



**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.

**IMAGE 1**

**1944 Sunflower, Topeka High School, Topeka, KS.**

**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.



[24]

**IMAGE 2**

1944 Sunflower, Topeka High School, Topeka, KS.



**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!

[25]



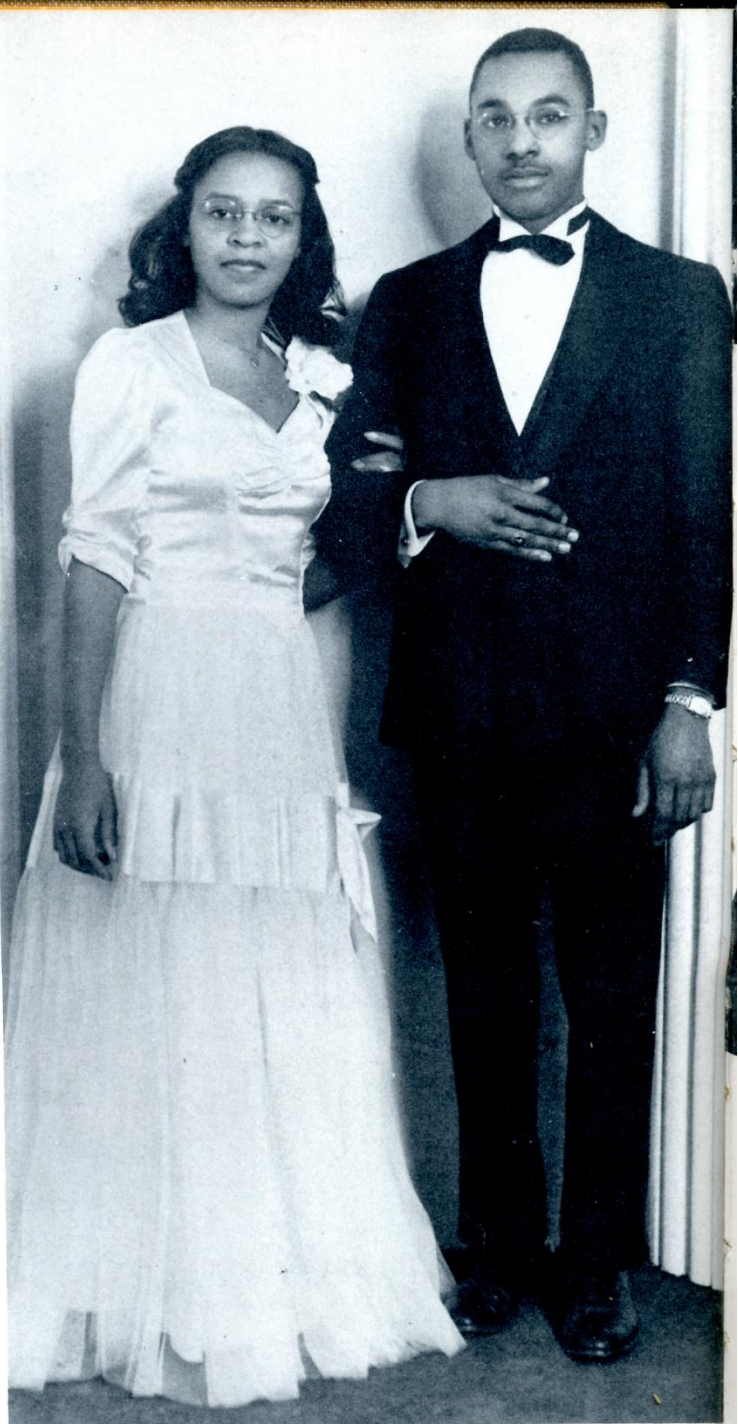
**IMAGE 3**

1944 Sunflower, Topeka High School, Topeka, KS.

**KING LLOYD  
AND  
QUEEN BARBARA**

**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.



**IMAGE 4 :**  
**1942 El Aviador, Excelsior Union High School, Artesia, CA.**

				
				
		<p>MARIKO KITAHATA          Japanese Club 2-4          Sports 2, 3          Frank Wiggins</p> <p>WILLIAM S. KNIPPLE          Junior Play 3          Usher 3, 4          First Aid 4</p> <p>MIDSUYE KODA          Japanese Club 4          Orchestra 4          Big Sister 2, 4</p> <p>IRENE KNIFF          Sports 1-4          Chenille Club 3, 4          Glee Club 1-3</p> <p>MARGARET KOBAYASHI          Girls' League Sec. 4          Sports Council 3          Japanese Club Sec. 3</p> <p>GEORGE KOOPMAN          Varsity Baseball 3, 4          Big E Club 3, 4          Campus Comm. 4</p>		
		<p>AUSTIN JONES          Jr. Steering Comm.          Class Yell Leader 3          Noon Dance Comm.</p> <p>BILL KEIM          Chairman Rally Comm. 4          Judge 4          Associate Ed. Excelsior          Life 4</p> <p>TAKEO KANEGAE          F.F.A. 3, 4          Japanese Club 2-4</p> <p>MARJORIE KELLEAM          Drill Team 4          Drama 4          Excelsior Life 4</p> <p>JAMES KAMEYAMA          J.V. Baseball 2, 3</p> <p>BILL KELLY          Sports          Senator          L.B.J.C.</p> <p>MILDRED KASERMAN</p> <p>DALE KING          Football          Campus Comm. 4          Vice-Pres. Big E Club</p>		



**IMAGE 5 :**

**1942 El Aviador, Excelsior Union High School, Artesia, CA.**



## 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."



# IMAGE 6 :

1942 Polytechnic, Polytechnic High School, San Francisco, CA.

## CLUBS

### PAN-AMERICAN CLUB

Front Row: Joan Miller, Gerd Olsen, Thelma Kelly, Adele Powell, Dale Forsberg, Velma Bowie. Row 2: Evelyn Holtkamp, Peggy Stewart, Winona Aldrich, Joe Segarini, Rena Amable, Barbara Munjar, Bill Dilges. Back Row: John Chronis, Tom Rodman, Philip Nagel, Ed Artavia.



### TRAFFIC

Front Row: Harry Smith, Gerald Tiger, Bill Turner, Walt Pearson, Gordon Johnston, Earl Blakely, Joe Segarini. Back Row: Joe Floyd, Sam Hagler, DeWain Clift, Bob Pack, Bill Muegge, Dick Hultgren, Dick Flatland.



### CHINESE CLUB

Front Row: Lily Lew, Helen Eng, Anne Wong, Jessie Lee, Irma Lee, Mina Lo, Marie Yee. Row 2: Marie Ho, Ida Chu, Dorothy Yee, Daisy Yep, Fannie Tong, Violet Gee, Gordon Yim. Back Row: Theodore Lee, Helen Lee, Frances Wong, Annie Chow, Bettie How, Kinley Mark, Sherman Owyang.



### SERVICE SOCIETY

Front Row: Kay Pirie, Lois Robinet, Joan Miller, Rena Amable, Frances Bauchou, Charlotte Telleria, Jimmy Vallans, Mary Lilia, Frances Medley. Row 2: Britt Sandstrom, Caroline Carey, Falda Lombardi, Beulah Saum, Mary Watkins, DeWain Clift, Bob Pack. Back Row: Pat Erath, Dick Hultgren, Joe Segarini, Dick Flatland, Rulon Andrews, Harry Samuels.



### ADVANCED DRAMA

Front Row: Mary Carney, Loretta Goldblatt, Lovey Sparks, Connie Weir, Pat Burns, Seran Kermoian. Row 2: Frances Bauchou, Pat Smith, Eloise Schonbachler, Charlie McDermott, Art Cobb, Dick Tate, Jack Reimann. Back Row: Jim Caldwell, Stuart Warden, DeWain Clift, Bill Muegge, Bob Turner, Wayne Tresch.

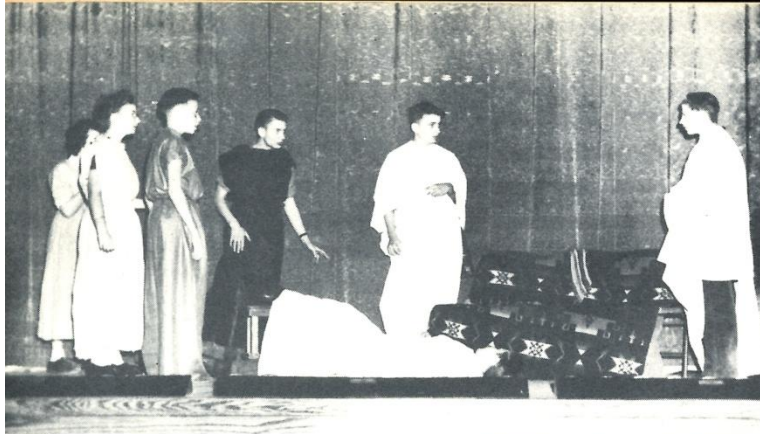


### CHEMISTRY CLUB

Front Row: Annie Chow, Barbara Brown, Lois Robinet, Lois Smith, Muriel Nelson, Brian Larsen, Corinne Lindauer, Ardelle Miller. Row 2: Ida Chu, Bob Sund, Don Capanni, Bob Herbst, Duane Mosier, Oliver Mork, Don Mahan, Pat Siebecker. Back Row: Walter Graf, Victor Hollister, James Jenkins, Bob Brorby.



**IMAGE 7 :**  
**1943 Warrior, Washington High School, Sioux Falls, SD.**



## *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 Paulsen, Joe Aldern, Jimmy Powell

Lower left: Peggy Peterson, Betty Trevett, Harriet Hooshagen, Dean French, Ellen Ross, Bill Nelson, Virginia Floren, Seated, Maurice Paulson

Center right—seated left to right: Colleen Winjum, Elfreda Kolsch, Peg Tjaden, Betty Nelson, Mary Ellen Fossum, Anne Gerlinger, Dorothy Pennock, Beulah Engles  
 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



**IMAGE 8 :**  
1944 Schurzone, Schurz High School, Chicago, IL.

*Today's Students, But Tomorrow's Secretaries*



*Is a sweet girl  
Best of luck  
Wilma Mae  
(Billie)*

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.



**IMAGE 9 :**  
**1944 Tattler, Logansport High School, Logansport, IN.**



### 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 . . . corn on the cob . . . 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 squeals with delight when a hot band gets in the groove.

There's nothing wrong with pretty girls, hot 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 "wars to end wars." But you must agree we've got a great chance to give the buck toothed Japs and the goose-stepping Nazis 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.

### 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 you are now entitled to wear . . . is a decoration of distinction 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 \_\_\_\_\_

**Logansport Post No. 3790, Veterans of Foreign Wars**



**IMAGE 10:**  
**1945 Annual, West High School, Rockford, IL.**



MILO E.  
WILLSON B.S.  
*Mathematics  
Coach*

CAROLYN R.  
WONES M.A.  
*Mathematics  
Debate Coach*

LOUISE  
WORLEY B.S.  
*Physical  
Education*

HELEN R.  
WRAY R.N.  
*Nurse*

JOHN W.  
WYETH M.A.  
*Social Studies  
Coach*

MARY L.  
DAVIS M.S.  
*Librarian  
Library Board  
Adviser*



MARGARET  
DENNEY  
*Registrar*



MARILYN  
VAUSE  
*Clerk*



NANCY A.  
LINDSTROM  
*Bookkeeper*



OLIVER  
SCHADE M.S.  
*Employment  
Director*

*"World cooperation is essential in order to maintain a lasting peace, and the Dumbarton-Oaks provisions represent the first draft of a world organization of the future."—Carolyn Wones*

## 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.