

# Teachers

## *Georgia Journeys: Legacies of World War II*

# Guide



GRADES  
5-12

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Table of Contents	
About this Teacher's Guide .....	3
Overview .....	4
Georgia Standards of Excellence Correlated with These Activities .....	5

**5th Grade Activities**

- 1. The Attack on Pearl Harbor: "A Date Which Will Live In Infamy."..... 12
- 2. Racism in the Military .....
- 3. Women in the Workforce .....

**6th and 7th Grade Activities**

- 1. Georgia: A Refuge for Holocaust Survivors .....
- 2. The Impact of War .....
- 3. Georgia Journeys Timeline .....

**8th Grade Activities**

- 1. Traveling through Georgia Journeys .....
- 2. FDR's Georgia: In His Own Words .....
- 3. The Bell Bomber Plant, Marietta, GA .....

**High School Activities**

- 1. Meet History Face to Face .....
- 2. Georgia Journeys Timeline .....
- 3. Georgia in World War II .....

**Supplementary Materials and Resources**

- Extended Biographies of Individuals Featured in Georgia Journeys .....
- Map of Georgia in World War II .....
- Georgia Journeys Timeline .....
- Suggested Reading .....
- Resources for Teachers: K-12 Educational Programs.....

## About this Teacher's Guide

This Teacher's Guide accompanies the Museum of History and Holocaust Education's exhibit *Georgia Journeys: Legacies of World War II*, which follows the lives of World War II veterans, home front workers, and Holocaust survivors who call Georgia their home today. Drawing on testimony obtained through the museum's *Legacy Series* oral history program, this permanent exhibition focuses on lived experiences and individual voices. Using a variety of physical and digital media, including analog and digital touch-tables, *Georgia Journeys* enables visitors to explore the history of World War II in multiple ways suited to their unique learning styles.

A digital exhibition accompanies *Georgia Journeys*, which brings the content and personal stories to your classroom. Visit it online at [georgiajourneys.kennesaw.edu](http://georgiajourneys.kennesaw.edu). The museum also offers a temporary traveling exhibition. To enquire about availability, please email us at [mhheeducation@kennesaw.edu](mailto:mhheeducation@kennesaw.edu).

This curriculum guide for **fifth to twelfth grade** teachers will help educate students about the impact of World War II on the state of Georgia and how the war affected the lives of veterans, home front workers, and Holocaust survivors. Although many of the lessons in this guide focus on **Social Studies, U.S. History, and World History** standards, the activities are designed to be cross-curricular and can also be used for the Reading and Writing Standards for Literacy, English Language Arts, and Advanced Placement classes.

This guide is organized by individual lessons that are intended to take between one and two class periods to complete. We recognize, however, that not all teachers will be able to dedicate this amount of time to the topic of Georgia in World War II; the activities, therefore, can be pulled out of the lessons and stand alone as individual parts.

In designing this guide, we also sought to place a heavy emphasis on primary sources to teach this topic. All primary sources and worksheets that are needed for each lesson are included in the guide. Sources include propaganda posters, extended biographies of the featured individuals, and a comprehensive timeline of events.

**Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.**

***Credits:** The descriptions, activities, and graphics in this guide were developed by Dr. Richard Harker, James Newberry, Adina Langer, Zoila Torres, Tyler Crafton-Karnes, Kate Daly, Dr. Jennifer Dickey, Stefanie Green, Tony Howell, Dr. Catherine Lewis, Andrea Miskewicz, Patricia Mosier, Anna Tucker, and Caitlin O'Grady of Kennesaw State University's Museum of History and Holocaust Education. Thank you to the following Kennesaw State University Public History students who contributed to this guide: Kelsey Bonham, Andrew Brandt, William Brems, Jordan Duncan, Aaron Fuchs, Meagan Garbade, Kaley Harbin, Jordan Mason, Denzel Quinones, Allison Rose, and Jennifer Schulze.*

**Overview:**

In 1941, the United States entered World War II in response to the Japanese bombing of Pearl Harbor. The war brought sweeping changes across the nation. Men trained for combat overseas, factories supplied airplanes, ships, and ammunition for the war effort, women joined the workforce, and rationing helped to conserve the depleted supply of raw materials.

The war was a major catalyst for change in Georgia. Georgia's rural economy boomed as a result of new industries and urbanization. The war lifted the state out of the Great Depression, and ushered in an era of social and political growth. Bell Bomber provided jobs to men and women in Marietta, building Boeing engineered B-29 bombers. The Savannah Shipyard attracted employees from across state lines in the production of Liberty Ships. New opportunities in housing, employment, and education affected the lives of everyone across the state.

Men left Georgia to fight overseas in Europe and the Pacific, and returned to new social and economic opportunities. Women worked in wartime industries, providing income for their families. Georgia represented a fresh start for immigrants and refugees who survived the Holocaust.

Georgia also provided a haven for President Franklin Delano Roosevelt between 1924 and his death in 1945. After contracting polio, Roosevelt found the mineral rich waters of Warm Springs, Georgia, rejuvenating. He died at Warm Springs in April 1945. His story is one of many Georgia journeys during World War II.

Since the end of World War II, Georgia's population gradually increased in large part due to the economic development and urbanization of the state during World War II. Georgia's World War II legacy continues through the stories and experiences of veterans, home front workers, and Holocaust survivors that reside in the state today.

**Georgia Standards of Excellence correlated with *Georgia Journeys: Legacies of World War II* activities:**

**FIFTH GRADE**

These lessons meet the criteria for the following 5th Grade Georgia Standards of Excellence:

**SOCIAL STUDIES**

**SS5H4: Explain America’s involvement in World War II.**

- 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.
- d. Identify **Roosevelt**, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
- e. Describe the effects of rationing and the changing role of **women** and **African Americans** or Blacks; include “**Rosie the Riveter**” and the **Tuskegee Airmen**.

**SIXTH GRADE**

These lessons meet the criteria for the following 6th Grade Georgia Standards of Excellence:

**SOCIAL STUDIES**

- a. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of **Nazism**, and worldwide depression.
- b. Explain the rise of **Nazism** including preexisting prejudices, the use of propaganda, and events which resulted in the **Holocaust**.

**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS**

- L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
- L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CRAFT AND STRUCTURE**

- L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**INTEGRATION OF KNOWLEDGE AND IDEAS**

- L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES</b>
L6-8WHST1: Write arguments focused on discipline-specific content. L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<b>SEVENTH GRADE</b>
These lessons meet the criteria for the following 7th Grade Georgia Standards of Excellence:
<b>SOCIAL STUDIES</b>
<b>SS7H2: Analyze continuity and change in Southwest Asia (Middle East).</b>
b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust.
<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS</b>
L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<b>CRAFT AND STRUCTURE</b>
L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally). L6-8RHSS6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES</b>
L6-8WHST1: Write arguments focused on discipline-specific content. L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>EIGHTH GRADE</b>
These lessons meet the criteria for the following 8th Grade Georgia Standards of Excellence:
<b>SOCIAL STUDIES</b>
<b>SS8H9: Describe the role of Georgia in WWII.</b>
a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor. b. Evaluate the purpose and economic impact of the <b>Bell Bomber Plant</b> , military bases, and the <b>Savannah</b> and Brunswick <b>shipyards</b> .
<b>SS8E2: Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.</b>
c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, <b>manufacturing</b> , service, and technology.
<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS</b>
L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<b>CRAFT AND STRUCTURE</b>
L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally). L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text. L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.



<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES</b>
L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.
<b>HIGH SCHOOL U.S. HISTORY</b>
These lessons meet the criteria for the following High School U.S. History Georgia Standards of Excellence:
<b>SOCIAL STUDIES</b>
<b>SSUSH19: Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.</b>
<ul style="list-style-type: none"> <li>a. Investigate the origins of U.S. involvement in the war including <b>Lend-lease</b> and the Japanese attack on <b>Pearl Harbor</b>.</li> <li>b. Examine the <b>Pacific Theater</b> including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, <b>Manhattan Project</b> and the dropping of the <b>atomic bombs</b>.</li> <li>c. Examine the <b>European Theater</b> including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, <b>D-Day</b>, and the Fall of Berlin.</li> <li>d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of <b>women</b> and <b>African Americans</b> or Blacks.</li> <li>e. Examine <b>Roosevelt's</b> use of executive powers including the integration of defense industries and the internment of <b>Japanese-Americans</b>.</li> </ul>

<b>HIGH SCHOOL WORLD HISTORY</b>
These lessons meet the criteria for the following High School World History Georgia Standards of Excellence:
<b>SOCIAL STUDIES</b>
<b>SSWH19: Demonstrate an understanding of the global political, economic, and social impact of World War II.</b>
<ul style="list-style-type: none"> <li>a. Describe the major conflicts and outcomes, include: North African, <b>Pacific</b>, and <b>European theatres</b>.</li> <li>b. Identify <b>Nazi ideology</b> and policies that led to the <b>Holocaust</b> and its consequences.</li> <li>d. Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur’s plan for Japan, and the formation of the <b>United Nations</b>, NATO, and the Warsaw Pact.</li> </ul>
<b>NINTH &amp; TENTH GRADE</b>
These lessons meet the criteria for the following 9th and 10th Grade Georgia Standards of Excellence:
<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS</b>
<p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
<p>L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES</b>
<p>L9-10WHST1: Write arguments focused on discipline-specific content.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>
L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<p><b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b></p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p><b>ELEVENTH &amp; TWELFTH GRADE</b></p>
<p>These lessons meet the criteria for the following 11th and 12th Grade Georgia Standards of Excellence:</p>
<p><b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: KEY IDEAS AND DETAILS</b></p>
<p>L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p><b>CRAFT AND STRUCTURE</b></p>
<p>L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
<p><b>INTEGRATION OF KNOWLEDGE AND IDEAS</b></p>
<p>L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<p><b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES: TEXT TYPES AND PURPOSES</b></p>
<p>L11-12WHST1: Write arguments focused on discipline-specific content.</p> <p>L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>

**PRODUCTION AND DISTRIBUTION OF WRITING**

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

# One

5th Grade

## The Attack on Pearl Harbor: “A Date Which Will Live in Infamy”

*These activities can serve as preparation for a visit to Georgia Journeys and the museum or follow-up activities after visiting Georgia Journeys.*

### Goals:

President Franklin D. Roosevelt called December 7, 1941, the day of the Japanese attack on Pearl Harbor, “a date which will live in infamy.” The attack on Pearl Harbor caught many by surprise, and the resulting declaration of war changed many lives. **Students will analyze three oral history clips of individuals describing their memories of the attack on Pearl Harbor and consider how this event changed their lives.**

### Materials Needed:

Computers or tablets with internet access, projector, whiteboard, pens/pencils, paper

1. As a class, view the following short clips of individuals featured in *Georgia Journeys* describing their experience of learning about the Japanese attack on Pearl Harbor on December 7, 1941.
  - Alton Cadenhead, “The Marine Corps” (Length 2:38) <https://vimeo.com/channels/pearlharbor/144488375>
  - Jane Tucker, “Pearl Harbor” (Length 2:00) <https://vimeo.com/channels/pearlharbor/143754585>
  - Tooken Richardson Cade, “Pearl Harbor” (Length 1:11) <https://vimeo.com/channels/pearlharbor/144130996>
2. While they are watching the clips, ask the students to answer the following questions:
  - Where were these three individuals when they heard the news about the attack on Pearl Harbor?
  - How did they react to the news?
  - What was the impact of the Pearl Harbor attack on their lives?
  - What can you tell about the people telling the stories and their points-of-view?
  - How are their accounts similar and different?
3. As a class, consider the similarities and differences between Cade, Tucker, and Cadenhead’s experiences. You could use a triple Venn diagram to do this. What are the reasons for these differences? Highlight the difference in the way that we receive news today and the way that the news of the attack on Pearl Harbor traveled to Cade and Tucker on the radio.

4. Extension: Ask students to write a short analytical response to the following prompt:

*After viewing these three oral history clips, listen to President Roosevelt’s “Date of Infamy” speech announcing the attack on Pearl Harbor, found online with a simple search. What questions do you have after you listen to this clip?*

# Two

5th Grade

## Racism In the Military

### Goals:

World War II provided many African Americans with opportunities to serve their country and fight for the “Double V” campaign: for victory abroad against facism and victory at home against racism. **Students will read and evaluate the experience of an African American Marine, Lorenzo Wallace.**

### Materials Needed:

Computer with Internet access, projector, whiteboard, paper, pens/pencils

1. Project the following quote from African American Marine Lorenzo Wallace onto the whiteboard:

“I was with this radar group, and we would study together. And black Marines, and several white, I believe it was Navy group, would work with us, you know, to maintain the radar system – that was to detect anything that would come in, you know. Anyway, I remember one fellow, white fellow, from Kentucky. We would get together and study together on some radar maintenance, and you know they would have beer in canteen cups and pass it around and everyone would take a drink or something. But this fellow never would, but eventually, after he got to know us, this fellow from Kentucky told us that his parents had trained him that blacks were no better than dogs, and not to associate with them. But he had to associate with us in that group, and he said, ‘When I get back home, I’m going to tell them that you all are just like anybody else. You’re just as good as any whites that I know.’ But he said that, you know, his parents had just trained him that way. So that was enlightening. So things like that happened!”

2. Ask students to pair up and discuss the following questions:
  - What do you learn about life in the military for African Americans during World War II?
  - What is the tone of Wallace’s story? (Negative, positive, optimistic, pessimistic, a combination?) And do you think that this is a common reaction to recalling the experience of racism?
  - Why do you think that the “fellow from Kentucky” changed his mind about African Americans during the War?
3. Project the following quote from Tuskegee Airmen Lt. Col. Herbert E. Carter on the whiteboard:

“We proved the antidote to racism is excellence in performance.”

4. Discuss with the students the similarities and differences in perspective between Wallace's and Carter's quotes. Highlight that Carter believed the antidote to the racism embedded in the military and throughout society was through excellence in performance, whereas Wallace's quote suggests that getting to know an individual and spending time with them would reduce prejudice and racism.
5. Extension: Ask the students to read about Hillard Pouncy's experience as a member of the Tuskegee Airmen and Lorenzo Wallace's experience as a Marine either using the extended biographies provided (pages 41-47) or by exploring their "journey" pages on the *Georgia Journeys* website (<http://georgiajourneys.kennesaw.edu>.) Write a response or develop a presentation discussing the similarities and differences between these two individuals' experiences. Students may also watch clips of these two individuals discussing their lives to further support and enhance their research. Clips can be found at: [http://historymuseum.kennesaw.edu/educators/legacy\\_veterans.php](http://historymuseum.kennesaw.edu/educators/legacy_veterans.php).



# Three

## Women in the Workforce

5th Grade

### Goals:

Rosie the Riveter is the most iconic symbol of women's involvement in World War II. She is one part of a larger story about the many ways women contributed to and were affected by the war. **Students will analyze three women's experiences during the Second World War, their contributions to the workforce, and the ways in which they challenged and overcame stereotypes.**

### Materials Needed:

Computers or tablets with Internet access, whiteboard, projector, paper, pens/pencils

1. Discuss the term “propaganda” as a class, reiterating the central idea that propaganda is intended to shape public opinion rather than impart information.
2. Discuss as a class the iconic images of J. Howard Miller's Rosie the Riveter and the less well-known Norman Rockwell image of Rosie (Source Sheet A). To guide the discussion, ask the students to respond to the following questions:
  - In what ways are these images of Rosie the Riveter similar and different?
  - Which of these images is most convincing as propaganda?
  - Were these images commissioned by the U.S. Government or were they selected for use later?
  - What messages did the U.S. Government wish to convey through these propaganda images?
  - Taken together, what do these two images suggest about the roles of American women in World War II?
3. View the following three oral history clips of women who joined the workforce at the United Service Organizations (USO), the U.S. Army Signal Corps, and the Southeastern Shipbuilding Corporation during World War II. (Extended biographies to contextualize these clips are at page 41-47).

Tooken Richardson Cade, “The United Service Organizations” (Length 2:39)  
<https://vimeo.com/channels/tookencade/144131003>

Louvinia Jordan, “Top Secret” (Length 00:57)  
<https://vimeo.com/channels/louviniajordan/144487249>

Jane Tucker, “Women did not wear pants” (Length 1:26)  
<https://vimeo.com/channels/janetucker/143754591>

4. As a class discuss how these three clips complicate the traditional image of women working in factories during World War II. Highlight that although six million women did work in the factories, many others worked in a range of jobs left vacant by the millions of men who had joined the military.
5. Ask students to read the extended biographies of Jane Tucker, Tooken Cade, and Louvinia Jordan (page 41-47) and watch additional clips of them recalling their World War II experiences ([http://historymuseum.kennesaw.edu/educators/legacy\\_workers.php](http://historymuseum.kennesaw.edu/educators/legacy_workers.php)). Ask them to write a response to the following prompt:  
*When American women went to work in factories and took other jobs previously held by men, they challenged traditional views of what women should and should not do. Think about a time when someone has doubted you and you proved them wrong. Write about what happened. Be specific and include details.*

SOURCE SHEET A



*J. Howard Miller's Rosie the Riveter, Courtesy Library of Congress*

SOURCE SHEET B



*Norman Rockwell's Rosie the Riveter, Courtesy Library of Congress*



# One

## Georgia: A Refuge for Holocaust Survivors

6th and 7th Grade

*These activities can serve as preparation for a visit to Georgia Journeys and the museum or follow-up activities after visiting Georgia Journeys.*

### Goals:

After President Truman relaxed immigration restrictions in 1946, more than 100,000 Jews moved to the United States. Hundreds of thousands of Jews chose to settle in the State of Israel after it was established in 1948. For those given the choice, selecting the United States or Israel often meant choosing between the promise of prosperity and the challenges of a pioneer life. It was a choice that shaped the legacy of survivors and their families including those who moved to Georgia. **Students will explore the events of the Holocaust through the lives of individuals who later came to Georgia.**

### Materials Needed:

Computers or tablets with Internet access

1. Divide the students into four groups and assign each group to research one of the Holocaust survivors featured in *Georgia Journeys* using the extended biographies included in this teacher's guide (pages 41-47) and the "Journeys" function of the Georgia Journeys website (<http://georgiajourneys.kennesaw.edu>):
  - Norbert Friedman
  - Herbert Kohn
  - Andre Kessler
  - Tosia Schneider
2. Ask each group to present information about the individual to the whole class. They should include a brief summary of the individual's life, what they learned about the Holocaust, and include an analysis of how they think World War II and the Holocaust changed this individual's life.
3. After the presentations, each group should reconvene and watch the clips of the individual discussing his or her life through the Museum of History and Holocaust Education's *Legacy Series* oral history program at: [http://historymuseum.kennesaw.edu/educators/legacy\\_holocaust.php](http://historymuseum.kennesaw.edu/educators/legacy_holocaust.php)

4. After watching the clips of each individual, the students should discuss the following questions:
  - a. In what ways did watching the individuals tell their own story confirm or change the way that you thought about their lives?
  - b. What details about these people did you notice in watching these clips that you didn't gain from reading about their lives?
  - c. How does encountering each individual's story firsthand change its emotional impact?
  
5. As a class, discuss the students' responses and compare and contrast the experiences of the four individuals featured in the exhibition. Use the whiteboard to create a large list of the similarities and differences. You can use a Venn diagram or other graphic organizer for this. Emphasize the importance of exploring different experiences to gain a more complete understanding of World War II and the Holocaust.
  
6. Conclude by asking the students to consider the impact of the state of Georgia on each of these individuals' lives. Highlight the significance of the economic and social changes that occurred in Georgia during the war that made the state an attractive location for immigrants in the second half of the twentieth century.

## Two

## The Impact of War

6th and 7th Grade

**Goals:**

*Georgia Journeys* features twelve individuals who came to call Georgia their home after World War II. Their experiences of war were vastly different, however. **Students will analyze these different experiences to understand the complexities of the war and how it affected individuals.**

**Materials Needed:**

Computers or tablets with Internet access, paper, pens/pencils

1. After completing activity one (above), divide the students into eight groups and assign each group to research one of the other individuals featured in *Georgia Journeys*, using the extended biographies included in this teacher's guide (pages 41-47) and the "Journeys" function of the *Georgia Journeys* website ([http:// georgiajourneys.kennesaw.edu](http://georgiajourneys.kennesaw.edu)).
  - Alton Cadenhead
  - Louvinia Jordan
  - Jane Tucker
  - Lorenzo Wallace
  - Guy Gunter
  - Hillard Pouncy
  - Tooken Richardson Cade
  - Jimmy Doi
  
2. Ask each group to present information about the individual they researched to the whole class. They should include a brief summary of the individual's life and include an analysis of how they think World War II changed this person's life. During their presentation students should also focus on the clarity and concision of their oral presentation.
  
3. Discuss the students' analyses, and compare and contrast the experiences of these individuals to the Holocaust survivors featured in activity one. Consider, for example, the similarities of segregation and persecution experienced by Jews in Europe, and Japanese Americans and African Americans in the United States. *However, be sure to emphasize that the American government did not commit genocide against Japanese Americans and African Americans unlike the systematic murder of Jews conducted in German-occupied Europe.* Also, highlight the significant ways that World War II changed these individuals' lives, regardless of age, gender, occupation, or ethnic or national origin.

4. Conclude by asking the students to consider the different role of the state of Georgia in each of these individuals' lives. Explain how for some, Georgia was a place that became home because of the dramatic changes that occurred throughout the state during the war while for others the state remained home regardless of how far away they traveled.
5. Extension: Students may choose one of the following larger groups: veterans, home front workers, or Holocaust survivors, and write about four different experiences that members of this group had during World War II. They should use the exhibition's website (<http://georgiajourneys.kennesaw.edu>) and extended biographies of the individuals in these categories (pages 41-47) to illustrate and support their answers.



# Three

## Georgia Journeys Timeline

6th and 7th Grade

### Goals:

The lives of the individuals featured in Georgia Journeys did not occur in a vacuum. They were shaped by events both in the United States and around the world, and in turn they helped shape these events. **Students will analyze how global events shape individual lives and vice-versa.**

### Materials Needed:

Copies of Timeline (pages 49-53), whiteboard, whiteboard markers, index cards, pens/pencils, computers or tablets with Internet access

1. Divide the class into pairs and assign each pair one of the following events from the timeline of World War II and the Holocaust. Ask each pair to conduct research about the event and write a three-sentence description of the event on an index card. A full timeline is included (pages 49-53) for your reference:

1933: Adolf Hitler becomes Chancellor of Germany (January).

1934: Germany negotiates a trade agreement with China to exchange Chinese raw materials for German manufactured goods.

1935: Italy invades Abyssinia, and Germany passes Nuremberg race laws barring Jews from citizenship in the Third Reich.

1936: Germany and Japan sign an anti-Communist resistance pact halting German assistance to China.

1937: The Marco Polo Bridge incident starts a war between Japan and China, illustrating growing Japanese aggression in Asia.

1938: Germany announces *Anschluss* (union) with Austria (March).

1938: German troops occupy the Sudetenland; Czech government resigns (October).

1939: Germany signs the Pact of Steel with Italy (May) and a pact with the Soviets (August).

1939: Germany invades Poland on September 1 and Poland surrenders on September 27. Britain, France, Australia, and New Zealand declare war on Germany (September). The United States proclaims its neutrality.

1940: Germany invades Denmark and Norway (April) and France, Belgium, Luxembourg and the Netherlands. Winston Churchill becomes British Prime Minister (May).

1940: United States military conscription bill passed (September) and the Tripartite (Axis) Pact signed by Germany, Italy and Japan (September).

1940: Camp Toccoa paratrooper training camp, made famous by the Band of Brothers, dedicated in North Georgia.

1941: President Roosevelt signs the Lend-Lease Act to offer material support to the Allies (March).

1941: Germany attacks Soviet Union as Operation Barbarossa begins. Mobile killing units (the *Einsatzgruppen*) begin mass murder in the Soviet Union (June).

1942: Bell Bomber plant opens in Marietta, Georgia manufacturing B-29 Bombers. Georgia Shipyards near Savannah begin producing Liberty Ships, 200 produced by the end of the War.

1942: Manhattan Project officially begins secret research to create atomic bomb with major facilities in Los Alamos, New Mexico, and Oak Ridge, Tennessee.

1942: Operation Torch allied beach landings in North Africa open an effective second front in the war with Germany (November).

1944: Allies enter Rome. D-Day landings on the northern coast of France begin.

1945: President Roosevelt dies in Warm Springs, Georgia, and Harry Truman becomes president (April).

1945: Soviets reach Berlin. Mussolini is captured and hanged by Italian partisans. Hitler commits suicide (April).

1945: V-E (Victory in Europe) Day (May).

1945: Atomic bombs dropped on Hiroshima and Nagasaki, Japan. V-J (Victory over Japan) Day (August).

1945: The United Nations is created (October).

1945: Nuremberg war crimes trials begin (November).

2. Discuss the students' research as a class, and create a timeline on the whiteboard or classroom wall using the index cards.
3. Return to the primary and secondary research that the students conducted for the individuals featured in *Georgia Journeys* (activity 1 and 2), and ask the students to evaluate the five most important events of that person's World War II experience and write their responses on index cards and add them to the timeline.
4. Conduct a "gallery walk" with the students. As they explore the timeline, ask them to consider how the "larger" historical events affected the individuals' lives and how these individuals' actions shaped the history of the war and/or the Holocaust.

5. Extension: Ask the students to choose one of the individuals featured in *Georgia Journeys* and write a reflection considering how the “larger” historical events affected the individual’s life. Ask the student to consider if the individual’s actions shaped the larger history of the war and/or Holocaust. In their response, they should explain their analysis using examples from the individual’s life gained by exploring the “Journey” function of the *Georgia Journeys* website (<http://georgiajourneys.kennesaw.edu>).

# One

## Traveling Through Georgia Journeys

8th Grade

*These activities can serve as preparation for a visit to Georgia Journeys and the museum or follow-up activities after visiting Georgia Journeys.*

### Goals:

Analyzing photographs, documents, and clips from an individual's oral history interview provide different perspectives from which to learn about World War II. **Students will analyze different primary and secondary documents about the individuals featured in Georgia Journeys to understand the complexity of their lives.**

### Materials Needed:

Computer or tablet with Internet access, pens/pencils, paper

1. Divide the class into twelve pairs/groups and assign each group one of the individuals featured in the *Georgia Journeys* exhibition. Ask each group to research one of the individuals by exploring their "journey" on the exhibition website: <http://georgiajourneys.kennesaw.edu>
2. As the pairs/groups explore the tours, ask them to answer the following questions:
  - What do you learn from studying the photographs, documents, and quotations from this individual's life? Cite specific details from the primary sources and the photograph or document that you consider the most representative of that person's life. *Note that some photographs come from the featured individuals, and others are used to illustrate historical themes and ideas.*
  - What is your impression of the individual after analyzing these photographs and documents? Explain your answer.
  - Read the biography of the individual (page 41-57). What additional material about this individual's life did you learn? (This is also a good opportunity to review the differences between primary and secondary sources and their relative merits and shortcomings as evidence.)
  - Decide which is the most representative photograph or document of this person's life, and be prepared to justify your answer.
  - If technology allows, watch clips of the individual talking about their experiences in World War II and/or the Holocaust at the Museum of History and Holocaust Education's *Legacy Series* oral history program webpage: [http://historymuseum.kennesaw.edu/educators/legacy\\_series.php](http://historymuseum.kennesaw.edu/educators/legacy_series.php). What additional information about this individual and his or her experiences did you learn by watching the oral history clip?

3. As the students conclude their research, ask them to share their findings with another pair/group. After both pairs/groups have reported their research, they should create a list of the similarities and differences between the experiences of the two individuals. Similarities might include changing economic fortune and geographical changes before, during, and after the war. Differences identified might reflect the different gender, race, ethnicity, or national origin of the individual and how these classifications affected the individual's experience in the war.
4. Instruct students to watch the clips of a different individual in the MHHE's Legacy Series oral history program, found online at:  
[http://historymuseum.kennesaw.edu/educators/legacy\\_series.php](http://historymuseum.kennesaw.edu/educators/legacy_series.php)
5. After they watch the clips of the individual discussing his or her experience in World War II, the students will create their own "tour" of the individual's life. This will include:
  - Two paragraphs summarizing the individual's experience
  - Three to five geographic points charting the individual's geographical movement during the war
  - A list of potential documents that the students would like to review
  - Two quotes that best highlight the individual's wartime experience
  - A list of places in Georgia that the individual visited throughout their life
6. When the students have created the "tour" of these individuals lives, they should present it using one-to-two clips from their oral history interview.
7. In conclusion, ask the students to consider the rich mosaic of experiences about which they have learned. Highlight the significance of World War II as a major event in the nation's history and its far-reaching impact for people of all economic, racial, ethnic, and national backgrounds. Consider the similarities and differences in the roles that the state of Georgia played in these individuals' lives. Although no two experiences of the war were the same, World War II changed the state of Georgia and the people who lived here or came to the state because of the changes brought on by the war.

# Two

8th Grade

## FDR's Georgia: In His Own Words

### Goals:

Franklin Delano Roosevelt first started visiting Georgia in 1924, three years after contracting polio. The disease forced Roosevelt to put his political career on hold, and he hoped to exercise his paralyzed legs in the mineral pools at Warm Springs. Roosevelt visited Georgia a total of 42 times before his death in 1945. Twenty-four of those visits occurred before he was elected president in 1932. The people of Warm Springs left an indelible impression on the aspiring politician from New York. Georgia and Roosevelt would emerge from the encounter forever changed. **Students will analyze President Roosevelt's relationship with the state of Georgia and analyze the impact of the state on the president and vice versa.**

### Materials Needed:

Computers or tablets with Internet access, pens/pencils, paper, projector

1. As a class, in small groups, or individually, analyze the following four quotes from President Franklin D. Roosevelt on the state of Georgia. In analyzing the quotes, students should consider the following questions:

- What can we learn about President Roosevelt from this quote?
- What do you think this quote means?
- What do you learn about President Roosevelt's relationship to the state of Georgia from this quote?
- Do any of these quotes present contradictory ideas or sentiments?

"I am deriving wonderful benefit from my stay here. See that right leg? It's the first I have been able to move it at all in three years." FDR to Cleburne Gregory, October 26, 1924

"It is common sense to take a method and try it; if it fails, admit it frankly and try another. But above all, try something." FDR address about the New Deal at Oglethorpe University, May 22, 1932

"It is my conviction that the South presents right now the nation's number one economic problem." President Franklin D. Roosevelt, address at Barnesville, Georgia, August 11, 1938

During Thanksgiving Dinner in 1939, a reporter asked Roosevelt if he supported war. He said that he, "Supported the kind of war we're waging here at Warm Springs," by which he meant the fight against infantile paralysis.

2. Ask the students to research President Franklin D. Roosevelt's history with the state of Georgia using the New Georgia Encyclopedia article, "Franklin D. Roosevelt in Georgia," and discuss whether any of this research confirms or contradicts their analysis of the quotes.  
<http://www.georgiaencyclopedia.org/articles/history-archaeology/franklin-d-roosevelt-georgia>
3. Watch the following two video clips from Alton Cadenhead's oral history interview, describing President Franklin D. Roosevelt and his death.  
Alton Cadenhead, "FDR" (Length 1:20) <https://vimeo.com/channels/fdr/144488377>  
Alton Cadenhead, "FDR's Death" (Length 00:44) <https://vimeo.com/channels/fdr/144488211>
4. After watching both clips as a class, discuss President Roosevelt's impact on Cadenhead. After watching these clips and conducting research, do you think Cadenhead's response was typical?
5. In groups or individually, consider the quotes, the research from the New Georgia Encyclopedia, and Alton Cadenhead's oral history video clips, then discuss or write about the similarities and differences in these accounts. Students should answer or be prepared to discuss the following questions: What impact did Georgia have on President Franklin D. Roosevelt? What impact did President Roosevelt have on Georgia?
6. Extension: Students can research additional accounts from individuals who witnessed President Franklin D. Roosevelt's time in Georgia through the *Legacy Series* oral history program ([http://historymuseum.kennesaw.edu/educators/legacy\\_series.php](http://historymuseum.kennesaw.edu/educators/legacy_series.php)), and write or discuss the similarities and differences between those accounts and that of Cadenhead.

# Three The Bell Bomber Plant, Marietta, GA

8th Grade

## Goals:

A couple of months after Pearl Harbor, on 19 February, 1942, the War Department awarded a contract to the Buffalo (New York)-based Bell Aircraft Corporation to build B-29 bombers in Marietta, Georgia. At the time, Marietta had fewer than 9,000 residents and Cobb County just over 38,000. At its peak employment in February 1945, Bell Bomber employed 28,158 workers. Nine in ten employees were southerners with the vast majority coming from communities in North Georgia. Some 37 percent were women, eight percent were African American, and six percent were physically disabled. **Students will explore the creation, growth, and decline of the Bell Bomber Plant in Marietta, Georgia, and consider the impact that this plant had on Marietta and the surrounding area.**

## Materials Needed:

Computers or tablets with Internet access, projector, whiteboard, pens/pencils, paper

1. Project a map of Georgia (page 48) on to the whiteboard and highlight the Bell Bomber Plant (Marietta Aircraft Assembly Plant; now Lockheed Martin Aeronautical Systems and Dobbins Air Reserve Base (ARB) in Marietta, Georgia). Ensure that the students understand the geographical location of the Bell Bomber Plant in relation to Atlanta and within the state of Georgia.
2. Explain that the Bell Bomber Plant was a factory that built B-29 Bombers during World War II, and that the establishment of the plant in Marietta changed the nature of both Marietta and Cobb County as it became more industrialized and urbanized. Explain that these developments were part of broader changes happening throughout Georgia and the South during World War II.
3. Divide the students into groups of two or three, and ask them to research and answer the following questions using resources in the media center and/or online (see for example, The New Georgia Encyclopedia: <http://www.georgiaencyclopedia.org/articles/government-politics/bell-bomber>.)
  - When and why was the Bell Bomber Plant established?
  - Who lobbied for the Bell Bomber Plant to open in Marietta? Why?
  - What effect did the Bell Bomber Plant have on Marietta and Cobb County?
  - What happened to the Bell Bomber Plant as the war came to an end in 1945?
  - What happened to the Bell Bomber Plant after World War II?
4. Ask different groups to present their answers to certain questions and discuss the answers to these questions as a class.



5. Extension: Explore the Kennesaw State University digital archive of photographs from the Bell Bomber factory: <https://soar.kennesaw.edu/browse?value=Bell+Aircraft+Corporation+--+History.&type=subject>. Choose five images from the collection that highlight different elements of working life at the factory, and write a newspaper article about life at the Bell Bomber plant. Analyze each photograph, and use the analysis to guide your discussion of different elements of life at the Bell Bomber plant.

# One

## Meet History Face to Face

9th - 12th Grade

***These activities can serve as preparation for a visit to Georgia Journeys and the museum or follow-up activities after visiting Georgia Journeys.***

### **Goals:**

Analyzing photographs, documents, and clips from an individual's oral history film provides different perspectives on World War II. **Students will analyze different primary and secondary documents about the individuals featured in *Georgia Journeys* to understand the complexity of their lives.**

### **Materials Needed:**

Computers or tablets with Internet access, computer and projector, whiteboard, pens/pencils, paper

1. Break the students into twelve small groups or pairs. Assign each group one of the individuals, his or her photographs, and documents from the *Georgia Journeys* website (<http://georgiajourneys.kennesaw.edu>), and ask them to answer the following questions about this individual. Based on time constraints, you might choose to limit the number of documents that the group has to analyze.
  - What do you learn from studying the photographs and documents related to the individual's life? Cite specific details from the primary sources, and identify the photograph or document that you consider the most representative of that individual's life.
  - What is your impression of the individual from analyzing these photographs and documents? Explain your answer.
  - Read the biography of the individual (page 41-47). What additional material about this individual's life did you learn? (This is also a good opportunity to review the differences between primary and secondary sources, and their relative merits and shortcomings as evidence.)
  - Decide which is the most representative photograph or document of his or her person's life, and be prepared to justify your answer.
  - If technology allows, watch clips of the individual talking about his or her experiences in World War II and/or the Holocaust at the Museum of History and Holocaust Education's *Legacy Series* oral history program webpage: [http://historymuseum.kennesaw.edu/educators/legacy\\_series.php](http://historymuseum.kennesaw.edu/educators/legacy_series.php). What additional information about this individual and their experiences did you learn by watching the video clips from his or her oral history interview?

Ask the small groups/pairs to present about their individual to the whole class.

2. Ask the students to come together into three larger groups to discuss how the individuals grouped as “home front workers,” “veterans,” and “Holocaust survivors” had similar and/or different experiences. You can use the digital exhibit’s “Explore” tab to see these individuals grouped together. During these discussions, each group should consider the similarities and differences between the individuals’ experiences, and be prepared to explain their answers.

**Group 1** – Home Front Workers – Louvinia Jordan, Tooken Cade, Jane Tucker

**Group 2** - Veterans – Jimmy Doi, Guy Gunter, Hillard Pouncy, Lorenzo Wallace, Alton Cadenhead

**Group 3** – Holocaust Survivors– Norbert Friedman, Andre Kessler, Herbert Kohn, Tosia Schneider

3. Ask each of the three groups to explain the similarities and differences that they found in their discussions about the home front workers, World War II veterans, and Holocaust survivors and what these stories, when studied together, tell us about the experiences of each group.
4. After these discussions, the whole class should discuss and write down their responses to the following questions:
  - In what ways are these individuals’ stories about World War II similar?
  - What details do these stories provide about the lives of home front workers, veterans, and Holocaust survivors in World War II?
  - What role has Georgia played in these individuals’ lives?
  - When studied together, what do these individual stories tell us about a) workers’ experiences, b) veterans’ experiences, c) Holocaust survivors’ experiences?

6. As a class, discuss the similarities and differences among each of these groups. Discuss the different roles that Georgia played in each of these people’s lives.

Emphasize the complexity of studying World War II and the Holocaust and the importance of understanding the many different experiences that individuals had. No two individuals had an identical experience. World War II and the Holocaust are incredibly complex and geographically diverse topics. Analyzing the lives of individuals allows us to begin to put together a mosaic of the different experiences that individuals had during World War II and the Holocaust. It also allows us to put a face and name on some of these hard-to-comprehend experiences. Georgia was a home before, during, and/or after the war to each of the individuals in *Georgia Journeys*. As the state evolved and changed, so too did their lives.

**Extension:** Students can write an essay analyzing how people of different races, classes, or genders experienced World War II, using the documents and oral history testimony of the individuals featured in *Georgia Journeys* as evidence to support their arguments.

**Extension:** Students can watch additional film clips of individual Georgians featured in the MHHE’s *Legacy Series* oral history program ([http://historymuseum.kennesaw.edu/educators/legacy\\_series.php](http://historymuseum.kennesaw.edu/educators/legacy_series.php)) to determine whether or not their experiences are similar to or different from the experiences of individuals featured above.

# Two

## Georgia Journeys Timeline

9th - 12th Grade

### Goals:

The lives of the individuals featured in *Georgia Journeys* did not occur within a vacuum. They were shaped by events both in the United States and around the world, and in turn they helped shape these events. **Students will analyze how global events shaped individual lives and how individual lives, in turn, influenced global events.**

### Materials Needed:

Copies of Timeline (page 49-53), whiteboard, whiteboard marker, pens/pencils, index cards, paper, computer or tablet with Internet access

1. Return to the primary and secondary research that the students conducted on each of these individuals in activity one, and ask the students to discuss and identify in small groups/pairs what they think the five most important or formative events were in that person's World War II experience.
2. Assign the following events to the students (either individually or in pairs) and ask them to conduct research about the event. (A full timeline is included (page 49-53) for your reference.)

1933: Adolf Hitler becomes Chancellor of Germany (January).

1934: Germany negotiates a trade agreement with China to exchange Chinese raw materials for German manufactured goods.

1935: Italy invades Abyssinia, and Germany passes Nuremberg race laws barring Jews from citizenship in the Third Reich.

1936: Germany and Japan sign an anti-Communist resistance pact halting German assistance to China.

1937: The Marco Polo Bridge incident starts a war between Japan and China, illustrating growing Japanese aggression in Asia.

1938: Germany announces *Anschluss* (union) with Austria (March).

1938: German troops occupy the Sudetenland; Czech government resigns (October).

1939: Germany signs the Pact of Steel with Italy (May) and a pact with the Soviets (August).

1939: Germany invades Poland on September 1 and Poland surrenders on September 27. Britain, France, Australia, and New Zealand declare war on Germany (September). The United States proclaims its neutrality.

1940: Germany invades Denmark and Norway (April) and France, Belgium, Luxembourg and the Netherlands. Winston Churchill becomes British Prime Minister (May).

1940: United States military conscription bill passed (September) and the Tripartite (Axis) Pact signed by Germany, Italy and Japan (September).

1940: Camp Toccoa paratrooper training camp, made famous by the Band of Brothers, dedicated in North Georgia.

1941: President Roosevelt signs the Lend-Lease Act to offer material support to the Allies (March).

1941: Germany attacks Soviet Union as Operation Barbarossa begins. Mobile killing units (the Einsatzgruppen) begin mass murder in the Soviet Union (June).

1942: Bell Bomber plant opens in Marietta, Georgia manufacturing B-29 Bombers. Georgia Shipyards near Savannah begin producing Liberty Ships, 200 produced by the end of the War.

1942: Manhattan Project officially begins secret research to create atomic bomb with major facilities in Los Alamos, New Mexico, and Oak Ridge, Tennessee.

1942: Operation Torch allied beach landings in North Africa open an effective second front in the war with Germany (November).

1944: Allies enter Rome. D-Day landings on the northern coast of France begin.

1945: President Roosevelt dies in Warm Springs, Georgia, and Harry Truman becomes president (April).

1945: Soviets reach Berlin. Mussolini is captured and hanged by Italian partisans. Hitler commits suicide (April).

1945: V-E (Victory in Europe) Day (May).

1945: Atomic bombs dropped on Hiroshima and Nagasaki, Japan. V-J (Victory over Japan) Day (August).

1945: The United Nations is created (October).

1945: Nuremberg war crimes trials begin (November).

3. Either on the whiteboard, or around the room using sheets of paper, create a timeline from 1933 to 1945. Ask the students to plot the individuals' lives on the timeline (either using white board markers, index cards, or different colored paper). Also plot the historical context events on the timeline.
4. Ask the students to explore the timeline, and ask them to write a short response analyzing what they think was the most important event on the timeline and how it affected individual people.

**World History Differentiation:** Ask the students to extend the timeline by plotting other major world events (for example World War I, the Russian Revolution, the Spanish Civil War, and the fall of the Berlin Wall) and individual stories. Ask the students, either through written responses or collaborative discussions, to respond to the following prompt:

**To what extent do you agree with the following statement: World War II was the most important and influential event of the twentieth century. Your answer should include discussion of at least four additional events and five individual experiences to support your answer.**

**U.S. History Differentiation:** Ask the students to extend the timeline by plotting a longer history of the U.S. in the twentieth century (for example, the Jim Crow laws, women's right to vote, The Great Depression, World War I, the Cuban Missile Crisis, and the passage of the Civil Rights Act) and individual stories. Ask the students, either through written responses or collaborative discussions, to respond to the following prompt:

**To what extent do you agree with the following statement: World War II was the most important and influential event in the United States in the twentieth century. Your answer should include discussion of at least four additional events and five individual experiences to support your answer.**

## Three

## Georgia in World War II

9th - 12th Grade

**Goals:**

World War II was a major catalyst for change in Georgia. The effects of the war were immediate and persistent. Local problems became global, and global problems became local. The war sparked economic development, urbanization, and a reconsideration of racial and gender inequality, sowing seeds for the Civil Rights Movement. New opportunities in housing, employment, and education impacted young and old. World War II touched the lives of people across the state. **Students will research, analyze, and write about the way that the state of Georgia and its inhabitants were affected by World War II.**

**Materials Needed:**

Computers or tablets with Internet access, pens/pencils, paper

1. Ask students to conduct research using the New Georgia Encyclopedia to answer the following question, “In what ways did World War II change the state of Georgia?” Possible articles include but are not limited to:

“World War II in Georgia,” New Georgia Encyclopedia, <http://www.georgiaencyclopedia.org/articles/history-archaeology/world-war-ii-georgia>

“U-Boat Attacks during World War II,” New Georgia Encyclopedia, <http://www.georgiaencyclopedia.org/articles/history-archaeology/u-boat-attacks-during-world-war-ii>

“Bell Bomber,” New Georgia Encyclopedia, <http://www.georgiaencyclopedia.org/articles/government-politics/bell-bomber>

“Foreign Prisoners of War,” New Georgia Encyclopedia, <http://www.georgiaencyclopedia.org/articles/history-archaeology/foreign-prisoners-war>

“Franklin D. Roosevelt in Georgia,” New Georgia Encyclopedia, <http://www.georgiaencyclopedia.org/articles/history-archaeology/franklin-d-roosevelt-georgia>

2. After conducting research, students should write about and/or discuss short responses to the following questions:
  - What was Georgia like before the war?
  - What transformation did Georgia undergo during World War II?
  - What role did President Roosevelt play in changing Georgia? How did Georgia affect President Roosevelt?
  - What was the most significant impact of World War II on Georgia?

If the students wrote responses to these questions, they should share their writing with a partner and have them provide feedback and guidance for revision.

3. **Literature Differentiation:** Students also studying twentieth century American literature can read, write, and discuss how their research about Georgia's changing social, economic, and political order during World War II is represented in literature and how it compares to other depictions of the South before, during, and after World War II.

4. **U.S. History Differentiation:** Using their research in this activity and two other articles or books, students should write or discuss the following essay questions:

**To what extent were the changing economies (from agricultural to industrial) and residential patterns (from rural to urban and suburban) of Georgia and other southern states the result of World War II? How were these changes similar to and different from changes that occurred in other states and regions of the country during the middle of the twentieth century?**

5. **World History Differentiation:** Using their research in this activity and two other articles or books, students should write or discuss the following essay questions:

**What changes occurred in the United States as a result of World War II? To what extent were these changes unique to the United States and/or similar to those occurring in other countries after the war? Use examples from three other countries to support your answer.**



## **Extended Biographies of Individuals Featured in *Georgia Journeys***

All of the individuals featured in *Georgia Journeys* participated in the Museum of History and Holocaust Education's *Legacy Series* oral history program. For more information on the program, visit:

[historymuseum.kennesaw.edu/educators/legacy\\_series.php](http://historymuseum.kennesaw.edu/educators/legacy_series.php).

### **ALTON CADENHEAD**

Born into a family of sharecroppers in Chipley, Georgia, in 1924, Alton Cadenhead developed an early interest in engineering. He even attempted to harness energy from a creek that flowed near his home by installing a homemade paddle wheel. When the local school system went bankrupt during the Great Depression, Cadenhead and his siblings drove to the neighboring county to attend school. After graduating from high school, Cadenhead attended a satellite school of the University of Georgia on a work scholarship sponsored by the Callaway Foundation. He was pursuing an engineering degree when the Empire of Japan attacked Pearl Harbor. Cadenhead wanted to enlist in the Marine Corps because of its small, well-trained units, but he was deferred for one year because of a weak leg. He continued to attend college and exercised daily to build his strength. He married Ila Walls, the daughter of the manager of the mill where he worked, in 1942. The following year Cadenhead reenlisted in the Marine Corps and completed his training at Camp Lejeune in North Carolina. As a corporal in the Third Marine Division, Cadenhead served in the Battle of Guam, where he helped take the capital city of Agana from the Japanese in the summer of 1944. During the battle Cadenhead suffered head injuries and temporarily lost his hearing. In the Battle of Iwo Jima in 1945, he was injured when shrapnel pierced his left arm. After the war Cadenhead worked in the Marine Engineer Corps before returning to the United States. Reintegrating into civilian life was difficult for Cadenhead, but he eventually completed his engineering degree and designed carpet manufacturing plants in North Georgia. The owner of ten patents, Cadenhead lives in Calhoun, Georgia, today.

### **TOOKEN RICHARDSON CADE**

Tooken Richardson Cade was born Dolores Ann Moran in Detroit, Michigan, in 1924. After her parents divorced, she lived with her mother and an aunt. She attended St. Mary's Academy in Windsor, Ontario, and during her freshman year at the University of Detroit, the Empire of Japan attacked Pearl Harbor. Cade got a job in a federal bank writing checks for businesses and individuals contracting to build materials for the government. She only made \$80.00 a month at the federal bank, so when a representative of the United Service Organizations (USO) started recruiting young women, she seized the opportunity. Her first job was in the sub-basement assisting at the photographer's booth. Cade met her first husband, F. William "Rich" Richardson, when he came to have his picture taken. After a few dates the young sailor presented Cade with a bracelet inscribed with the word "Tooken." He said, "If somebody asks you out, just put out your

hand and say, ‘I’m token.’” The name stuck. At the USO in Detroit, Cade made \$35 a week but gave up the job when she married Rich in 1944. They lived near the naval base in Norfolk, Virginia, while Rich completed his training. In December 1945 Cade had the first of her four sons. In the 1960s she and Rich moved their family to Rome, Georgia, with his job in carpet sales. Rich died in 1983, and Cade later married Clarence Cade. She volunteered at the Floyd Medical Center for many years and joined the Rome, Georgia, chapter of the American Rosie the Riveter Association in 2010.

### **JIMMY DOI**

Jimmy Doi was born in California in 1925. He and his four older siblings were Nisei, first generation Americans born to parents who emigrated from Japan. The family ran a tomato farm in Oxnard, California. When Doi’s parents decided to return to Japan in 1939, he chose to stay in the United States because he spoke only English and did not want to leave his high school. Despite being a popular student and athlete, Doi was shunned by his fellow students after the Japanese attack on Pearl Harbor in December 1941. After President Franklin Roosevelt signed Executive Order 9066, forcing the deportation of Japanese Americans to internment camps, Doi had to report to an assembly center in Tulare, California. From there he was transported to Gila River War Relocation Center in Arizona along with thousands of other Japanese Americans. He made \$8 a month as a dishwasher in the camp kitchen and played baseball to pass the time. In 1944 Doi was drafted and became part of the U.S. Army’s 442nd Regimental Combat Team, a regiment made up of Japanese American soldiers. He served in France and Italy, where he oversaw the surrender of German soldiers who were holding out in a mountain fortification. After his discharge Doi reenlisted in order to visit his parents who were living near Hiroshima, Japan, and had survived the first atomic bomb. In 1949 Doi joined his brother, who had moved to Georgia to work in the poultry industry. Doi took a job as a chicken sexer, determining the sex of hatchlings at ten hatcheries across the state. He and his wife, Alice, who was an internee at the Rohwer War Relocation Center in Arkansas, live in Decatur, Georgia.

### **NORBERT FRIEDMAN**

Born in Poland in 1922, Norbert Friedman grew up in a working-class family in Krakow. His father, Josef, was a kosher butcher, and his mother, Gusta, took care of Friedman and his younger brother. In 1935, Poland passed anti-Jewish laws, including education quotas and a ban on ritual slaughter. Friedman was barred from entering engineering school, and his father was forced to work on the black market. Life became much worse for Friedman after the Nazis invaded Poland in 1939 and discovered his father’s secret butchering business. The family hid in the town of Wielopole until 1941 when the Nazis announced that women, children, and the elderly would be spared “resettlement” if the men volunteered to serve in labor camps. Friedman and his father volunteered and were transported to Mielic labor camp, where they were forced to work in an airplane factory. Friedman’s mother and younger brother were exterminated a few months later. For the next four years, Friedman moved from one camp to another and was imprisoned

in eleven camps by the end of the war. After liberation he worked as a translator for the U.S. Army and finished college in Frankfurt, Germany. In 1950 Friedman immigrated to the United States, initially settling in Atlanta. With the goal of becoming a journalist, he applied for a job at the *Atlanta Journal*, but the personnel director told him he had little chance of advancement because he was Jewish. Friedman resettled in New Jersey and started a machine shop. After his retirement Friedman began writing about his experiences in the Holocaust. He published his memoir, *Sunrays at Midnight*, in 2006. Today, he lives with his son's family in Sandy Springs, Georgia, and continues to write.

### **GUY GUNTER**

Born in 1918, Guy Gunter grew up the son of a policeman in the East Lake community of Atlanta. He graduated from Tech High School and studied electrical engineering at the Georgia Institute of Technology. He never graduated because he had already found success working as a salesman for General Electric. He and his friends were at a drive-in movie when news of the Japanese attack on Pearl Harbor aired on the radio. Gunter entered the Army Air Corps and trained at Sheppard Field in Texas, where he was a member of the first graduating class of glider pilots in 1942. Gunter was first posted in North Africa, where he piloted high-ranking officers across the continent. During the Allied invasion of Sicily in 1943, Gunter had to land his glider in the Mediterranean because of anti-aircraft fire. He was injured and spent the night in the water before a Greek destroyer picked him up the following day. On Gunter's twenty-sixth birthday, June 6, 1944, he landed a glider carrying a "Pathfinder Group" of thirteen soldiers behind enemy lines during the invasion of Normandy. In September of that year, Gunter participated in the Allied invasion of the Netherlands as part of the largest force of gliders – over 1,800 – ever launched. On VE or Victory in Europe Day, Gunter celebrated with thousands of others on the streets of Paris. He returned home and married his junior high sweet-heart, Evelyn Davis, and had three children. Gunter started a high-end appliance company, Guy T. Gunter & Associates, in Atlanta, Georgia.

### **LOUVINIA JORDAN**

Louvinia Jordan was born on a farm in Ether, North Carolina, in 1922. She worked in the garden and took care of her family's animals such as a guinea pig and a pet squirrel. Jordan's father, Cornelius Vanderbilt Kerns, was a farmer and gifted mathematician who passed many of his skills to his children. In high school Jordan won a scholarship to Elon College, where she was studying Home Economics when the United States entered World War II. She interviewed for a job with the Signal Corps, which manages communication systems for the U.S. Military. The Corps transferred her to Washington, D.C., where she passed the exam to become a cryptographic clerk. Known as "codebreakers," the clerks were mostly women who worked in a top secret office at Arlington Hall Station, a former girl's school in Virginia. Their duties were to find patterns or sequences in messages intercepted from the Japanese and pass them to the military officials in charge. Jordan made \$1,902 a year and worked alongside women who had attended Howard University and Vassar College. Jordan later took a job with

the Veterans Administration. After the war she married James Jordan, a veteran of the war in the Pacific, and worked as a bookkeeper for the *Wilson Daily Times* newspaper in Wilson, North Carolina. She moved to Rome, Georgia, to be close to her daughter after her husband died. She joined the Rome chapter of the American Rosie the Riveter Association in 2010.

### **ANDRE KESSLER**

Born in Bucharest, Romania, in 1940, Andre Kessler was not yet three when his father, Ladislav, was deported by the Nazis to a labor camp in Transnistria. Kessler and his mother, Olga, went into hiding from the Nazis in their own apartment. They were aided by the building's superintendent, Gheorghiu Popescu. For sixteen months, Kessler and his mother stayed in the apartment. She taught him languages and fed him with *mamaliga* or Romanian porridge. After the war Kessler's father returned home, but he had lost over 100 pounds in the camp. Ladislav took back control of two shirt factories he had run before the war. When Romania became Communist in 1947, Ladislav blew up his factories rather than hand them over to the government. He also arranged for his wife and son to escape the country. Kessler, who would not see his father again for many years, crossed the border into Austria with his mother in the middle of the night. They soon made their way to Paris where they lived until their immigration papers were approved. In 1951, Andre and his mother arrived in New York City. Kessler entered the Navy after high school and became a paratrooper medic. Because he stood well over six feet tall, Kessler was chosen to be part of a White House honor guard in 1958. He was the only Jew out of 82 men chosen for this honor. In 1960 New York University recruited Kessler to play basketball, and when he graduated he was drafted by the Philadelphia Warriors. Kessler played alongside teammate Wilt Chamberlain for two years before retiring. After taking a job as a salesman with a textile company, Kessler transferred to Atlanta to manage the company's southern district in the late 1960s. He met and married Marsha Tenenbaum and had two children. They live in Marietta, Georgia.

### **HERBERT KOHN**

Born in Frankfurt, Germany, in 1926, Herbert Kohn could trace his family's lineage in the region back to the 1400s. His father, Leo, was a World War I veteran and worked in the leather business. After Adolf Hitler came to power in 1933, Kohn was expelled from public school because he was Jewish. He experienced anti-Semitism on a daily basis as his friends rejected him, stores barred his entry, and his father's job contract was terminated. In November 1938 Kohn's father was arrested by the Nazis during *Kristallnacht* or the "Night of Broken Glass" and sent to the Buchenwald concentration camp. He was only released when the Nazis learned of his distinguished World War I service a few weeks later. Upon his return, the Kohn family obtained papers to leave the country, arriving first in England. They immigrated to the United States in 1940 with the help of a relative and settled on a farm in Demopolis, Alabama. Kohn went to work on the farm alongside African Americans who were experiencing the effects of racism

and segregation in the American South similar to Jews in Germany. After high school Kohn volunteered to serve in the U.S. Army in order to fight the Nazis, but he arrived in Europe as the war was ending. He became a reservist and eventually attained the rank of Lieutenant Colonel. Kohn earned a degree in agriculture from Auburn University but soon transitioned to accounting. After establishing himself in business and moving to Atlanta, he joined a company that provided affordable housing to low-income people. A prominent civic leader and volunteer, Kohn has been recognized for his service to the community. He maintains a steady schedule of speaking engagements related to his experiences in the Holocaust.

### **HILLARD POUNCY**

Born in Prichard, Alabama, in 1922, Hillard Pouncy moved into his grandparents' home in Eufaula in 1930. They needed support around the house, and Pouncy's parents decided he should be the one to help them. After his grandfather retired, Pouncy took over his position as janitor of the First Methodist Church. In 1940 he graduated as valedictorian from his high school and enrolled at the Tuskegee Institute on a work scholarship. Pouncy was first posted in a machine shop at Tuskegee but later transferred to a farm where he loaded hay. In addition to his classes, he also worked as a short order cook in a local restaurant to earn extra spending money. As a student Pouncy saw members of the Tuskegee Air Squadron marching around campus and decided to join after he was drafted into the military during the Second World War. When he became the last cadet "washed out" of pilot training school, Pouncy transferred to bombardier school instead. Unlike pilots trained at Tuskegee, most bombardiers and navigators never saw combat because their skills were underestimated by military command. Pouncy expected to go to the Pacific, but spent the last months of the war learning navigation skills in addition to his bombardier training. After the war he earned a master's degree in Chemistry at Tuskegee and a PhD at Syracuse University in New York, where he served as a reservist in the Air National Guard. For 30 years he moved around the world in his position as a chemist for Union Carbide. He married a schoolteacher named Mattie Mae Hunter and had one son. He retired to Austell, Georgia, in 2005.

### **TOSIA SCHNEIDER**

Born in 1928, Tosia Schneider grew up in Horodenka, Poland, with her parents and younger brother, Julek. When the Second World War began in 1939, Schneider's childhood came to a hasty end as the Soviets took control of her town. As the war progressed and the Nazis pushed east into the Soviet Union, Schneider's family avoided several mass shootings by hiding in a flour mill where her father worked. After her family was forced into the Horodenka ghetto, her mother conducted a secret school for Schneider and her friends in violation of Nazi law. When the ghetto was liquidated in 1941, Schneider moved with her mother and brother to the ghetto in nearby Tluste. Her father was allowed to stay behind at the flour mill, but he was soon arrested and killed. Schneider's mother died of typhus in the winter of 1942, and she and her brother made



their way to the Lisowce Labor Camp. During an SS raid in 1943, Schneider's brother was killed, leaving her alone. She wanted to join a partisan group, but narrowly avoided death when the group she made contact with was ambushed by the Nazis. After the war Schneider lived with cousins in Czernowicz, Romania. There she met Alfred Schneider who taught her English. After she immigrated to the United States in 1949, Schneider reconnected with Alfred. They married the following year and eventually settled in Atlanta, where Alfred worked at Georgia Tech as a nuclear engineer. Schneider raised three sons and became an active member of The Temple on Peachtree Street in Atlanta where she taught Hebrew School for many years.

### **JANE TUCKER**

Jane Tucker was born in Alabama in 1927. When her father left the family, Jane moved into her grandparents' home in Lineville with her mother, Iris, and her sister, Betty. As a teenager Jane got a job making a dollar a day in a five and ten cent store. Her mother worked twelve hours a day as a telephone operator, making \$25.00 a month, and if people could not pay their telephone bills, Iris Tucker did not receive a paycheck. After the United States entered the Second World War in December 1941, Jane's mother heard from a cousin that jobs were available at Southeastern Shipbuilding Company in Savannah, Georgia. Jane, her mother, and her sister traveled to Savannah by train and sat on their suitcases, because every other seat was taken by a soldier. In the shipyards, Jane worked a twelve-hour shift and made \$1.20 an hour. She was a rod welder, fusing sheets of metal in the hull of the ship. Her mother and sister were also rod welders but worked on different crews. Between 1941 and 1945, shipbuilding crews worked around the clock to build 88 Liberty Ships which carried supplies and ordnance to Europe. After the war Jane returned to Lineville to complete high school. She attended Huntingdon College in Montgomery, Alabama, and dental hygiene school at Northwestern University in Chicago. She settled in Rome, Georgia, where she started the local chapter of the American Rosie the Riveter Association in 2010.

### **LORENZO WALLACE**

Born in 1919, Lorenzo Wallace grew up on Chestnut Street in Southwest Atlanta near the campus of Atlanta University. His father, Edward, attended Meharry Medical College and was one of the first black surgeons in Atlanta. His mother, Birdie, attended Clark College and worked as an insurance agent after Edward died prematurely in 1925. In 1937 Wallace graduated from Booker T. Washington High School and attended Morehouse College, where he majored in Economics and minored in Mathematics. After passing a series of exams for the War Department, Wallace started working as a messenger at the Army Quartermaster's office in the Hurt Building in downtown Atlanta. He made \$1,200 a year but was passed over for several promotions despite his education and experience. The better jobs were given to white workers. When the United States entered the Second World War in 1941, Wallace opted not to enter the Army because of his experience in the Quartermaster's office. Instead he chose the Marine Corps, which had opened to African Americans after President Franklin

Roosevelt signed Executive Order 8802. Wallace trained at Montford Point, the section of Camp Lejeune in North Carolina set aside for black soldiers. In San Diego, he boarded a ship bound for the Marshall Islands, where he worked in a radar group composed of black and white soldiers. After the war Wallace joined the United States Postal Service, retiring in 1974 as the transportation planning officer for the Southeast region. In 1987 he became doorkeeper for the Georgia State Senate and retired in 2010 as Sergeant-at-Arms.



## Map of Georgia in World War II





## WORLD WAR II TIMELINE

**BOLD** – World events

**BROWN** – Georgia events

**BLUE** – Individuals featured in Georgia Journeys

### 1918-1933

**1918: World War I ends with Germany's defeat.**

**1918: Fort Benning established as Infantry School.**

**1919: The Treaty of Versailles is signed.**

**1921: Adolf Hitler becomes leader of National Socialist (Nazi) Party (July).**

**1925: Hitler's book, *Mein Kampf (My Struggle)*, is published.**

**1929: The U.S. Stock Market crashes, beginning the Great Depression.**

**1931: Japan invades Manchuria.**

**1932: Franklin Roosevelt elected President of the United States and travels twice during the winter to his home away from home, the Little White House at Warm Springs, Georgia.**

**1933: Adolf Hitler becomes Chancellor of Germany (January).**

**1933: Georgia Senator Richard Russell appointed to the Naval Affairs Committee.**

**1933: The German Reichstag building burns (February).**

**1933: The first concentration camp opens at Oranienburg outside Berlin (March) and the Enabling Act gives Hitler dictatorial power.**

**1933: Herbert Kohn dismissed from his German first grade class for being Jewish (March).**

**1933: The Nazi Party organizes boycotts of Jewish owned shops (April) and Nazis burn books throughout Germany (May).**

**1933: The Nazi Party declared Germany's only political party (July).**

### 1934-1938

**1934: The Night of the Long Knives (June)**

**1934: German President Hindenburg dies, and several weeks later Hitler proclaims himself Führer of Germany (August).**

**1934: Georgia Congressman Carl Vinson drives passage of the Vinson-Trammell Act in Congress beginning the growth of the U.S. Navy.**

**1934: Germany and China sign trade agreement to exchange Chinese raw materials for German manufactured goods.**

**1934: Hillard Pouncy moves into his grandparents' home in Eufaula, Alabama, to help with household chores.**

**1935: Hitler violates the Treaty of Versailles by introducing military conscription (March).**

**1935: German Jews stripped of rights by Nuremberg Race Laws (September).**

**1935: Norbert Friedman is barred from entering engineering school in Poland because of Jewish quotas.**

**1935: Italy invades Abyssinia (November).**

**1936: German troops occupy the Rhineland (March).**

**1936: Civil war erupts in Spain (July).**

**1936 Germany and Japan sign anti-Communist resistance pact which halts German assistance of China (November).**

**1936: Alton Cadenhead harvests energy from Turkey Creek in Troup County, Georgia, with a homemade paddle wheel.**

**1936: The Olympic Games begin in Berlin (August).**

**1937: Marco Polo Bridge incident marks start of second Sino-Japanese war (July).**

**1937: Soviet leader Josef Stalin begins a purge of Red Army generals (June).**

**1937: Hitler reveals war plans during Hossbach Conference (November).**

**1937: Lorenzo Wallace graduates from Booker T. Washington High School in Atlanta, Georgia.**

**1938: Germany announces ‘Anschluss’ (union) with Austria (March).**

**1938: German troops occupy the Sudetenland; Czech government resigns (October).**

**1938: Hitler’s government organizes a state-sponsored pogrom (riot) known as *Kristallnacht* or the Night of Broken Glass (November).**

**1938: German chemists Otto Hahn and Fritz Strassman discover nuclear fission; German ex-pat scientists encourage research in U.S. that eventually leads to development of Manhattan Project.**

**1938: Louvinia Jordan wins a scholarship to Elon College in North Carolina.**

## **1939-1940**

**1939: Fort Benning Infantry school completed.**

**1939: Germany signs the Pact of Steel with Italy (May) and a pact with the Soviets (August).**

**1939: Britain and Poland sign a Mutual Assistance Treaty (August).**

**1939: Germany invades Poland on September 1 and Poland surrenders on September 27. Britain, France, Australia, and New Zealand declare war on**

Germany (September).

1939: Tosia Schneider's hometown of Horodenka, Poland, is occupied by Soviet troops after the start of the Second World War.

1939: The United States proclaims its neutrality. Canada declares war on Germany. The Battle of the Atlantic begins (September).

1939: Germany begins a euthanasia program to eliminate the sick and disabled.

1940: Germany invades Denmark and Norway (April) and France, Belgium, Luxembourg and the Netherlands. Winston Churchill becomes British Prime Minister (May).

1940: Evacuation of Allied troops from Dunkirk begins (May-June).

1940: First concentration camp at Auschwitz, Poland, established by German occupying forces.

1940: The Battle of Britain begins (July).

1940: United States military conscription bill passed (September) and the Tripartite (Axis) Pact signed by Germany, Italy and Japan (September).

1940: Franklin D. Roosevelt re-elected as U.S. president (November).

1940: British begin a western desert offensive in North Africa against the Italians (December).

1940: Camp Toccoa paratrooper training camp, made famous by the Band of Brothers, dedicated in North Georgia.

1940: Andre Kessler is born in Bucharest, Romania.

## 1941-1943

1941: President Roosevelt signs the Lend-Lease Act to offer material support to the Allies (March).

1941: Germany attacks Soviet Union as Operation Barbarossa begins. Mobile killing units (the *Einsatzgruppen*) begin mass murder in the Soviet Union (June).

1941: A Mutual Assistance agreement is signed between the British and Soviet Union. Roosevelt freezes Japanese assets in United States and suspends relations (July).

1941: British secretly crack German enigma code at Bletchley Park (July).

1941: Nazis order Jews to wear yellow stars (September).

1941: Japanese bomb Pearl Harbor. Hitler issues the Night and Fog decree, punishing anyone who opposes Germany in the occupied territories. The United States and Britain declare war on Japan, and Hitler declares war on the United States (December).

1941: Hillard Pouncy enrolls in the flight training school at the Tuskegee Institute.

1941: Tosia Schneider confined to a ghetto with her family. (October)

1941: Norbert Friedman enters his first of 11 labor and concentration camps (December).

1941: Jane Tucker's family hears of opportunities building Liberty ships in Savannah, Georgia.

1941: Coca-Cola President decreed that "every man in uniform get a bottle of Coca-Cola for five cents, where he is and whatever it costs the company."

1942: Bell Bomber plant opens in Marietta, Georgia, manufacturing B-29 Bombers.

1942: Georgia Shipyards near Savannah begin producing Liberty Ships, 200 produced by the end of the War.

1942: Manhattan Project officially begins secret research to create atomic bomb with major facilities in Los Alamos, New Mexico, and Oak Ridge, Tennessee.

1942: SS Leader Heydrich holds the Wannsee Conference to coordinate the "Final Solution of the Jewish Question." (January).

1942: Andre Kessler begins his life in hiding in Romania.

1942: Lorenzo Wallace trains with the first class of African American Marines at Montford Point, North Carolina.

1942: Louvinia Jordan begins working for the U.S. Army as a cryptographic analyst at Arlington Hall Station, Virginia.

1942: Jimmy Doi is forced into the Gila River Internment Camp in Arizona.

1942: Germans begin a drive toward Stalingrad in the USSR (July).

1942: Battle of Stalingrad begins (September).

1942: Operation Torch, the Allied invasion of North Africa, begins (November).

1943: Jane Tucker moves to Savannah, Georgia, to work at the Southeastern Shipyard as a welder.

1943: Jimmy Doi drafted into the U.S. Army after spending the previous year in an internment camp for people of Japanese descent.

1943: Casablanca conference between Churchill and Roosevelt, resulting in a plan for unconditional surrender (January).

1943: Germans surrender at Stalingrad in first major defeat. Nazis arrest White Rose resistance leaders in Munich (February).

1943: Karl Dönitz suspends Germany's U-boat operations in the North Atlantic (May).

1943: Italian surrender to Allies is announced (September).

1943: Roosevelt, Churchill, and Stalin meet at Teheran (November).

1943: Taken Richardson Cade takes a job with the United Service Organizations (USO) in Detroit, Michigan.

## 1944

1944: Soviet troops begin an offensive on the Belorussian front. First daylight bombing raid on Berlin by the Allies (March).

1944: Allies enter Rome. D-Day landings on the northern coast of France begin in which **Guy Gunter participates as a glider pilot**. First German V-1 rocket attacks begin on Britain (June).

1944: Assassination attempt, known as the July Plot, by German Army officers against Hitler fails. Soviet troops liberate first concentration camp at Majdanek (July).

1944: Anne Frank and family arrested by the Gestapo in Amsterdam. Paris is liberated by the Allies (August).

1944: Warsaw Ghetto Uprising ends (October).

1944: Last use of gas chambers at Auschwitz. It is liberated in January 1945 (October).

1944: Battle of the Bulge in the Ardennes (December).

## 1945

1945: Roosevelt, Churchill, and Stalin meet at Yalta. Dresden, Germany, is destroyed by Allied bombing raids (February).

1945: **Alton Cadenhead participates in U.S. Marine invasion of Iwo Jima (February)**.

1945: Allies discover stolen Nazi art and wealth hidden in German salt mines (April).

1945: **President Roosevelt dies in Warm Springs, Georgia, and Harry Truman becomes president (April)**.

1945: Soviets reach Berlin. Mussolini is captured and hanged by Italian partisans. Hitler commits suicide (April).

1945: V-E (Victory in Europe) Day (May).

1945: Atomic bombs dropped on Hiroshima and Nagasaki, Japan. V-J (Victory over Japan) Day. (August).

1945: The United Nations is created (October).

1945: Nuremberg war crimes trials begin (November).

## **Suggested Reading**

**Teachers should review all resources provided in this guide before sharing them with students to determine the appropriateness for their class.**

Brock, Julia, Jennifer Dickey, Richard J. W. Harker, and Catherine M. Lewis, ed. *Beyond Rosie: A Documentary History of Women in World War II*. Fayetteville, AR: University of Arkansas Press, 2014.

Crater, Paul. *World War II in Atlanta (GA)* (Images of America). Mount Pleasant, SC: Arcadia Publishing, 2003.

Freidel, Frank. *F.D.R. and the South*. Baton Rouge: Louisiana State University Press, 1965.

Gallagher, Hugh Gregory. *FDR's Splendid Deception: The Moving Story of Roosevelt's Massive Disability and the Intense Efforts to Conceal It from the Public*, 3 ed. Arlington, Va.: Vandamere Press, 1999.

Hudson, Paul Stephen. "A Call for 'Bold Persistent Experimentation': FDR's Oglethorpe University Commencement Address, 1932" *Georgia Historical Quarterly* 78 (summer 1994): 361-75.

Minchew, Kaye L. "Franklin D. Roosevelt in Georgia." *New Georgia Encyclopedia*. 01 June 2016. [www.georgiaencyclopedia.org/articles/history-archaeology/franklin-d-roosevelt-georgia](http://www.georgiaencyclopedia.org/articles/history-archaeology/franklin-d-roosevelt-georgia).

Minchew, Kaye Lanning. *A President in Our Midst: Franklin Delano Roosevelt in Georgia*. Athens, GA: University of Georgia Press, 2016.

## **Memoirs by individuals featured in Georgia Journeys**

Friedman, Norbert. *Sunrays at Midnight: One Man's Quest for the Meaning of Life, Before, During and After the Holocaust*. Xlibris, 2006.

Friedman, Norbert. *Sappy Tales and Silent Screams: Subterranean Echoes from the Holocaust*. Xlibris, 2015.

Pouncy Jr., Hillard Warren. *My Life as a Tuskegee Airman*. Glenolden, PA: Five Directions Press, 2014.

Schneider, Tosia Szechter. *Someone Must Survive To Tell The World*. Montreal: Polish Jewish Heritage Foundation, 2007.

## **Resources for Teachers: K-12 Educational Programs**

The mission of the Museum of History and Holocaust Education is to support K-12 students and teachers in the study of World War II and the Holocaust. Our programs are free and flexible, and you can customize a program to fit your school's specific needs. We offer:

- Field Trips to the museum
- In-School Programs
- Traveling Trunks
- Traveling Exhibitions
- Online Teacher's Guides
- Summer Workshop for High School Students
- No Place for Hate Art and Writing Contest
- Professional Development Workshops
- On-Site Events

To reserve a program, or for more information, contact us at **470-578-2083** or by email at **[mhheeducation@kennesaw.edu](mailto:mhheeducation@kennesaw.edu)**.

### ***The Legacy Series***

The Museum of History and Holocaust Education's *Legacy Series* oral history program uses filmed interviews to preserve the experiences of Holocaust survivors, World War II veterans, and home front workers living in Georgia. Through our website, you can find short video clips excerpted from these filmed interviews, in which the individuals share their World War II and Holocaust experiences. We encourage you to use these in your classroom to support your teaching about World War II and the Holocaust, and to help your students meet history face to face.

**[historymuseum.kennesaw.edu/educators/legacy\\_series.php](http://historymuseum.kennesaw.edu/educators/legacy_series.php)**



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