Lesson: Society’s Struggles

Grade Level: 9 – 12

Approximate Duration: One Class Period

Common Core Standards:

- **CCSS.ELA-Literacy.RH.11-12.2.** 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.
- **CCSS.ELA-Literacy.RI.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives: Students – as a class, in groups or as individuals – will examine selected images from different primary source yearbooks to better understand attitudes towards race, gender and ethnicity during WWII.

Introduction:

- Project or print out **IMAGES 1 – 10** from pages 4 – 13 of this lesson.
- Using the website’s glossary of terms, begin by introducing or reintroducing the following term:

  - **RACIAL SEGREGATION** - Prior to the *Brown v. Board Of Education* Supreme Court decision in 1954, the United States possessed no one national policy regarding Racial Segregation in schools. During WWII, Racial Segregation in education varied widely with 17 states requiring it, 16 states prohibiting it and 15 others that either did not legislate on the matter at all or left it up to the individual school districts themselves. In some schools as well there was partial integration of classes, but separate clubs and social activities – such as sports and prom courts – maintained for the different races. Prevailing attitudes about race in the 1940s can also be seen in some high school yearbooks which featured ‘black face’ minstrel shows or caricatured Native Americans as mascots. During WWII, African American and minority leaders and organizations established the “Double V” or “Double Victory” campaign, calling for victory against the enemy overseas and victory against racism...
at home. This new consciousness and the defiant rejection of unjustifiable racism planted important seeds for the post-War civil rights movement.

- Ask the students what they think this term means and how it might apply during WWII.
  - QUESTIONS/PROMPTS: ‘Where did racial segregation exist during WWII? ‘Did it exist in the United States during WWII?’

- Introduce or reintroduce students to the idea of racial segregation in the United States, which was practiced in the U.S. military until 1948.
- Lead a discussion with students about what other parts of life they think may have been racially segregated as well as what other groups in the 1940s they think may have treated unequally as compared to present day standards.
  - QUESTIONS/PROMPTS: ‘Where else besides the military in the United States do you think racial segregation could be found in the 1940s?’ ‘What other minority groups may have been subjected to racial segregation?’ ‘Were women perceived to be capable of doing everything a man could?’

Lesson Procedure:

- Keeping the introductory prompts in mind, inform students that attitudes towards race, gender and ethnicity in the 1940s differ widely from those of today.
- Inform students that, for this lesson, they will be examining images from high school yearbooks from WWII to see how attitudes towards race, gender and ethnicity in the 1940s reveal themselves and if students think WWII had any effect on those attitudes changing.
- Keeping the introductory prompts in mind, have students - as a class, in groups or as individuals – examine PHOTOS 1 – 10 and discuss what they notice from each image.
- If lesson is performed individually or in groups, have each individual or group present their opinions and observations as to the meaning behind the images to the class.
- At the lesson’s conclusion, compare and contrast attitudes towards race, gender and ethnicity in the 1940s with those of today.
- Discuss if students think the events and experience of WWII had an effect on attitudes towards race, gender and ethnicity in the post-war United States.

Assessment:

- Components for assessment include the interpretation of primary sources and participation in class presentations and discussions.

Enrichment/Further Discussion:
• For enrichment or further discussion, have students choose additional WWII high school yearbooks to search through for attitudes concerning race, gender and ethnicity in the 1940s.
• Discuss yearbooks of today and what information is found in them as opposed to the yearbooks from WWII.
• Discuss what future scholars or researchers might learn from your own school’s current yearbooks.
KING BILL WALL

Bill Wall has spent two years on the Trojan gridiron and pounded the track in the half-mile and medley relay. He demonstrated his leadership as vice-president of the Student Congress and as proctor captain. Probably the secret of the school’s confidence in him lies in his ability to get things done with conscientious energy. King Bill reigned over the 1943 All-School Party with the respect and friendship of all Topeka High.
QUEEN MARY LEWIS

Charm, beauty, and leadership made Mary Lewis queen of the All-School Party, and in her election Topeka High School paid her the highest honor that can come to a Senior girl. She already was a responsible member of the Student Council, Pep Club, Senior Girls’ Council, and Senior Glee Club. She served as head hostess and was attendant to the queen of the Homecoming Game. Truly a queen—we salute Mary Lewis!
Lloyd Bruce—The King chosen by the colored student body to reign at the All-School Party was Lloyd Bruce. During his high school career, Lloyd has been one of the best liked and most highly respected boys in Topeka High. Active in social life, he has a circle of friends whose loyalty and esteem gave him the coveted title of King.

Barbara Dixon—Barbara Dixon elected Queen of the 1944 colored All-School Party, has a sweet and modest bearing that endears her to all. She this year has held the presidency of the Phyllis Wheatley Girl Reserves, besides having active part in the good times and social life of the school. Her dignity made her a poised and gracious Queen.
1942 El Aviador, Excelsior Union High School, Artesia, CA.

MARIKO KITAHATA
Japanese Club 2-4
Sports 2, 3
Frank Wiggins

HERE KNIFF
Sports 1-4
Cheer Club 3, 4
Glee Club 1-3

WILLIAM S. KNIPPLE
Junior Play 3
Usher 3, 4
First Aid 4

MARGARET KOBAYASHI
Girls’ League Sec. 4
Sports Council 3
Japanese Club Sec. 3

MIDUHE KODA
Japanese Club 4
Orchestra 4
Big Sister 2, 4

GEORGE KOOPMAN
Varsity Baseball 3, 4
Big E Club 3, 4
Campus Comm. 4

AUSTIN JONES
Jr. Steering Comm.
Class Yell Leader 3
Noon Dance Comm.

TAKEO KANEHISA
F.F.A. 3, 4
Japanese Club 2-4

JAMES KAMEYAMA
J.V. Baseball 2, 3

MILDRED KASERMAN

BILL KEIM
Chairman Rally Comm. 4
Judge 4
Associate Ed. Excelsior Life 4

MARJORIE KELLELY
Drama 4
Excelsior Life 4

BILL KELLY
Sports Senator L.B.J.C.

DALE KING
Football
Campus Comm. 4
Vice-Pres. Big E Club
JAPANESE CLUB

The Japanese Club was one of the largest and most active clubs at Excelsior under the direction of Miss Marie Wilson. Just before their necessary departure the members held a large party.

As many of our firmest friends were among this group, we were truly sorry to see them leave. Bill Keim expressed our mutual feelings in an editorial in Excelsior Life from which the following is quoted.

"No one can deny or fail to give credit to the Japanese students who diligently supplied and strengthened the student body pillars which supported our school. They have been outstanding in sports and school activities, and a visible hole will be left in our student leadership when they have gone.

"We hope to see them all some day when the ravages of the war have vanished from the earth and we, as a student body, wish them all good luck and Godspeed."
1942 Polytechnic, Polytechnic High School, San Francisco, CA.

CLUBS

PAN-AMERICAN CLUB

TRAFFIC

CHINESE CLUB

SERVICE SOCIETY

ADVANCED, DRAMA

CHEMISTRY CLUB
Latin Club

Spanish Club

Latin Club bears the name of Senatus Populus Que Romanus, usually shortened to S.P.Q.R. Only those enrolled in the Latin Department can be members. The Club is organized like the Roman Republic of ancient times. Two consuls elected from the advanced Latin classes hold office for one year. These consuls preside while aediles perform further duties. These officers are also the entertainment officers of the year. Two Roman banquets are held each semester and are given in true Roman style. Togas are worn, and the guests eat Roman food.

In keeping with the “Good Neighbor Policy,” the first Spanish Club in the history of WHS was formed this year. The club was originated by 26 charter students, with Joanne Densmore, chairman, and Miss Baker and Mr. Bratt, sponsors. The objective of Quien Sabe is to bring about a greater understanding of the Spanish American people. The new club started an unusual plan of club organization and membership. Only A, B, or C students are allowed to enter, and the group is divided into separate sections—conversation, plays, music, dancing, and costumes.

Upper left: Gertrude Bednorz, Dolores Thielbar, Dean French, Fred Nelson, Maurice Paulson, Joe Alden, Jimmy Powell
Lower left: Peggy Peterson, Betty Treven, Harriet Hooshagen, Dean French, Ellen Ross, Bill Nelson, Virginia Floren
Seated, Maurice Paulson
Center right—seated left to right: Colleen Winjum, Elfreda Kolch, Peg Tjaden, Betty Nelson, Mary Ellen Fossum, Anne Gerlinger, Dorothy Pennock, Brulah Eagles
Standing left to right: Pat Tjaden, Mary Ann Constantine, Janice Bailey, Betty Stockwell, Bill Ilgen, George Wissert, Joanne Densmore
Lower right: Mary Ann Constantine, treasurer; Anne Gerlinger, president; Pat Tjaden, secretary; Mary Ellen Fossum, vice-president
Today’s Students, But Tomorrow’s Secretaries

Looking to the future, Susy Schurzite struggles with vowels and short forms in our stenography classes. She plunges through blends and intersections with pencil in hand and plenty of hard work. There is no doubt about the practical use of these studies, for in many cases they will be pupils’ very jobs after graduation. These hours of study and homework seem long, but, upon completion, pupils will face the business world prepared to take their place in the world of tomorrow.
We Know What You're Fighting For

We know ... because we fought for the same thing back in 1917-18.

Some folks are trying to tell us you are fighting this war only for the chance to come back to a country that appreciates modern plumbing and knows how to make real ice cream ... where you can stuff yourself with hot dogs ... even on the job ... and thick, juicy steaks from corn-fed steers .... They would have us believe you lie awake nights praying for that juke box in the corner drug store at home ... and a girl friend who squirms with delight when a hot hand gets in the groove.

There's nothing wrong with pretty girls, but dogs and swing bands. We yearned for 'em, too! But we veterans of yesterday know soldiers don't talk much about what they feel inside.

We think you're fighting this war for a luxury more precious than personal comforts ... the luxury of knowing that neither your kid brothers at home ... nor maybe your own kids 25 years from now ... will be forced to face the risks and frightfulness of another World War.

We're not trying to tell you this is another of those "years to end wars." But you must agree we've got a great chance to give the back toothed Japs and the goose-stepping Nips a lesson they won't forget for a couple hundred years.

We're pretty sure that's what you're really fighting for ... a peace legacy for your kids and other people's kids ... and that you don't want to come home until the job's done.

That's why we members of the Veterans of Foreign Wars of the United States are trying to back you up 100 per cent. Not only with our efforts on the home front ... buying bonds, building planes, making munitions and saving scrap ... but in making sure that America will be the kind of country you want it to be when you get back.

Logansport Post No. 3790, Veterans of Foreign Wars

To the Men Serving Overseas

When you left the shores of your homeland you became eligible to membership in the only veteran organization that is composed exclusively of America's overseas veterans.

When you return home ... the Cross of Malta emblem in your coat lapel will symbolize the official Service Ribbon Bar authorized by the War Department for those who serve beyond the continental limits of our country.

The Cross of Malta emblem of the Veterans of Foreign Wars of the United States ... like the Service Ribbon Bar you are now entitled to wear ... is a decoration of distinction you will always be proud to display.

We will be proud to add your name to our membership roster while you are still in active service. Just fill out and mail the coupon below for full details.

(Name of Post)

Post No.

Veterans of Foreign Wars of the United States.

(Street Address or P. O. Box)

(Name of City and State)

Send me complete membership application information. My present military mailing address is:

Signed


1944 Tattler, Logansport High School, Logansport, IN.
Uphold Race Equality, Unselfishness

As he feels a nation-wide program of athletics and physical training backed by the Federal government, would do the job better, Mr. Willson is not in favor of compulsory military training. Miss Worley after considerable thought states that she thinks the European War will end in 1945 and the Pacific War in 1946. Miss Wray feels that to maintain permanent peace the feelings of "super-race" and "white superiority" must be eradicated. Mr. Wyeth thinks that with the post-war era will come greater freedom for all peoples and an increase in socialistic tendencies. As long as people continue to think of war and aggression, Miss Davis sees no improvement in the post-war world. According to Miss Denney, cooperation is essential in the furthering of friendly relationships with our South American neighbors. Because of scientific inventions, Miss Vause comments that everyone is looking ahead to a newer and brighter future. Believing that the Japanese rules should be exterminated, Miss Lindstrom feels that the re-education of the other Japanese people is essential. If we are to be a true democracy, Mr. Schade feels we must be free from class distinction, racial prejudices, greed and selfishness, graft and intolerance.