

TEACHING WITH PRIMARY SOURCES—MTSU
WWII HOME FRONT IN TENNESSEE

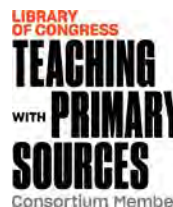
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Howard Liberman, "[United We Win](#)," War Manpower Commission, Washington, D.C., 1943.

TEACHING WITH PRIMARY SOURCES—MTSU WWII HOME FRONT IN TENNESSEE



PROJECT OVERVIEW

World War II was a pivotal period in Tennessee history that reshaped the landscape of the state and paved the way for widespread social, economic, and political changes in the second half of the twentieth century. It also marked a high point in civic engagement as every American was called upon to support, contribute, and sacrifice for the war effort. The extraordinary impact of the war on Tennessee's home front is the topic of this supplementary curriculum developed by the Teaching with Primary Sources program at Middle Tennessee State University (TPS—MTSU).

TPS—MTSU is part of the Library of Congress's nationwide TPS Consortium, dedicated to creating curriculum and providing professional development for teachers throughout the United States. In 2008, the Center for Historic Preservation (CHP) at MTSU joined the consortium and began serving Tennessee educators. Today, thirteen years later, the program is still run by its original staff, Director Carroll Van West, Research Professor Stacey Graham, and Educational Specialist Kira Duke.

Created by TPS—MTSU, the World War II Home Front in Tennessee curriculum begins with the impact of New Deal programs like the Tennessee Valley Authority and Civilian Conservation Corps, which provided infrastructure that proved vital for the war effort in the state and nation. The curriculum explores Tennessee's role in military operations, the role of civilians and changes in the economy, and how life changed during and immediately after the war. Activities center on Library of Congress primary sources, such as the Farm Security Administration/Office of War Information collections and the Veterans History Project, while primary sources from other local Tennessee collections and archives, such as those at the MTSU Albert Gore Research Center, are used as well. The curriculum incorporates place-based strategies to help students draw connections between the content and the places in their communities that connect to this era.

This curriculum is primarily designed for K-12 educators and uses Tennessee State Standards for 5th grade Social Studies and several high school courses, including U.S. History and Geography, Tennessee History, and African American History. Our broader audiences include collegiate instructors and professors teaching survey courses, as well as public historians at small museums, historical societies, and historic sites that connect to the WWII home front story.

The curriculum is organized into four units that align with themes and topics within the Tennessee State Social Studies curriculum standards. Those units are New Deal Programs during WWII; Tennesseans at Home; Tennesseans at War; and Social, Economic, and Political Changes in Wartime and Post-War Tennessee.

Each unit includes a historical overview designed to complement content within student textbooks that typically focus on the national narrative and to provide needed context for the accompanying activities. The historical overviews also give the local and state story that is often missing from textbooks and difficult for teachers to locate in a format that is classroom-friendly. The text is written so that it can be shared with students, especially at the high school or college level. For younger students, the text can be excerpted or summarized by teachers.

Within each unit, primary source-driven activities incorporate inquiry along with social studies practices, such as developing historical and geographical awareness. Activities are accompanied by suggestions for how they can be differentiated for grade and ability levels, as each classroom environment presents unique challenges.

Each unit will include additional resources that will provide educators with information for related historic sites in the state; collections and supplemental materials from other archives, museums, and historical societies; and additional resources not included in the activities from the Library of Congress. This section will support out-of-the-classroom learning opportunities and lesson extensions for further enrichment.

PRIMARY PARTNERS

[MTSU Center for Historic Preservation](#)

[Tennessee State Library and Archives](#)

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[Tennessee State Parks](#)

[The Albert Gore Research Center, MTSU](#)

[The Center for the Study of War and Society, University of Tennessee, Knoxville](#)

[The Ghost Army Legacy Project](#)

[Girl Scouts of Middle Tennessee](#)

[The Heritage Alliance of Northeast Tennessee & Southeast Virginia](#)

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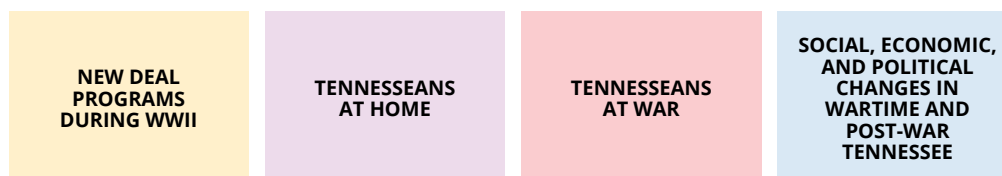
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TIMELINE: WWII HOME FRONT IN TENNESSEE

This timeline provides a brief overview of war-related events in Tennessee and around the globe during the 1930s and '40s. The final column consists of each activity in the WWII Home Front in Tennessee Curriculum listed opposite the war-related topic with which it may pair well. Some activities are event-specific, while others are organized more loosely within the era.

For a thorough, interactive timeline of World War II events, visit the [American Battlefield Monuments Commission](#).



THE NEW DEAL AND WORLD WAR II		Activities in the WWII Home Front in Tennessee Curriculum
The stock market crashes on Black Tuesday.	October 29, 1929	
Japan invades Manchuria.	September 18, 1931	
FDR wins the U.S. presidential election.	November 8, 1932	Database Analysis: New Deal Projects in Tennessee
Cordell Hull serves as the U.S. Secretary of State.	1933-1944	
Adolf Hitler is elected in Germany.	March 5, 1933	
The Civilian Conservation Corps (CCC) is created.	March 31, 1933	Map Analysis: CCC Camps in Tennessee
The Agricultural Adjustment Act (AAA) is signed into law.	May 12, 1933	
The Tennessee Valley Authority (TVA) is created.	May 18, 1933	Newspaper Analysis: TVA and the War
Great Smoky Mountains National Park is created.	June 15, 1934	Photo Analysis: The CCC in Tennessee and Beyond
		Oral History Analysis: The 1930s and '40s in Franklin, Tennessee
Italy invades Ethiopia.	October 3, 1935	
Prentice Cooper serves in the Tennessee Senate.	1936-1939	
Germany invades the Rhineland.	March 7, 1936	
The Munich Agreement is signed.	September 30, 1938	
Albert Gore, Sr. serves in the U.S. House of Representatives.	1939-1953	
Prentice Cooper serves as the 39 th Governor of Tennessee.	1939-1945	
World War II begins with the invasion of Poland.	September 1, 1939	
Estes Kefauver serves in the U.S. House of Representatives.	1939-1953	
Governor Prentice Cooper organizes the Tennessee Advisory Committee on Preparedness.	May 22, 1940	
Percy Priest serves in the U.S. House of Representatives.	1941-1956	

FDR's Four Freedoms speech	January 6, 1941	
		Map and Text Analysis: Tennessee Maneuvers
FDR signs Executive Order 8802 creating the Fair Employment Practice Committee (FEPC).	June 25, 1941	
Japan attacks Pearl Harbor.	December 7, 1941	
		Analyzing Photographs: Camp Forrest
Battle of Stalingrad	September 1, 1942– February 2, 1943	
Oak Ridge is established as a Manhattan Project site.	1942	Geography Activity: Mapping Tennessee's WWII Military Installations
		Audio Recording Analysis: Racial Strife in Nashville, Tennessee
		Newspaper and Poster Analysis: Double V Campaign
The Women Airforce Service Pilots (WASP) are founded.	August 5, 1943	Text and Photography Analysis: WASP (Women Airforce Service Pilots)
		Oral History Interview and Poster Analysis: Victory Gardens
		Create a Job Advertisement: Consolidated Vultee Aircraft Corporation, Nashville
		Newspaper Analysis: Girl Scouts of Middle Tennessee
		Text Analysis: Childhood during World War II
		Documentary: "The Memphis Belle: A Story of a Flying Fortress"
D-Day	June 6, 1944	Creative Thinking: Camp Tyson and Barrage Balloons
		Newspaper Analysis: Victory Gardens
V.E. Day	May 8, 1945	
Battle of Okinawa	April 1–June 22, 1945	Using Artifacts to Tell a Story: A Tennessean at Okinawa
The United States drops atomic bombs on Hiroshima and Nagasaki.	August 6 & 9, 1945	
V.J. Day	September 2, 1945	
The United Nations is founded.	October 24, 1945	Newspaper Analysis: Cordell Hull and the United Nations
Columbia, Tennessee, Race Riot	February 25–26, 1946	Newspaper and Video Analysis: Columbia Race Riot
McMinn County's Battle of Athens	August 1-2, 1946	Photo and Newspaper Analysis: The Battle of Athens
The North Atlantic Treaty Organization (NATO) is founded.	April 4, 1949	

TABLE OF CONTENTS

NEW DEAL PROGRAMS DURING WWII

Introduction	7
Activities and Additional Resources	12
Database Analysis: New Deal Projects in Tennessee	14
Photo Analysis: The CCC in Tennessee and Beyond	16
Map Analysis: CCC Camps in Tennessee	20
Newspaper Analysis: TVA and the War	23
Oral History Analysis: The 1930s and '40s in Franklin, Tennessee	28

TENNESSEANS AT HOME

Introduction	31
Activities and Additional Resources	37
Newspaper Analysis: Victory Gardens	40
Oral History Interview and Poster Analysis: Victory Gardens	44
Create a Job Advertisement: Consolidated Vultee Aircraft Corporation, Nashville	48
Newspaper Analysis: Girl Scouts of Middle Tennessee	53
Text Analysis: Childhood During World War II	64

TENNESSEANS AT WAR

Introduction	67
Activities and Additional Resources	71
Analyzing Photographs: Camp Forrest	75
Text and Photography Analysis: Tennessee Maneuvers	79
Text and Photography Analysis: WASP (Women Airforce Service Pilots)	85
Creative Thinking: Camp Tyson and Barrage Balloons	91
Documentary: "The Memphis Belle: A Story of a Flying Fortress"	98
Geography Activity: Mapping Tennessee's WWII Military Installations	100
Using Artifacts to Tell a Story: A Tennessean at Okinawa	102

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POST-WAR TENNESSEE

Introduction	105
Activities and Additional Resources	110
Audio Recording Analysis: Racial Strife in Nashville, Tennessee.....	112
Newspaper Analysis: Double V Campaign	115
Newspaper Analysis and Video: Columbia Race Riot.....	123
Photo and Newspaper Analysis: The Battle of Athens.....	127
Newspaper Analysis: Cordell Hull and the United Nations	133

NEW DEAL PROGRAMS DURING WWII

The New Deal unit explores how key programs created infrastructure that was vital to the war effort and had widespread impacts on life in the state. This includes topics such as the Tennessee Valley Authority and the building of dams like Norris Dam, and the work of the Civilian Conservation Corps in preparing young men for military service and life.



[Rothstein, Arthur, "Watts Bar Dam, Tennessee. Tennessee Valley Authority \(TVA\). Workers," June 1942.](#)

NEW DEAL PROGRAMS DURING WWII

TENNESSEE STATE STANDARDS

5.16 Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.

TN.51 Describe how the Great Depression and New Deal programs impacted Tennesseans, including the significance of: the Agricultural Adjustment Act, Civilian Conservation Corps, Tennessee Valley Authority, and Great Smoky Mountains National Park.

US.43 Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: • Agricultural Adjustment Act • Civilian Conservation Corps • Securities and Exchange Commission • Fair Labor Standards Act • Social Security • Federal Deposit Insurance • Tennessee Valley Authority Corporation • Works Progress Administration • National Recovery Administration.

HISTORICAL OVERVIEW

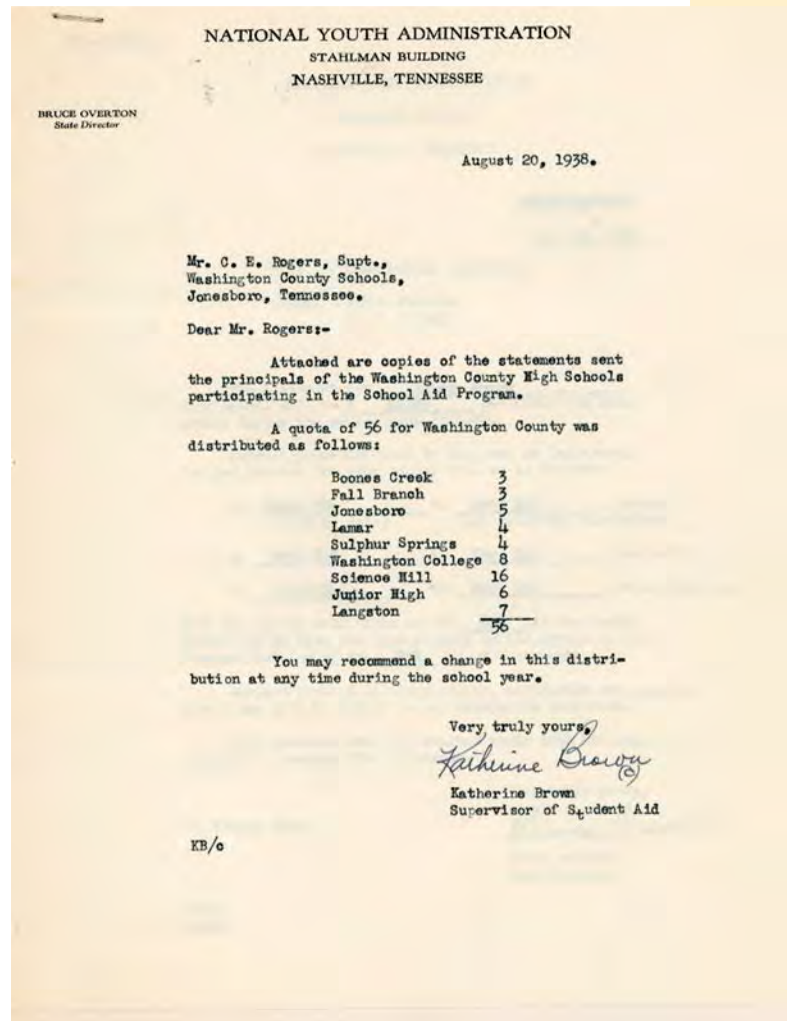
After several years of suffering through the worst economic hardships of the twentieth century, a turning point for the United States occurred in 1932 when Americans elected Franklin D. Roosevelt to the presidency. Focused on relief, recovery, and reform, Roosevelt's administration worked diligently with Congress to pass a record amount of legislation during the First 100 Days of Roosevelt's tenure. In Tennessee, these New Deal efforts to pull the country out of the Great Depression had a profound effect not only on unemployed citizens, banks, and businesses, but also on the state's physical landscape and economic future. From 1933 to 1942, New Deal programs distributed federal dollars and aid to Tennessee and other states; however, it was not until the country mobilized for World War II that the Great Depression's grasp on America was finally released. There is a link, then, between the efforts of New Deal agencies and World War II, and some of the most obvious examples exist in the state of Tennessee.

Despite controversy regarding what opponents viewed as government overreach, New Deal programs benefited the state of Tennessee greatly throughout the 1930s and early 1940s. Tens of thousands of Tennesseans were employed by New Deal agencies, ten of which are described here because they were most important in Tennessee. The Public Works Administration (PWA) built courthouses, schools, and hospitals like the Alvin C. York Veterans Administration Medical Center in Murfreesboro.¹ The Agricultural Adjustment Administration (AAA) assisted farmers with land conservation and helped stabilize crop prices by lowering supply.² Roads, bridges, and public buildings were repaired by the Civil Works Administration (CWA), even though it was only in operation for one quarter in 1933. Many CWA projects were then completed by the Tennessee Emergency Relief Administration (TERA), an agency that also distributed food, and provided loans and relocation assistance to rural Tennesseans.³ Likewise, the Resettlement Administration (RA) and Farm Security Administration (FSA) provided loans and assistance to farmers wishing to improve their land or purchase farms elsewhere.⁴ The National Youth Administration (NYA) provided skills training and work scholarships to help students continue their education. Once the United States entered World War II, however, projects not related to the war were halted.⁵ It was during this time that several New Deal agencies were dissolved. All the while, others seemed only to shift their purposes, similar to businesses throughout Tennessee and the nation that began producing or eliminating certain products based on wartime needs.

NEW DEAL PROGRAMS DURING WWII

It would be difficult to imagine the modern landscape of Tennessee without noting the changes brought about by the Works Progress Administration (WPA), the Tennessee Valley Authority (TVA), and the Civilian Conservation Corps (CCC). Historian Carroll Van West notes that “the Works Progress Administration brought New Deal benefits to almost every town and village in Tennessee.”⁶ The WPA was responsible for a seemingly endless list of infrastructure projects and repairs but also employed artists and musicians, created the Federal Writers’ Project to document the era, established hot lunch programs at schools throughout the state, and built Tennessee National Guard armories as part of Governor Prentice Cooper’s war-preparedness efforts.⁷ In addition, many facilities constructed by the WPA to serve Tennesseans during the Great Depression proved useful as part of the World War II home front effort. For instance, the WPA completed the Wilson County Community House at Cumberland University in Lebanon in 1938. The community first occupied the building as a place for meetings, entertainment, and sporting events; then during the war, the Community House was used by the USO and also served as headquarters for the U.S. Army Air Force and the Seventh Regiment of the Tennessee National Guard.⁸ The WPA continued work in Tennessee and elsewhere until 1942 when unemployment rates dropped as a result of the growth of wartime industries.

Providing flood control and electrifying the Tennessee Valley were key goals for TVA in the 1930s. Though many valley residents were negatively affected by displacement when TVA built its dams, plants, and other projects, the Authority’s presence in Tennessee allowed for the state to be a great contributor during World War II. Two of the most well-known ways that TVA aided the war effort were by supplying power for places like Oak Ridge, where America’s first atomic bombs were researched and developed, and by creating navigable rivers needed to transport necessary wartime materials. Somewhat lesser known, however, is the fact that the Authority provided employment to roughly 28,000 Americans during the war, “supplied more than 60 percent of the elemental phosphorus required by our armed forces for use in



Katherine Brown, Letter to Mr. C.E. Rogers, August 20, 1938. [The Heritage Alliance of Northeast Tennessee and Southwest Virginia](#). Courtesy of Joe Spiker.

This letter is a portion of the correspondence between C.E. Rogers, the superintendent of Washington County Schools, and Katherine Brown of the National Youth Administration’s Nashville office detailing how many high school students were participants in the NYA program in 1938. Students aged sixteen to twenty-five were eligible for NYA work scholarships.

NEW DEAL PROGRAMS DURING WWII

munitions, ... mapped nearly a half-million square miles of foreign territory for the Army, ... [and] developed mobile housing for war workers."⁹ TVA's broad reach in various industries and long history make its overall impact on the state difficult to quantify today, but without question the World War II home front in Tennessee would have looked very different without the Authority's establishment.

Similarly, with seventy-seven camps in Tennessee, the Civilian Conservation Corps played a major role, albeit somewhat unintentional, in preparing troops for war. President Roosevelt signed legislation to create the program in March 1933, just two months prior to the formal creation of TVA. Features of the CCC evolved during its nine-year span, but the Corps began by providing employment and housing to young, single men aged seventeen to twenty-eight. In Tennessee, CCC enrollees planted trees, fought wildfires, provided flood relief, and helped establish seventeen state parks. For their work, CCC members earned \$30 per month and also learned transferable personal and professional skills.¹⁰ An estimated 50-66 percent of CCC enrollees later served in the military during World War II. Since the Army operated CCC camps during the 1930s, those who participated were already accustomed to many aspects of military life. This familiarity created smooth transitions for draft-eligible former enrollees when the military rapidly increased in size after the Japanese attack on Pearl Harbor. Consequently, retired Army colonel and professor Charles Heller argues that without the CCC, the U.S. military would not have been able to mobilize as quickly and successfully as it did during World War II.¹¹



African American CCC Recruits Thinning Trees Along a Freeway, [Approximately 1938]. [Tennessee State Library and Archives](#).

NEW DEAL PROGRAMS DURING WWII

New Deal programs changed the lives of Americans nationwide by bolstering the economy and providing aid and jobs to those in need. As a response to the Great Depression, the New Deal is often explored only through an economic context and with a primary focus on its positive aspects. This is especially true when the period is taught in primary and secondary classrooms. For a thorough analysis of the New Deal era, however, it is important to note the varying degrees of support and criticism these federal programs generated, as well as their environmental and social effects. Some of the less frequently discussed negative aspects of the New Deal include TVA's displacement of thousands of valley residents to build dams and reservoirs, FDR's "court-packing" plan for the U.S. Supreme Court, the lack of support given to sharecroppers and tenant farmers after the AAA's efforts to reduce crop production, political corruption in some of Tennessee's WPA operations, and Jim Crow laws that allowed agencies to discriminate against and neglect African Americans. Despite these issues, the New Deal's role in modernizing the state of Tennessee is undeniable.¹²

For Tennesseans in the 1930s, the New Deal provided employment, improved roads, flood control, new schools, courthouses, post offices, housing assistance, electricity, and more. With this new and improved infrastructure, the state was able to contribute to the war effort in ways that would have been impossible just one decade prior. Thus, the New Deal was vital to Tennessee not only during the Great Depression, but also on the home front during the 1940s.

ENDNOTES

1. Carroll Van West, *Tennessee's New Deal Landscape: A Guidebook* (Knoxville, TN: The University of Tennessee Press, 2001), 14-16.
2. Ibid., 16-17.
3. Ibid., 17-18.
4. Ibid., 18.
5. Ibid., 22-24.
6. Ibid., 29.
7. Ibid., 22.
8. Ibid., 127.
9. "The 1940s," Tennessee Valley Authority, <https://www.tva.com/about-tva/our-history/the-1940s> (accessed March 1, 2022).
10. "Pickett State Park Dedicates New Civilian Conservation Corps Museum," Tennessee State Government, November 5, 2010, <https://www.tn.gov/news/2010/11/5/pickett-state-park-dedicates-new-civilian-conservation-corps-museum.html>. (accessed April 4, 2022).
11. Charles E. Heller, "The U.S. Army, the Civilian Conservation Corps, and Leadership for World War II, 1933-1942," *Armed Forces & Society* 36, no.3, 448-449.
12. David Tucker, "Edward Hull 'Boss' Crump," in *The Tennessee Encyclopedia of History and Culture*, edited by Carroll Van West (Knoxville: University of Tennessee Press, 2018), <http://tnency.utk.tennessee.edu/entries/edward-hull-and-crump/> (accessed March 3, 2022).

NEW DEAL PROGRAMS DURING WWII

ACTIVITIES

1. Database Analysis: New Deal Projects in Tennessee

Using [The Living New Deal](#) website as a reference, students will browse, analyze, and discuss how Tennessee's New Deal projects affected the war effort.

2. Photo Analysis: CCC Photographs from The Library of Congress and Great Smoky Mountains National Park

In this activity, students analyze photographs from the CCC to better understand camp life.

3. Map Analysis: CCC Camps in Tennessee

This activity features a map of Tennessee from the 1940 "Yearbook of the Company 420, Tennessee SP-12 District C of the Civilian Conservation Corps (CCC) in Bristol, Tennessee." It provides introductory discussion points for teachers and a visual for students seeking to understand how New Deal programs affected Tennessee.

4. Newspaper Analysis: TVA and the War

In this activity, students complete guided reading questions for a 1945 newspaper and discuss TVA's importance to the war effort.

5. Oral History Analysis: The 1930s and '40s in Franklin, Tennessee

In this activity students analyze the oral history of Franklin native and WWII veteran Jimmy Gentry.

ADDITIONAL RESOURCES

Civilian Conservation Corps

- [The Library of Congress's Veterans History Project](#) offers many oral history interviews that feature World War II veterans, such as [James Serano](#), who discusses his time as a former CCC enrollee. For a direct link to Staff Sergeant Serano's oral history interview, visit the [Militia Museum of New Jersey's Center for U.S. War Veterans' Oral Histories](#).
- [The Center for the Study of War and Society](#) at the University of Tennessee, Knoxville, also has a collection of oral history interviews. Audio recordings and searchable transcripts can be found under [The Oral History Project](#) tab.
 - [Reverend Melvin Carr](#), a Navy veteran from Sugarlands, Tennessee, served as a CCC medic prior to his World War II enlistment. A [downloadable recording](#) and [transcript](#) for Carr's December 2001 interview can be found at the links provided.

Cumberland Homesteads and Crossville, Tennessee

- The Library of Congress's collection from ["Crossville, Tennessee,"](#) contains numerous photographs of Cumberland Homesteads, located near Crossville, as well as life in the town circa 1935-1937. While Cumberland Homesteads was completed in 1938, before America's entry into WWII, the community proves the effectiveness of several New Deal programs in Tennessee such as the CWA, TVA, and CCC.
- This seven-minute video from [Nashville Public Television's Tennessee Crossroads](#) features a look inside Crossville's Homesteads Tower Museum and the [Military Memorial Museum](#), which contains a wide array of WWII artifacts.

NEW DEAL PROGRAMS DURING WWII

- [“Cumberland Mountain State Park: A CCC Legacy”](#) is an eight-minute video from Tennessee State Parks that introduces the New Deal and outlines a brief history of Cumberland Mountain State Park and the CCC’s work in Crossville, Tennessee.

The New Deal in Tennessee

- State Historian Dr. Carroll Van West’s book, [Tennessee’s New Deal Landscape](#), describes over 250 historic places related to the New Deal era. A quick glance at the index shows pages containing sites with World War II connections, such as the Wilson County Community House and the McGhee Tyson Airport.
- The East Tennessee Historical Society has a number of lesson plans written by teachers available in [Facing Change: The Impact of the New Deal and World War II on East Tennessee](#). This collection includes several lessons on the New Deal, Oak Ridge, and the WWII Home front.
- [The Heritage Alliance of Northeast Tennessee & Southeast Virginia](#) has a collection of New Deal materials featuring National Youth Administration, newspapers, and other documents related to Washington County and beyond.

Tennessee Valley Authority

- TPS—MTSU Lesson Plan: [TVA Opportunities for African Americans](#)
- The Library of Congress contains a large collection of [photographs of TVA](#) workers, dams, and other machinery at its Tennessee locations.
- The [Currents of Change](#) program offers lesson plans about TVA’s history such as [“The Tennessee Valley Authority and the Great Depression,”](#) and [“The Tennessee Valley and the War Effort.”](#)
- TVA historian Pat Ezzell suggests this [“Bibliography of TVA History”](#) reading list. Titles included would be best used for academically advanced or older students.
- [The Yale University Library’s gallery of TVA posters](#) from the 1940s provides several visual examples of TVA’s link to war industries.

NEW DEAL PROGRAMS DURING WWII

DATABASE ANALYSIS: NEW DEAL PROJECTS IN TENNESSEE

Tennessee State Standards	<p>5.16 Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.</p> <p>TN.51 Describe how the Great Depression and New Deal programs impacted Tennesseans, including the significance of: the Agricultural Adjustment Act, Civilian Conservation Corps, Tennessee Valley Authority, and Great Smoky Mountains National Park.</p> <p>US.43 Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: • Agricultural Adjustment Act • Civilian Conservation Corps • Securities and Exchange Commission • Fair Labor Standards Act • Social Security • Federal Deposit Insurance • Tennessee Valley Authority Corporation • Works Progress Administration • National Recovery Administration.</p>
Time Required	40 minutes

DIRECTIONS FOR TEACHERS

This activity is best used after students are familiar with New Deal agencies and ready to study World War II. Using [The Living New Deal](#) website—which provides an annotated list of “Projects in Tennessee” useful for local history research—students will browse, analyze, and discuss how Tennessee’s New Deal projects affected the war effort. A group discussion about projects in Tennessee could be used as a review tool for New Deal programs or as an introduction to the New Deal’s impact on World War II readiness.

1. To begin, review what students have already learned about the New Deal and its effects on the United States and its citizens during the Great Depression.
2. Ask students questions about how the state of Tennessee was affected. Encourage them to think about specific, local New Deal projects in addition to large agencies like the Works Progress Administration or the Tennessee Valley Authority.
3. Ask students to browse the list individually and choose a specific project to examine. Have students fill in the New Deal Projects in Tennessee handout (included) as they read about a particular project in Tennessee. Note: Projects have varying amounts of information, so depending on which project a student chooses to highlight, using an outside source may be necessary for research.
4. Next, ask students to share what they learned about their New Deal project with a small group or the class. Remind them to use the chart on the handout as a guide if needed.
5. To conclude, facilitate a class discussion linking New Deal agencies to the World War II home front. Transition to the topic of World War II by posing questions like:

- How did New Deal agencies help prepare the United States for World War II?
- How do you think the home front in Tennessee was affected?

Depending on the age and prior knowledge of your students, a discussion might include subjects like hydroelectric dams, power, transportation, atomic weaponry, employment, agriculture, or conservation.

- As an extension activity, ask students to create a newspaper article that describes the New Deal project they researched.

DATABASE ANALYSIS: NEW DEAL PROJECTS IN TENNESSEE

Directions: Choose one New Deal project to examine from [The Living New Deal: Projects in Tennessee](#) database. Take a moment to view several projects before deciding and note that some may have more historical information than others.

NEW DEAL PROJECTS IN TENNESSEE	
Project Name	
Location	
Project Type	
Project's Purpose	
Agency Responsible	
Effects on Tennessee and Tennesseans	
Positives: Who benefited from this project? How? Think about how life might have been different for local people after this project was completed.	
Were there any negative aspects of this project? Think about possible concerns with employment, environmental issues, logistics, or displacement.	
How did this project or the New Deal agency responsible for it impact the World War II effort in Tennessee?	
Sketch an image of the project.	

NEW DEAL PROGRAMS DURING WWII

PHOTO ANALYSIS: THE CCC IN TENNESSEE AND BEYOND

Tennessee State Standards	<p>5.16 Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.</p> <p>TN.51 Describe how the Great Depression and New Deal programs impacted Tennesseans, including the significance of: the Agricultural Adjustment Act, Civilian Conservation Corps, Tennessee Valley Authority, and Great Smoky Mountains National Park.</p> <p>US.43 Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: • Agricultural Adjustment Act • Civilian Conservation Corps • Securities and Exchange Commission • Fair Labor Standards Act • Social Security • Federal Deposit Insurance • Tennessee Valley Authority Corporation • Works Progress Administration • National Recovery Administration.</p>
Time Required	40 minutes

DIRECTIONS FOR TEACHERS

This activity uses collections of Civilian Conservation Corps (CCC) photographs from the [Library of Congress](#) and [Great Smoky Mountains National Park](#) to provide students with examples of the type of work completed by the Civilian Conservation Corps. Note that many of the photographs from the Library of Congress are not from Tennessee, but many Tennesseans joined the CCC and worked on projects elsewhere that are still utilized today.

Provide more independent students a digital copy of the CCC Photo Analysis Handout (included) so that they might browse the CCC photograph collections individually. For a low-tech version of this activity (or one that is more appropriate for younger students), print and display several photographs from the Library of Congress and the National Park Service to create a “walking gallery” around the room. Examples of printed photographs are also included.

1. To begin, review general information about the CCC to provide students a frame of reference for analyzing photographs. If needed, a concise history can be found in the [Tennessee Encyclopedia](#).
2. Distribute the CCC Photo Analysis handout (included) and instruct students to either browse the collections online at the [Library of Congress](#) and the [Great Smoky Mountains National Park](#) website or walk around the room to view the photographs. It may be helpful to have students preview the handout’s questions before looking at the photographs.
3. Follow up by discussing this investigative question together as group: What impact did the CCC have on Tennessee and the United States? (Be sure to discuss how CCC projects and former enrollees may have contributed to the war effort during the 1940s.)

PHOTO ANALYSIS: THE CCC IN TENNESSEE AND BEYOND



Lodge in Norris Park. This is one of the TVA (Tennessee Valley Authority) outdoor recreational resorts developed by the TVA in cooperation with the National Park Service and the CCC (Civilian Conservation Corps) of Norris Lake. The lodge contains facilities for dining and dancing and has a beautiful view of the lake from dining terrace. The park is developed in a rustic style native to the surrounding territory principally because the CCC program, which needed such opportunities, could furnish only low-skilled labor and practically no materials but those which could be procured by enrollees from local resources, such as timber and stone. [1933-1945]

PHOTO ANALYSIS: THE CCC IN TENNESSEE AND BEYOND



["CCC Road Construction," Great Smoky Mountains National Park, 1935.](#)

Name _____ Date _____

PHOTO ANALYSIS: THE CCC IN TENNESSEE AND BEYOND

Directions: Analyze photographs of the Civilian Conservation Corps from the [Library of Congress](#) and [Great Smoky Mountains National Park](#) to answer the questions below.

1. What do you notice about the people in the photographs?

2. What sort of projects were completed by the Civilian Conservation Corps (CCC)?

3. Were most CCC projects in rural or urban areas? Why?

4. Describe a photograph that stands out to you. (Be sure to read the caption.)

5. Based on the photograph you described above, what can you infer about the CCC's impact in Tennessee and the rest of the United States?

6. How might being a CCC enrollee have prepared young men for military service during World War II?

NEW DEAL PROGRAMS DURING WWII

MAP ANALYSIS: CCC CAMPS IN TENNESSEE

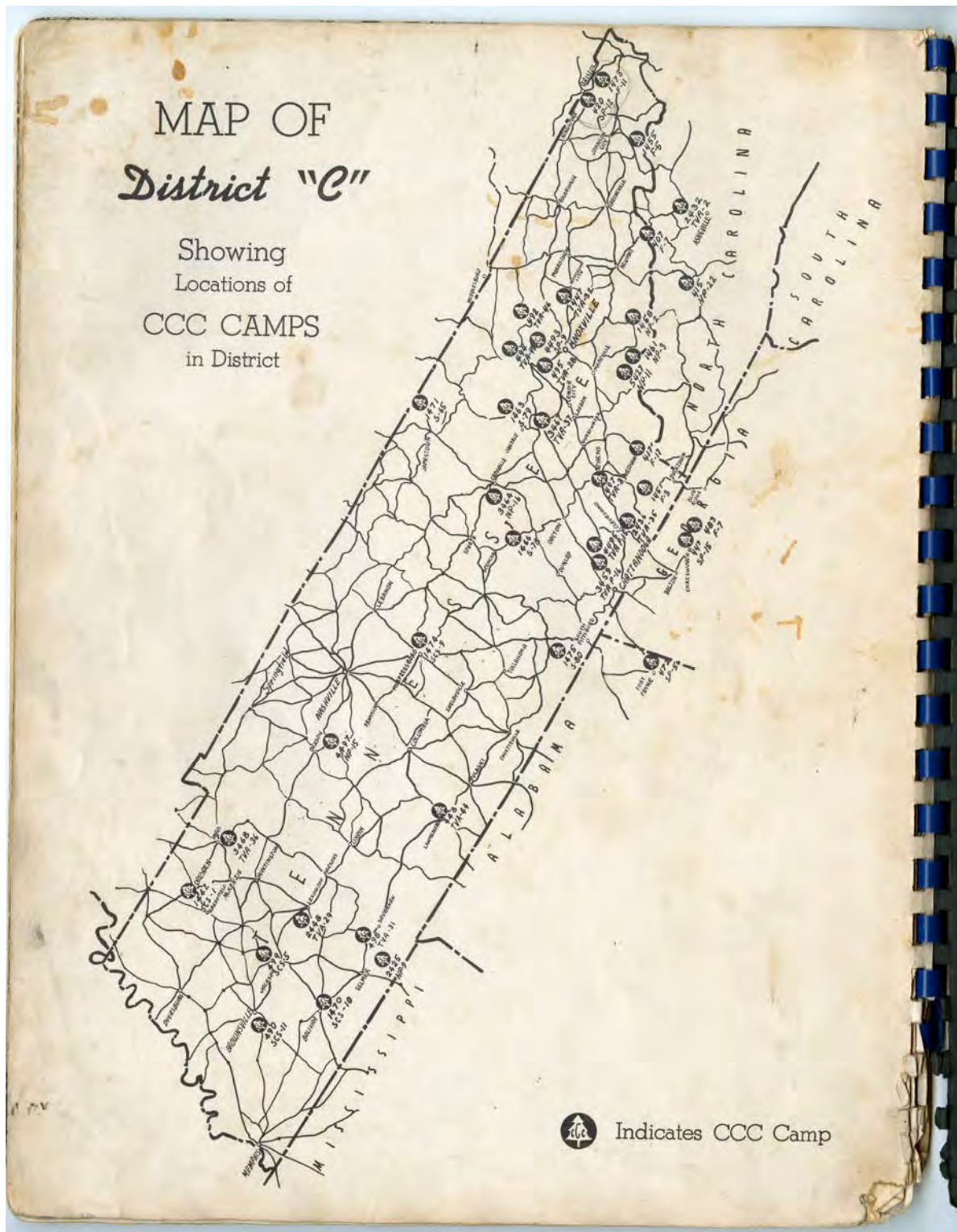
Tennessee State Standards	<p>5.16 Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.</p> <p>TN.51 Describe how the Great Depression and New Deal programs impacted Tennesseans, including the significance of: the Agricultural Adjustment Act, Civilian Conservation Corps, Tennessee Valley Authority, and Great Smoky Mountains National Park.</p> <p>US.43 Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: • Agricultural Adjustment Act • Civilian Conservation Corps • Securities and Exchange Commission • Fair Labor Standards Act • Social Security • Federal Deposit Insurance • Tennessee Valley Authority Corporation • Works Progress Administration • National Recovery Administration.</p>
Time Required	5–10 minutes

DIRECTIONS FOR TEACHERS

This activity features a map of Tennessee from the 1940 “Yearbook of the Company 420, Tennessee SP-12 District C of the Civilian Conservation Corps (CCC) in Bristol, Tennessee.” This activity provides introductory discussion points for teachers and a visual for students seeking to understand how New Deal programs affected Tennessee.

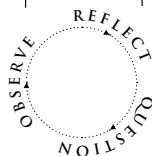
1. Determine what students know about the CCC. Discuss topics such as what the organization’s acronym means, who participated and when, and what sort of tasks CCC enrollees completed. For more information about the CCC, visit the [Tennessee Encyclopedia](#).
2. Ask if any students know the location of a CCC Camp or project in Tennessee.
3. Use this [Map of District “C”](#) (included) from the Tennessee State Library and Archives (TSLA) to show the CCC’s wide-reaching impact in the state. What towns or cities had a CCC Camp nearby? How do you think camps affected the culture of rural Tennessee populations during the 1930s? Use the [Library of Congress’s Teacher’s Guide for Analyzing Maps](#) (included) for additional discussion questions.
4. As a follow-up activity, students might locate the [“Yearbook of the Company 420”](#) on TSLA’s website to enlarge portions of the map or click through over twenty pages of digitized material to learn more about Company 420 through photographs of the camp in Bristol, officers and enrollees, and the projects they completed.

MAP ANALYSIS: CCC CAMPS IN TENNESSEE



["Pictorial Review, Civilian Conservation Corps, District C, Company 420, Tennessee SP-12," Tennessee State Library and Archives \[1940\], 21](#)

TEACHER'S GUIDE ANALYZING MAPS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. • What do you notice first? • What size and shape is the map? • What graphical elements do you see? • What on the map looks strange or unfamiliar? • Describe anything that looks like it does not belong on a map. • What place or places does the map show? • What, if any, words do you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

Why do you think this map was made? • Who do you think the audience was for this map? • How do you think this map was made? • How does it compare to current maps of this place? • What does this map tell you about what the people who made it knew and what they didn't? • If this map was made today, what would be different? • What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? • what? • when? • where? • why? • how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning
Have students write a brief description of the map in their own words.

Intermediate
Study three or more maps of a city or state at different time periods. Arrange them in chronological order. Discuss clues to the correct sequence.

Advanced
Search for maps of a city or state from different periods, then compile a list of changes over time and other differences and similarities between the maps.

For more tips on using primary sources, go to <http://www.loc.gov/teachers>

NEW DEAL PROGRAMS DURING WWII

NEWSPAPER ANALYSIS: TVA AND THE WAR	
Tennessee State Standards	<p>5.16 Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.</p> <p>TN.51 Describe how the Great Depression and New Deal programs impacted Tennesseans, including the significance of: the Agricultural Adjustment Act, Civilian Conservation Corps, Tennessee Valley Authority, and Great Smoky Mountains National Park.</p> <p>US.43 Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: • Agricultural Adjustment Act • Civilian Conservation Corps • Securities and Exchange Commission • Fair Labor Standards Act • Social Security • Federal Deposit Insurance • Tennessee Valley Authority Corporation • Works Progress Administration • National Recovery Administration.</p>
Time Required	30–50 minutes

DIRECTIONS FOR TEACHERS

In this activity, students complete guided reading questions for a 1945 newspaper article titled “The Record: TVA and the War.” The excerpt quotes directly from TVA’s annual report to Congress, which lists the Authority’s accomplishments from 1944. The summary provides details of TVA’s significance beyond the Tennessee Valley, as well as its importance to the war effort though lesser-known actions like creating topographic maps of foreign areas and providing assistance to Russia.

An additional newspaper article is also included as well as ideas for furthering discussion. Once completed:

1. Distribute the included handout that features “The Record: TVA and the War,” a column in Helena, Montana’s newspaper [The People’s Voice](#), printed on January 12, 1945. Ask students to read the article and answer the questions listed. Depending on the reading level of students, scaffolding may be needed to understand the text.
2. If time permits, advanced students could learn more about Tennessee’s [U.S. Senator Kenneth McKellar](#) and his [feud with TVA Director David E. Lilienthal](#).
 - Teachers may be interested in reading “[Chapter 5: Resisting Wartime Opposition](#)” from Dr. William Wade Drumright’s dissertation, “A River for War, a Watershed to Change: The Tennessee Valley Authority During World War II.” In this chapter, Drumright further describes McKellar and Lilienthal’s disagreement regarding Douglas Dam and how much control Congress should have over TVA operations.
 - In order to fully appreciate the newspaper article listed below, students will likely need this background information, as well as an introduction to [Ed “Boss” Crump of Memphis](#), a political ally of Senator McKellar.
 - Continue the discussion of how TVA impacted America during World War II. Read “Flank Attack on TVA” from [The Potters Herald](#) (included), a newspaper from East Liverpool, Ohio. Despite its accomplishments, TVA was still heavily criticized by some. Note the opposing viewpoints about TVA and reasons why people supported or opposed the Authority.

NEWSPAPER ANALYSIS: TVA AND THE WAR

[The People's Voice \(Helena, Montana\), Jan. 12, 1945. Chronicling America: Historic American Newspapers. Library of Congress.](#)

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The Record

Elsewhere in this issue of The Voice, we are reprinting the statements of the governors of the seven states which come under the Tennessee Valley development under the Tennessee Valley Authority. The opinions expressed in the statements must reflect the opinions of the majority of the people of those states.

It is our opinion that these statements constitute a strong endorsement of the principle of unified, co-ordinated regional development of our river valleys, not only of the Missouri valley but of all other major streams. However, the summarization of the accomplishments of the TVA during the fiscal year ending June 30, 1944, contained in its annual report to congress, appears to us to be the strongest endorsement. This summary indicates the broad scope of its interests and efforts, all of which have benefited first of all the region itself, but finally, all of the nation.

We reprint this summary in full below:

"TVA and the War

"TVA during the fiscal year 1944 increased its contributions to the war. Eleven years of unified resources development made possible increased production of war materiel, while the number of TVA employees dropped from 28,400 to 21,000. Nearly 3,000 employees departed for military service, bringing the total in the service of their country to nearly 13,500.

"In summary the TVA—

- Generated more than 10 billion kilowatt-hours of electricity, of which three-quarters went into war production or other war uses.
- Increased its production of elemental phosphorus, a vital military material, by 30 per cent.
- Produced more than 100,000 tons of calcium carbide for synthetic rubber production.
- Produced 130,000 tons of ammonium nitrate which, not needed for military use in explosives, was used as fertilizer to increase wartime food production.
- Perfected a treatment for ammonium nitrate to make it suitable for fertilizer use and made the process available to U. S. Army Ordnance plants for use in ammonium nitrate fertilizer production.
- Aided farmers to produce more food through improved farming methods based on phosphates distributed to 31,500 test-demonstration farms in 28 states.
- Supplied both ammonium nitrate and phosphate fertilizers for lend-lease shipment.
- Extended the commercially useful navigation channel the full length of the Tennessee river which in 1943 carried a record 206 million ton-miles of freight, much of it war materials.
- Added a quarter of a million additional kilowatts of generating capacity to the electric power resources of the region.
- Prepared topographic maps of foreign areas for the use of Allied armies in addition to completing large mapping projects for the War Department in this country.
- Completed designs and specifications of 11 powerhouses for the Russian government, at the request of the Lend-Lease Administration.
- Advanced construction of its two largest projects, Kentucky and Fontana dams, so that both were closed within a few months after the end of the fiscal year.
- Provided technical advice and aid to food processors producing for military and civilian consumption.

1. Where was *The People's Voice* published in 1945?

2. What does the newspaper's location tell you about the importance of TVA? Why would a newspaper located so far from Tennessee reprint "the summarization of the accomplishments of the TVA"? Why would the topic interest the newspaper's readers?

3. Choose three accomplishments of TVA listed in the article's "summary" and explain them in your own words.

NEWSPAPER ANALYSIS: TVA AND THE WAR

4. The second-to-last paragraph states that TVA's "comprehensive regional development [was] aimed at peacetime progress but easily converted to the necessities of war." Considering the original goals for TVA when it was created in 1933, what is meant by this statement?

5. How would America's role in World War II have differed without TVA?

Continued operation of a floating food laboratory for development of food processing by freezing and other means, and in the course of operations supplied 20,000 pounds of frozen food to the United States Army.

Aided timber owners, sawmill operators, wood industries, and other government agencies in increasing the output of critical timber and other wood products for war.

Assisted timber owners, including large operators and the owners of small farm woodlands, in establishing improved forest management methods, including selective cutting.

Produced 9,000 tons of dicalcium phosphate for use in mixed stock feeds to help replace bone meal imports, the usual source of phosphates for feed, cut off by the war.

Supplied 3,362,000,000 kilowatt-hours of electric power to 129 municipal and co-operative electric systems, which, in distributing electricity to 550,000 consumers obtained gross revenues of nearly \$36,485,000 and earned a combined net income of \$6,363,000.

Approved reductions of rates by four distributing organizations cutting electricity costs to consumers by \$200,000 annually, including a 25 per cent reduction below the TVA basic residential rate.

Provided a net income of \$14,116,000 on power operations from gross revenues of \$35,429,000.

Paid to states and counties in lieu of property taxes a total of \$2,169,000, a \$209,000 increase over the previous year; this sum, with the \$14,116,000 TVA power net income devoted to federal purposes, brought the total power contributions to public purposes to 46 per cent of TVA power gross revenues.

Assisted hundreds of visitors, including government officials, writers, educators, engineers, and technicians, both from abroad and from other sections of the nation, in their study of the TVA as a guide to development of other river valleys.

"This summary covers the highlights in the contributions of a comprehensive regional development aimed at peacetime progress but easily converted to the necessities of war. The results demonstrate with clarity and force that strength for war and strength for peace are, in fundamentals, indivisible.

"The exigencies of war have speeded up the job of harnessing and utilizing the basic resources of water, land, and forest in the interests of the common good. The advances which have been made promise well for the future. The productive capacity which has been achieved, the spirit of co-operation, and the sense of common purpose developed in peace and consolidated under the stress of war have helped lay a foundation not only for military victory but for post-war peace and plenty."

NEWSPAPER ANALYSIS: TVA AND THE WAR

The Potters Herald. (East Liverpool, Ohio), 25 March 1948. Chronicling America: Historic American Newspapers. Library of Congress.

Flank Attack On TVA

Inevitable it is that an effort be made to destroy the TVA as a government corporation.

That hour has arrived. Four labor leaders appear before a Senate subcommittee on public works March 23 to help to turn back the carefully synchronized and shrewdly activated attack on TVA; TVA is now in its 15th year and has become world famous. The labor spokesmen for TVA are William Green or his representative, Samuel Roper, chairman, Thomas Payne, secretary, and M. H. Hedges, technical adviser, Tennessee Valley Trades & Labor Council. The labor relations set-up on the TVA has been accepted as a model the world over.

Senator McKellar, aged senator from Tennessee, has introduced the bill designed not only to destroy collective bargaining arrangements on the widely spread valley projects, but to make TVA a creature of the Congress, subject to all the whims and vagaries of a political advantage. This last device completely undoes the TVA in its original design, repudiates the original idea of Senator Norris to give the American people an efficient government corporation, and ushers in a regime in which old-line machine politicians like Senator McKellar can flourish. Senator McKellar, be it known, has always connected with the Crump political machine in Tennessee, and one provision of his bill would virtually make the TVA a Tennessee project.

The irony in the present situation lies in the fact that the TVA has been too much of a success, has been too efficient—a business enterprise successful to the nth degree. No local politician could ever pick up a telephone and call TVA, commanding, "Put Tom on, put Harry on, put Nina on." The efficient personnell department with the help of unions has had but one goal in selecting personnel—competency. As a result, it is well-known that TVA has a working force second to none. The 16,000 employees, all tightly organized under the AFL, have returned services to the public of unprecedented character. The war, someone said, was greatly advanced by the TVA. Moreover, the atomic bomb could not have been fabricated without the TVA. It was because Germany did not have a TVA that it failed in fabricating this deadly weapon. Streams are controlled, fertilizer is produced, power is generated cheaply, farms are improved; recreation centers are multiplied, the standard of living is raised—and the federal corporation has become a standard for the world. Too bad, too bad, TVA has proved beyond a shadow of a doubt that a government corporation can be as efficient, if not more efficient, than a private corporation.

There are no private utility corporations left in the valley. But the unseen, powerful, heavily financed private utility lobby is at work in Washington, successfully at work. "My God," the utility lobbyists say, "suppose the TVA principles spread to the Missouri Valley. Suppose, suppose!" The people of the Tennessee Valley are behind the project in large majority—business men, farmers, labor, women's organizations. Disgruntled and discharged employees from TVA make up the bulk of Senator McKellar's witnesses.

If we are in for another war, TVA is indispensable to defense.

The representatives of the 16,000 workers at the TVA are putting up a stiff fight for TVA. They deserve the sympathetic understanding and support of labor and liberals in the United States.

NEWSPAPER ANALYSIS: TVA AND THE WAR

The Potters Herald. (East Liverpool, Ohio), 25 March 1948. [Chronicling America: Historic American Newspapers. Library of Congress.](#)

1. When and where was this newspaper article published?

2. In the third paragraph, the author describes a bill introduced by Senator McKellar. In your own words, explain what the author believes will happen to TVA should McKellar have his way. That is, if McKellar's bill is passed, how would TVA change?

3. The author mentions "the Crump political machine," in reference to Ed "Boss" Crump, the former mayor of Memphis. How does TVA's personnel department compare to the corruption commonly linked to Crump's political allies?

4. According to the author, has TVA been successful? What evidence does the article mention to support your answer?

5. What groups support TVA?

6. Why is it important to the author for Senator McKellar's "attack on TVA" to fail?

NEW DEAL PROGRAMS DURING WWII

ORAL HISTORY ANALYSIS: THE 1930S AND '40S IN FRANKLIN, TENNESSEE

Tennessee State Standards	<p>5.16 Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.</p> <p>5.20 Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.</p> <p>TN.51 Describe how the Great Depression and New Deal programs impacted Tennesseans, including the significance of: the Agricultural Adjustment Act, Civilian Conservation Corps, Tennessee Valley Authority, and Great Smoky Mountains National Park.</p> <p>US.43 Analyze the impact of the relief, recovery, and reform efforts of President Franklin D. Roosevelt's New Deal programs, including: • Agricultural Adjustment Act • Civilian Conservation Corps • Securities and Exchange Commission • Fair Labor Standards Act • Social Security • Federal Deposit Insurance • Tennessee Valley Authority Corporation • Works Progress Administration • National Recovery Administration.</p> <p>US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.</p>
Time Required	40 minutes

DIRECTIONS FOR TEACHERS

Jimmy Gentry, a native of Franklin, Tennessee, is a World War II veteran and former educator. Gentry's oral history from [The Center for War and Society](#) can be used to provide students with a better understanding of life in Middle Tennessee during the 1930s and 1940s.

1. Use the Oral History Analysis handout (included) to guide students through Gentry's interview.
2. Begin [James Gentry, Part 2](#) at 13:50, which correlates to the final question on page 21 on the [transcript](#), asked by interviewer Dr. Kurt Piehler, a historian at the University of Tennessee, Knoxville. For approximately seven minutes, the interview continues with Gentry describing life in the 1930s in Franklin, Tennessee, as well as the volunteerism he witnessed by his peers who joined the military after the attack at Pearl Harbor.
 - As an extension activity, ask students to interview an older family or community member and describe how their experiences during the 1930s and 1940s compare to Gentry's story.

ORAL HISTORY ANALYSIS: THE 1930S AND '40S IN FRANKLIN, TENNESSEE

1. As you read the summary of Jimmy Gentry's oral history interview below, underline or highlight three topics that you believe might make Gentry's story compelling.

Jimmy Gentry (Army) [Audio | Transcript](#)

The University of Tennessee Knoxville Center for the Study of War and Society

"Born in what is now Wyatt Hall, TN on November 28, 1925 near Franklin; father died when he was eleven; He and siblings found ways to make extra money by selling animal pelts and walnuts; Church of Christ services; Father supported Roosevelt, but he did not; Recalls rationing and the effects of World War II on Franklin; Joined the Army shortly after one brother was KIA, Italy; Basic training at Camp Blanding, FL; Assigned to the 42nd Infantry (Rainbow) Division when he arrived in Pettincourt, France; 232th Infantry Regiment, 2nd, Battalion, E Company; Battle of the Bulge; Part of liberation of Dachau concentration camp in 1945; Visited Austria and Italy following the war; Met Ezra Pound while visiting Genoa; Returned to Tennessee in March, 1946; Married in August 1946; Post-war memories of Dachau; Began college at Vanderbilt, transferred to Tennessee Tech, then transferred again to Peabody College for Teachers in order to take a job as a high school football coach; Benefits of G.I. Bill; Later attended the National Science Foundation program at Middle Tennessee State University; Taught at Brentwood Academy during desegregation; Traveled back to Germany to visit. Retired, but went back to Brentwood Academy as Athletic Director; Retired again 1999."

2. Based on the written summary above, why do you think The Center for the Study of War and Society chose Gentry for an oral history interview? What expertise or experience does Gentry have that is relevant to World War II?

Listen to Gentry's oral history interview from 13:50-30:50. Follow along on pages 21-26 of the written interview transcript.

3. At the start of this segment of Gentry's interview, he discusses local work by the WPA. Why would people have supported Roosevelt or the New Deal "because of the hard times"? What does Gentry mean by that? What can you infer about life in Franklin, Tennessee, during the 1930s?

ORAL HISTORY ANALYSIS: THE 1930S AND '40S IN FRANKLIN, TENNESSEE

4. Gentry talks about rationing during World War II. Describe how shopping and products available for sale changed as a result of the war.

5. Who does Gentry call his “heroes” and “role models”? Why?

6. Think about life during the 1930s and just before the war. According to Gentry, how did Middle Tennessee change because of World War II? Explain using at least two examples.

[“Gentry, James: WWII Oral History– Part 2, Center for the Study of War and Society,” July 22, 2000.](#)

TENNESSEANS AT HOME

Tennesseans at Home will explore the contributions and sacrifices of average civilians as the nation shifted its economic attention to supporting the war effort. Topics for this unit include Jewish refugees at work in Nashville's Jacob May Hosiery Mill; local stories on rationed food, scrap collection, war bonds, women's knitting clubs, YMCA contributions, etc.; the economic shift to war production in Memphis (Fisher and Ford plants), Chattanooga (Hercules Powder Co.), Knoxville (TVA), Milan (Milan Ordnance Center), Nashville (Consolidated Vultee Aircraft Corporation, Nashville Bridge Co.), Old Hickory (DuPont), Kingsport (TN Eastman), etc.; "Rosie the Riveter" stories from ALCOA (Blount Co.), TVA, etc.; 1942 Lanham Act (established childcare centers which led Tennessee to become a model in the South); and the Manhattan Project: Creation of Oak Ridge and the displacement of the communities and people there.



Delano, Jack, ["Nashville, Tennessee. Vultee Aircraft Company. In the fuselage assembly section,"](#) 1942.

TENNESSEANS AT HOME

TENNESSEE STATE STANDARDS

5.20 Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.

US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.

US.56 Describe the Manhattan Project and explain the rationale for using the atomic bomb to end the war.

HISTORICAL OVERVIEW

World War II is typically examined as a global phenomenon with a focus on its military aspects. More often than not, planes, weapons, and men in distant battlefields come to mind when Americans think of the era and how the United States was affected by it. However, albeit different from the combat veterans' experiences, the lives of civilians on the home front were also affected in nearly every way. Stories from the home front in Tennessee provide a familiar connection to what is sometimes perceived as a distant historical topic. Tennessee's home front offers many examples of how civilians throughout the United States endured the war years and how their sacrifices and contributions helped lead America to victory.

During the 1940s, the landscape of Tennessee was drastically altered by the Tennessee Maneuvers, military training exercises that spanned twenty-one counties in the mid-state. In addition, induction, training, and POW camps; airfields; naval bases; and other military installations brought well over 800,000 troops to Tennessee. Though these facilities were occupied and run by the U.S. military, their locations impacted civilians greatly. Many Tennesseans were displaced as wartime facilities and various power plants and dams were constructed by TVA and other companies that secured wartime contracts. For instance, over 3,000 people were displaced from small communities in Anderson and Roane counties in late 1942 to make way for Oak Ridge, one of the laboratories where America's first atomic bombs were researched and developed. Over 75,000 employees, most of them civilians, eventually inhabited Oak Ridge, making the city Tennessee's fifth largest in size practically overnight. Due to the secret nature of Oak Ridge and the incredible story of the Manhattan Project, aspects of life on the home front have been lost to history. This omission is also true of other areas in Tennessee where displaced civilians sacrificed during the war. Luckily, a great deal has been recorded about the contributions of civilians in various industries in Tennessee. Like elsewhere in the United States, Tennesseans provided labor to meet wartime needs and served their communities and the nation through countless volunteer projects.



[Manhattan Project National Historical Park Locations, National Park Service.](#)

TENNESSEANS AT HOME

East Tennesseans manufactured explosives at Holston Ordnance Works, now known as the Holston Army Ammunition Plant, in Kingsport from 1942 to 1945. The facility was built by Tennessee Eastman Company, a chemical company founded in 1920, and encompassed over 6,000 acres.¹ South of Knoxville, ALCOA (the Aluminum Company of America) increased its production by 200 percent during the war. ALCOA aluminum was used to build over 300,000 airplanes, which landed the company on “a list [of plants that Nazi Germany] wanted to try to destroy or cripple.”² In Chattanooga, Stone and Webster Engineering Corporation constructed the Volunteer Army Ammunition Plant in 1941. The plant, operated by Hercules Powder Company, produced TNT for the remainder of the war.³ Headquartered in Knoxville, the Tennessee Valley Authority (TVA) expanded its role to provide power to war industries in cities like Alcoa, Nashville, and Oak Ridge. In the 1940s, TVA completed seven dams, some ahead of schedule, and played an important role in creating maps of enemy territory for use by the U.S. Army.⁴

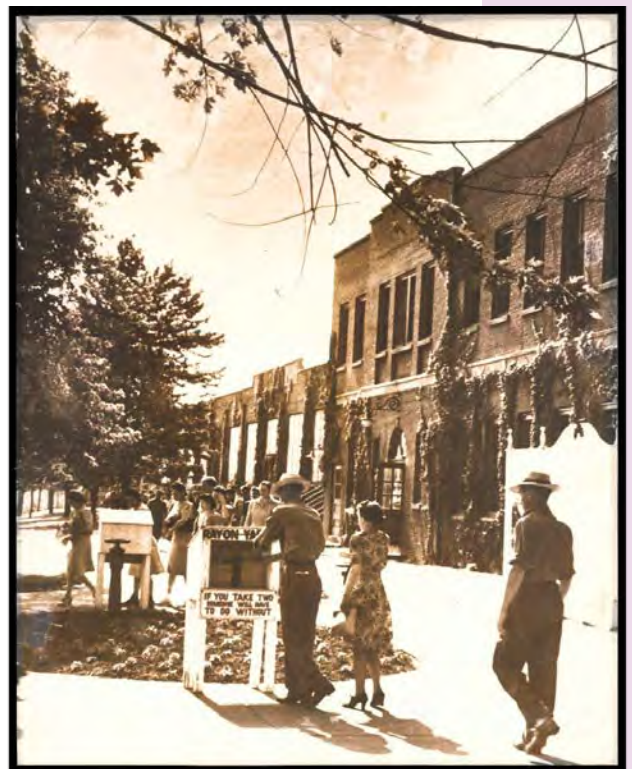
In Middle Tennessee, employees of DuPont lived in Old Hickory, a town founded by the company in 1918. Ownership of DuPont’s gunpowder plant changed hands during the early 1920s, but by 1923 DuPont was again manufacturing there. During World War II, DuPont was an important producer of rayon and cellophane.⁵ Contracts with the U.S. Navy helped the Nashville Bridge Company weather the devastating economic effects of the Great Depression by shifting production from bridges to barges and other marine vessels used for wartime.⁶

Once referred to as “the crown jewel of manufacturing buildings in Nashville,” the Jacob May Hosiery Mill, established in 1909, was also one of the city’s largest employers during World War II.⁷ Like other manufacturers, May Hosiery shifted its production during the war years. Instead of a million socks each day, the mill’s mostly female employees produced proximity fuzes for mortar shells. However, unlike other companies, May Hosiery also fought against Nazi Germany in its own unique way prior to the war. Jacob May, the mill’s founder and a Jewish immigrant from Germany, along with sons Mortimer May and Dan May, sponsored hundreds of Jews fleeing Germany in the 1930s. The benevolence of the May family not only benefited Nashville’s economy but also undoubtedly saved many from Hitler’s concentration camps.⁸

“Rosie the Riveter” became a household name and symbol that represented women working in war industries during World War II. With over 3,000 employees, many real-life “Rosies” were employed at Consolidated Vultee Aircraft Corporation in Nashville where they constructed dive bombers, fighters, and

[“Old Hickory Rayon Plant Employees Picking up Copies of ‘The Rayon Yarns.’”](#) Tennessee State Library and Archives, 1940s

“DuPont Rayon Plant employees picking up copies of the company newspaper, which was called ‘The Rayon Yarns.’ On May 12, 1940, the plant held a competition to determine the official name of the Old Hickory DuPont Company Paper. Over 70 submissions were considered. The unanimous decision was “The Rayon Yarns” submitted by Mr. K. N. Calkin and Mrs. Reba V. Leeman. The plant publication would bear this name for 25 years. Prior to rayon, the DuPont plant produced gunpowder for WWI.”



TENNESSEANS AT HOME

observation planes.⁹ As many women joined the workforce for the first time, the need for childcare became a more recognized issue, and in 1942, Congress passed the Lanham Act. The legislation established federally funded childcare centers run by the Works Progress Administration (WPA). By the following year, 1,300 children at forty-one locations across Tennessee attended a WPA center. To be sure, there was a much greater need for childcare, so many mothers still relied on nannies or their extended family.¹⁰ In 1946, funding for childcare was eliminated, much like many of the wartime jobs women had filled. Nevertheless, the number of women who stayed in the workforce after the war, coupled with increasing numbers of minority workers who migrated to Tennessee for employment, altered the state's economy.



[Public nurseries for U.S. war workers' children. After a warm meal at noontime, these American children take off their shoes for their nap in their public nursery, one of forty-one servicing an industrial area of thirty miles on the western U.S. coast. Their parents are working in a shipyard and their nursery school was established through funds appropriated by the U.S. Congress for the benefit of war workers' children. The nursery is open from six a.m. to six p.m. \[Between 1941 and 1945\]](#)

Unlike other Tennessee cities, Memphis was mostly unaffected by the Lanham Act's childcare benefits. While there were six federally funded facilities in the city, the majority of working mothers relied on family members for childcare.¹¹ Still, many women in Memphis participated in the wartime economy, which ballooned with approximately one hundred war contracts. The Fisher Body Plant and Ford plant were among the city's most important

TENNESSEANS AT HOME

contributors as they shifted from automobile production to B-25 and B-29 bombers.¹² Approximately 10,000 wartime employees at the Milan Ordnance Depot, later called the Milan Arsenal, produced mortars, grenades, and artillery.¹³ Others in West Tennessee produced Navy life rafts, munitions, and more.¹⁴ Growth in wartime industries, especially near Memphis, affected Tennesseans at home long after the war's end.

In addition to the economic and industrial changes brought about by the war, Tennesseans of all ages participated in volunteer efforts meant to boost morale, promote unity, or preserve items necessary for the war. Homemakers grew Victory Gardens to ensure that canned food could be sent to U.S. troops. Schools and community groups like the Girl Scouts hosted drives to collect scrap metal, paper, glass, rubber, nylon hosiery, and money for war bonds. Volunteers at the Red Cross rolled bandages and raffled homemade quilts at fundraisers. Cooks made creative recipes from rationed materials and saved their bacon drippings to donate for munitions.¹⁵ The small contributions made by everyday Tennesseans are impossible to count, but collectively they provided much-needed support to American troops, creating a feeling that the country really was in the war together.

4 No 937535BW

UNITED STATES OF AMERICA
OFFICE OF PRICE ADMINISTRATION

WAR RATION BOOK No. 3

Valid if
altered

Identification of person to whom issued: PRINT IN FULL

ROY C Avery
(First name) (Middle name) (Last name)

Street number or rural route Hoods Hill Rd.
City or post office Nashville 5 State Tenn.

AGE	SEX	WEIGHT	HEIGHT	OCCUPATION
57	M	158 Lbs.	5'6" In	Teacher

SIGNATURE *Roy C Avery*
(Person to whom book is issued. If such person is unable to sign because of age or incapacity, another may sign in his behalf.)

WARNING

This book is the property of the United States Government. It is unlawful to sell it to any other person, or to use it or permit anyone else to use it, except to obtain rationed goods in accordance with regulations of the Office of Price Administration. Any person who finds a lost War Ration Book must return it to the War Price and Rationing Board which issued it. Persons who violate rationing regulations are subject to \$10,000 fine or imprisonment, or both.

LOCAL BOARD ACTION

Issued by 1-a.
(Local board number) (Date)

Street address Stahlman Bldg.
City Nashville 3 State Tenn.

(Signature of issuing officer)

OPA Form No. R-130

"War Ration Book No.3," [Circa 1943], Tennessee State Library and Archives

TENNESSEANS AT HOME

ENDNOTES

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TENNESSEANS AT HOME

ACTIVITIES

1. Newspaper Analysis: Victory Gardens

In this activity, students will complete a close-read of a newspaper excerpt about Victory Gardens.

2. Oral History Interview and Poster Analysis: Victory Gardens

This activity features material from the Tennessee State Library and Archives. Students will listen to a short interview and analyze a poster promoting Victory Gardening in Tennessee.

3. Create a Job Advertisement: Consolidated Vultee Aircraft Corporation, Nashville

Students will analyze and discuss photographs from the Library of Congress before creating an advertisement for wartime jobs available in Nashville during the 1940s.

4. Newspaper Analysis: Girl Scouts of Middle Tennessee

Students will analyze multiple newspapers to discover how Girl Scouts in Nashville contributed to the war effort.

5. Text Analysis: Childhood during World War II

This activity includes guided reading questions for an excerpt from the book [*Voices of Camp Forrest in World War II*](#).

ADDITIONAL RESOURCES

Digital Archives and Resources (Photographs, Postcards, Posters, etc.)

- The Nashville Public Library has a digitized collection of photographs from the [Vultee Aircraft Plant](#), [bond sales drives](#), and more from the WWII era. (Note: To view bond sale photographs on the link above, scroll down the webpage.)
- The [Tennessee State Museum](#) offers an online exhibit about the Great Depression and World War II that includes many primary sources and commentary.
- The East Tennessee Historical Society has a number of lesson plans written by teachers available in [Facing Change: The Impact of the New Deal and World War II on East Tennessee](#). This collection includes several lessons on the New Deal, Oak Ridge, and the WWII Home front.

Civilian Contributions during World War II

- Lesson Plan from TSLA: [The Volunteer State on the Home front](#)
- Traveling Trunk and Lesson Plan from the Tennessee State Museum: [“Transforming America: Tennessee on the World War II Home front.”](#) This trunk uses historical photographs, posters, and a documentary to help students learn about “the sacrifice and achievements that Tennesseans made” during World War II.
- Tennessee State Museum Field Trip: [“WWII Home Front in Tennessee.”](#) For in-person field trips to the Tennessee State Museum, a guided gallery tour focuses on “contributions of women during the war through rationing, working factory jobs, service roles, and inside the gate of Tennessee’s Secret City, Oak Ridge.”

TENNESSEANS AT HOME

Oak Ridge, Tennessee

- TPS—MTSU Lesson Plan: [Choosing the Secret City: The Creation and Importance of Oak Ridge, TN](#)
- TPS—MTSU Lesson Plan: [Displacement and Oak Ridge, TN](#)
- Lesson Plan from TSLA: [Oak Ridge and the Manhattan Project: An Ethical Debate](#)
- Tennessee State Museum Virtual Visitor: [Costumed Oak Ridge Worker](#). This Tennessee State Museum program offers student handouts and directions for a virtual classroom visit in which a costumed staff member talks with students about Oak Ridge, Tennessee.
- The [K-25 Virtual Museum](#) provides timelines, videos, a K-25 site tour, and information about the gaseous diffusion plant and its importance in the Manhattan Project.
- The [Center for Oak Ridge Oral History \(COROH\)](#) has an extensive collection of oral histories related to the World War II era available online.
- [“Atomic Appalachia: the History of Oak Ridge, Tennessee”](#) by Mary DePeder is an online exhibit from the Albert Gore Research Center. It features many topics from Oak Ridge’s history and includes photographs and documents.
- [“Appalachian Land for Free\(dom\): Wheat, Tennessee”](#) is a digital history project created by public history graduate students at MTSU. Interactive maps overlay pre-Manhattan era photographs and stories of displaced families with land acquisition maps of Oak Ridge used by the federal government.

Victory Gardens

- The [National Park Service](#) also offers a brief history of Victory Gardens alongside a photograph from a garden in Oak Ridge, TN.
- [“The Gardens of Victory”](#) is an eight-minute video by the Office of Civilian Defense available through Ball State University Libraries. It encourages Americans to “grow food for victory” to support the war effort.
- Smithsonian Gardens spotlights [“Victory Garden at the National Museum of American History.”](#) which includes photographs and information about World War II and the replica Victory Garden recreated in Washington, D.C.

Wartime Production and Economic Changes

- Sarah Arntz, [“The Powder City of the World.”](#) Nashville Public Library (blog), December 23, 2017. In this illustrated blog post, Sarah Arntz, a program coordinator with Metro Archives, shares a brief history of the DuPont corporation in Old Hickory, a manufacturer of gunpowder (during World War I) and later rayon and cellophane film.
- A collection of photographs from the [Holston Army Ammunition Plant in Kingsport, TN](#), is available through the Library of Congress. Built by Tennessee Eastman, the plant supplied explosives during World War II.
- Sandy Mazza, “Once Nashville’s Biggest Business, the Sock Mill that Clothed Astronauts and Fought Nazis Is Transforming,” *Tennessean*, May 26, 2019. Imbedded in this online newspaper article is a gallery of photographs from the mill and an approximately [five-minute video about the May family](#) from the series “Our American Family.”

TENNESSEANS AT HOME

- Dewaine A. Speaks and Ray Clift, *East Tennessee in World War II* (Charleston, SC: The History Press, 2016).
- *The Tennessee Encyclopedia of History and Culture* has many specific entries focused on World War II industries throughout the state such as [ALCOA](#), [DuPont](#), [Holston Ordnance Works](#), the [Nashville Bridge Company](#), and [Oak Ridge](#), as well as an overall summary of [Tennessee's WWII experience](#).

Women in War Industries

- Lesson Plan from TSLA: [“It’s a Woman’s War, Too”: The Women of WWII](#)
- [“Rosie the Riveter: Real Women Workers in World War II”](#) is an approximately 15-minute video available on the Library of Congress’s YouTube channel. Narrator Sheridan Harvey discusses how the myth of Rosie the Riveter was created and shares stories about “real-life Rosies” whose work in manufacturing jobs helped lead America to victory in World War II.

Camp Forrest

- This [54-minute interview](#) from the Albert Gore Research Center features former German POW Helmuth Schulz, who was imprisoned at Camp Forrest and returned to visit Tullahoma, TN, in the 1980s.
- Dr. Elizabeth Taylor’s book, [Images of America: Camp Forrest](#), also features an additional collection of primary sources related to the camp.

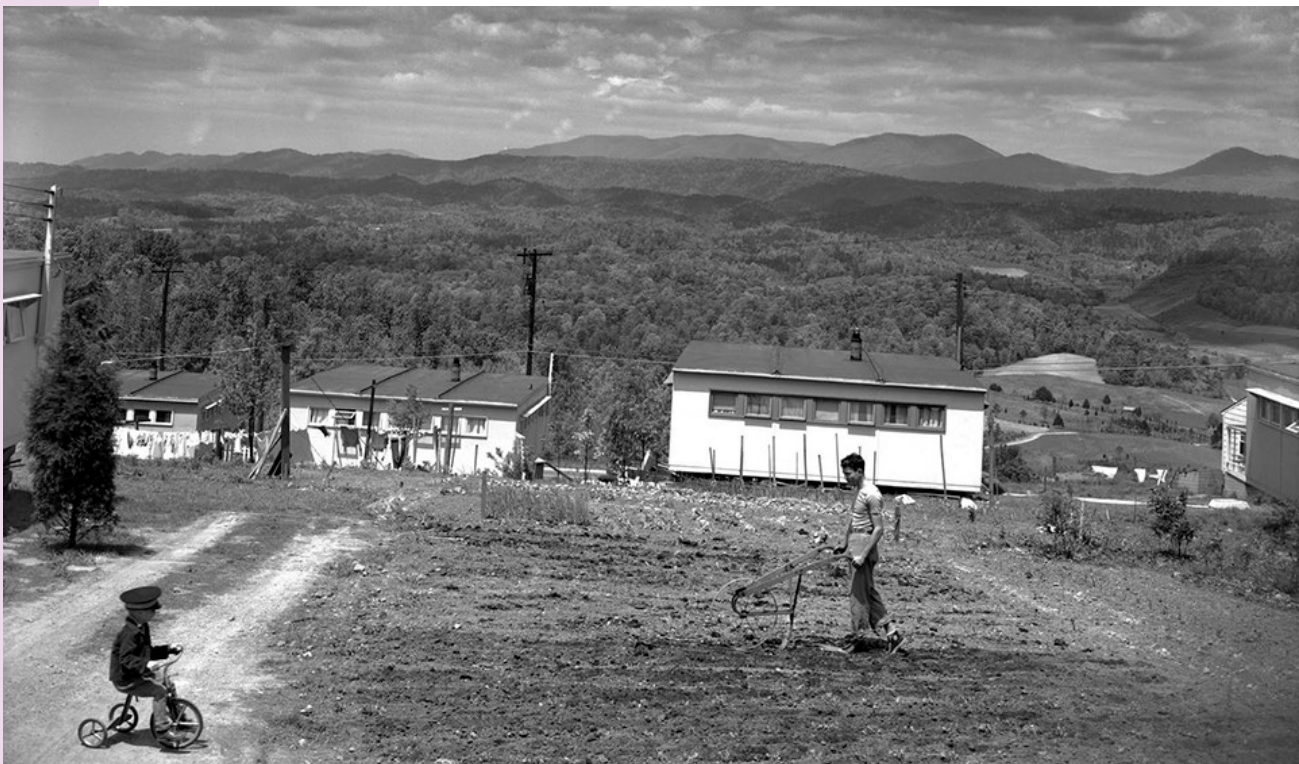
TENNESSEANS AT HOME

NEWSPAPER ANALYSIS: VICTORY GARDENS

Tennessee State Standards	5.20 Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II. US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.
Time Required	30 minutes

DIRECTIONS FOR TEACHERS

1. Display the 1944 excerpt from [The Daily Monitor](#).
2. If the newspaper's text is difficult to read, distribute copies of the transcribed text so that students may annotate as they read. Questions for guided reading may be answered independently or as a group or class.
3. Be sure that students understand the importance of Victory Gardens and how they helped when importing and shipping food was more difficult during the war years. Ask students to think about how their own family or local community might have been affected. (Note: For additional information about Victory Gardens, see this online exhibit from the [National Agricultural Library](#). Other sources on Victory Gardens, like the photograph below, are included in the Additional Resources section of this unit.)



[Oak Ridge Resident Diligently Tending to his Garden While a Spectator Looks On](#) [1940s]. National Park Service. Photo by Ed Westcott.

NEWSPAPER ANALYSIS: VICTORY GARDENS

14—TUESDAY—MARCH 28, 1944 MONITOR-LEADER MOUNT CLEMENS, MICH.



TAKE YOUR BATTLE STATIONS— VICTORY GARDENERS!

WE MUST GROW MORE in '44

TODAY there are 10 million men and women in the armed forces. Each eats about 5¼ pounds of food a day—50 per cent more than he or she ate as a civilian. Each member of the armed forces in this country must have a 90-day reserve of food. And right now, 40 per cent of the 1944 commercial pack of fresh vegetables has been allotted to these men and women.

See why it's up to your Victory Garden?

These are the facts, and they are staring us straight in the face. The farmer will do his full share—and more—but he can't do the whole job alone. That's why the War Food Administration asks for a 25 per cent increase in Victory Garden tonnage. That's why it's imperative to have more Victory Gardens, bigger and better Victory Gardens.

Sponsored By

MT. CLEMENS



We must beat last year's record

Make no mistake, the need for your help is urgent. This is not a job for the neighbors. This is your responsibility. If you did not have a Victory Garden last year, have one now. If you had a small one, see if you can't manage a larger one. If you had a good one, have a better one.

It will be easier this year

The War Food Administration and other government agencies have improved the supplies for gardeners. More garden tools

are available this year. The supply of most seeds is adequate. Fertilizer is better. More insecticide is on the market. More than that, you can get good advice from your local Victory Garden Committee. Your state agricultural college is again ready to help. Your neighbors have records of successes and failures. And you can profit from your own mistakes. You can do it better in '44.

Let's go!

Let's keep those rations flowing steadily to our fighting men. Let's keep our families supplied with the vitamins and minerals they must have. Let's take part of the load off the farmer. Let's build a heartening

stock-pile of canned food in our pantries and cellars. And let's have a little fun at it—a little good humor, a little sweat and spirit. A few tired muscles this year are the standout marks of a good citizen.



Cherokee Tool Co.
Cook Paint and Varnish Co.
Cepeland Manufacturing Co.
First National Bank
H. F. Goodrich Store
Jewel and Macomb Theatres
S. S. Kresge Co.
LaCroix and Bates Service
LaPointe & Co.
Bob Lamb Recap Service

Macomb Motor Parts, Inc.
Marshall's Ladies Store
Miller Bros. Creamery Co.
Mount Clemens Greenhouse Co.
Mount Clemens Federal Savings and Loan Ass'n.
Mount Clemens Hardware Co.
Mount Clemens Metal Products Co.
Mount Clemens Savings Bank
Mount Clemens Skating Arena
Frank J. Munt, Florist

Chas. L. Petch Tool & Die Co.
Phillips & McCreedy Co.
Priests Sales Co.
A. E. Schunke, Jeweler
Sierens Coal & Builders Supplies
Standard Office Supply Co.
Standard Oil Co. (Ind.)
A. B. Knecht, Agent
Swan Pharmacy
United Bulb Co.
Victory Tool Engineering Co.

PREPARED BY THE WAR ADVERTISING COUNCIL IN COOPERATION WITH THE DEPARTMENT OF AGRICULTURE, THE WAR FOOD ADMINISTRATION AND THE OFFICE OF WAR INFORMATION

The Daily Monitor, (Mount Clemens, MI) March 28, 1944, 14.

NEWSPAPER ANALYSIS: VICTORY GARDENS TRANSCRIPTION

TAKE YOUR BATTLE STATIONS—

VICTORY GARDENERS! WE MUST GROW MORE IN '44

Today there are 10 million men and women in the armed forces. Each eats about 5 1/4 pounds of food a day—50 per cent more than he or she ate as a civilian. Each member of the armed forces in this country must have a 90-day reserve of food. And right now, 40 per cent of the 1944 commercial pack of fresh vegetables has been allotted to these men and women.

See why it's up to your Victory Garden?

These are the facts, and they are staring us straight in the face. The farmer will do his full share—and more—but he can't do the whole job alone. That's why the War Food Administration asks for a 25 per cent increase in Victory Garden tonnage. That's why it's imperative to have more Victory Gardens, bigger and better Victory Gardens.

We must beat last year's record.

Make no mistake, the need for your help is urgent. This is not a job for the neighbors. This is your responsibility. If you did not have a Victory Garden last year, have one now. If you had a small one, see if you can't manage a larger one. If you had a good one, have a better one.

It will be easier this year.

The War Food Administration and other government agencies have improved the supplies for gardeners. More garden tools are available this year. The supply of most seeds is adequate. Fertilizer is better. More insecticide is on the market. More than that, you can get good advice from your local Victory Garden Committee. Your state agricultural college is again ready to help. Your neighbors have records of successes and failures. And you can profit from your own mistakes. You can do it better in '44.

Let's go!

Let's keep those rations flowing steadily to our fighting men. Let's keep our families supplied with the vitamins and minerals they must have. Let's take part of the load off the farmer. Let's build a heartening stock-pile of canned food in our pantries and cellars. And let's have a little fun at it—a little good humor, a little sweat and spirit. A few tired muscles this year are the standout marks of a good citizen.

THERE'S ANOTHER CALL FOR HELP—In the face of the greatest food needs in our history, farm population is at a 20-year low. If you have a few hours, weeks or months to work on a farm—this is the year to do it. Anyone with the entire summer free should volunteer NOW. Men and women can get full particulars from their county agent. Boys and girls should see their high school principal or county agent. Those with only a few days or a few weeks free should listen for the local call for emergency volunteers. ...

[*The Daily Monitor*](#), (Mount Clemens, MI) March 28, 1944, 14.

Name _____ Date _____

NEWSPAPER ANALYSIS: VICTORY GARDENS

The Daily Monitor, (Mount Clemens, MI) March 28, 1944, 14.

1. When and where was this newspaper article written?

2. Skim the article's headlines. What can you infer about the article's purpose and audience?

3. As you read the article:

- Circle any words or phrases that are unfamiliar or confusing.
- Underline the most important portion in each section of the text.

4. Use the article's headlines and the portions you underlined to write a brief summary of the newspaper article. Be sure to include details such as the article's target audience and why it was published.

TENNESSEANS AT HOME

ORAL HISTORY INTERVIEW AND POSTER ANALYSIS: VICTORY GARDENS

Tennessee State Standards	5.20 Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II. US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.
Time Required	30 minutes

DIRECTIONS FOR TEACHERS

Primary sources for this activity come from the Tennessee State Library and Archives and can be used to teach students about how and why Tennesseans were involved in Victory Gardening.

Display the [“Plant a Victory Garden”](#) poster from the Tennessee State Library and Archives. Ask students to think about the poster's intended audience. Discuss who is depicted in the poster's image.

1. As an introduction, listen to the short [interview with Margaret Sanders](#) available from the Tennessee Virtual Archive. Have students read along with the transcript and then discuss Sanders' memory of Victory Gardens and her involvement with the Nashville Council of Garden Clubs' Board. Consider asking students some of the following questions:
 - This interview was conducted in 1993, approximately fifty years after World War II. What does the tone of Sanders' voice convey about her feelings and memories of Victory Gardening?
 - Where did Nashville women learn about gardening, canning, and preserving? What role did Margaret Sanders play?
 - Ask students to think about food shortages and logistical issues that occurred during WWII. How would Victory Gardening have helped with these issues?
 - Discuss how encouraging everyone to make small changes, such as growing vegetables instead of purchasing them at the store, made a huge impact for helping to win the war. Ask students to consider the urgent need for cooperation in projects like Victory Gardening.
2. After transitioning to the topic of cooperation from the public, explain how posters were used to encourage, rally, and unite Americans during the war. Display the “Plant a Victory Garden” poster and poster analysis handout. Allow students time to complete the questions before discussing the poster.

ORAL HISTORY INTERVIEW AND POSTER ANALYSIS: VICTORY GARDENS

INTERVIEW WITH MARGARET SANDERS ABOUT VICTORY GARDENS AND SHORTAGES DURING WWII

[Clip 3 – Margaret Sanders Transcript](#)

Susan Gordon – So what I was getting at was did you know anyone who planted a Victory Garden?

Margaret Sanders – Did I ever? The Victory Gardens were, at that, I did two things, as I told you my husband said I was a joiner. But gardening was really my forte. And I had a home and I always had lots of flowers, and I, while I was doing my gardening was when we had Victory Gardens, and at that time I was on the Nashville Council of Garden Clubs' Board. We started Victory Gardens and, having lived in Nashville all my life, I had many friends on the Board of Education. So I received permission from them to use the kitchens in the public schools. And I got people from the State Agricultural Department to come there and take over those kitchens and then women belonging to garden clubs in Nashville went to those schools and they were taught how to preserve vegetables.

Gordon – Good.

Sanders – They were taught to do canning.

Gordon – Good.

Sanders – They were taught how to put up tomatoes and corn and all those things to preserve for the winter, like the little squirrel and the nut.

Gordon – There were many shortages during that time.

Sanders – Many shortages, and I couldn't tell you how many people took advantage of going to those schools and learning how to preserve their food.

Gordon – What a service!

Sanders – It was! It was. And it was such a thrill. And even now, people—we had, well, I've forgotten how many, didn't we have about twenty-two million Victory Gardens over the country at that time?

Gordon – Ms. Sanders, I don't know that, but –

Sanders – I think I'm correct about that.

Gordon – But lots of people had Victory Gardens.

Sanders – They did, and these, here in Nashville, these people did a lot of work with it. And we all go back to it now. Of course we have new techniques now. We used to put corn up now we take corn by the ear and just put it in the freezer and forget about it until we're ready for it.

[Tennessee Historical Society, "Interview with Margaret Sanders about Victory Gardens and Shortages during World War II," May 12, 1993.](#)

ORAL HISTORY INTERVIEW AND POSTER ANALYSIS: VICTORY GARDENS



["Plant a Victory Garden."](#) Tennessee State Library and Archives, 1943.

ORAL HISTORY INTERVIEW AND POSTER ANALYSIS: VICTORY GARDENS

POSTER ANALYSIS: [“PLANT A VICTORY GARDEN”](#)

1. Who is the poster’s intended audience?

2. Describe the people depicted in the poster’s image. What relationship do you think these individuals have with one another? (Are they a nuclear family? Are they community members working together?)

3. What is unique about the young boy’s clothing?

4. What is meant by the following phrases on the poster?

- “Our Food Is Fighting”

- “A Garden Will Make Your Rations Go Further”

5. This poster was published by the Office of War Information in 1943 to encourage Americans to grow Victory Gardens. Do you think the message is successfully portrayed? Why or why not?

- If you answered yes, describe aspects of the poster that you believe are persuasive and effective. In a paragraph, list and explain at least three examples.
- If you answered no, how would you change the poster to increase its effectiveness? You may write a paragraph about these changes or create a new poster to promote Victory Gardens on the back of this paper.

TENNESSEANS AT HOME

CREATE A JOB ADVERTISEMENT: CONSOLIDATED VULTEE AIRCRAFT CORPORATION, NASHVILLE

Tennessee State Standards	US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.
Time Required	40 minutes

DIRECTIONS FOR TEACHERS

1. To begin this activity, students should have an understanding of changes in America's economy during WWII. Use [photos from the Consolidated Vultee Aircraft Corporation Plant](#) in Nashville to show the significance of women in the workforce and to explain how the flexibility and cooperation of civilians quickly enabled industries to transfer to wartime production. (Note: Sample photos are included but teachers may want to add to or change images provided to students.)
2. As a class, analyze each photograph provided. Ask students to point out what they notice initially and then discuss the captions and details of each one. Ask students to think about what the photographers and the caption writers were trying to accomplish when documenting workers at Vultee.
3. Display or distribute copies of the handout for creating a job advertisement for Consolidated Vultee Aircraft Corporation. Allow students time to create and share their advertisements.

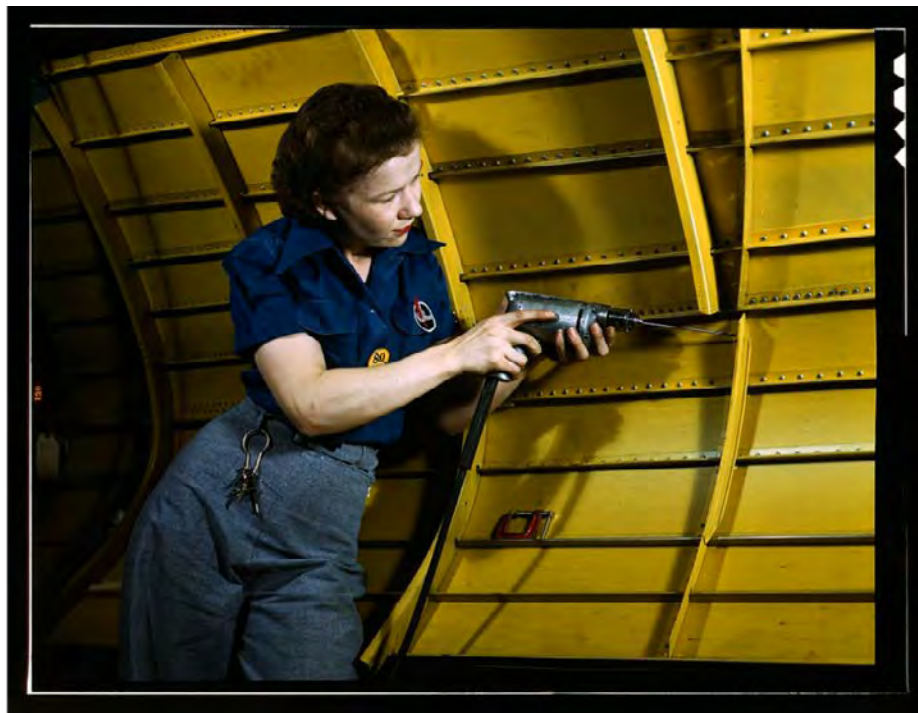


[This woman worker at the Vultee-Nashville is shown making final adjustments in the wheel well of an inner wing before the installation of the landing gear, Nashville, Tenn. This \[is\] one of the numerous assembly operations in connection with the mass production of Vultee "Vengeance" dive bombers \[Feb. 1943\]](#)

**CREATE A JOB ADVERTISEMENT:
CONSOLIDATED VULTEE AIRCRAFT CORPORATION, NASHVILLE**



[Operating a hand drill at Vultee-Nashville, woman is working on a "Vengeance" dive bomber, Tennessee](#)
[Feb. 1943]



[Operating a hand drill at Vultee-Nashville, woman is working on a "Vengeance" dive bomber, Tennessee](#)
[Feb. 1943]

**CREATE A JOB ADVERTISEMENT:
CONSOLIDATED VULTEE AIRCRAFT CORPORATION, NASHVILLE**



[A candid view of one of the women workers touching up the U.S. Army Air Forces insignia on the side of the fuselage of a "Vengeance" dive bomber manufactured at Vultee's Nashville division, Tennessee \[Feb. 1943\]](#)

[Drilling horizontal stabilizers: operating a hand drill, this woman worker at Vultee-Nashville is shown working on the horizontal stabilizer for a Vultee "Vengeance" dive bomber, Tennessee. The "Vengeance" \(A-31\) was originally designed for the French. It was later adopted by the R.A.F. and still later by the U.S. Army Air Forces. It is a single-engine, low-wing plane, carrying a crew of two men and having six machine guns of varying calibers \[Feb. 1943\]](#)



**CREATE A JOB ADVERTISEMENT:
CONSOLIDATED VULTEE AIRCRAFT CORPORATION, NASHVILLE**



Capping and inspecting tubing: two women are shown capping and inspecting tubing which goes into the manufacture of the "Vengeance" dive bomber made at Vultee's Nashville division, Tennessee. The "Vengeance" (A-31) was originally designed for the French. It was later adopted by the R.A.F. and still later by the U.S. Army Air Forces. It is a single-engine, low-wing plane, carrying a crew of two men and having six machine guns of varying calibers
[Feb. 1943]



Working on a "Vengeance" dive bomber. Vultee [Aircraft Inc.], Nashville, Tennessee
[Feb. 1943]

Name _____ Date _____

CREATE A JOB ADVERTISEMENT:
CONSOLIDATED VULTEE AIRCRAFT CORPORATION, NASHVILLE

Directions: Imagine you are a graphic designer, artist, or marketer living in Nashville during the 1940s. Create a job advertisement for Consolidated Vultee Aircraft Corporation. Remember that time is of the essence due to wartime demands for planes and materials. Vultee needs to hire the best employees possible. Consider the following when you design your advertisement:

- Who is your target audience, and what do you want them to do?
- Whom do viewers contact? Where and when can they find more information about a job at Vultee?
- Imagine your advertisement displayed in a public place. How will you make it eye-catching?

TENNESSEANS AT HOME

NEWSPAPER ANALYSIS: GIRL SCOUTS OF MIDDLE TENNESSEE	
Tennessee State Standards	5.20 Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II. US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.
Time Required	45 minutes

DIRECTIONS FOR TEACHERS

This activity uses the Girl Scouts of Middle Tennessee as an example of how young people were affected by World War II and how children's groups supported the war effort in Nashville. Excerpts and photographs from *The Nashville Tennessean* and the *Nashville Banner* are courtesy of Cindy Robinson, historian and archivist for [Girl Scouts of Middle Tennessee](#).

1. Before beginning this activity, tape a copy of each newspaper excerpt around the room. There are six excerpts that include a photograph and caption; these can be taped to the wall or a certain desk or table. The first article (the only one without a photo) should be used as an example before students begin filling in their analysis charts while they visit each posted newspaper excerpt.
2. Divide students into small groups and distribute copies of the Newspaper Analysis chart, a handout on the following page.
3. Use the excerpt titled "Nashville Girl Scouts Boast 1,257 Workers" as an example. Display the excerpt, read it aloud, and ask students to help fill in the Newspaper Analysis chart together as a group. Recording the class's responses on the board and leaving them visible during the next portion of the activity may provide needed scaffolding for less independent students or groups.
4. Ask students to visit each of the remaining five posted newspaper sites around the room. Set a timer so that each group has a few minutes to analyze each newspaper before moving to the next one.
5. Once students have analyzed each newspaper, give them time to fill out the final portion of the chart. Since this portion is a writing prompt to be finished individually, completing the analysis chart may be a good "exit ticket" or homework assignment.
6. The following day, or when students have completed writing, ask them to share their ideas about World War II-era Girl Scouts and how their activities may be similar or different to today's Girl Scouts. Discuss how the Girl Scouts serve as one example of the war's impact on the home front in Tennessee. Can students think of other ways children were affected by the war?

Name _____ Date _____

NEWSPAPER ANALYSIS: GIRL SCOUTS OF MIDDLE TENNESSEE

Directions: Use the chart below to analyze newspaper excerpts about Nashville's Girl Scouts in the 1940s.

What is the intended outcome of the activity described? What do the Girl Scouts hope to accomplish through their participation?			
What is the purpose of the activity described in the article?			
What activity is discussed in the text? Who is involved? What are they participating in?			
What date was the newspaper article published?			
What is the article's title or the photograph's caption?			
#			

#	What is the article's title or the photograph's caption?	What date was the newspaper article published?	What activity is discussed in the text? Who is involved? What are they participating in?	What is the purpose of the activity described in the article?	What is the intended outcome of the activity described? What do the Girl Scouts hope to accomplish through their participation?

In a paragraph on the back of the page, describe how Nashville's Girl Scout troops contributed to the war effort. Provide examples of activities the Girl Scouts participated in and the impact they had on the community.

How and why was the role of children significant to winning the war? Why did adults encourage children to participate?

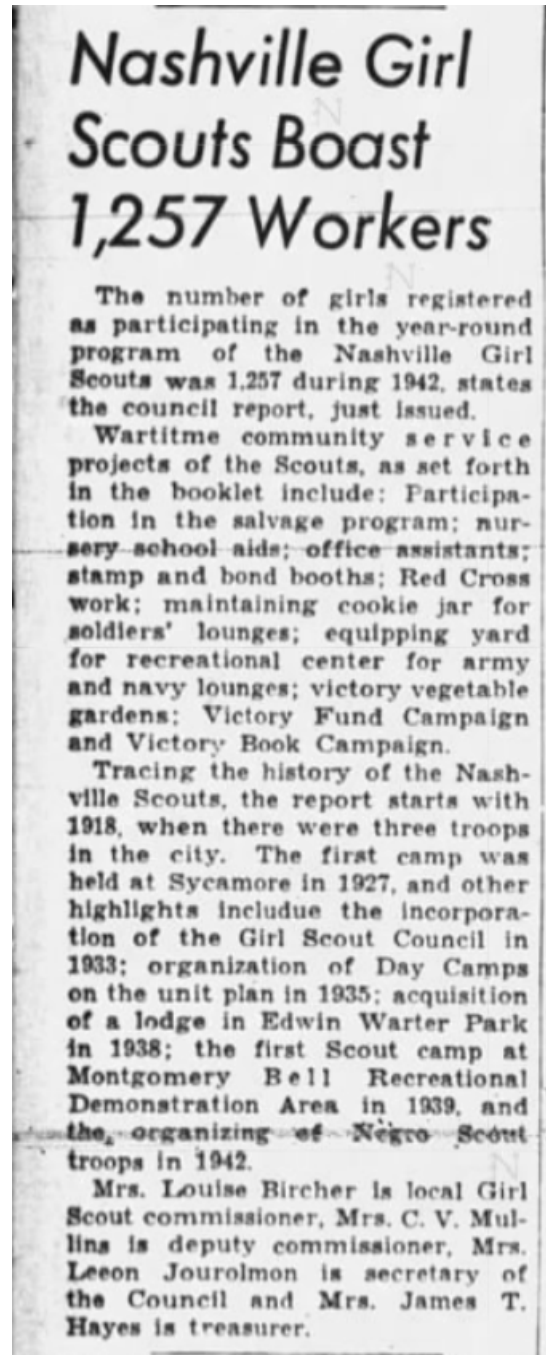
1 NEWSPAPER ANALYSIS: GIRL SCOUTS OF MIDDLE TENNESSEE TRANSCRIPTION: NASHVILLE GIRL SCOUTS BOAST 1,257

WORKERS—The number of girls registered as participating in the year-round program of the Nashville Girl Scouts was 1,257 during 1942, states the council report, just issued.

Wartime community service projects of the Scouts, as set forth in the booklet include: Participation in the salvage program; nursery school aids; office assistants; stamp and bond booths; Red Cross work; maintaining cookie jar for soldiers' lounges; equipping yard for recreational center for army and navy lounges; victory vegetable gardens; Victory Fund Campaign and Victory Book Campaign.

Tracing the history of the Nashville Scouts, the report starts with 1918, when there were three troops in the city. The first camp was held at Sycamore in 1927, and other highlights include the incorporation of the Girl Scout Council in 1933; organization of Day Camps on the unit plan in 1935; acquisition of a lodge in Edwin Warner Park in 1938; the first Scout camp at Montgomery Bell Recreational Demonstration Area in 1939; and the organizing of Negro Scout troops in 1942.

Mrs. Louise Bircher is local Girl Scout commissioner, Mrs. C. V. Mullins is deputy commissioner, Mrs. Leon Jourolmon is secretary of the Council and Mrs. James T. Hayes is treasurer.



"Nashville Girl Scouts Boast 1,257 Workers,"
The Nashville Tennessean, May 16, 1943,
Courtesy of Girl Scouts of Middle Tennessee.

2

NEWSPAPER ANALYSIS: GIRL SCOUTS OF MIDDLE TENNESSEE

TRANSCRIPTION: GIRL SCOUTS COLLECT SCRAP RUBBER—A sizable collection of inner tubes, garden hose, rubber-soled shoes and other scrap rubber items was accumulated by girls who were attending the Girl Scout Day Camp of the North Nashville section. Pictured above are (left to right) Sarah Jo Chapman, Claudine Powell, Nancy Fuqua, Ann Jones, and Jean Bruce. Mrs. A. F. Hertenstein is director of the camp which is being attended by some 70 girls.



"Girl Scouts Collect Scrap Rubber," *The Nashville Banner*, June 22, 1942, Courtesy of Girl Scouts of Middle Tennessee.

3

NEWSPAPER ANALYSIS: GIRL SCOUTS OF MIDDLE TENNESSEE

TRANSCRIPTION: THE NASHVILLE BANNER, MONDAY, JULY 13, 1942

GIRL SCOUTS SELL WAR STAMPS—From the patriotic booth which Girl Scouts have set up on Hillsboro Road, Reecy Davis, 13, sells War Stamps to her sister, Peggy Davis, 8, and her father, Kelly J. Davis, 2608 Barton Avenue, while Venise Allen, 12, assistant salesgirl, looks on happily.



"Girl Scouts Sell War Stamps," *The Nashville Banner*, July 13, 1942, Courtesy of Girl Scouts of Middle Tennessee.

4

NEWSPAPER ANALYSIS: GIRL SCOUTS OF MIDDLE TENNESSEE

TRANSCRIPTION: GIRL SCOUTS LAUNCH FIFTH WAR LOAN DRIVE—

Gov. Prentice Cooper was one of 48 governors who got the Fifth War Loan Drive under way today with the purchase of a War Stamp rosette from Girl Scouts.

Shown with the Tennessee Chief Executive are Bonnie Perry (left), 12, of Troop 54 at Jere Baxter School, and Mary Jean Faulkner, 15, of the West End High School Scout troop. The two girls were selected to make the sale because both had piled up the greatest number of war service hours in their troops which, in turn, had led other troops in this respect.



"Girl Scouts Launch Fifth War Loan Drive," *The Nashville Banner*, May 24, 1944, Courtesy of Girl Scouts of Middle Tennessee.

Besides selling rosettes to the governors, the Girl Scouts made a similar sale today to Mrs. Franklin D. Roosevelt, honorary Girl Scout president.

During the Fifth War Loan Drive, local Girl Scouts will lend further aid to the sale of bonds by operating booths in a number of downtown stores.

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5

NEWSPAPER ANALYSIS: GIRL SCOUTS OF MIDDLE TENNESSEE

TRANSCRIPTION: GIRL SCOUTS FURNISH COOKIES FOR SOLDIERS—

Nashville Girl Scouts this week began a project of furnishing a military cookie jar in the Soldiers' Lounge at the YMCA, according to Miss Vera McElveen, executive secretary of the local Scout Council. Members of Troop 36, Cathedral of the Incarnation, are shown above filling the jar with cookies they made for the initial presentation to visiting service men in the city over the week ends.



"Nashville Girl Scouts Sponsor 'Cookie Jar' for Soldiers," *The Nashville Banner*, Nov. 28, 1941, Courtesy of Girl Scouts of Middle Tennessee.

5

NEWSPAPER ANALYSIS: GIRL SCOUTS OF MIDDLE TENNESSEE

TRANSCRIPTION: NASHVILLE GIRL SCOUTS SPONSOR 'COOKIE JAR' FOR SOLDIERS

—The Nashville Girl Scout troops have joined their sister troops in other cities that have army bases near in the patriotic gesture of sponsoring a military cookie jar. Different troops will make cookies each week to fill this jar during the week end for the soldiers who visit our city. The Girl Scouts feel that besides having the opportunity for this friendly deed for the day they are cultivating their culinary art. A training course for the Senior Girl Scout Leaders will begin Monday, December 1. The first meeting will be held at the Girl Scout office, 308 Chamber of Commerce Bldg., 3:30 to 5 o'clock. Emphasis in the course will be placed on the newly developed program of Senior Service Scouts. This program is the result of an effort to help the girls from ages 14-18 to prepare themselves by learning some of the fundamental skills, and to find out how they can be of a real service in meeting the needs of today. Definite projects that are within the range of the ability of these girls are to be investigated. Anyone other than Senior Girl Scout Leaders who are interested in such a course are welcome to meet with us.

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"Nashville Girl Scouts Sponsor 'Cookie Jar' for Soldiers," *The Nashville Banner*, Nov. 28, 1941, Courtesy of Girl Scouts of Middle Tennessee.

6

NEWSPAPER ANALYSIS: GIRL SCOUTS OF MIDDLE TENNESSEE

TRANSCRIPTION: GIRL SCOUTS CERTIFIED AS HOSPITAL AIDES—

As observance of Girl Scouts Week begins today centered around the theme of "Service to the Hospitals," this group of Nashville senior Scouts yesterday received their certificates as hospital aides. Now a full-fledged hospital aide, Betty Mosby received her certificate from Mrs. C. D. McKinney. The Girl Scouts in the class will now spend nine hours each month serving in one of the Nashville hospitals.

Girl Scout Week begins today in Nashville and all over the nation. "Service to Hospitals" is the theme of both the local and the national observance.

In Nashville alone, 60 senior Girl Scouts have been serving as hospital aides, and the intermediate Girl Scouts have spent many hours making tray favors and toys for children and folding bags all to be used in local hospitals.

A new class of Girl Scout hospital aides will be organized this week. Each girl gives nine hours of service in the hospital each month.



"Girl Scout Week Opens Today; Hospital Aid Theme," *The Nashville Tennessean*, Oct. 29, 1944, Courtesy of Girl Scouts of Middle Tennessee.

6

NEWSPAPER ANALYSIS: GIRL SCOUTS OF MIDDLE TENNESSEE TRANSCRIPTION: GIRL SCOUTS CERTIFIED AS HOSPITAL AIDES—

SERVICE RECOGNIZED

"This is the first time in Girl Scout history that the observance of Girl Scout Week has been concentrated on one community service project," Mrs. D. G. Faulkner, national commissioner of the Girl Scouts said. "We are doing this in honor of the Girl Scouts of the nation who have given 1,900,000 hours of service to hospital work since Pearl Harbor and to call attention to the needs of hospitals everywhere for help in carrying on under wartime conditions."

Each day of the week will have its own theme, too. Today's observance will be marked by the attendance of uniformed Scouts at church services.

Tomorrow will be Homemaking Day; Tuesday, Citizenship Day; Wednesday, Health and Safety Day; Thursday, International Friendship Day; Friday, Arts and Crafts Day; and Saturday, Out-of-doors Day. Every day of the week will be observed as Service to Hospitals Day by continued service of the Scouts in St. Thomas Hospital and General Hospital.

FOUNDER HONORED

Girl Scout Week is celebrated throughout the United States in commemoration of the birth of their founder, Juliette Low, on October 31.

The Girl Scout program in Nashville has grown so much this year that more than 75 new leaders and 30 troop committee members are needed to carry on the work. Mrs. Vernon Bradley, chairman of the organization committee, stated.

"Girl Scout national membership has been boosted from 670,000 at the time of Pearl Harbor to more than a million today," Mrs. Faulkner said of the national organization.

<p>Girl Scout Week begins today in Nashville and all over the nation. "Service to Hospitals" is the theme of both the local and the national observance.</p> <p>In Nashville alone, 60 senior Girl Scouts have been serving as hospital aides, and the intermediate Girl Scouts have spent many hours making, tray favors and toys for children and folding bags—all to be used in local hospitals.</p> <p>A new class of Girl Scout hospital aides will be organized this week. Each girl gives nine hours of service in the hospital each month.</p> <p>Service Recognized</p> <p>"This is the first time in Girl Scout history that the observance of Girl Scout Week has been concentrated on one community service project," Mrs. D. G. Faulkner, national commissioner of the Girl Scouts, said. "We are doing this in honor of the Girl Scouts of the nation who have given 1,900,000 hours of service to hospital work since Pearl Harbor and to call attention to the needs of hospitals everywhere for help in carrying on under wartime conditions."</p> <p>Each day of the week will have</p>	<p>its own theme, too. Today's observance will be marked by the attendance of uniformed Scouts at church services.</p> <p>Tomorrow will be Homemaking Day; Tuesday, Citizenship Day; Wednesday, Health and Safety Day; Thursday, International Friendship Day; Friday, Arts and Crafts Day; and Saturday, Out-of-doors Day. Every day of the week will be observed as Service to Hospitals Day by continued service of the Scouts in St. Thomas Hospital and General Hospital.</p> <p>Founder Honored</p> <p>Girl Scout Week is celebrated throughout the United States in commemoration of the birth of their founder, Juliette Low, on October 31.</p> <p>The Girl Scout program in Nashville has grown so much this year that more than 75 new leaders and 30 troop committee members are needed to carry on the work, Mrs. Vernon Bradley, chairman of the organization committee, stated.</p> <p>"Girl Scout national membership has been boosted from 670,000 at the time of Pearl Harbor to more than a million today," Mrs. Faulkner said of the national organization."</p>
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"Girl Scout Week Opens Today; Hospital Aid Theme," *The Nashville Tennessean*, Oct. 29, 1944, Courtesy of Girl Scouts of Middle Tennessee.

TENNESSEANS AT HOME

TEXT ANALYSIS: CHILDHOOD DURING WORLD WAR II

Tennessee State Standards	US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee. 5.20 Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.
Time Required	15+ minutes

DIRECTIONS FOR TEACHERS

Dr. Elizabeth Taylor's [Voices of Camp Forrest in World War II](#) uses personal interviews and other primary sources to describe Camp Forrest, a WWII induction, training, and prisoner-of-war facility. Due to the camp's size and influence, residents of Tullahoma, Tennessee, and the camp's surrounding region were greatly impacted. Some of the experiences described in Taylor's book, as well as in this activity's excerpt, are similar to accounts nationwide. The excerpt in this activity specifically focuses on children during the war.

1. Distribute excerpts of Dr. Elizabeth Taylor's book, *Voices of Camp Forrest*.
2. After allowing students time to read the text and answer the guided reading questions, facilitate a discussion about childhood during World War II. Ask students to think about camps and military installations throughout Tennessee and the effects those facilities had on the state's civilian population.

For more material on childhood during the war, see the Albert Gore Research Center's collection of [World War II-era paper dolls](#).

TEXT ANALYSIS: CHILDHOOD DURING WORLD WAR II

"For younger children, playtime could be a rousing game of hopscotch, jump rope, hide and seek or make-believe war games. Toys were often in short supply, as factories transitioned to war production. Companies that continued manufacturing toys used paper or wood as substitutes, for steel, tin and rubber were deemed critical to the war effort. Toys often had wartime and military themes. Alternatively, homemade toys, such as dolls, provided many hours of entertainment. Reading comics or going to the movies was a wonderful treat. Comics were the preferred reading for children and young adults. At most movies, there was a cartoon, a newsreel and the featured movie. Even the cartoons had war themes and helped children understand world events using their favorite characters. Children helped plant and tend Victory Gardens and participated in salvage drives for scrap rubber, metals, paper, fats and glass; all helped produce war-related products. For example, to produce a life raft required 17 to 100 pounds of rubber and a gas mask required 1.31 pounds. With rubber imports from the Pacific suspended, it was critical to gather these materials from American households. This solution was problematic, as many of the rubber items salvaged were of low quality and unable to create reliable supplies of the aforementioned war-related necessities for soldiers."

Excerpt from Dr. Elizabeth Taylor's [*Voices of Camp Forrest in World War II*](#), p. 80.

1. What changes did World War II cause in the lives of American children during the 1940s? How did children contribute to the war effort?

2. Think about what childhood is like for Americans today. How does modern childhood compare to childhood during World War II? What forms of entertainment were common in the 1940s? What forms are common today?

TENNESSEANS AT WAR

Tennesseans at War will explore how the state was used for a variety of military purposes from housing POWs to training soldiers. This includes topics such as Camp Crossville, a large POW camp at an abandoned CCC site; Camp Forrest, located in Tullahoma, which was one of the largest Army training bases during the war; Major General George S. Patton's armed maneuvers in Middle Tennessee; and Camp Tyson, the nation's only World War II barrage balloon training center. The unit will also look at the contributions of Tennesseans in the armed forces, including women such as Cornelia Fort, a pioneer in women's military aviation as a member of the Women's Auxiliary Ferrying Squadron; the Tennessee National Guard; and the eight Tennesseans who were awarded the Medal of Honor for their actions during the war.



[Members of a field artillery battery on Second Army Maneuvers in Middle Tennessee with their 155 mm rifle cleverly camouflaged with a netting and twigs. \[1942?\].](#)

TENNESSEANS AT WAR

TENNESSEE STATE STANDARDS

5.18 Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.

TN.53 Evaluate Tennessee's contributions during World War II, including the impact of Camp Forrest, Camp Tyson, and Oak Ridge as well as the influence of Tennesseans during the war (e.g., Cornelia Fort and Cordell Hull).

US.48 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.

US.50 Explain the role of geographic and military factors on the outcomes of battles in the Pacific and European theaters of war, including the Battles of Midway, Iwo Jima, Okinawa, and D-Day.

US.51 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers.

US.52 Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society.

US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.

HISTORICAL OVERVIEW

In 1937, Tennessee state Senator Prentice Cooper attended a Rotary-sponsored tour of Europe. During his trip, Cooper met with Adolf Hitler and could not help but notice Germany's militarization. The following year, Cooper campaigned for the Democratic nomination for governor. In 1939, he was elected and began slowly readying Tennessee for what he believed was inevitable war. Under his leadership, the state built several military bases and selected large areas of Middle Tennessee for training exercises later referred to as the Tennessee Maneuvers.¹ Cooper also reinstated a state guard for increased protection once many Tennessee National Guard members were drafted into the U.S. Army in 1940.

While the attack on Pearl Harbor on December 7, 1941, was shocking, Tennessee had been transitioning to a state of preparedness for years. Many facilities were revamped or constructed as the state played host to hundreds of thousands of newcomers who trained or worked in Tennessee during the war at places like Sewart Air Base (then known as Smyrna Army Airfield) in Smyrna, Shelby County's Millington Naval Base, and Dyersburg Army Air Base in West Tennessee. In addition, four large military camps dotted the state's landscape.

Built by the Civilian Conservation Corps in the 1930s, Camp Crossville had been abandoned and was converted to house approximately 1,500 prisoners of war (POWs) during World War II. POWs were also held at 10 other Tennessee locations, including Camp Campbell, Camp Forrest, and the Memphis Armed Service Forces Depot. Typical POWs in Tennessee were Germans and Italians who were treated and fed well. Many even received wages for harvesting crops or making camouflage nets used by the U.S. Army.² Similar to businesses that transitioned their production during wartime, many of Tennessee's POW camps also served additional purposes.

In 1940, Camp Peay, a 1,000-acre Tennessee state guard facility constructed in Tullahoma in 1926, was enlarged nearly 85 times its original size. Renamed Camp Forrest, the site eventually

TENNESSEANS AT WAR

housed 1,300 buildings for over 20,000 employees. Camp Forrest was used as an induction and training camp for the Tennessee Maneuvers in 1941. By 1942, the camp was being used to intern enemy aliens and later over 20,000 POWs. Camp Forrest was decommissioned after the war and little remains of the once-bustling camp's historic landscape.³ However, many stories from the camp remain; one of the most unique involves the famed Ghost Army, the 23rd Headquarters Special Troops. Officially activated at Camp Forrest on January 20, 1944, and best known for its deceptive tactics demonstrated on D-Day, the Ghost Army also used its inflatable equipment, "spoof radio," and sound effects to confuse the enemy throughout Europe.⁴

After its construction in 1941, Camp Tyson in Paris, Tennessee, also became home to one-of-a-kind stories and units. As the only barrage balloon training center in the United States, service members there, including the 320th Barrage Balloon Battalion (the only African American battalion to land at Normandy on D-Day), learned how to build and use the defense balloons.⁵ During the same time as Camp Tyson's construction, Tennessee's fourth and final large camp was built near Clarksville. Camp Campbell's establishment rapidly increased the population of the city with civilian workers and service members alike. After World War II, the camp's numbers decreased, but it has remained an important post for various units like the 101st Airborne. Since 1988, Fort Campbell, as the camp is now known, has housed the Fifth Special Forces and the 160th Special Operations Aviation Regiment.⁶

In addition to the 11 World War II-era POW camps and other semi-permanent military installations, Tennessee played host to the Tennessee Maneuvers, large-scale combat training that brought over 800,000 troops to the state. The maneuvers were held in 21 Middle Tennessee counties and greatly impacted the state's civilian population from 1941 to 1944. As part of the maneuvers, Major General George S. Patton trained his famed Second Army in Middle Tennessee as the terrain mimicked that of France and Germany.⁷ While the Army created protocols aimed at respecting local farmland, infrastructure, and businesses, many Tennesseans were still heavily involved during the Maneuvers. It was common for residents to invite visiting soldiers into their homes for a meal or to show support in other ways such as offering to do laundry. Soldiers often reciprocated the hospitality by offering rationed items like coffee, flour, and canned fruits.⁸

Characteristic of the state's volunteer tradition, many Tennesseans became household names for their service during World War II. Nashville native Cornelia Fort became a flight instructor at age 22 and later served as a member of the Women's Auxiliary Ferrying Squadron. After Fort was killed in a tragic accident in 1943, an airport in Tennessee's capital city was named in her memory.⁹ Fort was the first female pilot to die on active duty. Tennessee is also the birthplace of eight Medal of Honor recipients from World War II. In separate instances, both Elbert Kinser from Greene County and South Pittsburg's Raymond Cooley threw themselves on grenades to save the lives of their fellow Marines and soldiers. Paul Huff of Bradley County, Charles McGaha of Cocke County, Vernin McGarity of Hardin County, John Harlan Willis of Maury County, Knoxville native Troy McGill, and Signal Mountain's Charles Coolidge are the other service members who received this most prestigious award.¹⁰ Coolidge, who was the last living WWII Medal of Honor recipient from Tennessee and the namesake for the Medal of Honor Heritage Center in Chattanooga, died in April 2021.

Over 315,000 Tennesseans served in the military during World War II; 5,731 of them gave their lives.¹¹ The war was all-consuming for residents, not just because of personal connections to veterans but also because of the military-related changes that occurred throughout the state. Even civilians became "Tennesseans at War" during the 1940s.

TENNESSEANS AT WAR

ENDNOTES

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8. Benjamin C. Nance, "An Archaeological Survey of World War II Military Sites in Tennessee," Tennessee Department of Environment and Conservation Division of Archaeology, 2007, 14-16, https://www.tn.gov/content/dam/tn/environment/archaeology/documents/reportofinvestigations/arch_roi13_ww2_2007.pdf (accessed March 31, 2022).
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11. "The Volunteer State Goes to War: A Salute to Tennessee Veterans," Tennessee State Library and Archives, <https://sharetn.gov.tnsosfiles.com/tsla/exhibits/veterans/ww2.htm> (accessed March 31, 2022).

TENNESSEANS AT WAR

ACTIVITIES

1. Analyzing Photographs: Camp Forrest

This activity features photographs from training in Tullahoma, Tennessee.

2. Text and Photography Analysis: Tennessee Maneuvers

Students will analyze the Tennessee Maneuvers by comparing multiple types of primary sources on the topic.

3. Text and Photography Analysis: WASP (Women Airforce Service Pilots)

Students will analyze text and photographs from a 1944 article published in *The Tennessean*.

4. Creative Thinking: Camp Tyson and Barrage Balloons

This activity focuses on critical thinking skills and introduces students to creative defense mechanisms used by U.S. troops during World War II, specifically barrage balloons from Camp Tyson in Paris, Tennessee.

5. Documentary: "The Memphis Belle: A Story of a Flying Fortress"

This activity contains a teacher's discussion guide for the 40-minute documentary.

6. Geography Activity: Mapping Tennessee's WWII Military Installations

This mapping activity allows students to visualize the war's wide-ranging impact on the state by marking Tennessee's major WWII installations.

7. Using Artifacts to Tell a Story: A Tennessean at Okinawa

Students will learn about Private Floyd Sharp, Jr. by viewing his personal belongings that are now part of the Tennessee State Museum collection.

ADDITIONAL RESOURCES

Digital Archives (Photographs, Postcards, Posters, etc.)

- [The Albert Gore Research Center](#) at MTSU: "The [Tennesseans and World War II](#) digital collection contains a curated set of documents, photographs, ephemera, and objects related to the Tennessee maneuvers, home front, and wartime activity overseas. ... These items come from several archival collections housed at the Albert Gore Research Center located in Murfreesboro, Tennessee."
- U.S. service members have been asked to share their military experiences with [The Veterans History Project of the American Folklife Center](#) since its origin in 2000. Over 62,000 oral history interviews have been collected and digitized from World War II veterans alone, many of which detail training in Tennessee camps or highlight their ties to hometowns throughout the state.
- Kim Mills, [The Volunteer State Goes to War: A Salute to Tennessee Veterans](#). This online exhibit from the Tennessee State Library and Archives highlights numerous Tennesseans who served in WWII.
- [The Tennessee Holocaust Commission](#) provides numerous resources such as guidelines for teaching the Holocaust, filmed interviews from eyewitnesses, timelines, and maps.

[Postcard: Just Showing There's a Big Kick in This Outfit](#),
Albert Gore Research Center, 1942-1945



TENNESSEANS AT WAR

Medal of Honor Recipients

- [Medal of Honor Heritage Center: Tennessee Medal of Honor Recipients](#) tells the stories of seven men from Tennessee who were awarded the Medal of Honor for their service during World War II. The MOHHC provides a brief biography of each service member as well as links to various other resources like virtual classes, a book club, and information about field trips to the Heritage Center in Chattanooga.

Tennessee Military Installations (Air Bases, Camps, and other sites)

- [The Barbed Wire: POW in the USA](#), by Gerhard G. Hennes. This memoir chronicles a young German officer's time in POW camps during World War II. Hennes spent two years at Camp Crossville and provides a firsthand account of the surprisingly benevolent treatment he received there.
- ["Encountering the Enemy on the Home front"](#) is a 10-minute documentary created by a student for the Tennessee History Day competition in 2016. It discusses German POWs in Tennessee.
- [Images of America: Camp Forrest](#) and [Voices of Camp Forrest in World War II](#). These books written by Dr. Elizabeth Taylor use photographs, interviews, newspapers, and other sources to explain the history and significance of Camp Forrest.
- [The Veterans' Museum at Dyersburg Army Air Base \(DYAAB\)](#). This museum in Dyersburg, Tennessee, has exhibits focused on DYAAB's World War II history, as well as exhibits about each of America's post-war conflicts. On the museum's homepage, an approximately five-minute video, "The Legacy of DYAAB," provides a detailed history of the Air Force base and its importance as a B-17 Flying Fortress training base during World War II.
- *Tennessee Encyclopedia*: [Camp Campbell](#), [Camp Forrest](#), [Camp Tyson](#), [POW Camps in World War II](#)
- Tom Czekanski, ["Museum Acquires Item Related to the First African American Unit in Normandy."](#) In this blog, the Senior Curator and Restoration Manager at The National WWII Museum highlights the first African American unit to land at Normandy on D-Day. The 320th was a Barrage Balloon Battalion formed at Camp Tyson.
- ["The 320th Barrage Balloon Battalion: The African American Heroes of the D-Day Invasion,"](#) from the National WWII Museum and recorded on February 17, 2022. This 30-minute video, hosted by Kelly Goodner, STEM Student Programs Specialist, features oral histories, photos, and interviews related to the 320th Barrage Balloon Battalion.
- Linda Hervieux, [Forgotten: The Untold Story of D-Day's Black Heroes, At Home and At War](#), (HarperCollins Publishers, 2015). Hervieux's website also features a three-minute video about the 320th Barrage Balloon Battalion.
- ["The Ghost Army"](#) is a PBS documentary about the 23rd Headquarters Special Troops who formed at Camp Forrest in 1944. Filmmaker Rick Beyer's book by the same name includes stories, images, and artwork from the unit. Ghost Army veteran interview clips and additional material can be found on the [Ghost Army Legacy Project](#) website.

TENNESSEANS AT WAR

Local Museums with World War II Material

- [The Greeneville Greene County History Museum](#) features an exhibit on the famed Merrill's Marauders who fought behind enemy lines in the China-Burma-India Theater. Greene County was home to six men who served with the unit.
- [The Military Memorial Museum](#) in Crossville, Tennessee, has artifacts dating from the Civil War to the present day, including an extensive World War II collection that highlights Camp Crossville.

Tennessee Maneuvers

- Paul Dickson, [*The Rise of the G.I. Army 1940-1941: The Forgotten Story of How America Forged a Powerful Army Before Pearl Harbor*](#) (New York: Atlantic Monthly Press, 2020). Chapter 7 of Dickson's book details the Tennessee Maneuvers and relates them to military preparation that occurred elsewhere, such as Louisiana and the Carolinas.
- Woody McMillian, *In the Presence of Soldiers: The 2nd Army Maneuvers & Other World War II Activity in Tennessee* (Nashville, TN: Horton Heights Press, 2010). McMillian's book provides a comprehensive explanation of the Tennessee Maneuvers including military operations, logistics, civilian impact, and more.
- Public historian Andrew McMahan's 2019 blog post titled ["Tennessee Maneuvers"](#) features detailed information and several photographs from the Tennessee State Library and Archives.
- [Tennessee Maneuvers-Overview](#) is a four-minute video from Wilson County Television that briefly introduces the purpose of the Tennessee Maneuvers.
- ["Thank God It's Only Maneuvers!:" Tennessee and the Road to War](#) is a 2014 master's thesis from East Tennessee State University. Historian Joshua G. Savage describes the Tennessee Maneuvers of June 1941 as well as the impact they had on the state of Tennessee.
- The Albert Gore Research Center offers a [coloring page](#) with instructions for students to design a pillowcase similar to one sent home by soldiers participating in the Tennessee Maneuvers.

Women in World War II

- Cornelia Fort
 - Nashville Public Television: [Cornelia Fort | Carousel of Time](#). This approximately seven-minute video explains Fort's upbringing and flying career.
 - Tennessee State Library and Archives Photo: [Cornelia Fort, early Tennessee aviator present at the attack on Pearl Harbor](#). [1940-1943]
- [The Albert Gore Research Center](#) at MTSU: "Women in World War II." This [digital packet](#) contains five sets of primary sources with individualized analysis worksheets for each one. Women included in the activities are WAAC enlistees Lenore Werner and Nashvillian Rose Witherspoon Spence; Adeline King, who prepared a newsletter sent to service members from her hometown of Smyrna; Nashvillian and WASP pilot Cornelia Fort; and Marion Coleman, an Associated Press staff writer from Chattanooga.

TENNESSEANS AT WAR

- Lisa Taylor, [“Yes, You Can’: The Rose Witherspoon Spence Story”](#) is a blog from the Library of Congress’s American Folklife Center & Veterans History Project that details Spence’s life, including her time as a basketball player at TSU as well as her military service during WWII.
- Danna Bell and Michael Apfeldorf, [“Mathematics and Primary Sources: Historic Codes, Ciphers, and Computational Thinking, Part II – the Women Codebreakers of WWII,”](#) April 3, 2018. This blog from Teaching with the Library of Congress features stories from several women who served as codebreakers during World War II. The oral histories included are broken down into short, easy-to-use segments.

TENNESSEANS AT WAR

ANALYZING PHOTOGRAPHS: CAMP FORREST

Tennessee State Standards	TN.53 Evaluate Tennessee's contributions during World War II, including the impact of Camp Forrest, Camp Tyson, and Oak Ridge as well as the influence of Tennesseans during the war (e.g., Cornelia Fort and Cordell Hull). US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.
Time Required	20 minutes

DIRECTIONS FOR TEACHERS

1. Assign each student or group a [photograph of Camp Forrest](#) from the Albert Gore Research Center's [Tennesseans and World War II collection](#) (examples included). There are 38 images related to Camp Forrest available in the collection. (If you plan to collect the Camp Forrest Analysis Chart for a graded assignment, you may want to number the photographs and ask students to put a corresponding number on their charts before handing them in.)
2. To analyze their photographs, have students fill in the Camp Forrest Photo Analysis Chart (included) adapted from the [Library of Congress's Teacher's Guide for Analyzing Photographs & Prints](#).
3. Next, have students share their photographs with the class so that they might have a more holistic understanding of life at Camp Forrest during World War II. For more information and [resources on Camp Forrest](#), visit Dr. Elizabeth Taylor's website.



[German Prisoners of War Making Camouflage Nets](#), Albert Gore Research Center, March 13, 1945.

Caption from back of image: "Making camouflage nets is one of the jobs done by German prisoners at war at Camp Forrest, Tenn. Here, the PW's are at work in the weaving room. The weaving process id [sic] the tying [sic] of the non-slip becket knots that build the nets with meshes two and one-quarter inches square."

ANALYZING PHOTOGRAPHS: CAMP FORREST



["136th Infantry Band, 33rd Division at Camp Forrest," Albert Gore Research Center, Middle Tennessee State University, 1942.](#)



["Officers Going Over the Day's Maneuvers Situation," Albert Gore Research Center, Middle Tennessee State University, 1942.](#)

ANALYZING PHOTOGRAPHS: CAMP FORREST



["33rd Division, National Guard Inducted into Federal Service,"](#) Albert Gore Research Center, Middle Tennessee State University, March 5, 1941.



["Postcard: Presenting Colors,"](#) Albert Gore Research Center, Middle Tennessee State University, August 1941.

Name _____ **Date** _____

ANALYZING PHOTOGRAPHS: CAMP FORREST

Observe

Describe what you see. What do you notice first? What people and objects are shown? What is the physical setting? What, if any, words do you see? What other details can you see?

Reflect

Why do you think this image was made? What's happening in the image? What can you learn from examining this image? What is missing from this image?

Question

What do you wonder
about? Who? What?
When? Where? Why?
How?

What more do you want to know about Camp Forrest or your image, and how can you find out?

Chart adapted from the [Library of Congress's Teacher's Guide for Analyzing Photographs & Prints](#).

TENNESSEANS AT WAR

TEXT AND PHOTOGRAPHY ANALYSIS: TENNESSEE MANEUVERS	
Tennessee State Standards	TN.53 Evaluate Tennessee's contributions during World War II, including the impact of Camp Forrest, Camp Tyson, and Oak Ridge as well as the influence of Tennesseans during the war (e.g., Cornelia Fort and Cordell Hull). US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.
Time Required	30 minutes

DIRECTIONS FOR TEACHERS

1. Show students the ["Tennessee Maneuvers Map"](#) photograph from the Albert Gore Research Center. Give them a moment to read the map before analyzing the photograph together. Consider asking questions like: What do you notice right away? Do you see any familiar cities or towns on the map? What else is included on the map? Why would the Army need a map this size? What do you think the soldier in the photograph is doing?
2. Military maneuvers, sometimes referred to as "war games," took place in the Carolinas, Tennessee, Louisiana, and parts of east Texas. Briefly define the Tennessee Maneuvers (military training exercises that took place in Middle Tennessee from 1941 to 1944) and distribute copies of the [Graphic Organizer: Writing from Documents](#), available from TPS—MTSU. Explain that students will analyze three primary sources on the maneuvers in order to gain a more thorough understanding of the topic; one will be a text source and the other two will be photographs. (Two photographs are included. However, there are over 160 images related to the maneuvers available digitally in [the Albert Gore Research Center archive](#).)
3. Ask students to discuss their answers to the investigative question listed on the Tennessee Maneuvers Analysis Chart: How did the Tennessee Maneuvers impact the U.S. military and the state of Tennessee during World War II? (Note: This analysis chart has been edited from TPS—MTSU's [Graphic Organizer: Writing from Documents](#).)



["Troops Eating Watermelon After Maneuvers Problem,"](#) Albert Gore Research Center, Middle Tennessee State University.

TENNESSEANS AT WAR

TEXT AND PHOTOGRAPHY ANALYSIS: TENNESSEE MANEUVERS



[“Tennessee Maneuvers Map,”](#)

Albert Gore Research Center, Middle Tennessee State University, 1941.

The following excerpt is a brief history of the Tennessee Maneuvers provided in the Collection Summary for a scrapbook donated to the Tennessee State Library and Archives in 2012. The [Tennessee Maneuvers Scrapbook, 1941-1942](#) was processed by archivist Susan Gordon in 2019.

“Germany’s 1939-1940 blitzkrieg swept through Poland, Norway, France, and the Low Countries, illustrating the efficiency of a mechanized force. At home President Franklin D. Roosevelt and Congress responded by federalizing the National Guard and reintroducing the draft. Abroad Europe crumpled under the Nazi juggernaut. Only England stood in the way of Nazi dominion, and the U.S., though officially neutral, bolstered the Brits (and others) with Lend-Lease and ‘Destroyers for Bases.’ In the Far East, Japan was on the move having conquered Manchuria in 1931-1932.

TENNESSEANS AT WAR

TEXT AND PHOTOGRAPHY ANALYSIS: TENNESSEE MANEUVERS

"Between the wars, the U.S. Army presented as a small and ill-equipped force. In those years, Chief of Staff General Douglas MacArthur created four field armies for the purpose of training soldiers for a national emergency (probably involving Japan). Tennessee fell within the boundaries of Lieutenant General Ben Lear's Second Army. As the United States watched events grow more dire in Europe with the rise of fascism, the American field armies stepped up their training programs.

"Six months before the attack on Pearl Harbor shook the United States out of isolationism, 'Red' and 'Blue' armies sparred in a series of simulated combat problems in Middle Tennessee. This was the first of seven large-scale military maneuvers the Second Army oversaw in Tennessee in 1941-1944. Engineers reconnoitered possible maneuver locations in the vicinity of Camp Forrest near Tullahoma. The landscape there mimicked that of France, Belgium, and Germany, where the European war raged. If U.S. troops deployed to Europe, they knew the terrain to expect.

"Ben Lear, veteran cavalry officer and member of the U.S. equestrian team that won bronze at the 1912 Olympics, moved Second Army headquarters to Memphis in late 1940. General Headquarters in Washington approved Second's maneuver plan in March 1941. Historian B. Franklin Cooling explains the area finally selected rested between the Duck River and the Tennessee-Cumberland divide in the vicinity of Tullahoma and Camp Forrest. The lateral lines were generally Highway 41, running northwest from Manchester, and Highway 231, running north from Shelbyville. The river's steep banks and rocky bottom made it a prime feature.

"Three major army divisions rolled into Middle Tennessee in late May 1941: the 27th from Fort McClellan, Alabama; the 5th from Fort Custer, Michigan; and the 30th from Fort Jackson, South Carolina. June 1941 saw 77,000 men deluge the region. Soldiers on leave hurried to nearby towns for showers, soft drinks, and homemade dinners. For many, it was their first experience of Southern fare and hospitality. Friendships formed and romances flourished. 'Wacky for khaki' became a catchphrase.

"In mid-June, the Army added a twist by introducing the new cavalry. The 'Hell on Wheels' (2nd Armored) Division sparred with infantry, anti-tank, and artillery units in the hills, valleys, and hamlets of Middle Tennessee. The division distinguished itself by overwhelming the competition on ground once considered unconducive to mechanized warfare.

"Military historian Christopher R. Gabel writes that Major General George S. Patton, Jr., commander of the 2nd Armored Division, realized the benefits of training in terrain like that he witnessed in France during the Great War. The Cumberland River presented the same crossing difficulties that American GIs would experience in 1944-1945 when crossing the Rhine; Tennessee forests resembled the Belgian Ardennes where the 101st would spend Christmas 1944; and the gentle rolling hills resembled the French Vosges.

"Patton's 'Hell on Wheels blitz babies' struck first at Manchester, where onlookers packed the town square hoping to catch a glimpse of the colorful general. Umpires once even ruled him 'killed' during the maneuvers when he sped through an area that would have been under artillery fire had the 'battle' been real.

"Lessons learned in places like Bell Buckle, Statesville, Tullahoma, Wartrace, Manchester, and Shelbyville translated into victory in Europe and the Pacific. ..."

TEXT AND PHOTOGRAPHY ANALYSIS: TENNESSEE MANEUVERS



["Catholic Service at Provisional Convalescent Hospital,"](#) Albert Gore Research Center, Middle Tennessee State University, Oct. 10, 1943.

TEXT AND PHOTOGRAPHY ANALYSIS: TENNESSEE MANEUVERS



["Foreign Military Leaders Visit Tennessee Maneuvers,"](#) Albert Gore Research Center, Middle Tennessee State University.

Name _____ Date _____

TEXT AND PHOTOGRAPHY ANALYSIS: TENNESSEE MANEUVERS

Directions: Use the primary sources provided to fill in the chart below and determine the answer to the investigative question: **How did the Tennessee Maneuvers impact the U.S. military and the state of Tennessee during World War II?**

Primary Sources	In what way(s) does this primary source help us answer the investigative question?	What evidence in this source is the most helpful in answering the question?	How does this fit in with your knowledge about the topic?
1 (document):			
2 (non-text):			
3 (non-text):			
What do the non-text primary sources (2 & 3) tell you that the document (1) does not?			
Investigative Question: How did the Tennessee Maneuvers impact the U.S. military and the state of Tennessee during World War II?			

TENNESSEANS AT WAR

TEXT AND PHOTOGRAPHY ANALYSIS: WASP (WOMEN AIRFORCE SERVICE PILOTS)	
Tennessee State Standards	<p>TN.53 Evaluate Tennessee's contributions during World War II, including the impact of Camp Forrest, Camp Tyson, and Oak Ridge as well as the influence of Tennesseans during the war (e.g., Cornelia Fort and Cordell Hull).</p> <p>US.51 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers.</p> <p>US.52 Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society.</p>
Time Required	30 minutes

DIRECTIONS FOR TEACHERS

This activity uses a 1944 feature from *The Tennessean* focused on WASP training. Students will read “WASPs Earn Their Wings,” answer guided questions included within the article, and analyze photographs of WASPs. Prior to the activity, teachers should cut copies of the newspaper (four pages included) to divide the main text from each of the nine captioned photographs, which will be analyzed after students read the main text.

1. Ask students to read the article's main text and answer the “Parade Quick Quiz” questions located in gray boxes at the bottom of the first and third pages of the handouts. As you will see, the “Parade Quick Quiz” was part of the original *Tennessean* feature and provided a way for readers to check for understanding.

- For reference, here are the “Parade Quick Quiz” questions included in the article:

A. What are the three major qualifications a woman must have to be accepted for admission to a WASP training center?

B. At what time do student pilots get up in the morning?

A. What do the hands of the altimeter register?

B. How long is the WASP training course?

C. Who is the Director of Women Pilots of the Army Air Forces?

2. Next, distribute one of the nine captioned photographs to each student. Ask them to read the caption and be prepared to tell their classmates what is happening in the photograph and how it relates to the overall experience of WASP pilots.

TENNESSEANS AT WAR

3. Once students are finished reading and analyzing their photographs, discuss the article with the class. Review the answers to the “Parade Quick Quiz.” Have students share their photographs and display each one for the class to see. Ask students to think about what military service may have been like for WASPs, what struggles they may have encountered, why many women were excited to become WASPs, how their lives may have changed because of their service, etc.

For videos and interviews by WASP pilots, see the following resources:

- [The Library of Congress’s Veterans History Project](#) includes stories from several WASPs nationwide.
- [“Stories from the Northwest: WWII – WASP Pilot,”](#) is a six-minute video from a Seattle-based PBS station and provides an overview of WASP history and the struggles female pilots endured during World War II.
- For a Tennessee connection, Doris Brinker Tanner’s story is highlighted in [“The WASP That Doesn’t Sting,”](#) a blog from the Tennessee State Museum written by Lauren Grizzard. The blog features photographs and a [five-minute video interview](#) from Tanner and her husband, Bill Tanner, who served as a Lieutenant Colonel during World War II.

**TEXT AND PHOTOGRAPHY ANALYSIS:
WASP (WOMEN AIRFORCE SERVICE PILOTS)**

WASPS EARN THEIR WINGS



In padded flying suits, Cecily Elmes and Ann Lore adjust each other's parachutes as they prepare for a flight at high altitude. They are nearing the end of the WASP training program. Soon they will graduate, and in the uniform of the Women's Airforce Service Pilots, they will go on behind-the-lines transport and training duty with the Army.

The Army Air Forces use girl pilots of the WASP so more men can fight

American women are serving with the Air Forces as well as with the Army and the Navy in this war. The WASP, official abbreviation for Women's Airforce Service Pilots, is the aviation equivalent of the WAC and the WAVES.

The WASP is technically a civilian organization, though it is under the supervision of the Army. But the women of the WASP accomplish as much for victory in the air as their WAC and WAVES sisters do for victory on land and sea.

Doing Men's Jobs

The WASP was organized to train America's women aviators for behind-the-lines flying assignments with the Army, so that the male aviators doing these jobs could be released for front line duty. Women between the ages of 18½ and 35, with a high school education and 35 hours' flying experience go through an Army training course at the WASP base in Sweetwater, Texas.

After completing the 27-week course, the women pilots go on duty with the Army Air Forces. Originally, their flying duties were limited. They flew Army planes from the factories to the airfields of the nation. And in light training planes, they towed targets for anti-aircraft gunners and went on night "tracking" missions, to help train searchlight and anti-aircraft crews.

New WASP Duties

Today the WASPs also break in new engines by slow flying. They serve as air couriers—flying administrative personnel, confidential papers, and instruments on missions.

Unlike the WAC and the WAVES, the size of the WASP is strictly limited. It has about 1,000 women pilots now in service and 500 in training. But even though the WASP is small, it carries a sting for the enemy. The auxiliary work done by the WASPs is vital in the Air Forces operations.

PARADE QUICK QUIZ:

QUESTION A: What are the three major qualifications a woman must have to be accepted for admission to a WASP training center?

QUESTION B: At what time do student pilots get up in the morning?

Answers on page 86


CONTINUED ON NEXT PAGE 5

"WASPS Earn Their Wings," *The Tennessean*, April 23, 1944. Retrieved from Newspapers.com. Log in required.


**TEXT AND PHOTOGRAPHY ANALYSIS:
WASP (WOMEN AIRFORCE SERVICE PILOTS)**



1 Cecily and Ann arrive at the WASP training base, Avenger Field, Sweetwater, Texas. The training program is run by Aviation Enterprises, Ltd., a civilian firm under government contract and Army supervision. WASPs come under civil service—though like WACs and WAVES they supplement the Armed Forces. Except for formation and combat flying, their training is the same as Army flyers. WASP pilots are an integral part of the Army Air Forces.



2 Still in their civilian clothes, they are sworn in as WASP trainees by one of the Army officers who will be their instructors. Their training period of 27 weeks has begun—and they will get no leave until it is over.



3 The girls are assigned to plain but comfortable barracks of the Army type for their training period. They must fit all of their equipment into their wooden lockers, and keep their quarters in perpetual good order.

CONTINUED ON NEXT PAGE 5

"WASPs Earn Their Wings," *The Tennessean*, April 23, 1944. Retrieved from Newspapers.com. Log in required.

TEXT AND PHOTOGRAPHY ANALYSIS: WASP (WOMEN AIRFORCE SERVICE PILOTS)

WASP pilots prove they can "deliver the goods"

"It's almost over now. Two days more and we get our wings. I couldn't leave without dropping you a line and once again telling you how much this has meant—the life, the opportunities, the facilities have all made this training an unforgettable six months. I have been aching to get out and put it to use, but now as the time grows near to leave I'll certainly have many deep pangs. The wind that has whistled in my ears these past months will be a long time in blowing out of my head."

This nostalgic tribute to Avenger Field in Sweetwater, Texas, was written by a girl trainee who was just about to graduate as a full-fledged WASP pilot. The spirit expressed, with its youthful eagerness for adventure and its simple loyalty, is typical of the resolute women who fly for the Army in the WASP.

They All Love to Fly

The girl flyers who graduate from Avenger Field come from all parts of the country. But they are all pretty much alike. Their consuming interest in aviation makes them so.

The two girls featured in the accompanying pictures are an example. Ann Lore, 24 years old, spent two years at Texas Christian University. Then she worked for a while in her father's chain of photographic studios in Texas. Ann had 45 hours of private flying instruction before she joined the WASP.

Her close friend, Cecily Elmes, a New York debutante, completed only one term at Vassar before her overwhelming eagerness to fly made her quit the classrooms for the airports. She learned to fly in Florida, and was an instructor with 300 hours' flying time when she joined the WASP.

A great percentage of the WASP originally learned to fly at college, under the Civil Aeronautics Authority program. This accounts at least in part for the large number of college girls in the WASP, although a high school diploma is the only educational requirement.

"Women Drivers"

Men pilots are constantly being astonished by the pert WASPs who hop out of the big planes they ferry from factories to Army airfields. And control tower radio men have a way of dealing lightly with the WASPs. When a feminine voice asks for a clear runway, the radio man is likely to warn all men pilots over the field, "Keep clear, boys, there's a woman driver behind you!"

But even the most hard-bitten Army officers who still insist that flying is strictly a man's game have to admit that the petite pilots of the WASP are delivering "the goods," whether it's towing an air target, chauffeuring high officials, or ferrying a trans-Atlantic bomber.


PARADE QUICK QUIZ:

QUESTION A. What do the two hands of the altimeter register?


QUESTION B. How long is the WASP training course?

QUESTION C. Who is the Director of Women Pilots of the Army Air Force?

Answers on page 56



4 Navigation instruction begins with the clock-like altimeter, a giant model of which is used for classroom instruction. On a regular altimeter, installed in the instrument panel, the short hand registers the number of thousands of feet of the plane's altitude, the long hand gives hundreds of feet.



7 Like all WASP trainees, Cecily and Ann have had previous instruction in flying. Although they go up with instructors when they first come to Avenger Field, they are soon flying "solo" on short practice missions. On these flights their Army instructors help them map out their course before the take-off.

"WASPS Earn Their Wings," *The Tennessean*, April 23, 1944. Retrieved from Newspapers.com. Log in required.

**TEXT AND PHOTOGRAPHY ANALYSIS:
WASP (WOMEN AIRFORCE SERVICE PILOTS)**

5 A large part of the WASP ground school training is devoted to practical mechanical work. The girls study a plane's complicated machinery by playing "grease monkey," taking apart, reassembling the machinery.

6 The girls learn instrument flying in the Link trainer. When Cecily closes the cockpit door and pulls the hood down over her, she has only her instruments to go by. An Army technician watches her "fly," phones instructions.

8 When they are ready for more advanced training, Ann and Cecily go up together in a big Army plane. When they are WASP pilots, the girls will be called upon to ferry many types of planes from factory to airfield.

9 After a busy six months, graduation day comes at last. Dressed in their new WASP uniforms, Ann and Cecily receive their silver wings from the commanding officer of the school. Now they are ready to fly for the Army.

Photography by Caroline Ramsey, FPG

"WASPS Earn Their Wings," *The Tennessean*, April 23, 1944. Retrieved from Newspapers.com. Log in required.

TENNESSEANS AT WAR

CREATIVE THINKING: CAMP TYSON AND BARRAGE BALLOONS

Tennessee State Standards	<p>TN.53 Evaluate Tennessee's contributions during World War II, including the impact of Camp Forrest, Camp Tyson, and Oak Ridge as well as the influence of Tennesseans during the war (e.g., Cornelia Fort and Cordell Hull).</p> <p>US.52 Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society.</p> <p>US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.</p>
Time Required	30 minutes

DIRECTIONS FOR TEACHERS

This activity focuses on critical thinking skills and introduces students to creative defense mechanisms used by U.S. troops during World War II, specifically barrage balloons from Camp Tyson, in Paris, Tennessee.

1. To begin, show students the collection of photos (included) related to German psychologist [Karl Duncker's Candle Problem](#): one candle, a book of matches, and a box of tacks. Pause to see if anyone recognizes the items as part of Duncker's experiment.
2. Ask students who have studied Duncker before or who are familiar with his experiment to play along and allow their classmates to try and figure out the problem before sharing their knowledge.
 - Duncker's experiment provides participants with the following items on a table: one candle, a book of matches, and a box of tacks. Participants are asked to attach the candle to a wall so that when it is lit, wax will not drip onto the table. From this experiment in 1945, Duncker discovered what he called "functional fixedness," defined by the [American Psychological Association](#) as "the tendency to perceive an object only in terms of its most common use." Duncker noticed that when the tacks were presented to participants in a small cardboard box, most people viewed the box as a container and not an item that could be used in the experiment's solution. However, when additional participants were presented the same items but the tacks were on the table, separated from their cardboard box, participants were more likely to solve the problem effectively. The Candle Problem can be solved by using tacks to affix the cardboard box to the wall, then placing the lit candle into the box where wax will fill not fall onto the table below.



["M1 Very Low Altitude Barrage Balloon Winch."](#)
The National WWII Museum.

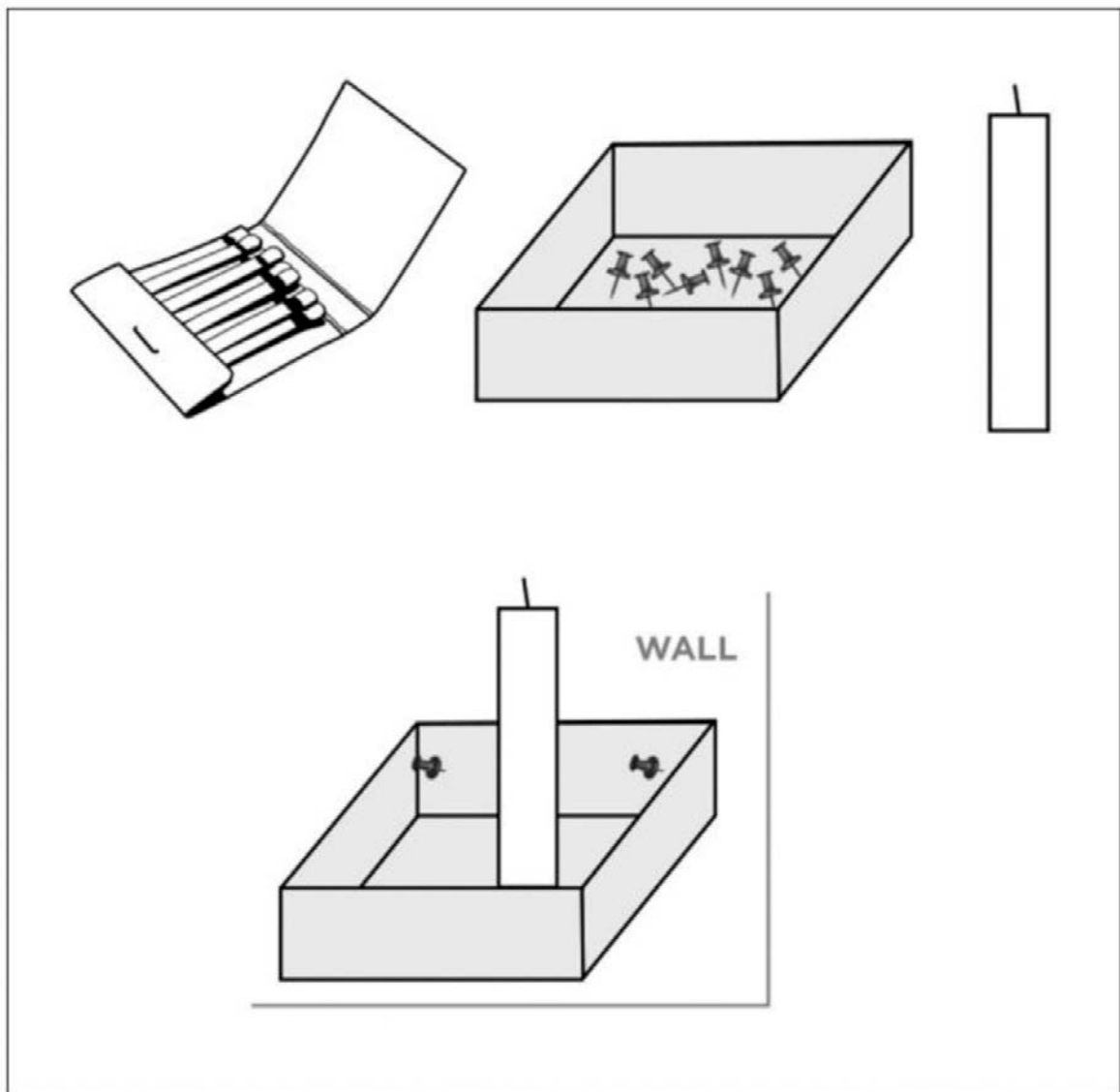
TENNESSEANS AT WAR

3. Once students have had time to try and solve the problem on their own, ask them to share their ideas. Then, explain Duncker's experiment and show them the diagram of the Candle Problem's solution (image included). Be sure to explain the idea of "functional fixedness."
4. Now it is time for students to participate in their own version of Duncker's experiment. Show students the following items (images included): balloons, twine, washers or weights, and a pair of scissors. If time and safety measures allow, provide students with the actual items for a hands-on activity. Ask students to imagine a diorama-sized World War II-era city and use the items they see to defend the city from enemy fire. Explain that for this activity they should attempt to create a replica of defenses that may have been used during World War II. Try not to give too much direction here so that students can be as creative as they like. After students have had time to think or create their defenses, ask them to explain their ideas.
5. Discuss the creativity involved in their problem-solving. Make note of differing plans and designs made by students. Relate students' creativity to military strategists during World War II. Explain that in order to defend themselves and defeat the Axis powers, Allied nations needed to think creatively (examples: camouflage, activities of the [Ghost Army](#), island hopping, plans for D-Day, etc.) Determine if any students or groups have created "diorama-sized barrage balloons"; if so, use them as an example to transition to actual World War II defenses.
6. [The National WWII Museum](#) defines barrage balloons as "an effective anti-aircraft measure ... [that] created a hazard for aircraft engaged in low-level strafing or bombing." Explain this to students and describe how the balloons were used for aerial coastal defense. Show students several [photographs of barrage balloons from the Library of Congress](#).
7. Use the [Tennessee Encyclopedia](#) to provide a brief history of Camp Tyson in Paris, Tennessee, the only barrage balloon training center in the country during World War II.
8. To conclude, ask students to think about all of the individuals and planning that went into using defenses like the barrage balloons. Someone in America had to adapt the idea of barrage balloons from balloons that were first used by Europeans during World War I. Construction workers had to build Camp Tyson. Military personnel had to be trained. Manufacturers had to create all the material necessary to construct and transport the balloons, and so on, before barrage balloons could be used as effective defense mechanisms. By viewing the war from this lens, students should begin to understand how vital Tennesseans on the home front were to winning the war.
9. Ask students to think of other creative examples of problem-solving or innovation used in military practice. Encourage them to think about tactics, weaponry, and machinery both used in battle or developed on the home front. Have them describe how creative thinking was essential during World War II and is still important in contemporary national defense.
10. To check for understanding, have students answer the following question on an exit ticket: How were World War II-era barrage balloons an example of creative problem-solving?
11. For additional primary sources on barrage balloons and training at Camp Tyson, see ["My World War II Experiences: Balloons to German Prisoners,"](#) the memoir of Lieutenant Colonel Charles E. Collins, available alongside his video interview via the [Library of Congress's Veterans History Project](#).

Name _____ Date _____

Directions: Attach the candle to the wall. Ensure that wax does not drip onto the table or floor once the candle is lit.





Duncker's (1945) Candle Problem: The subjects are asked to attach a candle to the wall and are given a box of tacks, candles, and matches, as shown in panel A. The solution is shown in panel B.

Duncker, Karl (1945) *On Problem Solving*, Psychological Monographs, 58, American Psychological Association OCLC: [968793](#).

Name _____ Date _____

How can you use these items to protect the World War II-era city in your diorama?



CAMP TYSON AND BARRAGE BALLOONS



[British barrage balloons. These British barrage balloons were sent to this country under the lend-lease program. They are being used at Camp Tyson, Tennessee, for training purposes](#) [1943 Jan.]



[British barrage balloons. Type of British barrage balloons sent to this country under the lend-lease program. They are being used at Camp Tyson, Tennessee, for training purposes](#) [1943 Jan.]

CAMP TYSON AND BARRAGE BALLOONS



Balloon barrage training center. Aerial octopus. This strange looking creature is a tail view of one of the barrage balloons prompting the above title. The lower fin is filled with gas last as it is slowly raised from the ground. Camp Tyson, Tennessee [1940-1946]



Balloon barrage training center. Lilluputians at a weemie roast. This illustration is portrayed here by comparing the huge balloons and dwarfed trainees seated in picnic fashion around their instructor. Camp Tyson, Tennessee [1940-1946]

TENNESSEANS AT WAR

DOCUMENTARY: "THE MEMPHIS BELLE: A STORY OF A FLYING Fortress"

Tennessee State Standards	US.50 Explain the role of geographic and military factors on the outcomes of battles in the Pacific and European theaters of war, including the Battles of Midway, Iwo Jima, Okinawa, and D-Day. US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.
Time Required	50 minutes

DIRECTIONS FOR TEACHERS

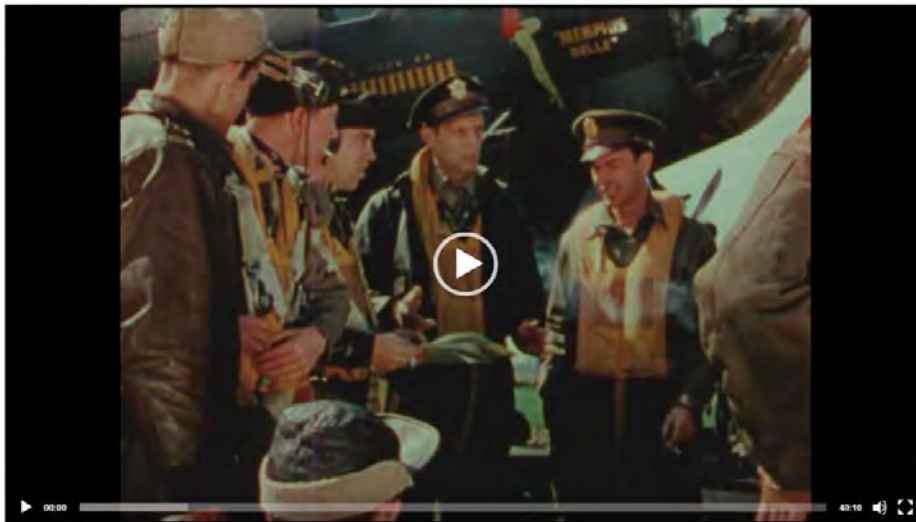
The Memphis Belle was a Boeing B-17 Flying Fortress used in the European Theater during WWII. The plane was named after Margaret Polk, a Memphis native and the sweetheart of Captain Robert Morgan. After receiving the approval of his crew, Morgan sought out artwork to match the name. A pinup girl designed by *Esquire* magazine artist George Petty was then painted on each side of The Memphis Belle. Today, the aircraft can be visited at the National Museum of the U.S. Army Air Force in Dayton, Ohio. More information can be found at [The Memphis Belle Memorial Association](#).

In 1943, Paramount Pictures partnered with the U.S. Army Eighth Air Force to document The Memphis Belle's crew and record their final mission. The result was a 1944 documentary that is available through the [Library of Congress](#), as well as the [Library's YouTube channel](#). The film received praise for boosting morale during the war and for publicizing the critical role of U.S. service members in the Army Air Force.

Use the Teacher's Discussion Guide on the following page to help students analyze the film.

FILM VIDEO

The Memphis Belle: A Story of a Flying Fortress



U.S. Army Eighth Air Force, William Wyler, Paramount Pictures, Inc., Ed Kern, ["The Memphis Belle: A Story of a Flying Fortress,"](#) 1944

DOCUMENTARY: "THE MEMPHIS BELLE: A STORY OF A FLYING FORTRESS"

"The Memphis Belle: A Story of a Flying Fortress" Teacher's Discussion Guide

The documentary is approximately 40 minutes in length. Teachers may choose to stop the film at various points to discuss the following questions with students.

- Around 11:30, the crew of The Memphis Belle is introduced by the narrator. What do you notice about the backgrounds of these men? Where are they from? About how old are the crewmembers? How did their daily lives change after they volunteered or were drafted into the military?
- Around 23:40, The Memphis Belle has completed the first half of the mission. On their return, they are fired on by the Luftwaffe and use the interphone to communicate with each other. How does the interphone contribute to their success?
- At 26:55, an American plane is hit. What do the other American planes do? Are they able to help? Why is it important for the planes to stay in formation?
- Around 27:20, service members at the base in England watch as planes return from the mission. Why do people on the ground count the planes? What are they watching for? Why do some planes fire a colored flare upon landing?
- At 30:10, a gunner receives a blood transfusion. Why does narrator Ed Kern say "thanks" during this portion of the film? To whom is he speaking? Do you think those watching the documentary from home were encouraged to do more after seeing how blood drives directly helped an injured crewmember?
- At 30:35, more planes return from the mission. What do you notice about the planes as they land at the air field? Eventually 32 of 36 planes come back. The Germans, however, suffered far greater loss during this mission.
- At 33:40, troops that have returned discuss every detail of the mission with one another. Why is this an important part of any mission? What might they have learned from this debriefing?
- Around 35:35, the Memphis Belle returns from its 25th and final mission.
- Around 37:00, every crewmember from The Memphis Belle receives the Distinguished Flying Cross. Who then visits the crew? The crew's last visitors are General Eaker, Commander of the Eighth Air Force, and General Devers, U.S. Commander of the European Theater. General Eaker reads orders for the crew's 26th mission. What does he describe? Why does he call this final mission The Memphis Belle's most important one?
- Based on the narrator's final comments and the documentary's wartime release date, what do you believe was the purpose of the film? Do you think the documentary's producers successfully shared the story of The Memphis Belle and its crew? Why or why not? How do you think the film was received by Americans who watched it from the home front?

U.S. Army Eighth Air Force, William Wyler, Paramount Pictures, Inc., Ed Kern, ["The Memphis Belle: A Story of a Flying Fortress,"](#) 1944

TENNESSEANS AT WAR

GEOGRAPHY ACTIVITY: MAPPING TENNESSEE'S WWII MILITARY INSTALLATIONS

Tennessee State Standards	<p>TN.53 Evaluate Tennessee's contributions during World War II, including the impact of Camp Forrest, Camp Tyson, and Oak Ridge as well as the influence of Tennesseans during the war (e.g., Cornelia Fort and Cordell Hull).</p> <p>US.52 Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society.</p> <p>US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.</p>
Time Required	30 minutes

DIRECTIONS FOR TEACHERS

In 2007, the Tennessee Department of Environment and Conservation Division of Archaeology published [“An Archeological Survey of World War II Military Sites in Tennessee,”](#) written by Benjamin C. Nance. The survey reports at least 118 WWII-related sites in the state, 87 of which are still extant. Many of the sites that no longer appear on the physical landscape were temporary camp sites used during the Tennessee Maneuvers. This mapping activity allows students to visualize the war's wide-ranging impact on the state by marking Tennessee's major WWII installations.

1. Ask students to use their textbooks or internet browsers to locate and label each of the following WWII installations on the Tennessee map handout.

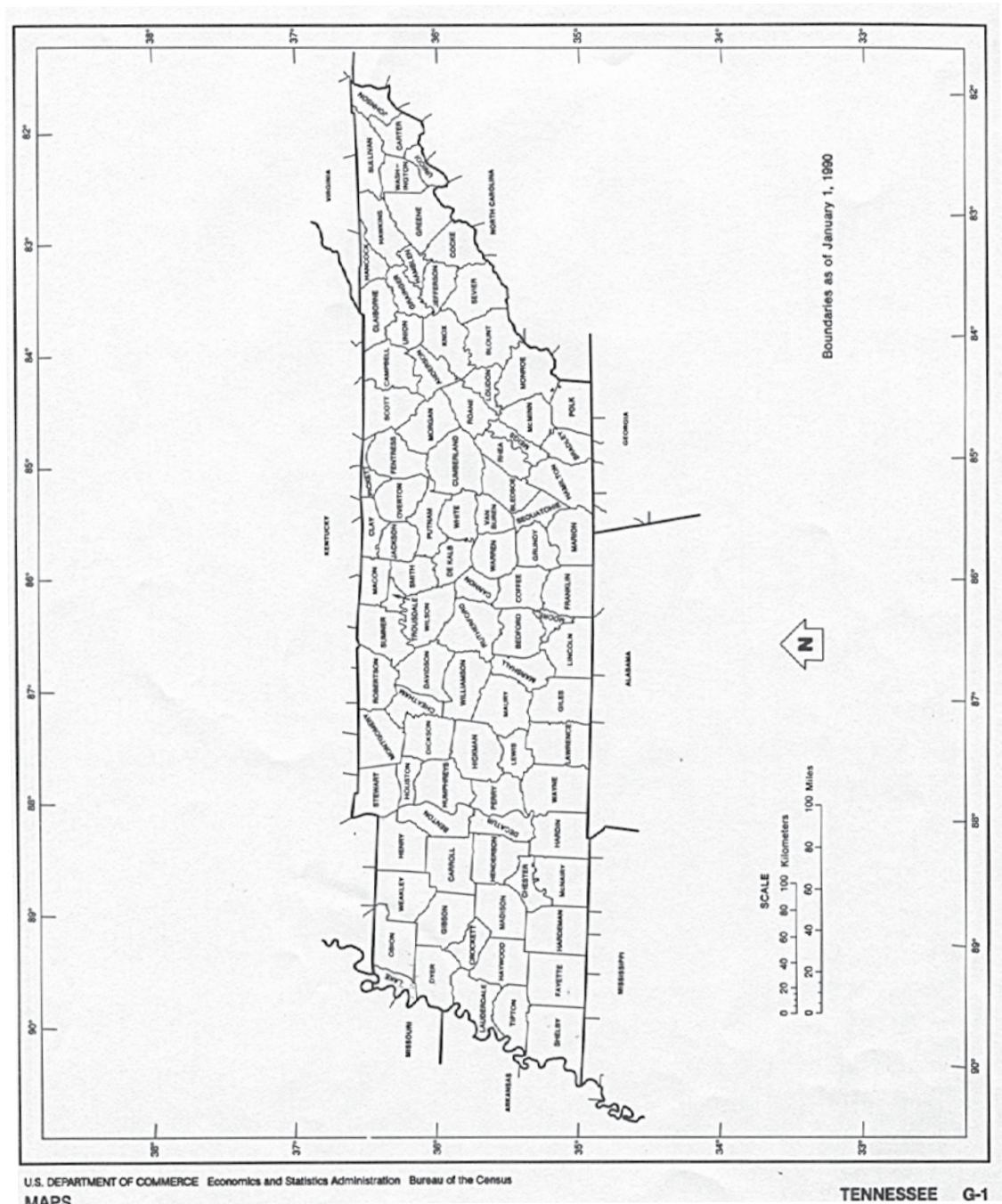
- | | |
|----------------------------|-----------------------------------|
| 1. Camp Crossville | 6. Smyrna Army Airfield |
| 2. Camp Forrest | 7. Memphis Naval Air Station |
| 3. Camp Tyson | 8. Memphis General Services Depot |
| 4. Dyersburg Army Air Base | 9. Milan Army Ammunition Plant |
| 5. William Northern Field | 10. Oak Ridge |

2. As an additional activity, have students choose one of the military installations from their map to research. Ask students to write a paragraph that summarizes their site's history and importance. They should include details such as the time frame in which their site operated; its purpose; people who worked, were stationed, or were held there; and its impact in the war effort. Summaries should answer the five Ws and H. (Who? What? When? Where? Why? How?) Once complete, ask students to share what they learned with each other or the class.

- Depending on the reading level of your students, Nance's report, [“An Archeological Survey of World War II Military Sites in Tennessee,”](#) and [The Tennessee Encyclopedia of History and Culture](#) may serve as great starting points for researching these sites.

GEOGRAPHY ACTIVITY: MAPPING TENNESSEE'S WWII MILITARY INSTALLATIONS

Directions: Label the following WWII military installations on the map below: Camp Crossville, Camp Forrest, Camp Tyson, Dyersburg Army Air Base, William Northern Field, Smyrna Army Airfield, Memphis Naval Air Station, Memphis General Services Depot, Milan Army Ammunition Plant, Oak Ridge



Tennessee, U.S. Department of Commerce, Jan. 1, 1990

Choose an installation from the map above to research. In a paragraph, summarize its history and importance. Include details such as the time frame in which it operated; its purpose; people who worked, were stationed, or were held there; and its impact in the war effort. Try to answer the five Ws and H. (Who? What? When? Where? Why? How?)

TENNESSEANS AT WAR

The Tennessee State Museum in Nashville houses an extensive WWII collection, some of which has been digitized. However, the artifacts in this activity are not yet available through the museum's website. They are part of a larger collection that represents the military service of two East Tennessee natives who died in combat. Both Paul Hickman, who died in Belgium during WWI, and his nephew Floyd Sharp, Jr. were medics who served in the U.S. Army. Floyd Sharp, Jr. was killed on Okinawa, June 17, 1945.

USING ARTIFACTS TO TELL A STORY: A TENNESSEAN AT OKINAWA

Tennessee State Standards	<p>5.18 Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.</p> <p>US.48 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.</p> <p>US.50 Explain the role of geographic and military factors on the outcomes of battles in the Pacific and European theaters of war, including the Battles of Midway, Iwo Jima, Okinawa, and D-Day.</p> <p>US.51 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers.</p>
Time Required	20 minutes

DIRECTIONS FOR TEACHERS

This activity details a portion of Private Floyd Sharp, Jr.'s life and can serve as a personal connection to the war for students as Sharp himself was still attending a Knoxville high school when he was drafted into the U.S. Army. Sharp's story can be used to introduce the War in the Pacific or as an additional activity to be used when discussing the Battle of Okinawa.






Use the discussion prompts while displaying images from the [Tennessee State Museum's "Monty Sharp Collection,"](#) donated by Floyd Montgomery Sharp and curated by former Senior Curator of Military History Dr. Lisa Budreau. (Note: The "Monty Sharp Collection" is not yet digitized.) A [PowerPoint presentation](#) that includes each photograph used in the discussion is available on the Teaching with Primary Sources—MTSU website.

Private Floyd Sharp, Jr., Tennessee State Museum.



TENNESSEANS AT WAR

USING ARTIFACTS TO TELL A STORY: A TENNESSEAN AT OKINAWA

Prompts for Class Discussion:	Image to Display:
<p>1. Tennessee's nickname as The Volunteer State predates WWII by over a century, but its residents were still living up to their reputation during the 1940s. This tradition of volunteerism, coupled with wartime drafts, made common the occurrence of military service spanning multiple generations in the same family. That is the case with Private Floyd Sharp, Jr., a WWII veteran who served in the Pacific.</p> <p>(Sharp's uncle, Private Paul Hickman of Piedmont, Tenn., volunteered for service in 1917. Less than six months after his induction into the U.S. Army, Hickman was serving as a medic in frontline trenches. While recovering American wounded from a section of "no man's land" between the American and German trenches in Belgium, Hickman was killed on August 27, 1918, after being hit by shrapnel.)</p>	 <p>Private Floyd Sharp, Jr., Tennessee State Museum.</p>
<p>2. In the early 1940s, Floyd Sharp, Jr. played football for three years and basketball for two years while a student at Rule High School in East Tennessee, near Knoxville.</p>	 <p>Rule High School Letter Jacket, Tennessee State Museum.</p>
<p>3. Pictured here is the Draper & Maynard helmet Sharp wore between 1940 and 1944.</p>	 <p>Rule High School Football Helmet, Tennessee State Museum.</p>
<p>4. Sharp was called into the service at the end of his junior year at Rule and received Basic and Advanced Infantry Training at Camp Wheeler near Macon, Georgia. Sharp subsequently was selected to become a medic and was then sent to Fort Ord in California, where he received Combat Medical Training.</p>	 <p>Camp Wheeler, National Archives.</p>
<p>5. Pause here and ask students to think about how Floyd Sharp's life changed. What might Sharp have been thinking about on his way to training in California? Did he have close friends or relatives who were also serving in the war? What did he miss about home? How do you think he felt about missing his senior year of high school? Was he scared? Did he feel ready for deployment?</p>	 <p>"Soldiers Marching at Fort Ord, California," March 1942, Clifford Reason Collection, Veterans History Project, Library of Congress.</p>

TENNESSEANS AT WAR

6. Sharp's 96th Infantry Division was stationed in the Pacific for attacks on the islands of Leyte and Okinawa. During WWII, V-mail was a secure and less costly method for families to stay in touch with their service members in the military overseas. Pictured here is a V-mail letter Sharp sent to "Mom & all."



V-Mail Correspondence, Tennessee State Museum.

7. Analyze the text of Sharp's V-mail correspondence. When was the letter sent, and from where? What was Sharp worried about? What was his purpose for writing? Discuss the reality that many service members were young people who had their whole lives ahead of them. Prepare students for Private Sharp's fate by introducing a second type of correspondence, Western Union telegrams.

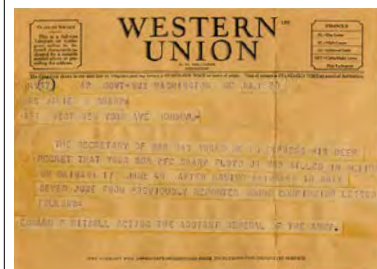
8. Private First Class Sharp was wounded in action at Okinawa on May 28, 1945. Refusing to be separated from his outfit, he returned to his unit on June 7, 1945, and continued serving on the front line.



Purple Heart Medal, Floyd Sharp, Jr., Tennessee State Museum.

- The back of the medallion is engraved "For Military Merit" and has Floyd Sharp, Jr.'s name etched on it. (President George Washington initially established the Badge of Military Merit, predecessor of the Purple Heart medal, in the late 18th century.) The Purple Heart is the oldest military award still given to U.S. military members.

9. On June 17, 1945, ten days after returning to his unit, Private Sharp observed a wounded soldier exposed to enemy fire during the desperate fighting along the Shuri Line. Without regard for his own personal safety, he immediately ran forward while attempting to save the life of his comrade but was killed by enemy machine gun fire.



Western Union telegram dated July 20, 1945, Tennessee State Museum.

- The Western Union telegram pictured here is dated July 20, 1945, nearly a month after Private Sharp's death. Private First Class Floyd Sharp, Jr. was buried with full military honors on the island of Okinawa. He was reinterred in his hometown of Knoxville two years later.

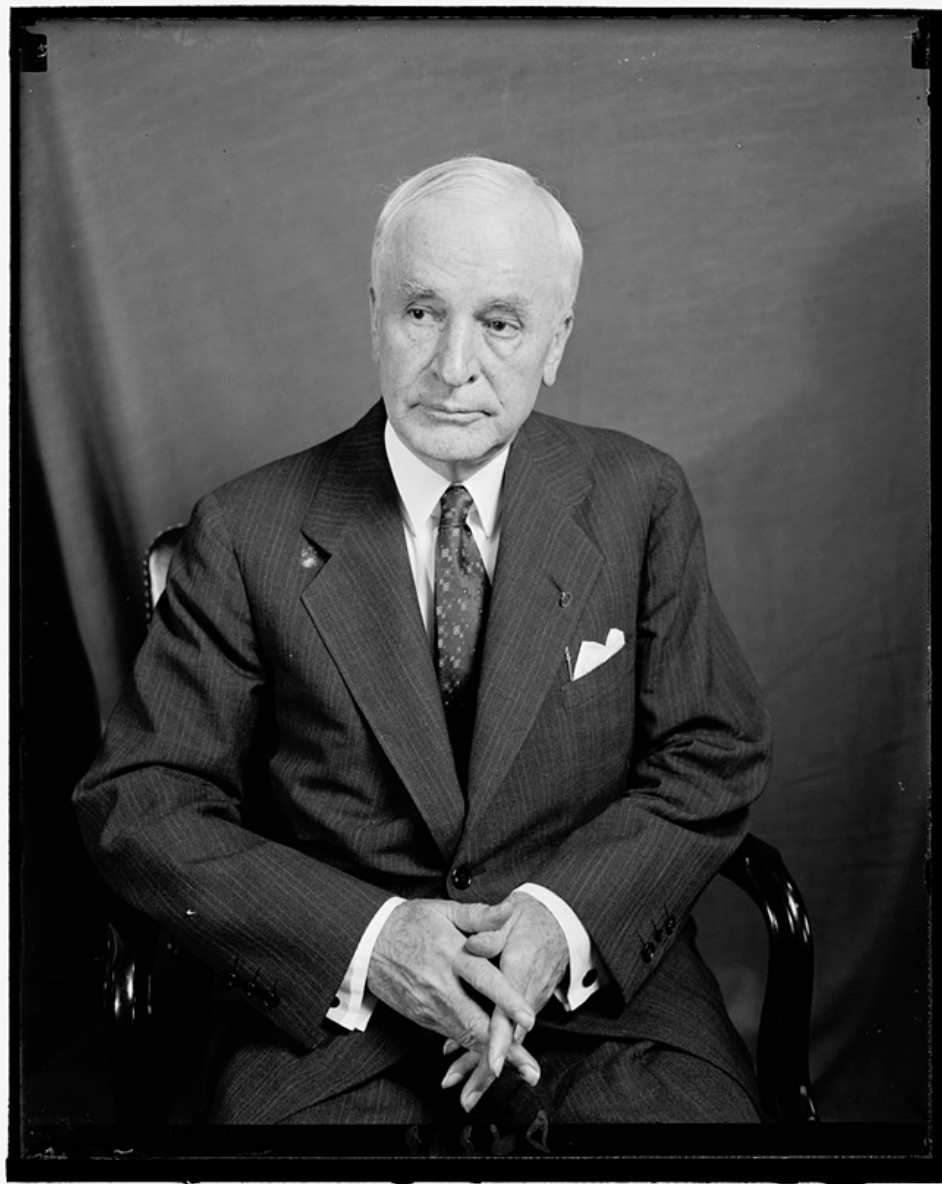
10. Ask students to reflect back to the beginning of Sharp's story as a high school athlete. Then consider how quickly his time in the U.S. Army passed by—from the summer of 1944 to the summer of 1945. Think about how many Tennesseans, Americans, and others around the world had similar stories. Though WWII often seems distant to us now, both in time and in place, it is important to remember who fought for the freedoms secured by the war and how their lives and the lives of their families were upended during those trying years. WWII soldiers and their families are not so different than us.



"VJ Day Parade," Library of Congress.

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

The Changes in Wartime and Postwar Tennessee unit will explore the widespread changes and impact that the war effort had on Tennessee's economy. This includes topics such as urbanization, the role of agriculture, the Fair Employment Practices mandate, and discrimination experienced by African Americans working in war production. The unit will also explore the role of Tennessean Cordell Hull in the formation of the United Nations. Finally, the unit will examine Governor Prentice Cooper's 1944 Committee on Postwar Rehabilitation of Veterans and its connection to the GI Bill of Rights; the Columbia Race Riot of 1946; and postwar urbanization, industry, and education.



Harris & Ewing, "[Secy. of State Cordell Hull at his desk, 7-12-40](#)," [July 12, 1940]

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

TENNESSEE STATE STANDARDS

5.22 Examine the growth of the U.S. as a consumer and entertainment society after World War II, including: • Suburbs • Increased access to automobiles • Interstate Highway System • Television, radio, and movie theaters.

TN.54 Describe major agricultural shifts in Tennessee post-World War II and their impact economically and socially.

TN.56 Describe Tennessee's role in the Civil Rights Movement (e.g., sit-ins and Diane Nash, Highlander Folk School, Tent City Movement of Fayette County, Columbia Race Riots, and the Clinton Twelve).

US.53 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman.

US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.

US.58 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.

AAH.37 Describe the experience of African Americans at home during and after World War II.

AAH.38 Explain how World War II laid the groundwork for the modern Civil Rights Movement (e.g., President Franklin D. Roosevelt's Executive Order 8802, CORE, President Harry S. Truman's integration of the military, Columbia Race Riots).

HISTORICAL OVERVIEW

World War II's unprecedented impact was felt by nearly all Tennesseans. Preserved ration books, satin souvenir pillowcases from military training camps, and V-mail letters to loved ones serving overseas are just a few of the artifacts and primary sources that document the war era. While individuals adjusted to wartime upheaval as well as the war's somewhat abrupt ending due to America's use of atomic weaponry in Hiroshima and Nagasaki, sweeping change also affected Tennessee as whole. The social, political, and economic landscape of the state shifted during the war and postwar eras, and the effects of many of those changes are still noticeable today.

Even before Pearl Harbor, many Tennesseans were doing their part to aid America's growing military. After 1941, volunteerism was even more prevalent. Tennesseans offered their support in numerous ways, such as participating in scrap metal or rubber drives, knitting sweaters for soldiers, canning food, or inspecting their neighborhoods during blackouts designed to prepare for air raids by the enemy.¹ The war produced a range of emotions from fear to anticipation, especially for young people. For instance, some children competed with one another to raise money for war bonds. Fifteen-year-old Tennessean John Wells forged his parent's signature to join the Navy.² In a letter to Santa Claus, Linda Ann Provine, a child from Henry County, explained where to find her family at Christmastime because "Uncle Sam took our home for Camp Tyson."³ Historian Susan Gordon notes that approximately 300 "Tennessee girls met and married soldiers on maneuvers," who were stationed in Tennessee for training.⁴ Women, families, and churches offered their time and spaces to soldiers associated with the Tennessee Maneuvers, often providing homemade meals, hot showers, and a place to rest. Indeed, everyone in Tennessee was affected by the war.

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

In addition to these social changes experienced by Tennesseans during World War II, the economic shifts were striking. The previous unit describes several industries—such as Consolidated Vultee Aircraft Corporation, TVA, Tennessee Eastman, and the Memphis Fisher Body aircraft facility—that provided needed materials for the war. The demand for wartime jobs, coupled with federal legislation such as Executive Order 8802, allowed new opportunities for many Tennesseans and others who relocated to the state. This executive order, perhaps the most well-known from the Roosevelt administration, created the Fair Employment Practice Committee and prohibited discrimination in war-related work.

Like industries in Tennessee's urban areas, farming throughout the state underwent major changes during World War II and the postwar era. New technological advances, machinery, fertilizers, livestock breeding practices, and other innovations allowed farmers to recover from the Great Depression. However, many tenants and farmhands lost their jobs as labor costs rose and tractors provided farm owners a reliable way to do more with less help. Since World War II, Tennessee agriculture has commercialized steadily. Farm sizes have doubled, while the number of farms has dropped by roughly 66 percent. Agriculture remains an important part of the state's economy, though culturally it is no longer as significant as it was prior to World War II.⁵

During the 1940s and 1950s, patterns showed a decrease in rural populations coupled with increasing migration to Tennessee's larger cities.⁶ This trend of urbanization was especially true for African Americans who left the South seeking stable employment and higher pay as part of the Second Great Migration. Despite progress, however, Black people in Tennessee typically filled domestic or entry-level manufacturing roles after leaving their jobs at rural farms. Along with women in war industries, they were often laid off quickly once demand lessened and white, male veterans returned home.

Manufacturers were initially hesitant to hire women, but these Tennesseans answered the call when labor was needed for wartime production. In some normally male-dominated industries, women's employment increased by approximately 75 percent and their hourly wages grew by 57 percent, although women still earned significantly less than men.⁷ Nevertheless, women and minorities saw a collective benefit from wartime employment in both social and economic realms.

During the war, many African Americans and their supporters were committed to the Double V Campaign, the fight for democracy at home and abroad. After working in war industries or serving in the Armed Forces, Black Americans were more motivated and able than ever to challenge injustices. The modern Civil Rights Movement, in fact, has roots among Tennessee military veterans. On the evening of February 25, 1946, African American Navy veteran James Stephenson was the center of what came to be known as the Columbia Race Riot. Truthfully, there was no riot in Columbia, Tennessee. Rather, a white mob intermingled with white law enforcement raided the city's Black community, resulting in damaged property, confiscated firearms, and over 100 arrests. Details surrounding the event garnered national attention and legal support from Thurgood Marshall and the National Association for the Advancement of Colored People. The Columbia Race Riot can be viewed as a catalyst for changes demanded by the Black community in the 1950s and 1960s; this was a movement that Black military veterans were keen to support.⁸

Another instance involving the leadership of military veterans occurred in Fayette and Haywood counties. From 1960-1962, Viola McFerren and her husband, John McFerren, a WWII veteran, were key leaders of "Tent City," where hundreds of Black residents lived after being evicted by white landowners and blacklisted from local shops for registering to vote.

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE



Defendants in the Columbia Race Riot trial were photographed after twenty-three of the twenty-five men were acquitted on October 4, 1946. [“Group of African American men in front of the County Clerk’s office.”](#) Trials, Triumphs, and Transformations: Tennesseans’ Search for Citizenship, Community, and Opportunity. James E. Walker Library, Middle Tennessee State University.

Like events in Columbia, civil rights protests in Tennessee once again attracted national attention and support from advocates. Voter registration drives continued, and eventually Black people in the encampments relocated. However, whites still dominated fixed elections.

As many war veterans continued the mission of the Double V Campaign, others in Athens, Tennessee, demanded an end to political corruption. In August 1946, veterans led by Marine Bill White took up arms against local law enforcement to ensure a fair election and to end corrupt policies practiced in McMinn County. The veterans were successful in what became known as “The Battle of Athens,” and five veteran candidates took office.⁹

Returning war veterans were often given a hero’s welcome to Tennessee. Parades were held in their honor, and the state provided programs to assist in their transition. Organizations such as the Committee on Postwar Rehabilitation of Veterans, the Tennessee War Service Advisory Council, the War Records Bureau, and local chambers of commerce offered services and helped ensure employment for returning veterans. Federal programs such as the G.I. Bill of Rights had a significant impact on Tennessee’s college campuses. For instance, of the 8,700 students attending the University of Tennessee in 1947, 5,000 were veterans, many of whom brought their wives and Baby Boomer children to Knoxville to live as the veterans attended classes.¹⁰ Vanderbilt University, East Tennessee State College, Memphis State College, and others also witnessed these shifts in their student populations.¹¹

Aside from college campuses, Tennessee’s broader housing markets also experienced a postwar boom. Low interest rates during the period allowed many Tennesseans to become homeowners; subsequently, suburbs grew. Industries emerged in more rural areas on the outskirts of Knoxville, Chattanooga, and the Tri-Cities. As expected, once demand for wartime production decreased, many cities like Oak Ridge, Nashville, and Knoxville experienced growth at slower rates than were seen during World War II. The same was not true in Memphis, however, where “the war created an emergency-induced catalyst for economic growth that spawned 370 new industrial plants ... between 1946 and 1952.”¹² Still, while much of the state suffered a postwar industrial lull, output in the postwar years far exceeded what it had been prior to the war. For instance, “the estimated value of manufactured products” for the entire state in 1946 was “an 80 percent increase over 1939 figures.”¹³ The overwhelming shifts in demand, employment, and housing during World

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

War II logically caused reciprocal reactions at the war's end, but on average, the state still benefited from the boom of the early 1940s.

Americans joined people around the world in feeling a sense of relief at the end of World War II. Tennesseans were particularly proud of their native son from Pickett County, Cordell Hull. After serving in the U.S. House and Senate for over 20 years, Hull was appointed as FDR's Secretary of State and oversaw the organization of the United Nations after World War II. For his efforts he was awarded a Nobel Peace Prize in 1945. Hull was dubbed the "Father of the United Nations," and his global impact cannot be understated as this organization has helped maintain relative peace throughout the world.¹⁴

The creation of the United Nations was a remarkable feat. However, the postwar era was not perfect. Struggles were especially trying for those who lost loved ones in the war, veterans who endeavored to return to normalcy after traumatic war experiences, and groups who experienced discrimination and injustice despite all they collectively had given to support the country in previous decades. Difficulties after the war, however, did not overshadow the progress made. Upward social and financial mobility was experienced by many as activists addressed labor issues and civil rights. The Great Depression was eliminated as industries grew in number, and scientific and technological advancements continued to improve. Thus, the postwar period in Tennessee, though unique, was also like other eras in history—full of nuance, change, regression, and progress.

ENDNOTES

1. Susan L. Gordon, "Home Front Tennessee: The World War II Experience," *Tennessee Historical Quarterly* 51, no.1 (Spring 1992), 6.
2. Ibid., 8.
3. Ibid., 7.
4. Ibid., 9.
5. Donald L. Winters, "Agriculture," in *The Tennessee Encyclopedia of History and Culture*, edited by Carroll Van West (Knoxville: University of Tennessee Press, 2018), <https://tennesseencyclopedia.net/entries/agriculture/> (accessed April 1, 2022).
6. Patricia Brake Howard, "Tennessee in War and Peace: The Impact of World War II on State Economic Trends," *Tennessee Historical Quarterly* 51, no.1 (Spring 1992), 61.
7. Ibid., 56.
8. Carroll Van West, "Columbia Race Riot, 1946," in *The Tennessee Encyclopedia of History and Culture*, edited by Carroll Van West (Knoxville: University of Tennessee Press, 2018), <https://tennesseencyclopedia.net/entries/columbia-race-riot-1946/> (accessed March 5, 2022).
9. Jennifer E. Brooks, "Battle of Athens," in *The Tennessee Encyclopedia of History and Culture*, edited by Carroll Van West (Knoxville: University of Tennessee Press, 2018), <https://tennesseencyclopedia.net/entries/battle-of-athens/> (accessed March 5, 2022).
10. Patricia Brake Howard, "Tennessee in War and Peace: The Impact of World War II on State Economic Trends," 62.
11. Ibid., 63.
12. Ibid., 55.
13. Ibid.
14. United States Department of State, Office of the Historian, Foreign Service Institute, "Biographies of the Secretaries of State: Cordell Hull (1871-1955)," <https://history.state.gov/departmenthistory/people/hull-cordell> (accessed March 17, 2022).

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

ACTIVITIES

1. Audio Recording Analysis: Racial Strife in Nashville, Tennessee

For this source, two activity ideas are provided. The first includes discussion points for an introductory activity using the Library of Congress's "Dear Mr. President" audio recordings from Nashville, Tennessee, in 1942. In the second activity, students work in small groups to analyze the audio recordings.

2. Newspaper and Poster Analysis: Double V Campaign

In this activity, students use an excerpt from *The Tennessean* and posters from the Library of Congress to determine the meaning of the Double V Campaign and how the campaign relates to President Roosevelt's Four Freedoms.

3. Newspaper and Video Analysis: Columbia Race Riot

In this activity, students listen to a historian's account of events in Columbia, Tennessee, in 1946 before comparing details published in a 1946 newspaper. This activity discusses the role of Black war veterans in the fight for civil rights.

4. Photo and Newspaper Analysis: The Battle of Athens

Students will hypothesize details about a historic photograph before learning about the Battle of Athens. Guided reading questions for an article written by Eleanor Roosevelt are included, as well as additional audio, text, and video resources.

5. Newspaper Analysis: Cordell Hull and the United Nations

This activity utilizes a modern video clip and a 1945 newspaper article. Students will create a Twitter-length response to these investigative questions: What is the purpose of the United Nations? And what role did Cordell Hull play in the founding of the organization?

ADDITIONAL RESOURCES

Digital Archives and Exhibits

- ["The Civil Rights Act of 1964: A Long Struggle for Freedom"](#) is an exhibition from the Library of Congress that includes a thorough section titled "World War II and Post War (1940-1949)."
- ["Mapping Inequality: Redlining in New Deal America"](#) features interactive maps of over 200 U.S. cities. Neighborhoods were colored-coded by the Home Owners Loan Corporation (HOLC) during the 1930s to aid bankers in determining mortgage risks. [Health and environmental impacts](#) linked to discriminatory redlining practices can still be seen today.

Home front Tennessee

- Susan L. Gordon's article, ["Home Front Tennessee: The World War II Experience,"](#) published in Spring 1992 in the *Tennessee Historical Quarterly* provides a detailed account of wartime social changes and industries in Tennessee.

Political Strife

- "Riots in Tennessee History" is an excerpt from the Tennessee Historical Commission's publication, *The Courier*. Kate Williams researched the piece for TSLA, and page 13 features ["McMinn County War, Athens, Tennessee, August 1946,"](#) a story about World War II veterans who fought against local political corruption in their town of Athens.

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

Racial Strife and Discrimination

- TPS—MTSU Lesson Plan: [The Double V Campaign](#)
- TPS—MTSU Lesson Plan: [The Media and 20th Century Race Riots: Causes and Consequences](#). In this lesson students compare race riots that occurred shortly after World War I in Tulsa, Okla., in 1921 and after World War II in Columbia, Tenn., in 1946.
- TPS Lesson Idea: [Tent Cities](#). Created by TPS—MTSU's Kira Duke, this lesson idea is part of a newsletter focused on local history. It features primary sources and information related to the fight for voting rights in Fayette and Haywood counties and notes the role of WWII veterans like John McFerren and his wife, Viola McFerren.
- Anita Wadhvani, ["WWII 70 Years Later: Anti-Semitism Wasn't Just in Europe."](#) This *USA Today* article about Nashville residents Robert and Miriam Mamlin discusses Robert's time in the U.S. Army and discrimination against Jewish people in Nashville during the postwar era.

Columbia Race Riot, 1946

- The Tennessee State Museum's website, *Tennessee4Me*, includes a post titled ["Columbia Race Riots"](#) that briefly recounts the February 1946 events.
- [Tennessee Encyclopedia: Columbia Race Riot](#)
- [The Albert Gore Research Center](#) at MTSU: ["Milton Murray Discusses Thurgood Marshall in Columbia, TN 1946"](#) [1984]. In this eight-minute clip, WWII veteran and civil rights activist Milton Murray discusses how he protected NAACP lawyer Thurgood Marshall from a lynch mob during the Columbia Race Riot.
- Oliver W. Harrington, ["The Terror in Tennessee: The Truth about the Columbia Outrages"](#) (The National Committee for Justice in Columbia, Tennessee, 1946). This propaganda pamphlet available through the Tennessee State Library and Archives was written by Oliver Harrington, a Black cartoonist who wrote for the NAACP during the 1940s. One of the purposes of the pamphlet was to raise money for the National Committee for Justice in Columbia, Tennessee.

The United Nations and Cordell Hull

- [The Cordell Hull Birthplace State Park](#) is located in Byrdstown, Tennessee. The park has a museum, archive, monthly speaker series, and children's programs.
- [Tennessee Encyclopedia: Cordell Hull](#)
- In October 2020, the Tennessee State Museum hosted ["In Conversation: The Life and Legacy of Cordell Hull and the United Nations at 75 Years,"](#) a 1.5-hour discussion in which panelists discuss Cordell Hull's early life, career, and legacy.

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

AUDIO RECORDING ANALYSIS: RACIAL STRIFE IN NASHVILLE, TENNESSEE

Tennessee State Standards	<p>US.53 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman.</p> <p>AAH.37 Describe the experience of African Americans at home during and after World War II.</p> <p>AAH.38 Explain how World War II laid the groundwork for the modern Civil Rights Movement (e.g., President Franklin D. Roosevelt's Executive Order 8802, CORE, President Harry S. Truman's integration of the military, Columbia Race Riots).</p>
Time Required	10 minutes

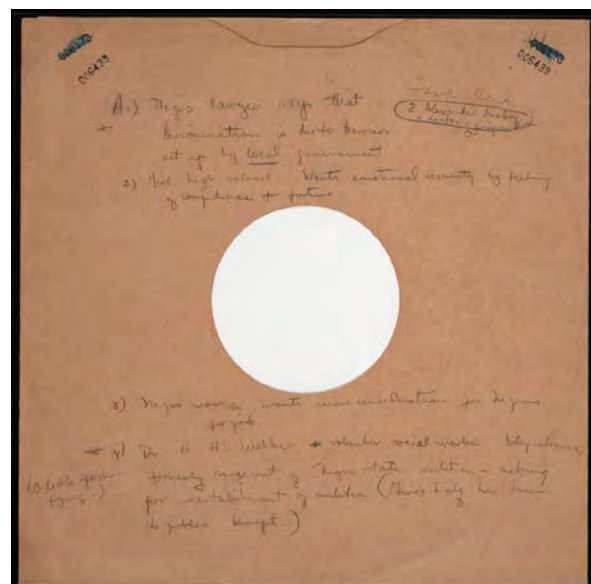
DIRECTIONS FOR TEACHERS

Below, teachers will find two ideas (one introductory activity and one structured, small group activity) for using the Library of Congress's ["Dear Mr. President" audio recordings](#) from Nashville, Tennessee, in 1942. Each of the four recordings are approximately five minutes in length and feature African American Nashvillians wishing to inform President Roosevelt about their opinions of World War II.

INTRODUCTORY ACTIVITY:

1. To use this primary source as an introduction for discussion on race relations, display [one of the transcripts](#) for students to read while playing the [corresponding audio clip](#) for the class as a whole. [Three additional "Dear Mr. President" audio records from Nashville](#) are available through the Library of Congress with transcripts in PDF format. (Note: One of the additional recordings does not include a written transcript.)
2. Use the discussion points below to help students think about what they hear.
 - Identify the speakers, the roles they play in their community, and why they may have been chosen to participate in the recorded interviews.
 - Ask students to make note of the concerns speakers share as well as why they may or may not support aspects of the war.

["Dear Mr. President,"](#)
Nashville, Tennessee,
January or February 1942, "
1942, Library of Congress



SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

AUDIO RECORDING ANALYSIS: RACIAL STRIFE IN NASHVILLE, TENNESSEE

Tennessee State Standards	US.53 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman. AAH.37 Describe the experience of African Americans at home during and after World War II. AAH.38 Explain how World War II laid the groundwork for the modern Civil Rights Movement (e.g., President Franklin D. Roosevelt's Executive Order 8802, CORE, President Harry S. Truman's integration of the military, Columbia Race Riots).
Time Required	30 minutes

DIRECTIONS FOR TEACHERS

Structured, Small Group Activity:

1. For a more structured activity, divide students into groups of three or four and assign one ["Dear Mr. President" audio recording](#) to each small group. Since there are four different audio recordings, groups should be located in different areas of the room or encouraged to wear headphones. Consider providing a link for each group to provide easy access and to prevent confusion.
2. Distribute copies or display transcripts of each group's audio recordings. Transcripts may be found by clicking on the PDF option underneath each audio file in the Library of Congress link from Step 1.
3. Assign a number to each group member so that they might listen closely to that portion of the tape and answer the questions on the Audio Recording Analysis Handout (included). For instance, student #1 will answer the handout's questions about the first speaker; student #2, the second speaker; and so on. Most of the recordings have three or four speakers each.
4. Before students begin listening, explain that once the recording is over, they will be responsible for sharing their assigned speaker's concerns and opinions with their group.
 - Tip: To encourage students to listen closely to the entire tape instead of just their assigned speaker, make note of the final question on the Audio Recording Analysis Handout while giving directions. This question asks students to put their speaker's message into context by comparing it with the messages of other interviewees from the audio recording.
5. Once groups have finished, have students share what they learned from listening to Nashvillians from the 1940s. As an exit ticket, ask students to summarize one concern that an interviewee vocalized and propose a solution to that concern.

This [Teacher's Guide to Analyzing Oral Histories](#) from the Library of Congress offers additional questions to ask and ideas for follow-up activities that may encourage students to actively listen to the interviews.

Name _____ Date _____

AUDIO RECORDING ANALYSIS: RACIAL STRIFE IN NASHVILLE, TENNESSEE

Directions: With your small groups, listen to the assigned “Dear Mr. President” audio recording. Answer the questions below about the speaker you were assigned. Once the audio recording is complete, share your findings with your small group.

1. My assigned # is _____ which correlates to Speaker # _____.

2. What is the speaker’s background? (Name, occupation, age, race, etc.)

3. What is the speaker’s purpose for participating in this audio recording? What were they seeking to gain or change?

4. Why do the speakers address President Roosevelt in this manner (through an audio recording, rather than sending letters to the White House or writing an editorial in the paper)?

5. How might their public pleas to the president have been interpreted by their communities in Nashville? In other words, what do you think their neighbors thought about what they said?

6. How does the speaker’s message compare to what other interviewees discussed? Were the speakers concerned with the same issues? Do you think they agreed with one another? Why or why not?

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

NEWSPAPER ANALYSIS: DOUBLE V CAMPAIGN	
Tennessee State Standards	<p>US.53 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman.</p> <p>AAH.37 Describe the experience of African Americans at home during and after World War II.</p> <p>TN.56 Describe Tennessee's role in the Civil Rights Movement (e.g., sit-ins and Diane Nash, Highlander Folk School, Tent City Movement of Fayette County, Columbia Race Riots, and the Clinton Twelve).</p> <p>AAH.38 Explain how World War II laid the groundwork for the modern Civil Rights Movement (e.g., President Franklin D. Roosevelt's Executive Order 8802, CORE, President Harry S. Truman's integration of the military, Columbia Race Riots).</p>
Time Required	40 minutes

DIRECTIONS FOR TEACHERS

In this activity, students will analyze a Letter to the Editor published in *The Tennessean* in 1942. Posters from the Library of Congress help connect President Roosevelt's Four Freedoms to the Double V Campaign, both of which are topics in the newspaper excerpt. This activity might be used to discuss diverse opinions among Americans prior to Pearl Harbor or when introducing the Double V Campaign to link the World War II era to the topic of Civil Rights.

1. First, show students this approximately three-minute video from the FDR Presidential Library: ["Four Freedoms Speech."](#) Explain that the video is an excerpt from FDR's annual message to Congress on January 6, 1941, nearly 11 months to the day prior to the bombing of Pearl Harbor and America's formal entry into the World War II. (Note: The National Archives provides a [transcript and additional background information](#) about FDR's message.)
2. After listening to the speech, note that well-known painter Norman Rockwell illustrated the posters that students will view momentarily. The posters were published in the *Saturday Evening Post* and then used as advertisements for war bond fundraising. So, Americans would have been familiar with the illustrations in the 1940s.
3. Show students the [Four Freedoms posters](#) (included) from the Library of Congress. To save time and diversify the lesson, ask small groups to analyze one of the posters and present what they noticed about it to the larger group. Consider posing questions like the ones below.
 - Why were speech and religion and freedom from fear and want important for Americans?
 - Why did those phrases resonate with the American public?
 - What purpose do the Four Freedoms posters serve?
4. Lastly, have students fill in the Newspaper Analysis: Double V Campaign handout (included) while reading the "Double V" newspaper excerpt. The Four Freedoms are mentioned in this newspaper excerpt, so if possible, leave Rockwell's illustrations visible so students may reference them as they read. Note: The final line of the "Double V" newspaper excerpt asks readers to remember not only Pearl Harbor, but also Sikeston, Missouri. On January 25, 1942, in Sikeston, Cleo Wright, an African American man, was lynched by a white mob. To learn more about Wright and events related to his death, see Dominic J. Capeci, Jr.'s [The Lynching of Cleo Wright](#).

NEWSPAPER ANALYSIS: DOUBLE V CAMPAIGN



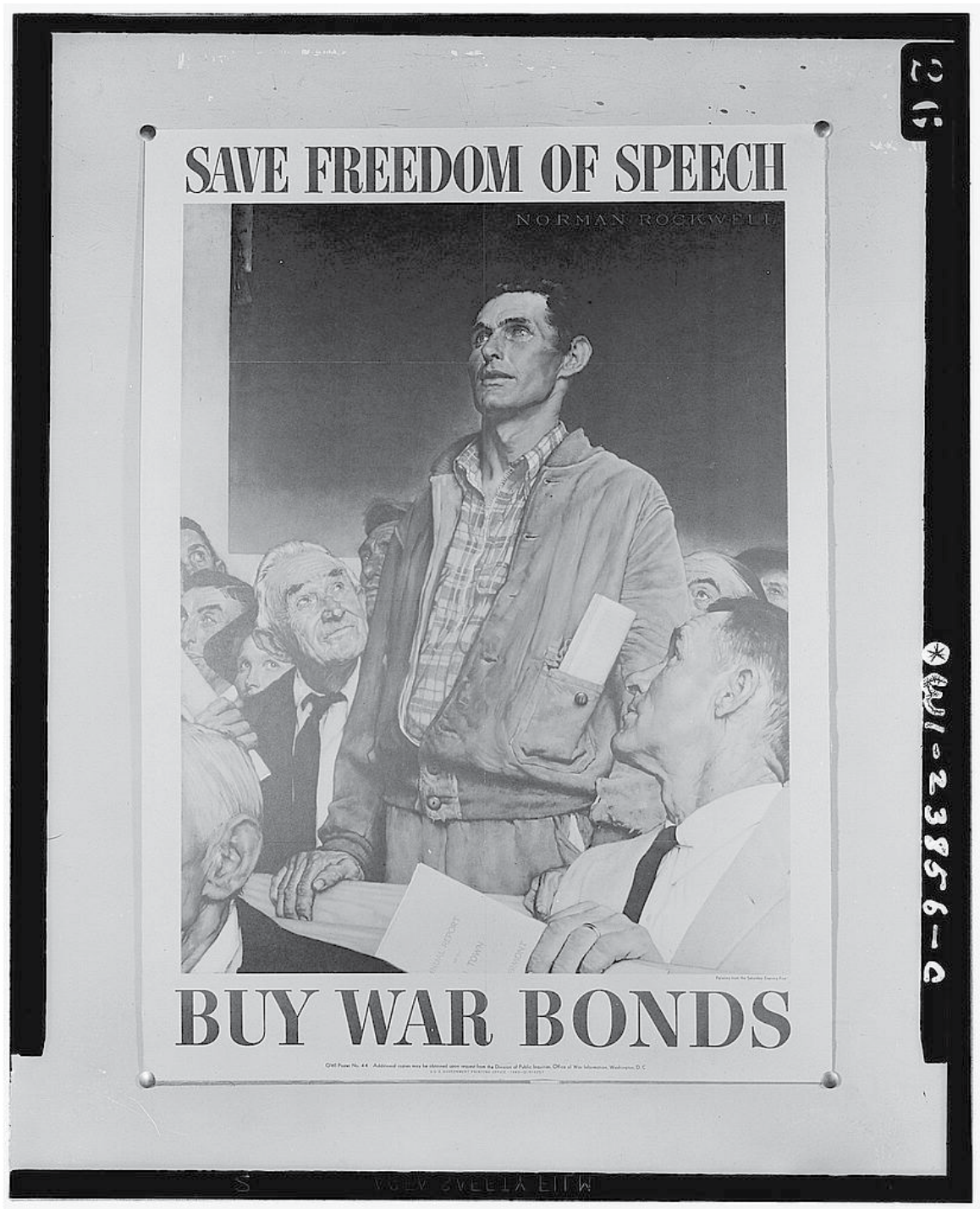
["Ours to Fight For. Freedom from Want."](#) [Between 1943 and 1946]

NEWSPAPER ANALYSIS: DOUBLE V CAMPAIGN



["Ours to Fight For. Freedom from Fear."](#) [Between 1943 and 1946]

NEWSPAPER ANALYSIS: DOUBLE V CAMPAIGN



["Save Freedom of Speech. Buy War Bonds."](#) [Between 1943 and 1946]

NEWSPAPER ANALYSIS: DOUBLE V CAMPAIGN



["Save Freedom of Worship. Buy War Bonds."](#) [Between 1943 and 1946]

NEWSPAPER ANALYSIS: DOUBLE V CAMPAIGN

DOUBLE V

To the Editor:

A double "V" for a double victory to colored America. Americans all are involved in a gigantic war effort, to assure victory for the cause of freedom—the four freedoms that have been so nobly expressed by our President. We, as colored Americans, are de-

termined to protect our country and our government. We have a stake in this fight. We are Americans too. A double "V" war cry. Victory over our enemies at home and victory over our enemies on the battlefield abroad—one victory goes along with the other.

We may have different opinions as to which is most important, but most Negroes would be more enthusiastic about obtaining victory abroad, if America would stop terrorizing and lynching Negroes at home. The war spirit of Negroes seems somewhat below the national average. As Americans, we must go all out with other Americans to defeat the common enemy. As Negro Americans we must redouble our efforts here at home so as to assure the race of beneficial meaning in our sacrifice abroad. Regardless of race, creed, color or national origin, only a united people can and will win this war; so a new national slogan has been suggested. "Remember Pearl Harbor"—"and Sikeston, Missouri."

A VANDERBILT EMPLOYEE,

"Letters to the Tennessean: Double V,"
The Tennessean, March 3, 1942.

Name _____ Date _____

NEWSPAPER ANALYSIS: DOUBLE V CAMPAIGN

Directions: Answer the following questions as you read the newspaper excerpt.

"Letters to the Tennessean: Double V," *The Tennessean*, March 3, 1942.

1. Who is the author of this Letter to the Editor of *The Tennessean*? Why is his or her race significant to the letter?

2. When was this letter published in the newspaper and what was America's status in the war at that time?

3. Why does the author mention President Roosevelt's speech about the Four Freedoms?

4. What does "Double 'V'" mean?

5. How does the Double V Campaign relate to Roosevelt's Four Freedoms? (freedom from fear, freedom from want, freedom of speech, and freedom of worship)

NEWSPAPER ANALYSIS: DOUBLE V CAMPAIGN

6. Why were some African Americans hesitant to support the war abroad?

7. Who is “the common enemy” that the author refers to?

8. What is the author’s purpose in writing this letter to the editor? What does he/she want his /her audiences (both “all Americans” and “Negro Americans”) to do?

9. Is the letter convincing? Was the author successful in communicating with his/her audiences? Why or why not?

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

NEWSPAPER ANALYSIS AND VIDEO: COLUMBIA RACE RIOT	
Tennessee State Standards	<p>TN.56 Describe Tennessee's role in the Civil Rights Movement (e.g., sit-ins and Diane Nash, Highlander Folk School, Tent City Movement of Fayette County, Columbia Race Riots, and the Clinton Twelve).</p> <p>US.53 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman.</p> <p>AAH.37 Describe the experience of African Americans at home during and after World War II.</p> <p>AAH.38 Explain how World War II laid the groundwork for the modern Civil Rights Movement (e.g., President Franklin D. Roosevelt's Executive Order 8802, CORE, President Harry S. Truman's integration of the military, Columbia Race Riots).</p>
Time Required	40 minutes

DIRECTIONS FOR TEACHERS

This activity provides a connection between World War II and the early Civil Rights Movement. The Columbia Race Riot, which took place February 25-26, 1946, can also be used to discuss the Double V Campaign and the experience of Black Americans in the postwar era.

- Begin by showing students this [14-minute video](#). Emory University's Dr. Carol Anderson colorfully narrates the events surrounding the 1946 Columbia Race Riot.
 - The video ends with Dr. Anderson stating that Black people in Columbia "refuse to go into their place, refuse to just stand there and take it, and ... refuse to just abide by the old ways," because "this is a new day." Ask students what she means by this. Discuss the Double V Campaign and why Black war veterans or Black civilians who experienced new opportunities as a result of wartime industrial employment were resistant to return to the prewar status quo.
 - For more information on the Columbia Race Riot, the [Tennessee Encyclopedia](#) also provides a summary of the event.
- Next, distribute the Newspaper Analysis: Columbia Race Riot handout (included) and ask students to answer the guided questions as they read "[Tennessee Riot Mass Meeting](#)," published in the *Hartford Chronicle*, an African American newspaper. Use the guided reading questions to prompt discussion.

[Defendants in the Columbia Race Riot Trial Are Shown in October 1946.](#) (Image: Nashville Public Library, Nashville Room.) Lawrence County Government.



NEWSPAPER ANALYSIS AND VIDEO: COLUMBIA RACE RIOT

Tennessee Riot Mass Meeting

By Harriet Matthews

A mass meeting of the NAACP was held Thursday night at the Mt. Olive Baptist Church for the purpose of raising funds for the defense of 31 Negroes indicted for attempted murder and carrying concealed weapons in a race riot in Columbia, Tennessee, February 25, 1946.

Mr. Julius Blair, a Columbia, Tenn., druggist and one of the 103 arrested during the riot, was the guest speaker.

In introducing the speaker, Mr. Madison S. Jones, Jr., of New York City, Administrative Assistant to the Executive Secretary, spoke of the solemnity of the task before us and stated that it was "hard to visualize what a struggle it was for some of us to survive. Wherever Negroes are," said Mr. Jones, "there is also a potential racial tension; for hatred, bigotry and prejudice knows no boundary lines."

Mr. Blair, guest speaker of the evening, in relating the incident, gave the unvarnished facts of the case and the facts as they were, were amazing.

Here is the story: A Mrs. C. Stevens and her son, a World War II veteran, called for a radio at a Radio Repair Shop. Finding that the radio wasn't repaired as promised, they returned and asked for their money back. Instead of the proprietor returning the money, he attacked the mother, kicking and hitting her. The son took up the fight and tossed the offender through the plate glass window. The police came and also hit the mother and son before arresting them.

Later that day the grandmother sought the aid of Mr. Blair and told him that her daughter and grandson were about to be hanged.

Investigating the case, Mr. Blair, was told not to attempt to make bond because it would cause trouble; but despite the warning, the \$3500 bond was made and the victims taken home.

An hour or so later, a mob formed and their slogan was, "Kill all Negroes and burn up the place."

So the Negroes of the little peace-loving town where whites and Negroes had gotten along so well together before, formed a mob also and with their ample supply of firearms shot up a few of the whites.

For fighting back, 103 Negroes were arrested and held incommunicado until Mr. Blair was able through a white friend to get released.

Three of the men arrested, were called out for questioning. Two were killed, one being shot in the back after he was already dead. Of the 31 indicted, 28 are charged with attempted murder, and three with carrying concealed weapons.

After Mr. Blair's release, he was re-arrested twice, but each time had bond posted for him. With the aid of five other business men, and the NAACP, he was able to make bond for the rest of those arrested.

"The Southerner," Mr. Blair said, stated, "now that the war was over, he felt that the Negro must be put back into his place."

Mr. Percy Christian, President of the local branch, and Dr. Allen F. Jackson, Honorary President, were present at the meeting. Mrs. W. Beckham was publicity director.

["Tennessee Riot Mass Meeting,"](#) *Hartford Chronicle*. (Hartford, Conn.), May 4, 1946. *Chronicling America: Historic American Newspapers*. Library of Congress.

Name _____ Date _____

NEWSPAPER ANALYSIS AND VIDEO: COLUMBIA RACE RIOT

Directions: Answer the following questions as you read the newspaper article titled "Tennessee Riot Mass Meeting."

1. Where and when was this news article published?

2. For what purpose did the NAACP meet at Mt. Olive Baptist Church on May 2, 1946?

3. Event speaker Julius Blair gives a firsthand account of the events in Columbia. Briefly describe the story.

4. Did you notice any discrepancies in how this story was told in the *Hartford Chronicle*? Were there any details that are different in the newspaper compared to what you have seen or read about the events surrounding Gladys Stephenson's role? (She is mistakenly referred to as Mrs. C. Stevens in this article.) Why might these discrepancies exist?

NEWSPAPER ANALYSIS AND VIDEO: COLUMBIA RACE RIOT

5. Whose help allowed Julius Blair to make bail each time he was arrested? Considering the purpose of the meeting, why does Blair include this information?

6. What is meant by Blair's final statement that, "The Southerner, now that the war was over, he felt that the Negro must be put back into his place."

7. Describe the connection between Black World War II veterans and the beginnings of the modern Civil Rights Movement.

["Tennessee Riot Mass Meeting."](#) *Hartford Chronicle*. (Hartford, Conn.), 04 May 1946. *Chronicling America: Historic American Newspapers*. Library of Congress.

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

PHOTO AND NEWSPAPER ANALYSIS: THE BATTLE OF ATHENS	
Tennessee State Standards	US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.
Time Required	50-60 minutes

DIRECTIONS FOR TEACHERS

Upon their return from war, many veterans made a stand to change aspects of life in their communities. In Athens, Tennessee, a group of military veterans organized a reform ticket to provide an alternative to the city's corrupt local government. After an insurrection on election day in August 1946, candidates from the GI ticket established a new, honorable government in Athens that was later studied and adopted by other cities throughout Tennessee and the nation.

1. Begin by showing students the photograph titled [“Crowd Gathered at the Jail, Athens, Tennessee, 1946”](#) from the Tennessee State Library and Archives (included). Ask them to hypothesize what is transpiring in the photograph. Where and when was the photograph taken? Who might the photographer have been? What are the people in the photograph doing? Describe what is going on with the overturned car. What questions do you have about the photograph?



[“H.E. Gunther looking over a pile of smashed slot machines and punch boards which were confiscated by ex-GI forces during raids on gambling houses in Athens, following election mob violence the previous week. Athens, Tennessee, 1946.”](#) Tennessee State Library and Archives Photograph Collection. Featured in “Riots in Tennessee.”

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

PHOTO AND NEWSPAPER ANALYSIS: THE BATTLE OF ATHENS, CONTINUED

Tennessee State Standards	US.55 Describe the war's impact on the home front including: • Rationing • Bracero program • Bond drives • Conversion of factories for wartime • Propaganda production • Movement to cities and industrial centers • Location of prisoner of war camps in Tennessee.
Time Required	50-60 minutes

2. After students have had time to analyze the photograph, describe the [Battle of Athens](#). Be sure to note the reasons why GIs in Athens were willing to take up arms against their local government and the significance of the event as the only time in American history since the Revolution that such an event has been successful. Depending on the level of your students and class time available, one of the following resources could be used to provide more detail.

- Several newspapers reported the Battle of Athens in 1946 and can be found on the Library of Congress's Chronicling America website. *The Evening Star* in Washington, D.C., and *The Waterbury Democrat* in Waterbury, Connecticut, each have several articles about the battle.
- ["The Battle of Athens: Conflict in the Friendly City"](#) is a 10-minute documentary created by students for the Tennessee History Day competition in 2018.
- In 2000, Athens native Bill White was interviewed by the [Center for the Study for War and Society at the University of Tennessee, Knoxville](#) (CSWS). White served in the Marine Corps during World War II and led armed GIs during the Battle of Athens. White's [oral history](#) and a [full transcript](#) can be downloaded from CSWS.
- Note: White begins discussing the Battle of Athens around page 18 of the written transcript. Some of the interview (specifically White's language and recollections of war) may not be appropriate for younger audiences.
- *The Battle of Athens*, written by Athens native Dr. C. Stephen Byrum, provides background information and details about events in Athens, as well as an array of photographs that would be interesting for further discussion and analysis.

3. Next, ask students to read the newspaper article "McMinn a Warning" and answer the guided reading questions (included). Discuss the uniqueness of the Battle of Athens and what Americans can learn from the event.

As an extension activity for advanced students, see the following resources:

- In this [NPR segment](#), host Sarah Fenske interviews Chris DeRose, the author of *The Fighting Bunch*. Students could read the short article summarizing the segment or listen to the 24-minute audio recording. In the clip, Fenske and DeRose discuss political corruption and voter fraud by comparing Athens in 1946 with the 2020 presidential election. Their discussion demonstrates the relevance of the Battle of Athens to today and provides a baseline to discuss current, controversial topics in a classroom setting.

PHOTO AND NEWSPAPER ANALYSIS: THE BATTLE OF ATHENS



["Crowd Gathered at the Jail, Athens, Tennessee, 1946."](#) Tennessee State Library and Archives Photograph Collection. Featured in "Riots in Tennessee."

**PHOTO AND NEWSPAPER
ANALYSIS: THE BATTLE OF ATHENS
TRANSCRIPTION:**

**My Day— McMinn a Warning
By Eleanor Roosevelt**

New York, Monday— After any war, the use of force throughout the world is almost taken for granted. Men involved in the war have been trained to use force, and they have discovered that when you want something, you can take it. The return to peacetime methods governed by law and persuasion is usually difficult.

We in the U.S.A. who have long boasted that, in our political life, freedom in the use of the secret ballot made it possible for us to register the will of the people without the use of force, have a rude awakening as we read of conditions in McMinn County, Tennessee, which brought about the use of force in the recent primary. If a political machine does not allow the people free expression, then freedom-loving people lose their faith in the machinery under which their government functions.

In this particular case, a group of young veterans organized to oust the local machine and elect their own slate in the primary. We may deplore the use of force but we must also recognize the lesson which this incident points for us all. When the majority of the people know what they want, they will obtain it.

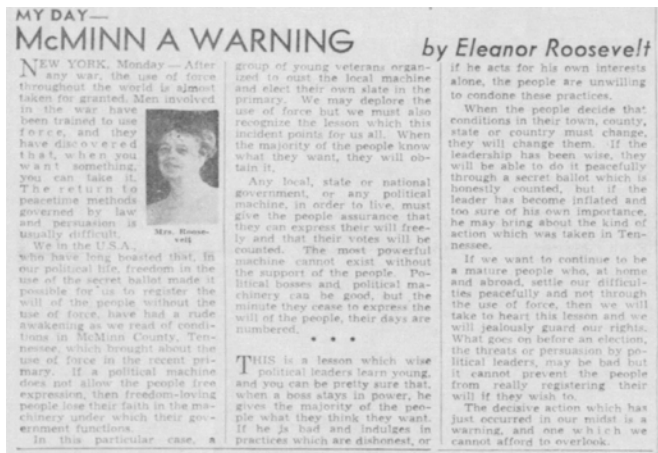
Any local, state, or national government, or any political machine, in order to live, must give the people assurance that they can express their will freely and that their votes will be counted. The most powerful machine cannot exist without the support of the people. Political bosses and political machinery can be good, but the minute they cease to express the will of the people, their days are numbered.

This is a lesson which wise political leaders learn young, and you can be pretty sure that, when a boss stays in power, he gives the majority of the people what they think they want. If he is bad and indulges in practices which are dishonest, or if he acts for his own interests alone, the people are unwilling to condone these practices.

When the people decide that conditions in their town, county, state or country must change, they will change them. If the leadership has been wise, they will be able to do it peacefully though a secret ballot which is honestly counted, but if the leader has become inflated and too sure of his own importance, he may bring about the kind of action which was taken in Tennessee.

If we want to continue to be a mature people who, at home and abroad, settle our difficulties peacefully and not through the use of force, then we will take to heart this lesson and we will jealously guard our rights. What goes on before an election, the threats of persuasion by political leaders, may be bad but it cannot prevent the people from really registering their will if they wish to.

The decisive action which has just occurred in our midst is a warning, and one which we cannot afford to overlook.



"McMinn a Warning," *The Knoxville News Sentinel* (Knoxville, TN), Aug. 6, 1946. Retrieved from Newspapers.com. Log in required.

Name _____ Date _____

PHOTO AND NEWSPAPER ANALYSIS: THE BATTLE OF ATHENS

Directions: Answer the following questions as you read the newspaper article titled “McMinn a Warning.”

1. Who is the author of this news article and why is this particularly significant?

2. Where and when was the article published?

3. Why does Eleanor Roosevelt believe “the return to peacetime methods governed by law and persuasion is usually difficult” after a war?

4. According to Roosevelt, what happens when “a political machine does not allow the people free expression”?

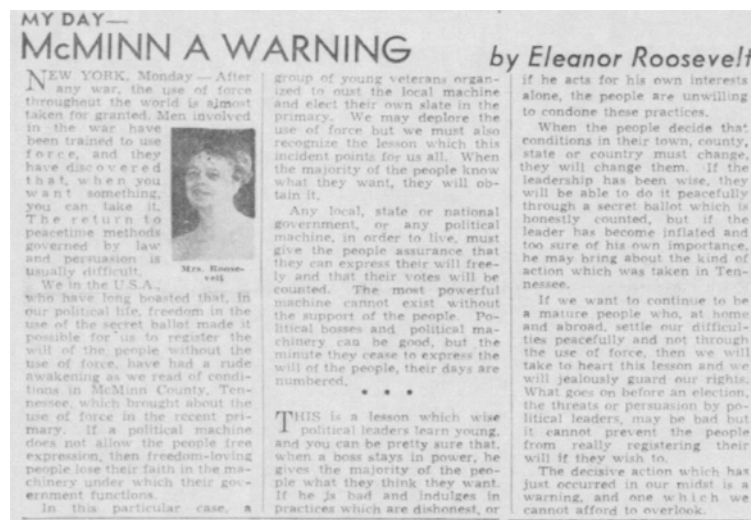
5. Describe the “particular case” in McMinn County in which the will of its citizens was suppressed. What happened in Athens, Tennessee, in August 1946?

PHOTO AND NEWSPAPER ANALYSIS: THE BATTLE OF ATHENS

6. Whom does Roosevelt seem to blame for the “Battle of Athens”? Who had the power to alter outcomes in the city?

7. What is Roosevelt’s goal in writing this article? Whom is she warning? About what?

8. Considering Eleanor Roosevelt’s position on the national and international stage in 1946, why does she use the “Battle of Athens” as an example? What makes the event so important?



“McMinn a Warning,” *The Knoxville News Sentinel* (Knoxville, TN), Aug. 6, 1946. Retrieved from Newspapers.com. Log in required.

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

NEWSPAPER ANALYSIS: CORDELL HULL AND THE UNITED NATIONS

Tennessee State Standards	US.58 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.
Time Required	50-60 minutes

DIRECTIONS FOR TEACHERS

In this activity, students will answer the following investigative questions: What is the purpose of the United Nations? And what role did Cordell Hull play in the founding of the organization? The activity would best serve students who have familiarity with the United Nations and an understanding of the importance of peacekeeping after World War II's end.

1. Distribute copies of the preamble to the UN Charter (included) and play this approximately [two-minute video](#) from the United Nations Foundation in which people from many countries recite portions of that text.
2. Ask students to highlight or underline portions of the preamble they believe are especially important or interesting.
 - Answer any questions students may have about the language of the preamble or the video from Step 1.
 - Be sure to note the diversity of people shown in the video and discuss how this relates to the global nature of the organization.
 - Information about other questions or topics of interest might be found on the United Nations' website, such as the organization's [history](#) and what [work the UN does now](#).
3. Transition to Secretary of State Cordell Hull by asking students to brainstorm about [the process and participants involved with creating the UN Charter](#) and why the charter and the collaboration it required is important. Ask if anyone knows how the UN's establishment is connected to Tennessee.
 - For more information, the Nobel Peace Prize website provides a [biography of Cordell Hull](#).
4. Next, distribute the Newspaper Analysis: Cordell Hull and the United Nations handout (included). This handout is an abbreviated version of "[Hull Given Nobel Peace Prize](#)," a 1945 *Nashville Banner* article from the Tennessee State Library and Archives.
5. Read the newspaper excerpt as a class, stopping as needed to allow students to annotate in the margins and ask clarifying questions. As they read along, students should try to determine what role Cordell Hull played in founding the United Nations.
6. Using the Twitter platform as a guide, ask students to answer this activity's investigative questions.
 - What is the purpose of the United Nations?
 - What role did Cordell Hull play in the founding of the organization?

SOCIAL, ECONOMIC, AND POLITICAL CHANGES IN WARTIME AND POSTWAR TENNESSEE

NEWSPAPER ANALYSIS: CORDELL HULL AND THE UNITED NATIONS, CONTINUED

Tennessee State Standards	US.58 Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.
Time Required	50-60 minutes

DIRECTIONS FOR TEACHERS

- Remember that tweets must be 280 characters (roughly 40 to 70 words) or less, so encourage concise language. Students might write their tweets on paper or submit them electronically.
- If your school district has employee Twitter handles, consider having students submit the assignment virtually by tweeting you. Create an organized way to view the tweets by assigning a hashtag with the teacher's last name, class period, and assignment name such as #Jones3UNTweet or #Smith5Cordell.



[Oil on canvas portrait of Cordell Hull](#), from about 1945 by Casimir Gregory Stapko, after a 1943 portrait by Edward Morris Murray, which hangs in the State Department in Washington, D.C. (Tennessee State Museum Collection, 88.162); [Cordell Hull's Nobel Peace Prize](#), 1945, on loan from Friends of Cordell Hull, Pickett County, Tennessee.

NEWSPAPER ANALYSIS: CORDELL HULL AND THE UNITED NATIONS

UNITED NATIONS CHARTER

Preamble

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good neighbours, and

to unite our strength to maintain international peace and security, and

to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS.

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

[“United Nations Charter \(Full Text\), Preamble.”](#) United Nations

NEWSPAPER ANALYSIS: CORDELL HULL AND THE UNITED NATIONS

Transcription: *Nashville Banner*

Nashville, Tenn., Monday

Afternoon, Nov. 12, 1945

HULL GIVEN NOBEL PEACE PRIZE

TENNESSEAN IS HONORED FOR UNITED NATIONS WORK

London, Nov. 12—(AP)—The Nobel Peace Prize for 1945 has been awarded to former U.S. Secretary of State Cordell Hull, the Norwegian Government information office in London announced today.

... A log cabin statesman from Tennessee's hill country, Cordell Hull served as Secretary of State longer than any predecessor. In the midst of a global war he had tried to hold back diplomatic maneuvers. The tall cabinet officer who was one of the late President Franklin D. Roosevelt's closest advisers worked to design a world free from "destructive forces of international anarchy."

Ill health caused Mr. Hull to resign in the fall of 1944 before his goal was attained, but Mr. Roosevelt in a letter expressing regret that their close association of 12 years was ending, told the aging statesman that, "when the organization of the United Nations is set up, I shall continue to pray that you, as the father of the United Nations, may preside over its first session."

"That has nothing to do with whether you are Secretary of State or not at the time," the President continued, "but should go to you as the one person in the world who has done the most to make this great plan for peace an effective fact. ..."

DUMBARTON OAKS CONFERENCE

He offered his services "in every possible way" after regaining his health, and Mr. Roosevelt said Mr. Hull would "continue to advise him on foreign policy."

It was at [Hull's] invitation that representatives of the United States, Great Britain, Russia, and China met in Washington in late summer of 1944 for the first major discussion in a quarter of a century on organizing an international agency to maintain peace.

"Unity for common action toward common good and against common peril is the sole effective method by which, in times of peace, the nations which love peace can secure for themselves security and orderly progress, with freedom and justice," he said at the beginning of the historic Dumbarton Oaks conference.

NEWSPAPER ANALYSIS: CORDELL HULL AND THE UNITED NATIONS

... “From the lengthy meeting came a tentative blueprint for a world peace enforcing agency backed by powerful land and sea forces and by special aerial armadas to slash swiftly at any aggressor. The conference set up detailed procedure to assure, as President Roosevelt said in commenting on their plan, that “no other would be aggressor or conqueror shall even get started.”

The previous year, Secretary Hull, then 72 years old, boarded an airplane for the first time in his life and flew to Moscow to attend a conference of foreign secretaries of the “big four” nations that resulted in a plan to crush their enemies into unconditional surrender and then, as peacetime partners, to work together for international peace and security.” ... He told the lawmakers that the declaration adopted at Moscow laid the foundation for a postwar world of peace and security for all peace-loving nations great and small.

“As the provisions of the four-nation declarations are carried into effect,” he said, “there will no longer be need for spheres of influence, for alliances, for balances of power or any other of the special arrangements through which, in the unhappy past, the nations strove to safeguard their security or to promote their interests.”

Commenting on the Moscow conference, Prime Minister Churchill said “we have all been cheered” and paid tribute to Secretary Hull as “that gallant American eagle.”

Under Mr. Hull’s administration of the State Department, the “good neighbor” policy was pursued with the rest of the Americas and a network of reciprocal trade agreements were negotiated. The trade agreements were historic not only for their tendency to lower trade barriers everywhere, but also because they followed the unusual principle in American foreign policy of making international arrangements by agreement rather than by treaty, once Congress had given blanket approval.

... Hull sought to avoid war by steering a middle course between policies of isolationism and ultra-nationalism.

... In an effort to achieve the elimination of Nazi threats to the peace of the world, he was an earnest advocate of material assistance to Britain, China, Soviet Russia and other nations fighting Axis aggression. Through that aid he hoped to enable those countries to defeat Hitler and, failing that, to provide the time necessary for the United States to organize its defense and speed up its war machine.

... A lifelong student of foreign affairs, he developed into one of the nation’s outstanding exponents of world cooperation. Back of American foreign policy during his service as Secretary of State was a Hull statement which runs: “The first (lesson of history) is that man’s innate striving for freedom cannot be extinguished ... The second is that liberty is truly won only when it is guarded by the same watchfulness, the same courage, the same wiliness to fight for it which first secured it.”

Name _____ **Date** _____

NEWSPAPER ANALYSIS: CORDELL HULL AND THE UNITED NATIONS

Directions: In a tweet, describe the importance of the United Nations and Cordell Hull's role in founding the organization. Remember that tweets must be 280 characters (roughly 40 to 70 words) or less, so do not try to explain everything you know about the UN. Focus on Secretary Hull and the UN's most impactful goals.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.