

Name: _____

THE AMERICAN HOMEFRONT DURING WORLD WAR II

Document #1: *New Roles for Women during WWII*

With so many men fighting overseas, the demand for women workers rose sharply. In 1940, before the United States get involved in WWII, about 14 million women worked – about 25% of the nation’s labor force. By 1945, that number had climbed to more than 19 million – roughly 30% of the nation’s labor force.

Women worked in munitions factories, shipyards, and offices. Much of the nation welcomed the growing numbers of women into the workplace. The country promoted “**Rosie the Riveter**” – an image of a strong woman hard at work at an arms factory – as its cherished symbol for its new group of wage earners.



ROSIE THE RIVETER

All day long,
Whether rain or shine,
She’s part of the assembly line.
She’s making history,
Working for victory,
Rosie the Riveter.
Keeps a sharp lookout for sabotage,
Sitting up there on the fuselage.
That little girl will do more than a male will do.
Rosie’s got a friend, Charlie.
Charlie, he’s a Marine.
Rosie is protecting Charlie,
Working overtime on the riveting machine.
When they gave her a production ”E,”
She was as proud as she could be.
There’s something true about,
Red, white, and blue about,
Rosie the Riveter.

Song by: Redd Evans & John Jacob Loeb (1942)



DOCUMENT 1 QUESTIONS

1. Why was there a sharp increase in the number of women in the workforce in 1945?
2. What types of jobs did women have during World War II?
3. Who was “Rosie the Riveter”?
4. Looking at the picture above, describe what type of woman “Rosie the Riveter” seems to be.
5. In your own words, describe the image that the song lyrics paint about “Rosie the Riveter.”

Document #2: *The War Production Board (WPB)*

The effort to defeat the Axis powers took more than just soldiers. American forces needed planes, tanks, weapons, parachutes, and other supplies. Under the guidance of the War Production Board, factories churned out materials around the clock. By 1945, the country had built about 300,000 aircraft and 75,000 ships. The United States was producing 60% of the Allied ammunition. The War Production Board put up posters expressing the urgency of the war on the factory floor. Tacked up on bulletin boards, next to time clocks, on factory walls, and in break rooms, posters such as the one that follows served as constant reminders of the war and the need to increase production. Slogans such as *Every Minute Counts* were posted as well as instructions for effectiveness.

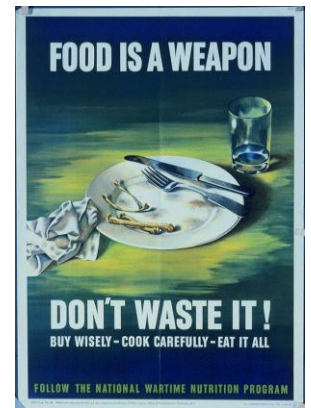
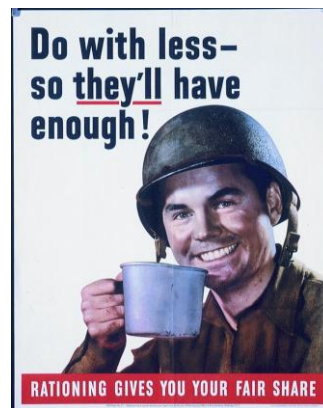


DOCUMENT 2 QUESTIONS

1. What was the WPB?
2. What was its purpose?
3. How did the WPB encourage workers to produce more goods?

Document #3: *Rationing*

Because the armed forces needed so many materials, some of the items Americans took for granted became scarce. For example, American auto-makers did not produce any cars between 1942 and 1945. Instead, they built tanks, jeeps, and airplanes. Items such as gasoline, tires, shoes, meat, and sugar were also in short supply. To divide these scarce goods among its citizens, the government established a system of *rationing*. Under this system, families received a fixed amount of a certain item.



DOCUMENT 3 QUESTIONS

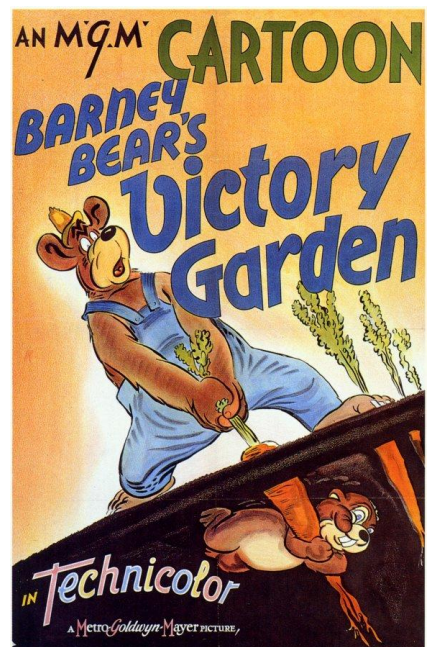
1. What is the system of rationing?
2. Why was rationing necessary?
3. What types of goods were rationed during World War II?

Document #4: *Victory Gardens*

During World War II there was a campaign to encourage the use of homegrown foods. Because commercially canned goods were rationed, the *Victory Garden* became an indispensable source of food for the home front. The Victory Garden was a household activity during the war and one of the most well received of all home front chores. At its peak, it is estimated that nearly 20 million gardens were grown and about 40 percent of all vegetables produced in the U.S. came from Victory Gardens. Across the nation, home canning and preserving of farm produce flourished so that more supplies would be made available for our troops. The idea was simple in conception and inexpensive for the individual American at home to carry out. Of all the advertising techniques used to make Americans feel a part of the war effort, propaganda posters were perhaps the most successful.

DOCUMENT 4 QUESTIONS

1. What was a Victory Garden?
2. Why did people grow them during WWII?
3. About how much of the nation's vegetables were produced by Victory Gardens?
4. How did the government encourage people to grow these gardens?

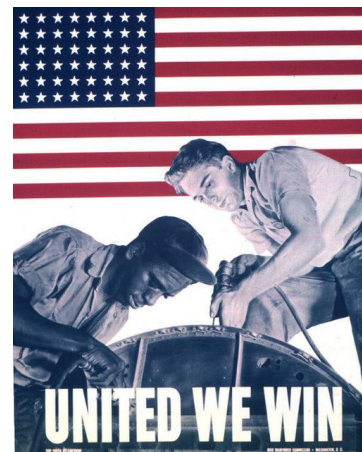


Document #5: *New Roles for Minorities during WWII*

World War II created new job opportunities for minorities on the home front. More than one million African Americans worked in the defense industry during the war. Many of these jobs were along the West Coast and in the North. As a result, more than one million African Americans migrated from the South during the war. On paper, African Americans enjoyed equal rights in some workplaces. Besides African Americans, other minority groups also lent support to the home front effort. Some 46,000 Native Americans left their reservations to work in the nation's war industries. Tens of thousands Hispanics also joined the ranks of the country's war-related laborers and lent support to the farm industry. Both African Americans and Mexican Americans faced a great deal of prejudice in the United States as they attempted to aid in the war effort.

DOCUMENT 5 QUESTIONS

1. How did minorities' role change during World War II? _
2. Name **three** minority groups who aided in the war effort during WWII.
3. How were these minority groups treated? _



Document #6: Internment Camps

In the aftermath of Pearl Harbor, a growing number of Americans began to direct their anger toward people of Japanese ancestry. In the days and weeks after Pearl Harbor, several newspapers declared Japanese Americans to be a security threat. President Roosevelt eventually responded to the growing anti-Japanese hysteria. In February 1942, he signed an order that allowed for the removal of Japanese and Japanese Americans from the Pacific Coast. This action came to be known as the *Japanese-American internment*. More than 110,000 men, women, and children were rounded up. They had to sell their homes and possessions and leave their jobs. These citizens were placed in *internment camps*, areas where they were kept under guard. In these camps families lived in single rooms with little privacy. About two-thirds of the people sent to live in internment camps were *Nisei*, Japanese Americans born in the United States. Many Japanese Americans argued that internment for racial reasons was unconstitutional. The Supreme Court, however, upheld internment throughout the war. However, in 1988 Congress apologized for the treatment of Japanese Americans during WWII and voted to pay survivors of the camps \$20,000.

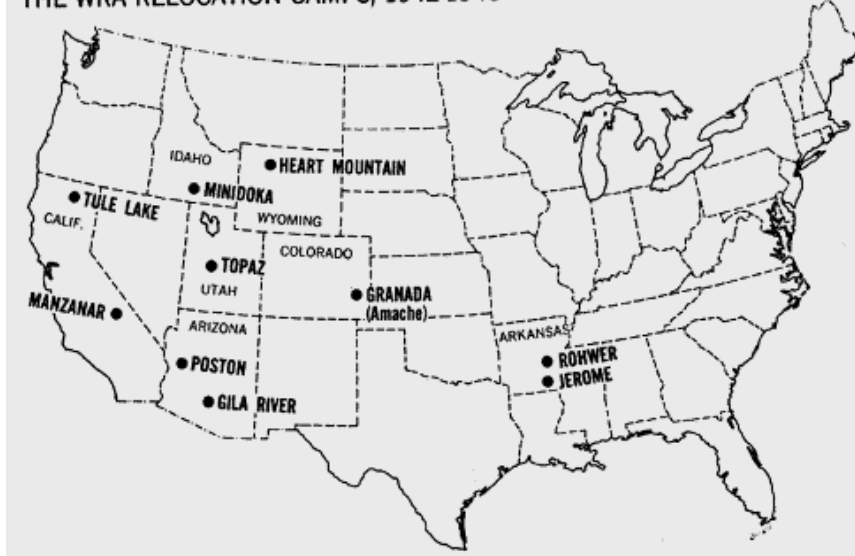


DOCUMENT 6 QUESTIONS

1. What are internment camps? Why were Japanese Americans forced to live in these camps?

2. What are *Nisei*?

THE WRA RELOCATION CAMPS, 1942-1946



3. What were conditions like at these camps?

4. Why did some people claim that internment camps were unconstitutional?

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Song by: Redd Evans & John Jacob Loeb (1942)



DOCUMENT 1 QUESTIONS

1. Why was there a sharp increase in the number of women in the workforce in 1945?

With millions of men off fighting in Europe and the Pacific, many jobs needed to be filled by women.

2. What types of jobs did women have during World War II?

Women worked in munitions factories, shipyards, and offices.

3. Who was “Rosie the Riveter”?

A fictional image of a strong woman hard at work at an arms factory to represent female workers.

4. Looking at the picture above, describe what type of woman “Rosie the Riveter” seems to be.

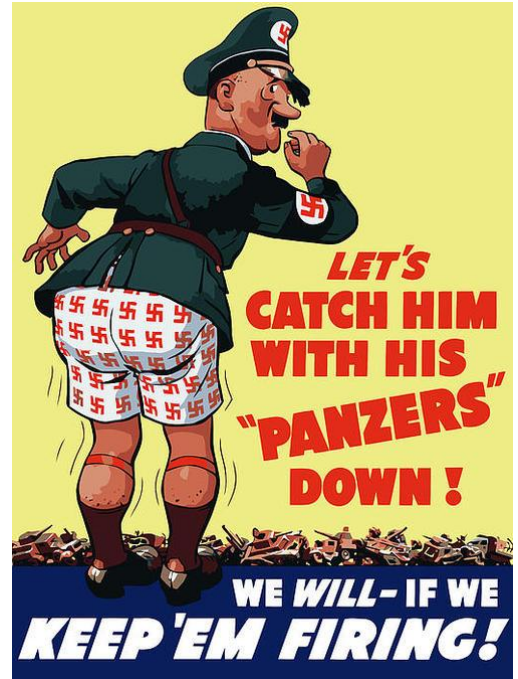
Open to student opinion.

5. In your own words, describe the image that the song lyrics paint about “Rosie the Riveter.”

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Document #2: The War Production Board (WPB)

The effort to defeat the Axis powers took more than just soldiers. American forces needed planes, tanks, weapons, parachutes, and other supplies. Under the guidance of the War Production Board, factories churned out materials around the clock. By 1945, the country had built about 300,000 aircraft and 75,000 ships. The United States was producing 60% of the Allied ammunition. The War Production Board put up posters expressing the urgency of the war on the factory floor. Tacked up on bulletin boards, next to time clocks, on factory walls, and in break rooms, posters such as the one that follows served as constant reminders of the war and the need to increase production. Slogans such as *Every Minute Counts* were posted as well as instructions for effectiveness.



DOCUMENT 2 QUESTIONS

1. What was the WPB?

Government organization that guided factories in what to make for the war.

2. What was its purpose?

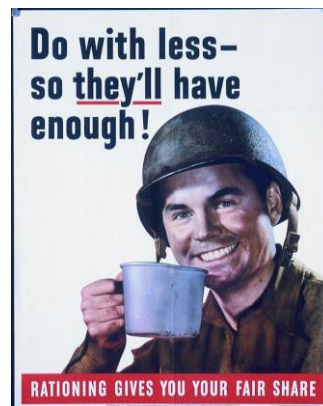
To encourage people to work hard and ensure enough wartime goods were produced.

3. How did the WPB encourage workers to produce more goods?

They used propaganda posters and slogans.

Document #3: Rationing

Because the armed forces needed so many materials, some of the items Americans took for granted became scarce. For example, American auto-makers did not produce any cars between 1942 and 1945. Instead, they built tanks, jeeps, and airplanes. Items such as gasoline, tires, shoes, meat, and sugar were also in short supply. To divide these scarce goods among its citizens, the government established a system of *rationing*. Under this system, families received a fixed amount of a certain item.



DOCUMENT 3 QUESTIONS

1. What is the system of rationing?

Families received a fixed amount of a certain item to conserve for the war effort.

2. Why was rationing necessary?

Soldiers in the war needed these items.

3. What types of goods were rationed during World War II?

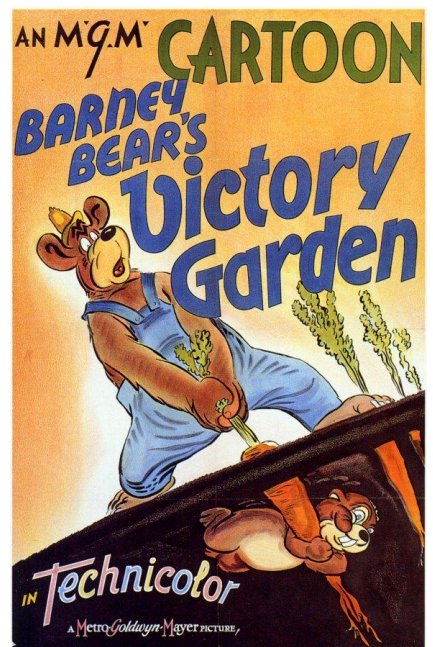
Gasoline, tires, shoes, meat, and sugar

Document #4: *Victory Gardens*

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DOCUMENT 4 QUESTIONS

1. What was a Victory Garden?
A garden someone grows for fruits and vegetables in their yard.
2. Why did people grow them during WWII?
Many foods were rationed and in short supply.
3. About how much of the nation's vegetables were produced by Victory Gardens?
At its peak, about 40% of all vegetables.
4. How did the government encourage people to grow these gardens?
They used propaganda posters and advertising.



Document #5: *New Roles for Minorities during WWII*

World War II created new job opportunities for minorities on the home front. More than one million African Americans worked in the defense industry during the war. Many of these jobs were along the West Coast and in the North. As a result, more than one million African Americans migrated from the South during the war. On paper, African Americans enjoyed equal rights in some workplaces. Besides African Americans, other minority groups also lent support to the home front effort. Some 46,000 Native Americans left their reservations to work in the nation's war industries. Tens of thousands Hispanics also joined the ranks of the country's war-related laborers and lent support to the farm industry. Both African Americans and Mexican Americans faced a great deal of prejudice in the United States as they attempted to aid in the war effort.

DOCUMENT 5 QUESTIONS

1. How did minorities' role change during World War II?_
Many moved North and West for jobs in factories and had some equality.
2. Name **three** minority groups who aided in the war effort during WWII.
African Americans, Native Americans, and Hispanics
3. How were these minority groups treated?
Many were treated better but there was still a lot of discrimination.



Document #6: Internment Camps

In the aftermath of Pearl Harbor, a growing number of Americans began to direct their anger toward people of Japanese ancestry. In the days and weeks after Pearl Harbor, several newspapers declared Japanese Americans to be a security threat. President Roosevelt eventually responded to the growing anti-Japanese hysteria. In February 1942, he signed an order that allowed for the removal of Japanese and Japanese Americans from the Pacific Coast. This action came to be known as the *Japanese-American internment*. More than 110,000 men, women, and children were rounded up. They had to sell their homes and possessions and leave their jobs. These citizens were placed in *internment camps*, areas where they were kept under guard. In these camps families lived in single rooms with little privacy. About two-thirds of the people sent to live in internment camps were *Nisei*, Japanese Americans born in the United States. Many Japanese Americans argued that internment for racial reasons was unconstitutional. The Supreme Court, however, upheld internment throughout the war. However, in 1988 Congress apologized for the treatment of Japanese Americans during WWII and voted to pay survivors of the camps \$20,000.



DOCUMENT 6 QUESTIONS

1. What are internment camps? Why were Japanese Americans forced to live in these camps?

Internment camps are like prison camps where people are placed during a war.

2. What are *Nisei*?

Nisei are Japanese Americans who were born in the United States.

3. What were conditions like at these camps?

Condition at the camp were not pleasant. There was little privacy and people had to leave behind all their possessions. They were kept under a close watch by guards and confined to a single room.

4. Why did some people claim that internment camps were unconstitutional?

They claim that it was unconstitutional because most were American citizens and they were not given a fair trial or accused of any crime. They were also held indefinitely. All of these violate the rights guaranteed to Americans under the Constitution and Bill of Rights.

THE WRA RELOCATION CAMPS, 1942-1946

