

Germany, Italy, and Japan were the primary Axis powers (also interpreted as Axis alliance, Axis nations, Axis countries or sometimes just the Axis). These aggressive countries sought to expand their domains through force.

Allied countries fought together against the Axis Powers to defend their own territories and halt Axis aggressive global expansionism throughout WWII. The primary Allied nations were particularly Britain, France, and later the Soviet Union, and the United States.

3. What is Fascism?

Government ruled by a dictator who rules through fear, force and control over everything in society.

4. Briefly describe Germany's aggression in Europe and Japanese aggression in Asia. SS5H6 (a)

a. On September 1, 1939 WWII officially started (according to most historians) when Hitler's

troops invaded Poland from the west. France, Great Britain, Australia, New Zealand, Canada, South Africa, and India declared war on Germany. (The Nazi program of exterminating Jews, called the Holocaust was waged by 1941 and lasted on through the end of the War in Europe in 1945.)

(More than 6 million European Jews were murdered at concentration camps, as well as an additional 5 – 6 million people of other religions, races and ethnic backgrounds.)

b. By June of 1940, the countries, Denmark, Norway, Netherlands, Belgium and France fell to Germany. In July of 1940, the Battle of Britain began. Britain, by now, the last bastion of free people in Europe, was fighting back ferociously for its continued existence and freedom.

c. On December 7, 1941, the United States became involved in the war following the Japanese sneak attack on military bases in Hawaii, particularly the naval base at Pearl Harbor.

Also, at approximately the same time of the Pearl Harbor Attack, other American interests were attacked as well to include the Philippines, Guam and Wake Island.

British interests such as the Gilbert Islands, Thailand and Malaya were also attacked in early December 1941.

d. Due to Japan's ruthless aggression, the United States and Britain declared war on Japan. (The other main Axis nations, Germany and Italy then declared war on the United States approximately three days later.

e. Other Allied bases and territories in the Pacific and Asia were later attacked and/or captured by the Japanese within months after the Pearl Harbor Attack.

5. Briefly describe the following major events. SS5H6 (b)

a. Pearl Harbor – On December 7, 1941, Japanese naval and air forces attacked Pearl Harbor, an American naval base in Hawaii, along with other Allied bases in the Pacific and Asia. United States declared war on Japan on December 8, 1941.

Three days later Germany and Italy declared war on the United States. (Nine ships of the U.S. fleet were sunk and twenty-one ships were severely damaged.) Sadly, 2,350 Americans were killed and almost 1,200 were wounded.)

(The overall death toll reached 2,350, including 68 civilians, and 1,178 injured.) (Of the military personnel lost at Pearl Harbor 1,177 were from the Battleship USS Arizona alone.)

b. D-Day – Operation Overlord, also known as Invasion of Normandy – The D-Day invasion of Normandy began on June 6, 1944. The Allied assault on Nazi-occupied northern Europe assembled the largest force in the history of amphibious warfare and represented a major turning point in World War II.

Combined U.S. and British forces successfully pushed back German forces along the northern coast of France. The campaign secured key ports that allowed entry of troops and supplies to sustain the Allied military offensive that liberated France and other occupied countries and led to the defeat of Nazi Germany in May, 1945.

c. Battle of Iwo Jima – Produced one of the fiercest fighting engagements in the Pacific theater of World War II that would result in an Allied victory. This battle marked the first U.S. invasion of the Japanese home islands which lasted from February to March 1945.

In only 35 days of battle, the Allied forces (mainly U.S. Marines) suffered nearly 28,000 casualties, with nearly 7,000 killed in action.)



Raising the Flag on Iwo Jima is a historic photograph taken on February 23, 1945, by Joe Rosenthal. It depicts five United States Marines and a U.S. Navy corpsman raising the flag of the United States atop Mount Suribachi during the Battle of Iwo Jima.

Due to the ferocity of the Japanese forces and heavy Allied casualties before this battle and after, especially the later, Battle of Okinawa, the U.S. under President Truman, took decisive action to prevent further Allied casualties. It was only with the American use of two atomic bombs in the cities of Hiroshima, and Nagasaki Japan in August of 1945 that forced the Japanese to finally surrender.)

d. Victory in Europe or V-E Day – May 8, 1945, the day the Allies announced the formal surrender of German Forces. The war in Europe ended.

e. Victory over Japan or V-J Day – August 15, 1945, the day the Allies announced the surrender of Japanese forces during WWII. Japan formally signed the surrender on September 2 on the Battleship USS Missouri.

f. World War II involved 61 countries with 1.7 billion people (three quarters of the World's population at the time).

G. Out of nearly 73,000,000 people killed in World War II, 61 million were allied people and 11 million were Axis people. Well over 400,000 Americans were killed in that war.

6. Why did the United States choose to enter the war?

The United States officially entered WWII when it declared war on Japan as a reaction to that nation's naval and air forces attack on Pearl Harbor Naval Base, Hawaii along with other U.S. and Allied bases in the Pacific and Asia.

7. Who won the war?

The Allied Forces

8. What were the Effects of Rationing: SS5H6 (e)

During WWII, the American People faced many challenges as many food and material, that we take for granted today, were required for the war effort. The U.S. Government did not want to experience the inflation and food shortages that had occurred in World War I.

So, the government necessary to ration food, gas, and even clothing during that time and Americans were asked to conserve and recycle goods as much as possible. (It was in the spring of 1942 when the Food Rationing Program was set into motion. Government-sponsored ads, radio shows, posters and pamphlet campaigns urged the American people to comply.)

Ration stamps became a kind of currency with each family being issued a "War Ration Book." Each stamp authorized a purchase of rationed goods in the quantity and time designated, and the book guaranteed each family its fair share of goods made scarce by the war. Americans learned to utilize what they had during rationing time.

The Rationing program would include creating clubs, such as Car Clubs, which encouraged individuals to car pool to conserve on gas. Sugar rationing took effect in May 1943 with the distribution of "Sugar Buying Cards." "Red Stamp" rationing covered all meats, butter, fat,

and oils, and with some exceptions, cheese. Each person was allowed a certain amount of points weekly with expiration dates. "Blue Stamp" rationing covered canned, bottled, and frozen fruits and vegetables, plus juices and dry beans; and such processed foods as soups, baby food, and catsup. Ration books were also issued for rubber items and shoes too.)

After three years of rationing in the United States, World War II finally came to a welcome end. But, rationing in the U.S. did not end until 1946. Only then was meat, butter, and sugar more readily available for U.S. citizens. (Also, now that the company's like Ford, General Motors and Chrysler were no longer manufacturing war materials like tanks and airplanes, the production of cars and other civilian vehicles and goods had resumed.)

While Americans still live with some of the results of World War II, rationing policies have not yet been reinstated.

8. Describe the Changing Role of Women. SS5H6 (e)

Before the war, women were not usually employed outside the home. But that would change. It was unknown how long the war would last when the United States became forced into the conflict in December of 1941. Most able bodied men either already enlisted in or were drafted by the armed forces. This created a severe shortage of workers required in various factories and other important critical areas required to win the war. The government not only encouraged women to start growing and canning their own food to supplement rations.

Other roles asked of women were to help with recycling drives, volunteering for the American Red Cross and taking over the many jobs left behind by the men as they went off to war. Women did in fact, with much enthusiasm, rise to the occasion while our nation and way of life was in grave danger.

So, it was the many women (known as “Rosie the Riveters”) who manufactured and assembled critical war materials such as ships, tanks, aircraft, guns, bombs and other munitions. All the while, they still provided care for the next generation (their children) and homes.

Also over 350,000 American women served in uniform, both in the United States and overseas. They were organized into organizations like Women Accepted into Voluntary Emergency Service (WAVES) in the U.S. Navy, the Women’s Army Corps (WAC’s), and Women’s Air Force Service Pilots. Their occupations ranged from staff clerks, nurses, and air traffic controllers to pilots as well. Although they were not intended to be actual combatants, 84 of these women, were captured and suffered as prisoners of war (POW’s). And sixteen of them were killed in action.

9. Describe the changing role of African Americans during WWII.
SS5H6 (e)

Unfortunately American Society was still segregated before and during World War II. But, with a national crisis at hand and extreme shortage of manpower due to enlistments and the draft, President Roosevelt instituted federal executive orders (Executive Orders 8802 and later 9346). These orders guaranteed equality of employment rights and required companies not to discriminate on the basis of race, or religion. At the time, this was the most significant breakthrough ever for African Americans and women in general on the U.S. job front.

As mentioned before, American Society was still segregated before and during World War II. Sadly, the military was no exception to this policy. At first, African American servicemen were initially only permitted to be employed in duties like working in supply warehouses, motor pools, general services and engineer units. But, eventually actual combat units were formed. Some of the most famous units were the 92nd Infantry Division “Buffalo Soldiers”, 93rd Infantry

Division, 761st Tank Battalion, also known as the “Black Panthers”, and the mostly (75%) African American manned U.S. Army express trucking unit known as The Red Ball Express in 1944.

Perhaps the most famous of these units were the so called Tuskegee Airman like that of the 332nd Fighter Group/99th Fighter Squadron who flew fighter aircraft to include the P-51 Mustang. Uniquely, this squadron painted the tail section of their aircraft red. They were thereby known as the “Red Tails”.

They are best known for being the fighter unit that never lost a bomber aircraft that they were escorting, to enemy interceptor aircraft fire. It was the Tuskegee Airmen and other similar manned units, bravery and accomplishments that led to desegregation in the military in 1947. This action could be seen as one of the major steps would lead to later overall improvement of civil rights in our country. In all, over 1,200,000 African Americans served in WW II. Over 700 of them were killed in action.



The 332nd Fighter Group (Tuskegee Airmen) attends a briefing in Italy in 1945.

10. Explain the role of the formation of the United Nations. SS5H6 (f)

As the Second World War raged, the leaders of Britain, China, the US and the Soviet Union, under intense pressure from the press and public, conferred the details of a post-war organization. U.S. President Franklin D. Roosevelt sought to convince the public that an international organization was the best means to prevent future wars.

President Roosevelt then discussed with Soviet Premier Joseph Stalin, a proposal of an international organization comprising an assembly of all member states and a 10-member executive committee to discuss social and economic issues.



“Chow is served to American Infantrymen on their way to La Roche, Belgium. 347th Infantry Regiment.” Newhouse, January 13, 1945.

The United States, Great Britain, Soviet Union, and China would enforce peace as “the four policemen.” The United Nations officially came into existence on 24 October 1945. The original purpose of the United Nations was and still is to bring all nations of the world together to work for peace and development, based on the principles of justice, human dignity and the well-being of all people. It affords the opportunity for countries to balance global interdependence and national interests when addressing international problems.



Women joined the workforce to replace men who had been called to serve in the U.S. armed forces. The so called “Rosie the Riveter” became the symbol of women laboring in manufacturing. The war effort brought about significant changes in the role of women in society as a whole.



Alfred Eisenstaedt of LIFE took the photograph of a sailor kissing a nurse at the Times Square celebration on August 15, 1945, at the end of World War II. On the 50th anniversary of the photograph, the couple was identified as Edith Shain and Carl Muscarello.



U.S. troops return to Wake Island in 1945.



“Gaunt allied prisoners of war at Aomori camp near Yokohama in Japan cheer rescuers from U.S. Navy. Waving flags of the United States, Great Britain and Holland.” Japan, August 29, 1945. They were very fortunate.

Time Line – World War II

1939 – August 23	Soviets sign pact with Germans
September 1	Germans invade Poland
September 3	Great Britain and France declare war on Germany
1940 – May 10	Germans invade Holland, Belgium, Luxemburg
May 28	Belgium surrenders to Germany
September 27	Japan joins Axis
1941 – June 22	Germans invade Soviet Union
December 7	Japanese bomb Pearl Harbor
December 8 - 11	United States declares war on Japan; Germany and Italy declare war on the United States
1942 – March 20	Rangoon, Burma, falls to Japan
June 7	Japanese defeated at Midway
17 July	Start of the Battle of Stalingrad
8-10 November	Allies invade North Africa
1943 – July 10	Allies land on Sicily
July 25	Mussolini ousted from power
September 3	Italy surrenders to Allies (but fighting continues)
1944 – June 4	Rome falls to Allies
June 6	D-Day – Invasion of Normandy, France
August 25	Paris liberated
1945 – February 4	Manila, Philippines, liberated
February 19	Americans invade Iwo Jima
April 1	Americans land at Okinawa
April 12	Roosevelt dies
April 28	Mussolini executed
April 30	Hitler committed suicide
May 7	Germany surrenders; V-E Day (Victory in Europe)
May 8	V-E (Europe) Day
June 22	Battle for Okinawa ends
July 7	Philippines completed liberated
August 6	Atomic bomb dropped on Hiroshima, Japan
August 8	Russia declares war on Japan, crosses into Manchuria
August 9	Atomic bomb dropped on Nagasaki
August 15	Japan surrenders
September 2	V-J (Japan) Day; Japanese surrender to Allies aboard the Battleship USS Missouri

WWII History

A Brief Overview of World War II

Having lost World War I, Germany, was largely and unfairly required to take complete responsibility for starting World War I (Article 231, The War Guilt Clause of the Versailles Treaty). Although Germany endured heavy losses too in the war, it was forced to give up territories and taxes were also levied to pay for war damages to various Allied nations, especially France.

Now leaderless, as Kaiser Wilhelm II fled to the neutral country of the Netherlands to escape trial by the Allies, German citizens were also experiencing a severe economic depression. The political and economic chaos lasted for years and the German people suffered greatly from hunger and illnesses. Feeling extremely, hopeless, humiliated and angered by what they felt to be an undeserved situation that they were in, they would turn to someone who seemed to address and even provide solutions to all of their problems.

Adolph Hitler became a leader of what was called the National Socialist German Worker's Party, or Nazi party. Hitler convinced many of his people that they were a superior race and would experience years of prosperity while under his leadership. However, all of the promises were made for only certain German citizens. One of the groups of people he excluded intentionally was the Jewish people or Jews. (Hitler and many Germans blamed the country's defeat in World War I on pacifists, Communists, and Jews.) They were to blame for all of Germany's problems. And Hitler encouraged the instillation of hatred for Jewish people in German children, from their youngest age.

Hitler also promised the German people that he would once again make Germany a powerful and well respected nation. He eventually demanded and won over their support. The Nazi party ended up winning more votes than any other political party in Germany as Hitler had many of his opponents arrested and murdered

therefore managing to fully take over the government. On January 30, 1933, Adolph Hitler became Chancellor of Germany.

To provide the German people with the Nazi enabled "Lebensraum" ("Living Space") idea, he planned to make room for Germans, the so called "superior race", in Europe. He began this quest in 1938 by annexing Austria. That same year, he successfully coerced major European powers though threat of war if the western portion of Czechoslovakia (called Sudetenland by the Germans) was not allowed to be annexed to Germany as well. This arrangement was agreed to by many European countries so as to appease Hitler and avoid another war.

But that was not enough. According to most historians, World War II officially began when Adolf Hitler, dictator of Germany, ordered German troops to invade Poland on September 1, 1939. The main Allied Powers were Great Britain, France as they declared war on Germany for the invasion of Poland. German troops later also successfully invaded, the Netherlands (Holland), Belgium, Luxemburg, France, Denmark, Norway, the remaining portions of Poland and Czechoslovakia and North Africa. By autumn of 1940, a small island nation was the only bastion of freedom remaining in Western Europe. The Battle of Britain had begun.



Landing on the coast of France under heavy Nazi machine gun fire are these American soldiers, shown just as they left the ramp of a Coast Guard landing boat." Robert F. Sargent, June 6, 1944.

Britain was caught in an economic choke hold as shipping supplies were being routinely sunk on a grand scale by Kriegsmarine (German Navy) U-Boats (Submarines). Also, over their home island, terror reigned from the sky as air raids conducted by the Luftwaffe (German Air Force) devastated British cities and caused many civilian casualties. It was mainly through the U.S. Lend Lease contributions and the tenacious defense provided by the British Royal Air Force (RAF) that finally forced Nazi Germany to at least delay the invasion of Britain. British Prime Minister said of his aircrews and pilots of the RAF: "Never in the field of conflict was so much owed by so many to so few."



Prisoners were forced wear an identifying insignia. The Jewish people wore the Star of David.

With the British invasion now delayed, Hitler decided on a new risky strategy to prove to the British that their situation was still hopeless. So, in June 1941, Nazi Germany opened a new hostile front and invaded the Soviet Union and inflicted massive casualties on Soviet military personnel and civilians as well. In fact, Hitler broke a pact that he had signed with Dictator Stalin two years earlier promising not to invade the Soviet Union. Since Slavic peoples and Soviet Bolsheviks were considered "Untermensch" (subhuman) by the Nazi's, Hitler's overall plan was to use captured Soviet territories for German agriculture and industry while utilizing the defeated Soviet people as slave labor.

But President Franklin D. Roosevelt also known as FDR (America's 32nd President), declared a state of national emergency due the dire situation that the world was in and approved United

States assistance to Britain, Free France, the Soviet Union, and other countries defending themselves from Nazi German aggression under what was called the Lend Lease Act. The United States provided those countries with all types of food, supplies and equipment to include tanks, ships and aircraft that could be used to help repel or at least delay Hitler's onslaught.

Imperial Japan, like Germany, sought to obtain more territory as their island nation had limited resources and badly required raw materials like oil, steel and rubber to supply its economy and military defensive and offensive operations throughout Asia and the Pacific. The Japanese armed forces were very well trained and extremely powerful at the time. Since 1937, while attacking in the Pacific and throughout Asia, Japan had been ruthlessly expanding its empire. Japanese troops brutally conquered parts of China, to include Hainan Island and committed unspeakable atrocities on the Chinese people.

Due to Japan's aggression in Asia, the U.S. soon ceased to sell scrap metals such as steel and oil by August of 1941. With this action, Japan lost 80% of its normal supply of imported oil which threatened to cripple both the Japanese economy and military strength once strategic reserves were depleted (projected in 2 years), unless alternative oil-sources could be found. Like China, soon other Asian countries, Western colonies and territories would also experience brute response and assimilation into the Japanese Empire.

Japan, feeling embittered and economically isolated, decided to implement their plan to destroy the only floating obstacle in the Pacific, the United States Navy's 7th Fleet. Only with this action, as far as they were concerned, enable unhindered Japanese advance into British held Malaya and the Dutch East Indies. There, Japan would have access to natural resources such as oil and rubber. The Japanese thought was (in particular, Prime Minister/General Hideki Tojo) that once the U.S. Pacific fleet was neutralized, the American people would have no choice but



Surrender of American troops at Corregidor, Philippine Islands, May 1942. Approximately 37% of all American prisoners of War under Japanese control died of torture and executions.

to accept Japanese reign in the Pacific and Asia. They could not have been more wrong.

On the morning of December 7, 1941, Japanese naval and air forces (to include 6 aircraft carriers laden with nearly 360 aircraft, and 5 midget submarines) attacked Pearl Harbor and other military installations in and throughout the U.S. territory of Hawaii with immense precision and surprise.

Although no U.S. aircraft carriers were present at the time, nine ships of the U.S. fleet were sunk and twenty-one ships were severely damaged. Sadly, 2,350 Americans were killed and almost 1,200 were wounded. The overall death toll reached 2,350, including 68 civilians, and 1,178 injured. (Of the military personnel lost at Pearl Harbor 1,177 were from the Battleship, USS Arizona alone.)

In response, the United States declared war on Japan on December 8, 1941. Three days later the other two major Axis nations, Germany and Italy, declared war on the United States. As the United States declared war on Japan, Germany and Italy, the Axis powers may have seemed invincible as it had already dominated large parts of Europe, Africa, East and Southeast Asia and the Pacific Ocean. (The U.S. Strategy considered liberating Europe over the Pacific as their primary objective (“Europe First”).

Meanwhile, while Nazi Germany attacked with astonishing initial success in the Soviet Union, it would come to a screeching halt with the coming of the harsh cold winter of December 1941. Another severely damaging blow to Hitler’s plan of conquering the Soviet Union was Stalin’s strategy of effectively moving 1,100,000 additional Soviet troops from the eastern portion (previously defending against a possible Japanese invasion) to the western front of the country deal with German invaders.

By June 1942, the tide began to turn in the Pacific Theater too. The American aircraft carriers U.S.S. Enterprise, Hornet and Yorktown engaged the Imperial Japanese Naval fleet in the Battle of Midway (so named because of that islands location and proximity between Japan and Hawaii).

Although the American ships, U.S.S. Yorktown (aircraft carrier) and U.S.S Hammond (destroyer) were sunk, the Japanese lost a heavy cruiser (Mikuma) but more importantly, three aircraft carriers (Kaga, Akagi, Soryu) within five minutes of each other and a fourth carrier (Hiryu) within hours of the other three being sunk.

The Imperial Japanese Navy, unable to replace these carriers, aircraft and pilots, would no longer be able to resume offensive operations thereby ceasing overall Imperial Japanese Expansion in Asia. Although this battle has often been called “the turning point of the Pacific”, the Japanese continued to fight ferociously in later battles to include Guadalcanal Tarawa and others.

In North Africa, the Fascist Italians led by Benito Mussolini, were suffering severe military casualties in their unsuccessful attempt to reconstitute and expand the ancient Roman Empire. In November of 1942 Germany agreed to assist them by deploying troops there as well. Initially these German troops (known as the Africa Corps) were successful while under the leadership of General (latter Field Marshal) Rommel (also known as the Desert Fox).

But, by mid 1943 the German Africa Corps surrendered to Allied forces. And by the summer of 1943 Axis nation of Fascist Italy not only was defeated, it arrested (and later executed) Benito Mussolini and changed sides. Italy became an Allied nation.

By January 1944, surviving German troops were completely on the defensive and were pushed back to the Polish Border. Since late 1941, the harsh winter and the additional and swarm of over one million fresh Soviet troops helped turn the tide on the Eastern European front of the war. Over 30,000,000 lives were lost in that region alone in World War II.

The Allies agreed that their strategy would be to force Hitler to fight on two different fronts. By spring of 1944, an elaborate plan, code named Operation Overload, was secretly in place to launch an invasion and liberate the French people in German occupied France. As Germany was already on the defensive, fighting the Soviets on the east, an Allied invasion of the west, would increase additional pressure on the Germans.



Map of Europe showing the Russian Front during Germany's push east.

General Dwight D. Eisenhower, the commander of the Allied and Expeditionary Forces in Europe made a momentous and very risky decision to cross along a 50-mile stretch of the English Channel to the Normandy coast of France that could possibly win or lose the war.

While the invasion was not a secret, the Allies still managed to surprise the Germans as they were deceived into thinking that the Allies were going to cross the shortest route of the English Channel to attack the German held French city of Pas-de-Calais. Fortunately for the Allies, the Germans placed most of their military power there instead of Normandy.

In the early morning darkness of June 6, 1944, thousands of Allied paratroopers and glider troops landed behind enemy lines, securing key roads and bridges on the flanks of the invasion zone.

As dawn appeared, the Allies began their amphibious landings, traveling to the beaches via small landing craft (called Higgins Boats).

A fleet of 5,000 ships and landing craft, 11,000 aircraft participated and more than 175,000 men participated in this invasion. The Allies would land on five beaches in Normandy France, code named Omaha, Utah, Juno, Sword, and Gold. It was to become history's largest sea-borne assault. (As U.S. troops advanced inland, it was not uncommon for these soldiers to come across the graves of their cousins, uncles and fathers who made the ultimate sacrifice in the previous "war to end all wars", World War One.)

This Allied invasion of France was a bloody battle that lasted over 2 months. On August 19, 1944, Allied troops not only managed to secure the beaches, but also to move inland. It was not until the invasion of Normandy that brought on the beginning of the end for Hitler and the Nazis.

The total number of Allied casualties suffered in this engagement was 10,264. (During this same battle three brothers participated. Sergeant Frederick “Fritz” Niland of the 101st Airborne Division, Technical Sergeant Robert Niland on the 82nd Airborne Division, and Second Lieutenant Preston Niland, 4th Infantry Division participated. Only Fred Niland survived this engagement. His other brother, Technical Sergeant Edward Niland, of the U.S. Army Air Forces was also believed killed in the Pacific Theater. But he was found to have survived as a Japanese Prisoner of War. Their sacrifice and story served as an inspiration for Steven Spielberg’s movie, “Saving Private Ryan”.)

Eventually, as the Allies liberated many cities, they stumbled onto macabre sites (like Auschwitz, Chelmno, Belzec, Majdanek, Sobibor, Buchenwald, Treblinka and others) throughout western and Eastern Europe. At first Allied soldiers were unable to comprehend the overwhelming experience of deeply disturbing visions of gruesome images on a vast scale. Called concentration or extermination camps, Nazi Germans sought to eradicate as many Jewish and other peoples (whom the Nazis called “Untermensch” sub-human.) as efficiently as possible through lethal gas, firing squad, starvation or medical experimentation.

Following the mass murder of these innocent people they were systematically burned in special ovens and/or buried in mass unmarked graves. At least 3,000,000 people were murdered and disposed of this way in what is called the “Holocaust”. The discovering of these sights provided even more determination to the Allied and American people to finish and end the war at all costs. (It is important to acknowledge that this horrible deed or deeds were done. Failure to learn and acknowledge history risks history to become legend and legend becoming myth.)

Despite additional casualties and hardships, within 11 months of the Normandy Invasion, Allied troops were able to defeat Nazi Germany.



Adolf Hitler in Paris, June 23, 1940 following his successful invasion in France. 242-HLB-5073-20. “The Battle of France is over. The Battle of Britain is about to begin” (Winston Churchill)

On April 30, 1945, Hitler committed suicide in one of his underground bunkers in Berlin. One week later Germany surrendered. This surrender was officially announced on May 7, 1945. With that, General Eisenhower declared “Victory in Europe” on May 8, 1945 (known as “V-E Day”). This news set off masses of celebrations around the world as many people gathered to dance in the streets.

After the death of President Roosevelt in April of 1945, Harry S. Truman became the 33rd American President while the Battle of Okinawa raged. The battle had one of the highest number of casualties of any World War Two engagement. The Japanese lost over 100,000 troops, and the Allies (mostly U.S. troops) suffered more than 50,000 casualties, with over 12,000 killed in action. Believing in false Japanese government propaganda, and fearing Allied troops, hundreds of thousands of civilians were killed and/or committed suicide to avoid capture. Approximately one-fourth of the civilian population died due to the invasion. Remembering

the ferociousness and cruelty of the Japanese fighting to the death spirit and with pressing civilians to become fighters in this and the many other Pacific and Asiatic battles, it was President Truman who authorized the use of two atomic bombs on Hiroshima and Nagasaki, Japan in August 1945. It was thought that only through this action it would save a projected one million Allied lives that would be lost in an invasion on Japan itself. By August 15, 1945, Japan surrendered and was commemorated in the United States as “Victory over Japan” Day (V-J Day).

To celebrate finally defeating the Axis, some two million happy and proud Americans celebrated in New York’s City’s Time Square once again. Throughout the United States was jubilation. But on a somber note, it was certainly not without a very heavy price.

World War II, the bloodiest war in human history, involved 61 countries with 1.7 billion people (three quarters of the world’s population at the time). Many cities and countries were devastated and millions of people were homeless and children were without parents or even families. Out of nearly 73,000,000 people killed in World War II, 61 million were Allied people, and 11 million were Axis people.

Of the 15,000,000 Americans that served in the war, over 1,000,000 became casualties. And over 400,000 Americans of all races, creeds and genders were killed in World War II. The so called and well deserved title of “The Greatest Generation” literally saved the free world from a new “Dark Age” chapter in human history.

Significant People in World War II:



Adolf Hitler – The German Dictator who was in control from 1933 until his suicide in 1945. The Second World War began under his dictatorship as Germany invaded Poland in 1939.

Hitler ordered the destruction of all European Jews, millions of whom were killed in Nazi death camps.



Franklin D. Roosevelt – Roosevelt was the 32nd President of the United States known as FDR. Roosevelt was elected for four consecutive terms. Roosevelt supported our Allies by providing supplies during the war. Roosevelt died April 1945.



Sir Winston Churchill – As Prime Minister of Britain, Churchill had a huge heart for the British people. Churchill’s strength came from within and

comforted and guided Britain through air raids that killed thousands. He had a close relationship to F. D. Roosevelt.



Dwight D. Eisenhower – Eisenhower was an Army 5-star General. He planned the invasion of France known as Operation Overload, which helped the Allies to defeat Hitler. Eisenhower later became the 34th President of the United States.



Joseph Stalin – Stalin was the dictator of the Soviet Union from 1928 until his death in 1953. He was Germany’s ally until Germany invaded Russia in 1941. He was responsible for the deaths of

millions of his own people who were sent to the labor camps after being accused as state’s enemies. After Hitler’s invasion of Russia, he then sided with Britain and the allies.



Benito Mussolini – Mussolini was a fascist and ruled Italy from 1922-1943 through intimidation and total control of the media and military. He sided with the Axis Powers during WWII and was later executed by anti-fascist Italian resistance fighters on April 26, 1945.



General Hideki Tojo – Prime Minister of Japan during most of the war. He ordered the attack on Pearl Harbor on December 7, 1941. Japan surrendered to the Allied forces in 1945. He shot himself before being arrested by the U.S. military.



Harry S. Truman – Vice President to Roosevelt, Truman became America’s 33rd President of the United States after President Franklin D. Roosevelt died in office. Truman made the

decision to drop the two atomic bombs on Hiroshima and Nagasaki. World War II came to an end while he was President.



Emperor Hirohito - Emperor of Japan from 1926 until his death in 1989, the last Japanese ruler to uphold the divinity of the Japanese emperor. Hirohito’s reign lasted longer than that of any other monarch in Japanese history.



Charles de Gaulle was a French general and statesman who led the Free French Forces during World War II. He later founded the French Fifth Republic and served as its first President.



507th Infantry Regiment Coat of Arms



507th Infantry Regiment Insignia

Brief Overview of the 507th Parachute Infantry Regiment

During World War II, the 507th Parachute Infantry Regiment (507th PIR) was a regiment of the 82nd Airborne Division and, later, 17th Airborne Division of the United States Army. The regiment was initially formed at Fort Benning, Georgia on 20 July 1942. It would participate in three operations during the war: D-Day, the Battle of the Bulge and Operation Varsity.

Assigned to the 82nd Airborne Division after arriving in Britain, their D-Day objective was to help secure the Merderet River crossings. Although their target was supposed to be in Drop Zone T, north of Amfreville, the confusion caused by clouds and flak resulted in a wide scattering of the unit. Because their initial commander, Colonel George V Millett Jr was captured after a few days in Amfreville, Colonel Edson Raff, who had recently led the 509th Parachute Infantry Battalion, to command the regiment.

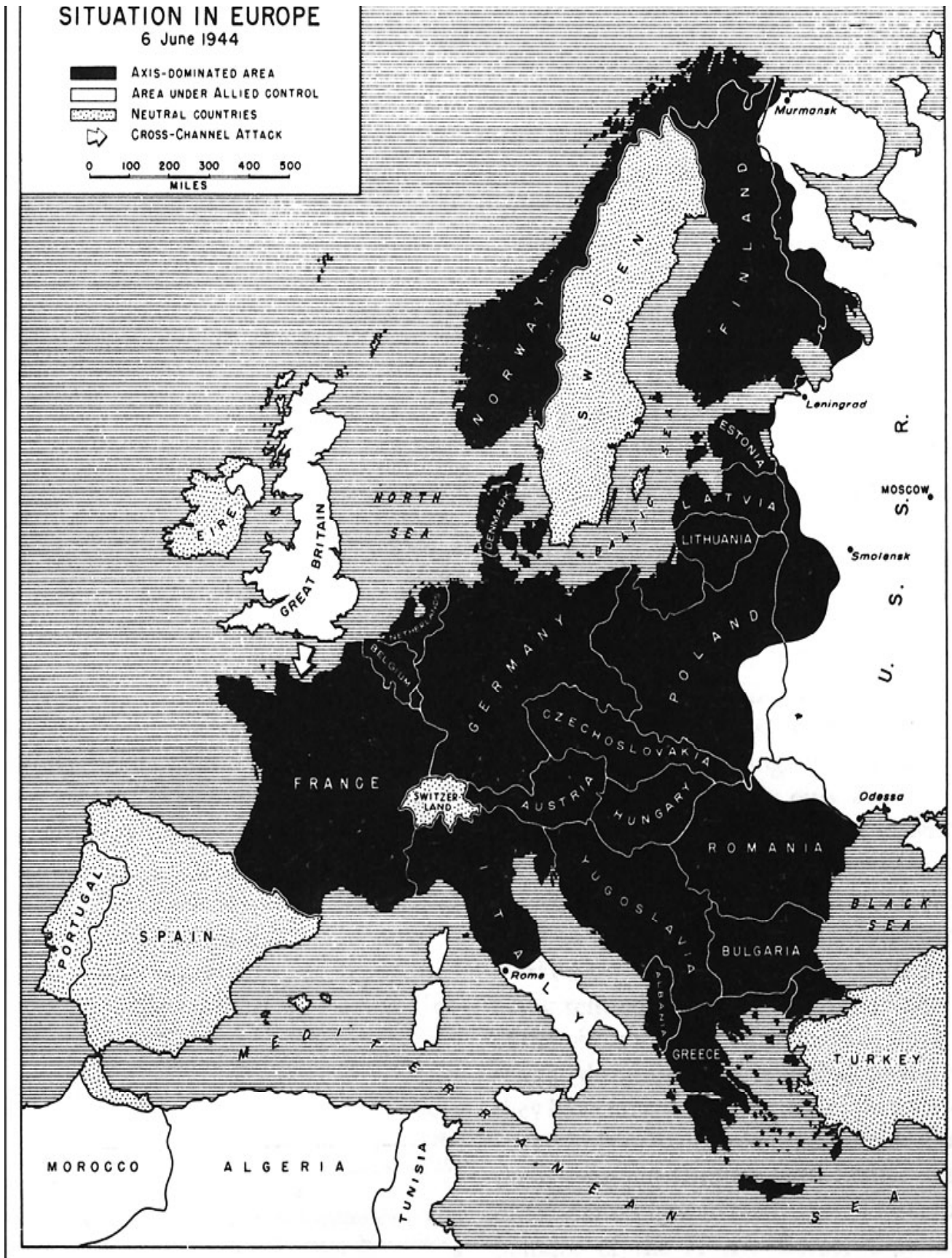
As such, the regiment became known as Raff's Ruffians. After returning to England, the 507th was permanently assigned to the 17th Airborne Division, because another of the 82d's regiments, the 504th, had returned by then from Anzio, Italy.

As part of the 17th, the 507th was not utilized in Operation Market Garden and was still in England training with the new division when the Battle of the Bulge began. The unit redeployed to France on 25 December 1944, and was used in the counter-attacks against the Germans in January and early February of 1945.

Finally, the regiment dropped near Wesel, Germany on 24 March to spearhead the Division's assault during Operation Varsity. During this action, Private George J. Peters earned the Medal of Honor for single-handedly attacking a German machine gun emplacement. The regiment was shipped home and de-activated in September 1945.

Their memories shall be with us wherever we go, constant reminders of our duties and obligations. Unaware though we may be of their presence, their vigil shall be constant. From the Valhalla of brave men they shall urge us on when we falter, give us strength when we tire and lift us when we fall. Our victories shall be their victories-our defeats their defeats. These brave men shall never die so long as comrades live to keep their memories bright and the things they fought for intact

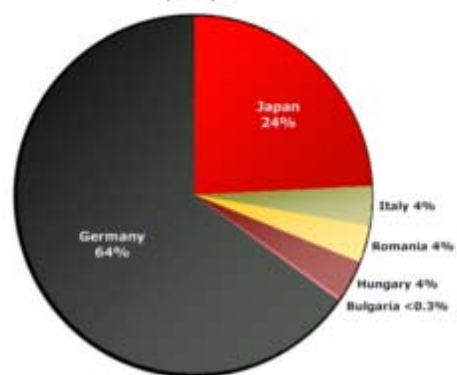
Maps of German Conquests





Country or territory	Estimated Pre-War Jewish population	Estimated Jewish population annihilated	Percent killed
Poland	3,300,000	3,000,000	90
Baltic countries	253,000	228,000	90
Germany & Austria	240,000	210,000	90
Bohemia & Moravia	90,000	80,000	89
Slovakia	90,000	75,000	83
Greece	70,000	54,000	77
The Netherlands	140,000	105,000	75
Hungary	850,000	450,000	70
Belorussian SSR	375,000	245,000	65
Ukrainian SSR	1,500,000	900,000	60
Belgium	85,000	40,000	60
Yugoslavia	43,000	26,000	60
Romania	600,000	300,000	50
Norway	1,800	900	50
France	350,000	90,000	26
Bulgaria	64,000	14,000	22
Italy	40,000	8,000	20
Luxembourg	5,000	1,000	20
Russian SFSR	975,000	107,000	11
Denmark	8,000	?	?
Finland	2,000	?	?
Total	8,861,800	5,933,900	67

World War II Military Deaths (Axis)



Papa Said, “*We should never forget*”

Educator Resource Guide

Pre - Viewing Questions

Before you watch the film Papa said “*We should never forget*” with your students, please consider having a few minutes dedicated to a discussion period.

Your Discussion Period might include the following:

1. Do you know where France is? Have you ever been there?
2. What was life like in the 1940’s? What was family life like here in America? What was it like in France?
3. During WWII, communication technology was very different. Did they use computers? Cell Phones?
4. Look on a map to determine where the Normandy region of France is. Look on the map to see how Americans would get to Normandy. What routes could they take? Could they go by air, land, sea?
5. Why were Americans helping the French? Discuss how German occupation changed the life styles of the French.
6. What does “liberty” mean?

It is now time to watch the film Papa said, “*We should never forget*”. This movie explores how the actions of two young French girls during World War II ultimately assisted in the fight for their country’s freedom.

For planning purposes, please note that the film lasts for **24 minutes**.

“We hope you will enjoy the presentation”







- Japanese Empire in 1870
- Acquisitions until 1932
- Additional Occupation by 1937
- Additional Occupation by 1938
- Additional Occupation by 1939
- Additional Occupation by 1940
- Additional Occupation by 1942
- Demilitarized Zone of the Tanfuku Truce (1933)



On September 2, 1945, the Japanese representatives signed the official Instrument of Surrender, prepared by the War Department and approved by President Truman. It set out in eight short paragraphs the complete capitulation of Japan. The opening words, “We, acting by command of and in behalf of the Emperor of Japan,” signified the importance attached to the Emperor’s role by the Americans who drafted the document. The short second paragraph went straight to the heart of the matter: “We hereby proclaim the unconditional surrender to the Allied Powers of the Japanese Imperial General Headquarters and of all Japanese armed forces and all armed forces under Japanese control wherever situated.”

Post – Viewing Questions

Papa said, “We should never forget”.~~~Quotes from Student Evaluations~~~

The following are questions can be asked and discussed after watching the film Papa Said “We should never forget’. The answers shown are quotes from actual 5th grade student responses. How do your students respond to the film and the following questions? These questions can be given as written – response or oral discussion. Perhaps these questions could be addressed in small group discussions as well.

Why were the Americans helping the French?

- To stop Hitler from taking over.
- Because the French people were not doing anything wrong.

Did you read the captions?

What do you remember that you read?

- Even though they were twelve, they could still help.
- Liberty means everything.

What did you like most about the movie?

- That they had kept the parachutes to make dresses.
- How they were protected by paratroopers.

Did you like the movie?

- Yes, it was creative and it was based on some things that were in our Social Studies book.
- Yes, it rocked!

This story is based on the collaboration between the American soldiers and the French citizens of the village. How did each group help the other? What might have happened if either group chose not to support the other group?

- The French housed and fed the Americans and the Americans helped the French against the Germans. If this had not happened, the French might have been taken over by Adolf Hitler.

Each of the two groups (Americans and French) exhibited courage during this story. What are some examples you noticed within the film? Can you describe an instance when you witnessed or participated in a courageous act?

- Some examples within the film are when the sisters get the soldiers and put them in their barn; and the Americans even coming to France. I witnessed it when I saw my dad losing weight and becoming his true self. –When I went to Wal-Mart for my mom because she was sick.
- When I stood up to a bully.

There are countless acts of selflessness within this story. What did the villagers sacrifice by assisting the paratroopers? What price did they pay for their involvement? Near the conclusion of the film, the narrator said “Papa was right....there is a cost to war... and having freedom.” What did she mean by this statement? What did the soldiers sacrifice when they enlisted in the army? When have you sacrificed something important to you to help someone else?

- The French risked their lives for the Americans, the Americans risked theirs too. Some paid the price of death for liberty. She meant by Papa’s statement that liberty has a price, for ultimate freedom. I had to give up my time to help my church.
- I stood up for my brother and it felt good!
- When I gave money to charity.

At the end of the film, Marthe expresses her gratitude to the American soldiers for their service and sacrifice. Why do you think it is important to tell someone else they are appreciated?

- Because they won't regret doing it, and they may do nice things for you again.
- It encourages people to give more. It makes them feel appreciated.
- By expressing gratitude, you show the value of an act.

What do you think is the most important lesson from this story?

- Be thankful and help.



An American officer and a French partisan crouch behind an auto during a street fight in a French city, ca. 1944.

“Secret Message”

During World War II, both Axis and Allies relied on military intelligence to know what each others political intentions and battle plans were. As spy satellites did not exist yet, the sources used were surveillance, code breaking and signal interception. They did this by infiltrating, monitoring communications like radio traffic aerial photography and other methods.

Objective: Students will learn about the secret world of espionage and spy practices when creating their own secret message.

Georgia Performance Standard:

S5CS5: Students will communicate scientific ideas and activities clearly.

S5CS6: Students will question scientific claims and arguments effectively.

S5CS7: Students will be familiar with the character of scientific knowledge and how it is achieved.

S5CS8: Students will understand important features of the process of scientific inquiry.

Directions:

1. Introduce the activity as a “Secret Mission” lesson.
2. Each student will need a hard-boiled egg for this activity.
3. Each student needs to mix together 2 tablespoons of white vinegar and 2 tablespoons of alum to form a paste.
4. Using a Q-tip as the write utensil, hold the egg in one hand and write a message on the outer shell.
5. The eggs need refrigeration overnight to give the message time to soak through the eggshell and set.
6. The next day students will peel away the hard shell to reveal the “secret message”.

Materials needed:

- Cups and Spoons (for mixing)
- White vinegar
- Alum
- Q-tips

A MESSAGE FROM HOME

Surviving troops did not get to see their families and children for years until the war (WWII) was well over. During any war, letters from home as well as letters from servicemen and women to their loved ones at home are keys to morale and well being for both the individual serving.

This was especially true during World War II since that generation did not enjoy the technologies we have today. Letters were often the only means of communication for years at a time as most soldiers, sailors, marines and airman did not return home until the well end of the war.

Most Students will gain a better understanding by becoming one of these service men and women by communicating their situations in a letter home.



Georgia Performance Standard:

ELA6W2; ELA7W2; ELA8W2 The students demonstrate competence in a variety of genres.

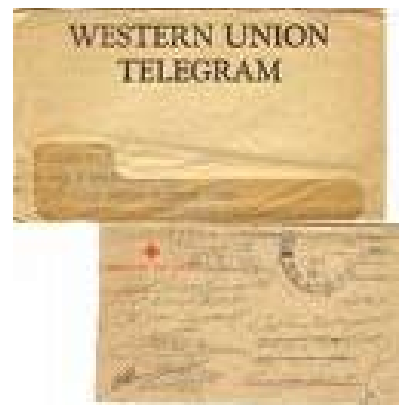
SS5H6 The student will explain the reasons of America's involvement in World War II.

Objective:

Students will write letters home as if they are an American soldier, sailor, marine, airman, WASP, WAC, WAVES, nurse etc. fighting on the front line, at sea or in the rear echelon areas. They will also answer the questions: Where are you? What are the conditions at your location? And students are to relay personal feelings as though they are living during that time period (1941-1945).

Directions:

1. Students choose and research a year from 1941 to 1945. The year that they have chosen is crucial to location, conditions and job responsibilities. The students decide if they will portray a soldier, sailor, marine, airman, or nurse etc.
2. The letter must be written in first person and directed to a specific subject: mother, father, or spouse.
3. Students present their letters as they would an oral essay.



Telegrams were used to communicate in short messages. Often times, it was to notify family of the death of their soldier child.

Victory Garden

During World War II, families at the Home Front planted Victory Gardens to help prevent shortage of food. Planting Victory Gardens helped make sure that there was enough food for our soldiers around the world.

Because canned vegetables were rationed, Victory Gardens also helped people stretch their ration coupons (the amount of particular foods they allowed to buy at the store). By 1944, Victory Gardens were responsible for producing 40% of all vegetables grown in the United States. More than one million tons of vegetables were grown in Victory Gardens during the war.

Georgia Performance Standard:

M6P2 Students will reason and evaluate mathematical arguments.

M6P2 Students will communicate mathematically.

M6P5 Students will represent mathematics in multiple ways.

Directions:

1. Introduce the activity as a history, math, and agricultural exercise.
2. Divide the class into teams of two. Teams research the purpose of Victory Gardens and primary foods that were grown during WWII.
3. Teams plant and cultivate their own Victory Gardens using supplies listed.
4. Teams will observe and document the charted growth of the plant life contained in the Victory Gardens.

Supplies needed:

Vegetable seeds

Soil

Large pots with holes in the bottom



Follow directions on the seed packets and be sure to water the soil. It may take between 50-80 days for the student to see results.

For every vegetable you pick, place it on the scale and chart the weight. Write down the cost of each seed packet next to the total weight of each vegetable. Research the local grocery stores to compare prices of the same vegetable.



Recycling Project



World War II not only was human disaster in loss of human lives, it also created numerous environmental stresses. Fleets of ships, especially tankers laden with petroleum sunken in one battle, were just one kind of environmental stress in that war.

Long before the term “Going Green” terminology was used to describe recycling, in the 1940’s, recycling was common practice as it was vitally necessary for the war effort. Today we recycle to reduce waste and to protect our precious environment.

Trivia: Recycled toothpaste tubes provide tin for airplanes while just one recycled refrigerator produced three machine guns in World War II.

Georgia Performance Standards:

S3L2 Students will recognize the effects of pollution and humans on the environment.

Objective:

Students will learn the history of recycling during WWII by doing research.

Why did our country need to recycle?

Where did the reprocessed recycled goods return?

What products did our country recycle most?

Students will research current recyclable items most used and learn the demographics regarding those items.

Directions:

1. Introduce the activity as recycling “Past and present for our Future”. You may want to contact your local county-city garbage/recycle collections to use five recycle bins.
2. Divide the class into five equal groups and assign products/items that were recyclables during WWII time era.
Example: metal. The group should research the following for each item: why this material, what was the cause, how was it used, and how it did affect the war effort.
3. The same groups need to research current recyclable goods in today’s market. Answer the following: what do we use this product for, why do we recycle it, what are the benefits from these recycled materials?
4. The students can make the recycling project educational and beneficial to the environment at the same time. The five groups can choose an item to use as a recycling contest. Choose five different recyclables, milk jugs, and soup labels to name a couple. After a few weeks of collecting, the group with the most estimated items wins!
(Please NO hazardous materials or dangerous items!) Prizes are teacher selected.

\$ THEN AND NOW \$

Prices and Percentages from WWII

Bread was not rationed during the war, but in the United States, the government decided that only whole, un-sliced loaves could be sold, which would help keep the price of bread low.

American cooks rushed to buy bread knives. That's where we get the phrase "the greatest thing since sliced bread". Students calculate and discuss price changes over time, combining history, economics and math.

Georgia Performance Standard:

SS5H6 The student will explain the reasons for America's involvement in World War II.

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, and voluntary exchange, productivity, and price incentives to illustrate historical events.

M6A2 The student will consider relationships between varying quantities.

Objective:

Students compare prices between 1944 and present day. Students use percentage formulae and determine the relevant buying power of the dollar over time.

Directions:

1. Introduce the activity as a math and consumer exercise.
2. Pass out the THEN and NOW price worksheet to the students.
3. Using the percentage formula, correlate the percentage of increase of each item and fill in the blank
4. Using the comparable price chart, students will decide if the dollar went farther in 1944 than does today.
5. Discuss why some items have risen more than others in percentage.



Children of an eastern suburb of London, who have been made homeless by the random bombs of the Nazi night raiders, waiting outside the wreckage of what was their home." September 1940.

WWII Vocabulary Word Search

These vocabulary words are part of the study of WWII. Can you find each of the words and describe their definitions?



allies
Luftwaffe
concentration camps
war bonds
Paratrooper
freedom

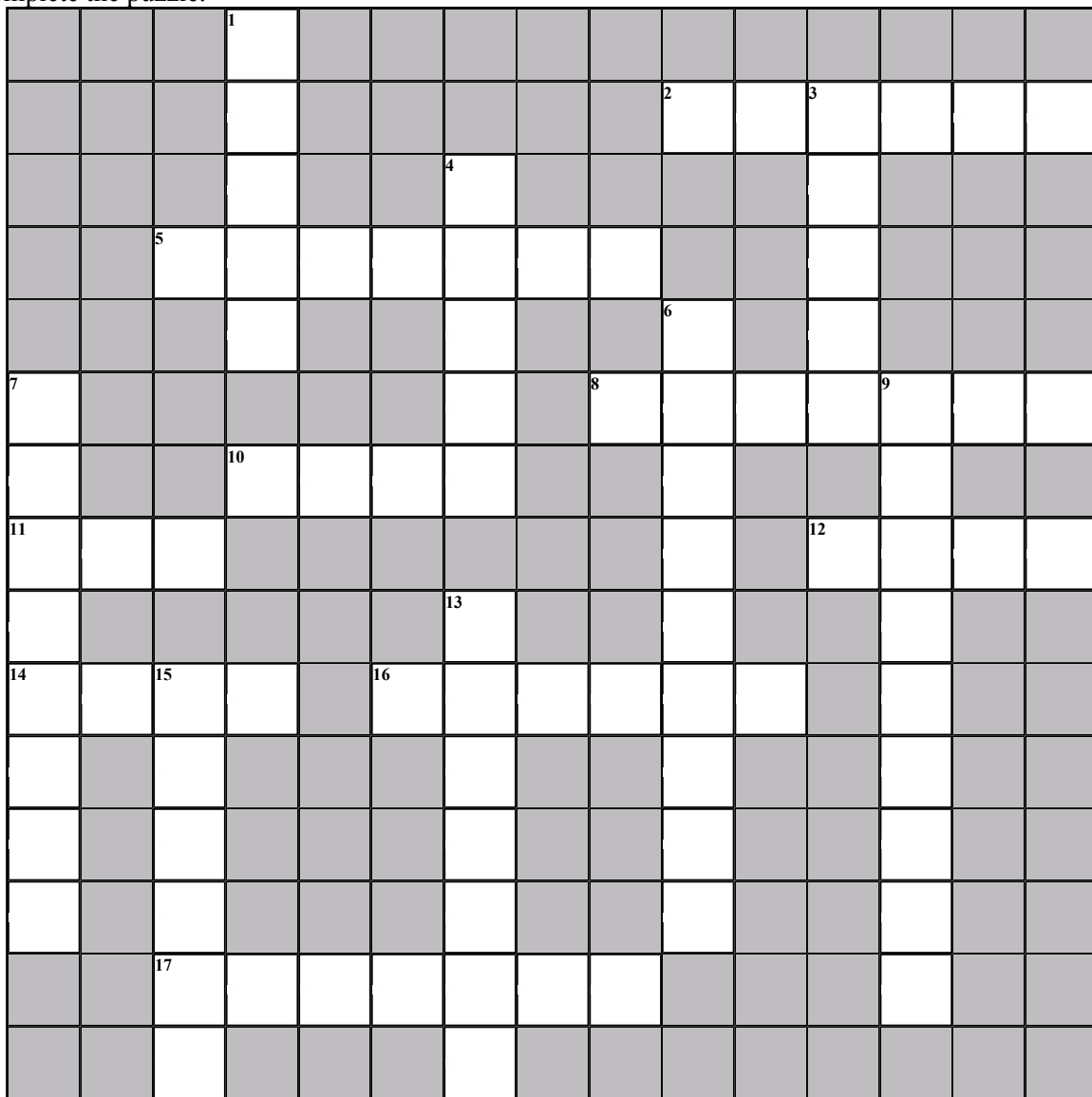
axis powers
fascism
rationing
segregation
patriotism
cooperation

bunker
dictator
D-Day
United Nations
liberty
courage

World War II

(Answer ID # 0689293)

Complete the puzzle.



Down

1. group of ships
3. for shooting
4. capital of France
6. first atomic bomb
7. group of airplanes
9. president
13. a word for winning
15. group of friendly nations

Across

2. captive continent
5. enemy nation
8. freedom
10. group of enemy nations
11. us
12. she was a rivoter
14. invasion
16. dictator
17. Japan leader

\$ THEN AND NOW \$

Price Sheet

Directions:

Put the approximate/average prices for items of present times. Calculate the percentage of change from then THEN and NOW and fill in the blanks.

FORMULA: (cost today-cost in 1944) divide by cost in 1944 = X (multiply by 100 to get percentage)

Item	Cost in 1944	Cost today	Percentage of change
Loaf of bread	5 cents	_____	_____ % (+ or -)
Red beans	5 cents	_____	_____ % (+ or -)
Coffee (1lb.)	25 cents	_____	_____ % (+ or -)
Milk (1qt.)	15 cents	_____	_____ % (+ or -)
Candy bar	10 cents	_____	_____ % (+ or -)
Soda	5 cents	_____	_____ % (+ or -)
Movie ticket	25 cents	_____	_____ % (+ or -)
Newspaper	10 cents	_____	_____ % (+ or -)
Haircut	50 cents	_____	_____ % (+ or -)
Pay phone call	5 cents	_____	_____ % (+ or -)
Postage stamp	3 cents	_____	_____ % (+ or -)
Streetcar ride	7 cents	_____	_____ % (+ or -)
Camera	3 dollars	_____	_____ % (+ or -)
Sport coat	15 dollars	_____	_____ % (+ or -)
New car	750 dollars	_____	_____ % (+ or -)
House	6,000 dollars	_____	_____ % (+ or -)



Every Picture has a Story

Pictures are an important source of information when examining historical events. Pictures provide the viewer with real, solid, visual proof. The set of pictures included with “Every Picture has a Story” re-tell the D-Day invasion of Normandy. Students are given an opportunity to analyze the operation’s planning and engagement.

Georgia Performance Standard:

SS5H6 The Student will explain the reasons for America’s involvement in World War II.

Objective:

Students will view the complexity of the D-Day operation by learning to “analyze” pictures from the time period.

Directions:

1. Introduce the activity as a “picture reading” exercise.
2. Divide the class into five groups and assign each group one set of pictures 1-5 (5 pictures in each set). Have each group choose a student to document and student to present.
3. Give students 10-15 minutes to observe and discuss their pictures with each group.
4. Copy and pass out one worksheet for each group to complete.
5. The presenters will show their pictures to the class, which should include a title, brief description of each picture and, the group’s analysis of how their pictures fit into the chronology of D-Day.
6. After all five presentations, the teacher will lead a discussion and review on how these pictures are valuable resources when analyzing historical events and chronology.

Inventions

During World War II

1. Forrest Edwards Mars of the candy company developed M&M's, which were distributed to the soldier by the U.S. Army. The candy with the slogan "they melt in your mouth, not in your hand" candy was perfect for soldiers. The hard candy shell kept the chocolate from melting and making the soldiers' hands messy.



2. The shortage of cloth material during World War II influenced the production of the bikini. It made its official debut in Paris in 1946.

3. An employee of the DuPont Corporation, Dr. Wallace H. Carothers, invented nylon in 1938. To compete with Japan's silk stockings, DuPont used nylon to manufacture women's stockings. The introduction of nylon stockings took place at the 1939 New York World's Fair. The popularity stalled when War production Board restricted nylon to military use in parachutes and tires. When the war ended, women rushed to buy nylon stockings.



4. American comic artist David Berger, who served in the Army during World War II, introduced the world to "GI Joe" with his comic strip. The comic strip debuted on June 17, 1942, in the military's YANK magazine and Stars and Stripes newspaper.



5. The ribbon microphone was invented in 1942 for radio broadcasting. Microphones convert sound waves into electrical signals that was converted back into sound waves into speakers.



6. U.S. inventor Al Gross invented and patented a mobile, hand held radio that operated on frequencies above 100 megahertz (MHz). The name of this two-way radio was the "Walkie-Talkie". The lightweight, battery operated radios were used mostly by foot soldiers to communicate with their units over distances of no more than a mile.

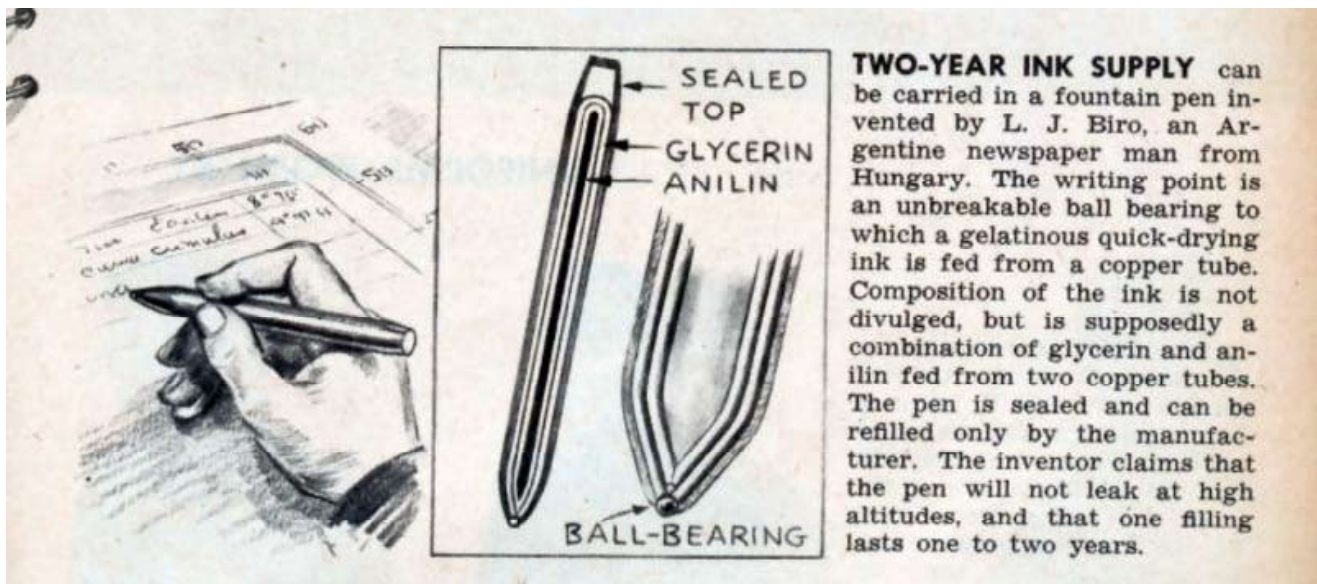


7. The British government patented radar in April 1935. The radar was based on the work of a physicist who developed a device to detect airplanes before they could be seen. The physicist was Sir Robert Alexander Watson-Watt.



The radar functioned by having high-frequency radio waves bounce off the airplanes to identify its position. In 1940 Watson-Watts came to the United States to help set up radar system.

8. Two brothers, Laszlo and George Biro invented the ballpoint pen as an improvement over the messy fountain pen. George, chemist, made the ballpoint pen in 1938 to accommodate the thicker ink used by printing presses. During World War II, the British government bought the licensing rights to the ballpoint pen so its fighter pilots could have a pen that did not leak in high altitudes.



Interesting World War II Facts and Trivia

1. After World War II, War dogs (Military Working Dogs) that survived, were sent home to their families with honorable discharges when possible.
2. Bathrooms were installed in homes after World War II. It was not until the late 1930s that rural areas had any indoor plumbing.
3. Teenagers became a recognized economic group during World War II. Teenagers had part time jobs that gave them plenty of money and nothing to spend it on. Advertisers began aiming ads at teens, hoping they would buy their products following the war.
4. In 1944, teenagers had their first magazine, with the publication of Seventeen.
5. Nurses were in such great demand that the U.S. government provided free education to nursing students from 1943-1948.
6. First Lady Eleanor Roosevelt fully supported American women serving as pilots during World War II. The First Lady stated in 1942, "This is not a time when women should be patient. We are at war and we need to fight it with all our ability and every weapon possible. Women pilots in this particular case are a weapon waiting to be used."
7. During World War II, clothing pattern companies offered patterns for dolls, so girls could sew alongside their mothers.
8. Dancing was so popular during the war that more than 2,000 war plants offered on-site areas where workers could dance during their breaks and lunch.
9. Jell-O Pudding was one of a few prepackaged foods made available during the war, and very popular with American children. A few other packaged foods included Spam, Ritz crackers, and Campbell's tomato soup.
10. The British government believed the Axis powers planned to use poison gas on Britain's civilian population, so the government distributed gas masks to everyone living in Britain. By 1940, the British government issued 38 million gas masks. Adult masks were black, but the children were given colorful versions called Mickey Mouse masks.
11. Little Orphan Annie, a popular comic-strip character, was used during the war to encourage children to participate in the war effort as Junior Commandos. Children who took the Junior Commando Pledge helped to collect scrap metal and saved their pennies to buy war bonds.
12. When margarine was first produced, it was not yellow in color. Soon manufacturers included an orange food-coloring packet in the packing. Children would argue over whom would get to open the packet and knead the color into the white block of margarine.

WWII Assessment

1. What do you call a ruler who governs through terror and total control?

- A. Dictator
- B. Governor
- C. Prime minister

2. In what month and year did WWII start?

- A. August 1940
- B. August 1939
- C. September 1939

3. Who were the Axis nations during WWII?

- A. Great Britain, Japan, Germany
- B. France, Italy, Great Britain
- C. Italy, Germany, Japan.

4. What were the main Allied nations during WWII?

- A. USA, Great Britain, USSR, France.
- B. USA, Italy, Great Britain.
- C. Great Britain, France, USA

5. What was D Day, June 6, 1944 also known as?

- A. Operation Overlord
- B. Invasion of Normandy
- C. Both of the above

6. What event prompted the USA to enter WWII?

- A. Germanys attack on Poland
- B. Japans attack on Pearl Harbor
- C. The battle of Iwo Jima

7. Where was the first training program for African American military pilots?

- A. Birmingham, Alabama
- B. Tuskegee, Alabama
- C. Montgomery, Alabama.

8. Who was the President of the Untied States when America entered WWII?

- A. Winston Churchill
- B. Franklin D. Roosevelt
- C. Harry S. Truman.

9. What is the United Nations?

- A. A peace keeping force in the USA
- B. A peace keeping force in Europe
- C. An international organization that brings all nations of the world together to work for peace and development, based on the principles of justice, human dignity and the well-being of all people.

10. What was the Nazi program of exterminating Jews called?

- A. The Holocaust
- B. The Resistance
- C. The Concentration program.

11. What is VE day?

- A. The day the Allies surrendered
- B. The day the Axis forces surrendered in Europe
- C. The day the Axis forces surrendered in the Pacific

12. Who won WWII?

- A. The Nazis
- B. The Axis forces
- C. The Allied forces.

Educator Answer Key

- 1. A
- 2. C
- 3. C
- 4. A
- 5. C
- 6. B
- 7. B
- 8. B
- 9. C
- 10. A
- 11. B
- 12. C

World War II Vocabulary Words/Terms

- Allies – The alliance of United States, Britain, Russia and other countries
- Axis Powers– The name for Germany, Japan, Italy pact.
- Bunker – Underground shelter
- Luftwaffe – German Air Force
- Fascism – Government ruled by a dictator who rules through fear, force and control over everything in society.
- Dictator – Ruler of a country that doesn't allow elections and may use force to rid enemies
- Death Camps –Camps that were run by Nazi's, where Jews and others were sent to do forced labor and/or executed in masses
- Rationing – Limits that are placed by the government of certain items in order to conserve during the war
- D-Day – The very first day of any military operation
- War Bonds – Savings Bonds that were issued by the United States government in order to financially support the war
- Segregation – Separation of the races
- Black Market – Illegal sale or purchase of items that were controlled by the government in rations
- Rosie the Riveter – Generic name for the 6 million females who worked in roles that were usually reserved for men in factories.
- Tuskegee Airmen – Our first black military pilots, trained at Tuskegee, Alabama, who over came segregation and racism to become a respected fighting unit .
- Flying Tigers – A group of pilots who flew fighter planes in WWII; specifically remembered as the pilots who flew supplies to China by route of the Himalaya Mountains
- Little Boy – Name of the first atomic bomb that was dropped by a B-29 Super-fortress aircraft on Hiroshima, August 6, 1945
- Fat Man – Name of the second atomic bomb that was dropped by a B-29 Super-fortress aircraft in Nagasaki, August 9, 1945

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