

World War II: Homefront

How did the World War II impact Americans at home?

Unlike more recent conflicts where the U.S. relied on a volunteer army, World War II engaged the efforts of the entire civilian population. All males between the ages of 18 to 35 had to register for the draft. Rationing of food, gasoline, tires and clothing required life style changes. With American soldiers fighting on two fronts around the globe, families and friends anxiously awaited for reports of the war's progress and casualties.

War Effort in Iowa

American agriculture supported not only our own troops but the military and civilian populations of our Allies. Food rationing and victory gardens at home made more resources available for Great Britain, Russia and other military partners. Farmers managed to produce more livestock, grains, cotton and other supplies in the face of worker shortages due to the military call-up of farm labor. New farm equipment was in short supply as factories shifted to tanks, jeeps and armaments, but farmers learned to repair and share existing machinery. Women also stepped into farm production and management roles in place of husbands, fathers and sons. In Iowa, the Extension Service at Iowa State provided valuable information to farm families and relayed information from Washington on wartime regulations and best farming practices.

Moving into full wartime production required a quick expansion of the labor market in the face of the loss of males heading into service. To fill the gap, the American government and factories made a push to encourage women to take jobs they had never held before. "Rosie the Riveter" was a campaign that praised women who took manufacturing positions once reserved for men. Patriotic appeals to women to support the troops helped to overcome traditional views of women's place as in the home raising children. However, while patriotism was one motivation, the higher paychecks from factory work were more persuasive. Still, traditional views of women's role in the home and raising children kept the government from providing government day care or domestic assistance to ease women's wartime burden.

Negative Side Effects of War

One ugly product of war is that it encourages combatants to demonize the enemy. Japanese-American families on the West Coast were forced into internment camps just because of their ethnicity. The U.S. Supreme Court even upheld the order citing the need to protect the country against espionage. In Iowa, there was much less sympathy for Germany than in World War I because of the negative opinions toward Adolf Hitler, but public sentiment threatened any expressions of pro-German attitudes with swift retribution. Furthermore, opposition to government policies or refusal to support war efforts were seen as potential evidence of disloyalty. While sincere patriotism ran high, many people conformed to wartime demands from fear of drawing charges of letting down our troops.

While it was difficult to protest unfair treatment during the war, several groups pressed for more favorable policies after the war. At the University of Iowa, returning African-American veterans demanded the right to live in university dormitories that they had been denied before the war, and the university ended its segregation policies. Three Des Moines activists successfully picketed Katz Drug Store to end its practice of denying service to African Americans. President Harry Truman ended segregation in the armed forces in 1948 against strong opposition from southern politicians. In 1954, the U.S. Supreme Court ruled in *Brown v. Board of Education* that segregated schools were unconstitutional, a milestone in civil rights. Women did not fare as well. Many labor unions allowed returning veterans to take the jobs of female wartime workers even when women protested that they had served effectively in those positions. Women were encouraged to put the needs of veterans first and sacrifice their own interests.

World War II engaged the entire population unlike any conflict since. Whether in the military or the civilian population, war needs came first and people were encouraged to support them by both positive rewards and threats for refusal.

Supporting Questions

In what ways did food help win the war?

- [People Waiting in Line for Sugar Rations in America, between 1942 and 1945 \(Image\)](#)
- [Girl Scouts Planting a Victory Garden, between February and March 1943 \(Image\)](#)
- [U.S. Employment Agent Writing Contracts for Pickers at an FSA Agricultural Workers' Camp, July 1942 \(Image\)](#)
- [Woman Seated on Tractor Pulling Farm Machinery, Date Unknown \(Image\)](#)

How did American women fight the war at home?

- ["This is America: Keep It Free" Propaganda Poster, 1942 \(Document\)](#)
- [Woman Working on the Motor of a B-25 Bomber, October 1942 \(Image\)](#)
- [Women Wipers Cleaning a Giant "H" Class Locomotive in Clinton, Iowa, April 1943 \(Image\)](#)
- [African-American Women Welders at the Landers, Frary and Clark Plant, June 1943 \(Image\)](#)
- ["I'm Proud ... My Husband Wants Me To Do My Part" Propaganda Poster, 1944 \(Document\)](#)

How did our fear of the enemy aboard affect how we treated each other at home?

- [Executive Order 9066: Resulting in the Relocation of Japanese, February 19, 1942 \(Document\)](#)
- ["I am an American" Sign in Oakland, California, March 1942 \(Image\)](#)
- [Japanese-Americans Waiting to be Evacuated and Forced into Internment to Owens Valley, April 1942 \(Image\)](#)
- [Official Information Bulletin for Internment Camp in Poston, Arizona, May 29, 1942 \(Document\)](#)
- [Editor Ray Takeno and Group Reading Manzanar Paper in California Relocation Center, 1943 \(Image\)](#)
- [Excerpts from Korematsu v. United States, 1944 \(Document\)](#)
- [Interview with Japanese-American Veteran Norman Saburo Ikari, December 2003 \(Video\)](#)

How effectively were groups able to use the message the US gave for fighting in WWII to gain rights at home?

- ["Why Should We March" Flyer, 1941 \(Document\)](#)
- [Executive Order 8802: Prohibition of Discrimination in the Defense Industry, June 25, 1941 \(Document\)](#)
- [Women Working at the Pacific Parachute Company in San Diego, California, April 1942 \(Image\)](#)
- [Iowa Public Television's "An Iowan Joins the Tuskegee Airmen During World War II | First Lieutenant Luther Smith," 2006 \(Video\)](#)
- [Public School Children Buying War Bonds in Chicago, Date Unknown \(Image\)](#)

[*Printable Image and Document Guide](#)

Additional Resources

“Maytag Factory, Newton IA - Changes to Support World War II” Video

This video from Iowa Public Television focuses on how the company Maytag was one of the first Iowa companies to stop producing consumer goods and start making war supplies. Their actions included hiring many women to support the war effort, too.

National World War II Museum: Home Front

This webpage on the National World War II Museum’s website focuses on what was happening in the United States during the war. It includes articles, photographs and more.

The War: At Home

This website from PBS provides many resources that focuses on World War II on the ground in Europe and at home in the United States. There are articles, videos, photos and more resources to utilize.

On the Home Front

This webpage is hosted by the National Women’s History Museum and focuses on women’s roles in the war effort from the United States.

People Waiting in Line for Sugar Rations in America, between 1942 and 1945



Courtesy of National Archives, "Sugar Rationing," Office for Emergency Management, between 1942 and 1945

Description

Rationing of goods was important on the homefront during World War II. Because of the war, Americans did not have access to certain goods, such as sugar. To provide context, American civilians only had access to six teaspoons of sugar a day during World War II, while the average American today consumes 22 teaspoons. Soldiers were provided more, but at the expense of civilians at home.

Source-Dependent Questions

- Consider the length as well as the cultural and ethnic diversity shown in the image. What does this communicate about the resolve of individuals on the homefront?
- How do you feel the War Department might have used this photograph? Would an image like this have gained support for War Department policies or have worked against the war effort? Use evidence from the image to support your answer.

Citation Information

"Sugar Rationing," Office for Emergency Management, between 1942 and 1945. Courtesy of National Archives

Girl Scouts Planting a Victory Garden, between February and March 1943



Courtesy of Library of Congress, Rosener, Ann, "Victory Gardens--for family and country," between February and March 1943

Description

Victory gardens have been a symbol of American support for the war effort and were vital to ensuring individuals at home had access to adequate food while rations were sent abroad. This was a practice used during World War I and was necessary to bring back in World War II. By 1942, 15 million families had planted Victory Gardens. This number grew to 20 million by 1944, producing 40 percent of the fresh fruits and vegetables consumed in the U.S. As seen in the image, this act of patriotism and need was encouraged not just for adults but for children, too. These three young girls, Pat Nelson, Doris Laclair and Barbara Redford, were Girl Scouts in San Francisco who were planting their own Victory Garden.

Source-Dependent Questions

- Why would it be important to show children involved in planting a Victory Garden?
- Why would an organization like Girl Scouts be used to promote the practice of producing Victory Gardens?

Citation Information

Rosener, Ann, "Victory Gardens--for family and country," between February and March 1943. Courtesy of Library of Congress

U.S. Employment Agent Writing Contracts for Pickers at an FSA Agricultural Workers' Camp, July 1942



Courtesy of Library of Congress, Collier, John, Jr., "Bridgeton, New Jersey. FSA (Farm Security Administration) agricultural workers' camp...", July 1942

Description

The Farm Security Administration (FSA) was created during the Great Depression in 1937 under the Department of Agriculture with the purpose of helping with rural rehabilitation, farm loans and subsistence homestead programs. How the FSA fulfilled its mission was to create a network of cooperation between states and county offices to help clients who needed loans but could not get credit elsewhere. The organization also produced almost 80,000 pictures of depression era life. However, the mission of those capturing images shifted during World War II when the FSA became part of the Office of War Information and the focus on capturing "positive" images of what was occurring on the homefront became a priority. This photograph was taken in Bridgeton, New Jersey at an FSA agricultural workers' camp. George Price, seen on the left with a clipboard, was a U.S. employment agent who was writing up contracts for the pickers who would work and live on John Hanby's farm.

Source-Dependent Questions

- How different would this image have looked prior to World War II? How does the number of workers needed show the significance of agriculture to winning the war effort?
- If the Farm Security Administration (FSA) used this photo for propaganda purposes, how might they use it?
- Compare this photograph with the image of the [Girl Scouts planting a Victory Garden](#). Who were the intended audiences for each of these photographs? Is there any overlap in intended audiences? Why or why not?

Citation Information

Collier, John, Jr., "Bridgeton, New Jersey. FSA (Farm Security Administration) agricultural workers' camp. George Price, United States employment agent writing up contract for the pickers whom John Hanby is taking to his own farm to live and work," July 1942. Courtesy of Library of Congress

Woman Seated on Tractor Pulling Farm Machinery, ca. 1939



Courtesy of State Historical Society of Iowa, Wettach, A.M., ca. 1939

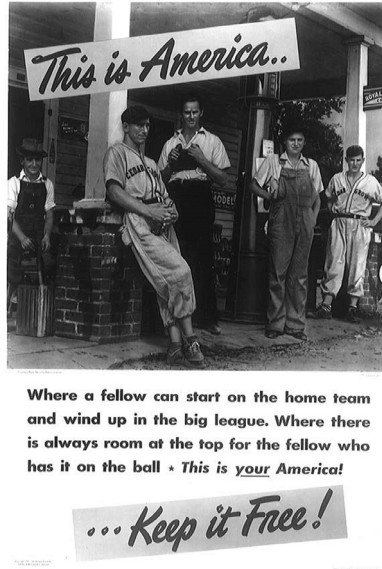
Description

The photograph shows a woman working on the farm during World War II. During this period, many women worked in agriculture as part of the Women's Land Army or Farmerettes. The group started in World War I as a response to the labor shortage from men leaving to fight the war. The organization was revived during World War II for the same reason. The type of invaluable labor provided was a huge part of the war effort.

Source-Dependent Questions

- With most men fighting in the war, what farming roles did women fill?
- Why was it important that farms continued to produce goods while the war was being fought?

“This is America: Keep It Free” Propaganda Poster, 1942



Courtesy of Library of Congress, Lange, Dorothea, “This is America: Keep It Free,” 1942

Description

Dorothea Lange was best known for her iconic images of the Great Depression, but she also was responsible for this propaganda poster at the beginning of the war. Along with images like this, she was also hired by the War Relocation Authority to document Japanese internment.

[Transcript of “This is America: Keep It Free” Propaganda Poster](#)

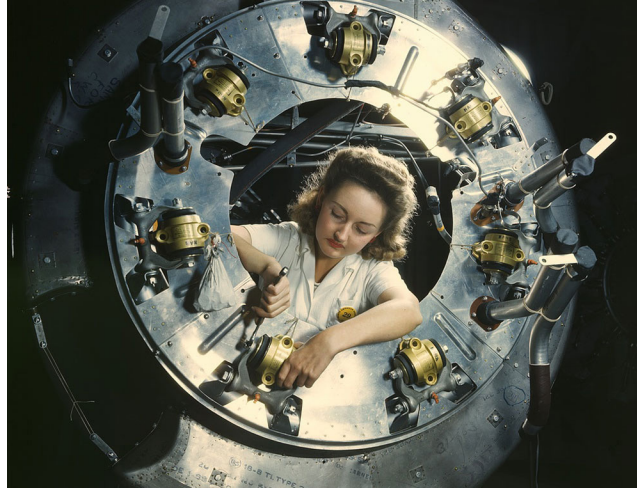
Source-Dependent Questions

- What was the intended message of the poster? Use evidence from the source.
- Compare this image with the [poster “I’m Proud ... My Husband Wants Me To Do My Part.”](#) What messages are consistent? How does the point of view of the artist change this message?

Citation Information

Lange, Dorothea, “This is America: Keep It Free,” 1942. Courtesy of Library of Congress

Woman Working on the Motor of a B-25 Bomber, October 1942



Courtesy of Library of Congress, Palmer, Alfred T., "Part of the cowling for one of the motors for a B-25 bomber is assembled in the engine department of North American [Aviation, Inc.]'s Inglewood, Calif., plant," October 1942

Description

The iconic image of Rosie the Riveter is maybe what most Americans think of when discussing the contributions of American women on the homefront. The work of these women in defense plants and related industries was vital to both the war effort and challenging perceptions of the role of women in the workplace with 11 million men drafted into service. Without the millions of women who took on a new role, such as this woman in the photo, America would not have registered the high output needed to supply both U.S. and Allied forces. The woman in the image is working on one of the motors for a B-25 bomber at a California plant. To understand this in real numbers defense industries produced two million trucks, 86,000 tanks and almost 300,000 aircraft.

Source-Dependent Questions

- Create a caption for this photograph that shows the significance of the contribution women made to the war effort.
- Compare this photo to "[I'm Proud...My Husband Wants Me To Do My Part](#)" **propaganda poster**. Discuss how the women are portrayed in each image. Why would propaganda images, such as these, use women that looked like this?

Citation Information

Palmer, Alfred T., "Part of the cowling for one of the motors for a B-25 bomber is assembled in the engine department of North American [Aviation, Inc.]'s Inglewood, Calif., plant," October 1942. Courtesy of Library of Congress

Women Wipers Cleaning a Giant “H” Class Locomotive in Clinton, Iowa, April 1943



Courtesy of Library of Congress, Delano, Jack, “C. & N.W. R.R., women wipers at the roundhouse cleaning one of the giant “H” class locomotives, Clinton, Iowa,” April 1943

Description

Often the focus of women’s work during World War II on the homefront has been in the factory. The photograph shows another way women supported their country by keeping the railroads open and various resources, such as food or weapons, moving across the country. The image was taken in Clinton, Iowa and shows three women working on an H-Class locomotive. In addition, with rationing of gasoline and rubber more and more citizens took to rail transportation over cars. By 1945, over 116,000 women were working for the railroads and literally keeping the nation moving.

Source-Dependent Questions

- Describe the type of work women are doing in the photo. Why was this type of work important to the war effort?
- Compare the work of the women in this image to the [woman working on the B-25 bomber](#). Why are images like the one of the bomber more visible in studying World War II?

Citation Information

Delano, Jack, “C. & N.W. R.R., women wipers at the roundhouse cleaning one of the giant “H” class locomotives, Clinton, Iowa,” April 1943. Courtesy of Library of Congress

African-American Women Welders at the Landers, Frary and Clark Plant, June 1943



Courtesy of Library of Congress, Parks, Gordon, "New Britain, Connecticut. Women welders at the Landers, Frary, and Clark plant," June 1943

Description

African-American women faced extra hurdles to employment in defense industries until [Executive Order 8802](#), which banned discrimination in the job sector. Even after this order was issued, African Americans faced discrimination and segregation in accessing opportunities and in doing their part for the country. Prior to the war, domestic work was typically where many African-American women could find work. However, a shift was seen that by 1944, the number of African Americans working in domestic service decreased by 15.3 percent and employment in defense work increased by 11.5 percent. This photograph shows two African-American women welders working presumably in the defense industry in June 1943.

Source-Dependent Questions

- How are the women in this photo portrayed in a similar or different manner than the [woman working on the B-25 bomber](#)?
- What type of obstacles would African-American women face in this type of industry as compared to the [women working in Clinton, Iowa](#)? How does that make these women's contributions to the war effort more significant?

Citation Information

Parks, Gordon, "New Britain, Connecticut. Women welders at the Landers, Frary, and Clark plant," June 1943.
Courtesy of Library of Congress

“I’m Proud ... My Husband Wants Me To Do My Part” Propaganda Poster, 1944



Courtesy of Library of Congress, Howitt, John Newton, “I’m proud ... my husband wants me to do my part See your U.S. Employment Service,” 1944

Description

Given the increase in servicemen to 2.2 million during World War II, the need for labor was high. Recruitment of women into jobs became part of the War Manpower Commission, which added a women’s advisory committee made up of prominent women tasked with promoting enlistment of women into new roles.

[Transcript of “I’m Proud ... My Husband Wants Me To Do My Part” Propaganda Poster](#)

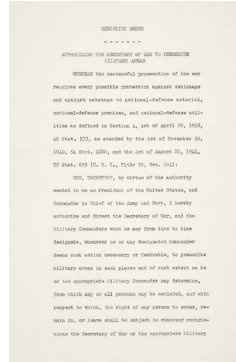
Source-Dependent Questions

- What role was this poster in asking women to play in the war effort?
- What was the connection between the woman’s motivation to work and her husband as displayed in the image? What specific evidence did you see to show this connection?
- In what ways was the portrayal of women similar or different in this image to the [image of women welders](#)? Why?

Citation Information

Howitt, John Newton, “I’m proud ... my husband wants me to do my part See your U.S. Employment Service,” 1944. Courtesy of Library of Congress

Executive Order 9066: Resulting in the Relocation of Japanese, February 19, 1942



Courtesy of National Archives, Executive Order 9066: Resulting in the Relocation of Japanese, 19 February 1942

Description

Envy over economic success combined with distrust over cultural separateness and long-standing anti-Asian racism turned into disaster when the Empire of Japan attacked Pearl Harbor on December 7, 1941. Lobbyists from western states, many representing competing economic interests or nativist groups, pressured the U.S. Congress and President Franklin Delano Roosevelt to remove persons of Japanese descent from the West Coast, both foreign born (issei – meaning “first generation” of Japanese in the U.S.) and American citizens (nisei – the second generation of Japanese in America, U.S. citizens by birthright.) During Congressional committee hearings, Department of Justice representatives raised constitutional and ethical objections to the proposal, so the U.S. Army carried out the task instead. The West Coast was divided into military zones, and on February 19, 1942, President Roosevelt issued Executive Order 9066 authorizing exclusion. Congress then implemented the order on March 21, 1942, by passing Public Law 503. After encouraging voluntary evacuation of the areas, the Western Defense Command began involuntary removal and detention of West Coast residents of Japanese ancestry. In the next six months, approximately 122,000 men, women and children were moved to assembly centers. They were then evacuated to and confined in isolated, fenced and guarded relocation centers, known as internment camps. The 10 relocation sites were in remote areas in six western states and Arkansas: Heart Mountain in Wyoming, Tule Lake and Manzanar in California, Topaz in Utah, Poston and Gila River in Arizona, Granada in Colorado, Minidoka in Idaho and Jerome and Rowher in Arkansas.

[Transcript of Executive Order 9066](#)

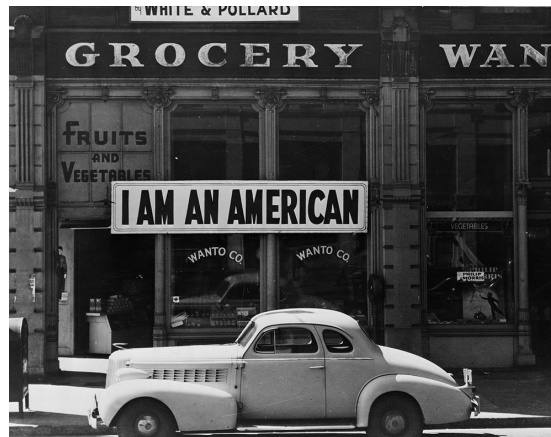
Source-Dependent Questions

- What actions were taken as a result of Executive Order 9066? What justification was given by President Roosevelt for those actions?
- How were these actions contradictory to American ideals? Read the document again. Why were citizens allowed to be interned?
- How did this action work against American interests on the homefront during World War II?

Citation Information

Executive Order 9066: Resulting in the Relocation of Japanese, 19 February 1942. Courtesy of National Archives

“I am an American” Sign in Oakland, California, March 1942



Courtesy of Library of Congress, Lange, Dorothea, "Oakland, Calif., Mar. 1942. A large sign reading "I am an American" placed in the window of a store, at [401 - 403 Eighth] and Franklin streets, on December 8, the day after Pearl Harbor," March 1942

Description

Without due process, the government gave everyone of Japanese ancestry living on the West Coast only days to decide what to do with their houses, farms, businesses and other possessions. Most families sold their belongings at a significant loss. Some rented their properties to neighbors. Others left possessions with friends or religious groups. Some abandoned their property. The black and white photograph taken by Dorothea Lange shows a closed storefront following [Executive Order 9066](#). The owner of the store, a University of California graduate, was housed with hundreds of evacuees in War Relocation Authority centers for the duration of the war. The image highlights the fact 70,000 of the 120,000 interned individuals were American citizens and were not charged with any crimes.

Source-Dependent Questions

- How does the word choice on the banner show the contradiction in the policy by the government?
- What reaction do you think individuals may have had to the banner? What did the store owner hope to accomplish by using this sign?

Citation Information

Lange, Dorothea, "Oakland, Calif., Mar. 1942. A large sign reading "I am an American" placed in the window of a store, at [401 - 403 Eighth] and Franklin streets, on December 8, the day after Pearl Harbor," March 1942. Courtesy of Library of Congress

Japanese Americans Waiting to be Evacuated and Forced into Internment to Owens Valley, April 1942



Courtesy of Library of Congress, Lee, Russell, "Los Angeles, California. The evacuation of the Japanese-Americans from West Coast areas under U.S. Army war emergency order...," April 1942

Description

This photograph depicts the harsh reality of the starting point of internment. Each family was assigned an identification number and loaded into cars, buses, trucks and trains, taking only what they could carry. Japanese Americans were transported under military guard to 17 temporary assembly centers located at racetracks, fairgrounds, and similar facilities in Washington, Oregon, California and Arizona. Then they were moved to one of 10 hastily-built relocation centers. By November 1942, the relocation was complete. Two-thirds of the individuals headed to the camp depicted in this image were American citizens.

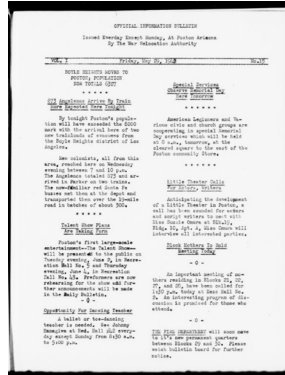
Source-Dependent Questions

- How would you describe the scene in this photo? How were the individuals in the photo reacting to internment?
- Why would the government capture images like this one? What was the purpose of this document?

Citation Information

Lee, Russell, "Los Angeles, California. The evacuation of the Japanese-Americans from West Coast areas under U.S. Army war emergency order. Japanese-Americans with their baggage waiting for trains which will take them to Owens Valley," April 1942. Courtesy of Library of Congress

Official Information Bulletin for Internment Camp in Poston, Arizona, May 29, 1942



Courtesy of Library of Congress, "Official information bulletin (Poston, Ariz.)," 29 May 1942

Description

This daily bulletin comes from the Poston relocation camp in Arizona. A unique feature of this camp, besides its size, was that it was built on a Native American reservation. The camp was overseen by both the War Relocation Authority and the Office of Indian Affairs. This was done in part to bring money into the region for additions to infrastructure on the reservation.

[Transcript of the Official Information Bulletin for Poston, Arizona Internment Camp](#)

Source-Dependent Questions

- Describe the types of activities that were happening in the internment camp. What would be the reason for having these types of activities in the camp?
- Consider the use of the word "colonists" to describe individuals being sent to the camp. Why would this term be used?
- How would the services provided in the camp have provided comfort but also concern? What might having a fire department in the camp communicate about its permanence?

Citation Information

"Official information bulletin (Poston, Ariz.)," 29 May 1942. Courtesy of Library of Congress

Editor Ray Takeno and Group Reading Manzanar Paper in California Relocation Center, 1943



Courtesy of Library of Congress, Adams, Ansel, "Roy Takeno (Editor) and group reading Manzanar paper [i.e. Los Angeles Times] in front of office, Yuichi Hirata, Nabuo Samamura, Manzanar Relocation Center, California," 1943

Description

This photograph is part of a larger collection given by photographer Ansel Adams to the Library of Congress. The 200 images he captured came from the Manzanar Relocation Camp in California. When presenting these images to the Library, Adams wrote in a letter, "The purpose of my work was to show how these people, suffering under a great injustice, and loss of property, businesses and professions, had overcome the sense of defeat and despair [sic] by building for themselves a vital community in an arid (but magnificent) environment....All in all, I think this Manzanar Collection is an important historical document, and I trust it can be put to good use."

Source-Dependent Questions

- What can you infer was Ansel Adams' intent in taking this photo?
- Consider the sign. How was this a contradiction given the circumstances of internment? How does this show a "vital" community?

Citation Information

Adams, Ansel, "Roy Takeno (Editor) and group reading Manzanar paper [i.e. Los Angeles Times] in front of office, Yuichi Hirata, Nabuo Samamura, Manzanar Relocation Center, California," 1943. Courtesy of Library of Congress

Excerpts from *Korematsu v. United States*, 1944

218 OCTOBER TERM, 1944. 323 U.S.
Opinion of the Court.

those of Japanese ancestry from the West Coast war area at the time they did. True, exclusion from the area in which one's home is located is a far greater deprivation than constant confinement to the home from 8 p. m. to 6 a. m. Nothing short of apprehension by the proper military authorities of the gravest imminent danger to the public safety can constitutionally justify either. But exclusion from a threatened area, no less than curfew, has a definite and close relationship to the prevention of espionage and sabotage. The military authorities, charged with the primary responsibility of defending our shores, concluded that curfew provided inadequate protection and ordered exclusion. They did so, as pointed out in our *Hirabayashi* opinion, in accordance with Congressional authority to the military to say who should and who should not remain in the threatened areas.

In this case the petitioner challenges the assumptions upon which we rested our conclusions in the *Hirabayashi* case. He also urges that by May 1942, when Order No. 34 was promulgated, all danger of Japanese invasion of the West Coast had disappeared. After careful consideration of these contentions we are compelled to reject them.

Here, as in the *Hirabayashi* case, *supra*, at p. 99, "... we cannot reject as unfounded the judgment of the military authorities and of Congress that there were disloyal members of that population, whose number and strength could not be precisely and quickly ascertained. We cannot say that the war-making branches of the Government did not have ground for believing that in a critical hour such persons could not readily be isolated and separately dealt with, and constituted a menace to the national defense and safety, which demanded that prompt and adequate measures be taken to guard against it."

Like curfew, exclusion of those of Japanese origin was deemed necessary because of the presence of an unascertained number of disloyal members of the group, most of

Courtesy of Library of Congress, Black, Hugo Lafayette, "U.S. Reports: *Korematsu v. United States*, 323 U.S. 214," 1944

Description

The *Korematsu* case was brought to the U.S. Supreme Court by Fred Korematsu to challenge Japanese internment. It has been regarded as one of the worst decisions handed down by the Court. *Korematsu* did not initially comply with Executive Order 9066, and the subsequent 6-3 decision handed down from the Supreme Court upheld internment as a military necessity. The majority opinion was written by Justice Hugo Black and the dissenting opinion was written by Justice Robert H. Jackson.

[Transcribed Excerpts from *Korematsu v. United States*](#)

Source-Dependent Questions

- In the majority opinion in [Excerpt 1](#), what justification does Justice Black give for upholding the decision?
- How did the opinion categorize disloyal citizens? How does the dissenting opinion in [Excerpt 3](#) argue against the idea that some disloyal citizens would justify this type of action?
- Why does the justice in the dissenting opinion speak about the arguments used by nations the U.S. was at war with in his opinion?

Citation Information

Black, Hugo Lafayette, "U.S. Reports: *Korematsu v. United States*, 323 U.S. 214," 1944. Courtesy of Library of Congress

Interview with Japanese-American Veteran Norman Saburo Ikari, December 2003



Courtesy of Library of Congress, Ikari, Norman S., "Interview with Norman Saburo Ikari," Veterans History Project, December 2003

Description

This video excerpt is from an interview conducted with Norman Saburo Ikari. Ikari served in the 442nd Regimental Combat Team during World War II. In addition, all of his family, with the exception of one brother, was subject to Japanese internment. Almost 33,000 Japanese Americans fought in World War II, and of those, 8,000 lost their lives in the war.

[Transcribed Excerpt from Interview with Japanese-American Veteran Norman Saburo Ikari](#)

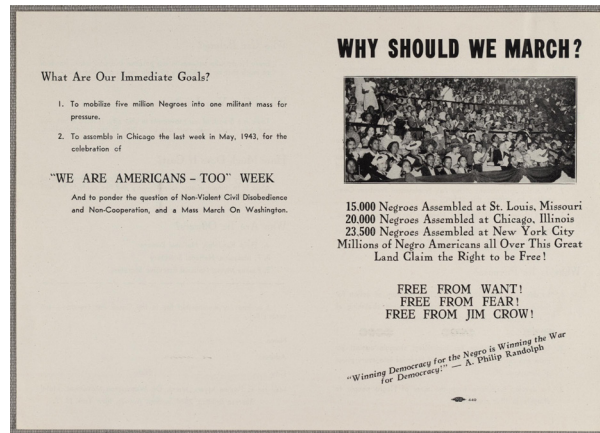
Source-Dependent Questions

- What did Norman Saburo Ikari experience as he was serving his country in the military but also seeing his own family interned by the American government?
- How did his Japanese-American heritage affect how he was treated in the military?

Citation Information

Ikari, Norman S., "Interview with Norman Saburo Ikari," Veterans History Project, December 2003. Courtesy of Library of Congress

“Why Should We March” Flyer, 1941



Courtesy of Library of Congress, Phillip, Randolph A., "Why Should We March," 1941

Description

The papers of A. Philip Randolph document his protests against segregation, particularly in the armed forces and defense industries during the war. Randolph led a successful movement during World War II to end segregation in defense industries by threatening to bring thousands of blacks to protest in Washington, D. C., in 1941. The threatened March on Washington in 1941 prompted President Franklin D. Roosevelt to issue [Executive Order 8802](#), stating that there should be "no discrimination in the employment of workers in defense industries or government because of race, creed, color or national origin." The Committee on Fair Employment Practices was established to handle discrimination complaints.

[Full Transcript of "Why Should We March" Flyer](#)

[Transcribed Excerpt from "Why Should We March" Flyer](#)

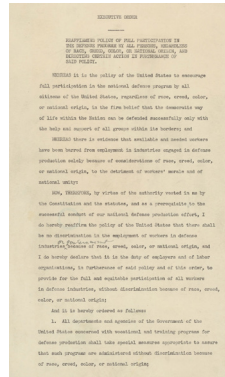
Source-Dependent Questions

- What were the demands laid out in the brochure? What were the immediate goals?
- Why would the brochure feel the need to state this event would not be anti-white or anti-American?

Citation Information

Phillip, Randolph A., "Why Should We March," 1941. Courtesy of Library of Congress

Executive Order 8802: Prohibition of Discrimination in the Defense Industry, June 25, 1941



Courtesy of National Archives, "Executive Order 8802," 25 June 1941

Description

In early July 1941, millions of jobs were being created, primarily in urban areas, as the United States prepared for war. When large numbers of African Americans moved to cities in the north and west to work in defense industries, they were often met with violence and discrimination. In response, A. Philip Randolph, president of the Brotherhood of Sleeping Car Porters, and other black leaders, met with Eleanor Roosevelt and members of the President Franklin D. Roosevelt's Cabinet. Randolph presented a list of grievances regarding the civil rights of African Americans, demanding that an executive order be issued to stop job discrimination in the defense industry. Randolph, with others, threatened that they were prepared to bring "ten, twenty, fifty thousand Negroes on the White House lawn" if their demands were not met. After consultation with his advisers, Roosevelt responded to the black leaders and issued Executive Order 8802, which declared, "There shall be no discrimination in the employment of workers in defense industries and in Government, because of race, creed, color, or national origin." It was the first presidential directive on race since Reconstruction. The order also established the Fair Employment Practices Committee to investigate incidents of discrimination.

[Transcript of Executive Order 8802](#)

Source-Dependent Questions

- In what industries does Executive Order 8802 end discrimination? Why does President Roosevelt use an executive order and not push Congress to pass legislation to ban discrimination?
- How does the order address concerns in the "[Why Should We March](#)" pamphlet? How effectively does the order address these concerns? Did this lead to long-term expansion of rights? Why or why not?

Citation Information

"Executive Order 8802," 25 June 1941. Courtesy of National Archives

Women Working at the Pacific Parachute Company in San Diego, California, April 1942



Courtesy of Library of Congress, Lee, Russell, "Negro, Mexican, and white girls are employed at the Pacific Parachute Company. San Diego, California," April 1942

Description

The photograph shows an example of the type of workplace, in part, made possible by the [Executive Order 8802](#). Women, one African American, one Latina and two white, are shown working together in this factory in a desegregated working environment.

Source-Dependent Questions

- How did this photo show a success of President Roosevelt's [Executive Order 8802](#)?
- Would this same scene play out across the United States? Why or why not?

Citation Information

Lee, Russell, "Negro, Mexican, and white girls are employed at the Pacific Parachute Company. San Diego, California," April 1942. Courtesy of Library of Congress

Iowa Public Television's "An Iowan Joins the Tuskegee Airmen During World War II | First Lieutenant Luther Smith," 2006



Courtesy of Iowa Public Television, "An Iowan Joins the Tuskegee Airmen During World War II | First Lieutenant Luther Smith," Iowa's WWII Stories, Iowa Public Television, 2006

Description

The Tuskegee Airmen, officially known as the 332nd fighter group, were the first African Americans to fly planes in the U.S. military. Although they faced severe discrimination in the country and mandates of Jim Crow laws in the South, they volunteered in large numbers to help fight in World War II. In the skies over Italy, 24-year-old First Lieutenant Luther Smith of Des Moines was on his second tour of duty. As a member of the Tuskegee Airmen, Smith eventually was assigned to bomber escort duty in 1944. His job was to protect American bombers from German fighters.

Source-Dependent Questions

- How does First Lieutenant Smith's description of his work embody the ideas of the Double V campaign for black Americans: a victory at home and a victory abroad?
- Does his story show an expansion of rights at home during World War II? Why or why not?

Citation Information

"An Iowan Joins the Tuskegee Airmen During World War II | First Lieutenant Luther Smith," *Iowa's WWII Stories*, Iowa Public Television, 2006. Courtesy of Iowa Public Television

Public School Children Buying War Bonds in Chicago, Date Unknown



Courtesy of National Archives, "The public school children of the South-Central District of Chicago purchased \$263,148. 83 in war bonds and stamps..., Date Unknown

Description

The photograph shows a check being awarded to the military in the amount of \$263,148.83 by children in the South Central District of Chicago. This money was earmarked to buy 125 jeeps, two planes and a motorcycle. The purchase of war bonds is something that many Americans did on the homefront during World War II to help support the war effort.

Source-Dependent Questions

- Given that the purchasing of war bonds helped the government fight the war, what is the significance of school children raising \$263,148.83?
- How would war bonds help children contribute to winning the war?

Citation Information

"The public school children of the South-Central District of Chicago purchased \$263,148. 83 in war bonds and stamps...a huge check representing enough money for 125 jeeps, two pursuit planes and motorcycle was presented to Maj. C. Udell Turpin of the Illinois War Bond Sales staff," Date Unknown. Courtesy of National Archives