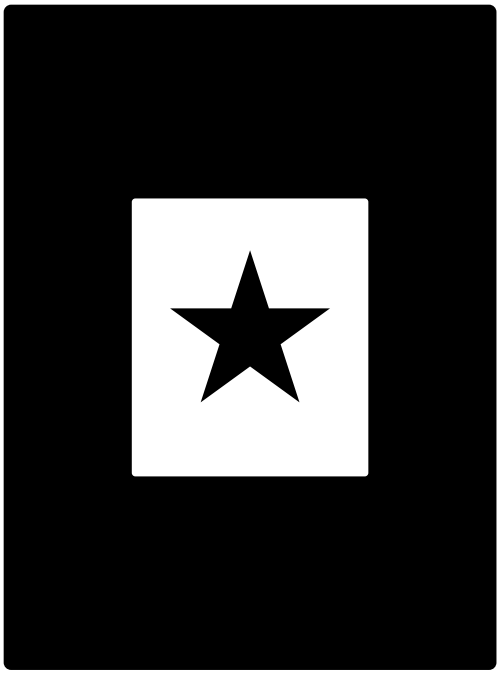
THE HOME FIRES:

MONTANA IN WORLD WAR II



User Guide
Provided by The Montana Historical Society
Education Office

(406) 444-4789
www.montanahistoricalsociety.org

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Inventory

Borrower: _____ Booking Period: _____

The borrower is responsible for the safe use of the footlocker and all its contents during the designated booking period. Replacement and/or repair for any lost items and/or damage (other than normal wear and tear) to the footlocker and its contents while in the borrower's care will be charged to the borrower's school. **Please have an adult complete the footlocker inventory checklist below, both when you receive the footlocker and when you repack it for shipping, to ensure that all of the contents are intact.** After you inventory the footlocker for shipping to the next location, please mail or fax this completed form to the Education Office.

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
1 white US Navy enlisted man's cap				
1 white US Navy enlisted man's shirt				
1 green US Army overseas cap				
1 green US Army "Ike" jacket with 4 medal bars and 2 round pins				
1 WASP beret				
1 woman's dress with belt				
1 child's dress				
1 US Army Officer's hat				
1 khaki US Army overseas cap				
1 US Army Air Corps flight suit				

(continued)

Inventory *(continued)*

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
1 pair driver's goggles				
1 set of dog tags				
1 stuffed dog				
7 posters in tube				
23 photographs in folder				
1 *God Bless America* CD				
1 *WWII Radio Broadcast* CD				
1 *Bella Vista* video				
1 *Growing Up in World War II* book				
1 *To Win the War* book				
1 *An Alien Place* book and DVD				
1 *Italian Boys at Fort Missoula, Montana* book				
1 pebble sculpture				
1 Marine action figure				
1 Lady Marine doll				
1 Rosie the Riveter doll				
1 coloring book				
4 shadow boxes				

(continued)

Inventory *(continued)*

ITEM	BEFORE USE	AFTER USE	CONDITION OF ITEM	MHS USE
8 newspapers				
22 documents in folder				
1 "Mary of the WACs" paper doll set				
1 User Guide				
2 padlocks				

Education Office, Montana Historical Society, PO Box 201201, Helena, MT 59620-1201
Fax: 406-444-2696, Phone: 406-444-9553, MHSeducation@mt.gov

Teachers Name _____ Phone number _____

School _____ Footlocker Reservation Dates _____

Footlocker Contents

Left: Flight suit, "Ike" jacket, Navy shirt

Right: Woman's dress, girl's dress

Left: Newspapers, Books, Coloring book, Paper doll

(continued)

Right: Shadow boxes

Left: Posters

Right: Documents

(continued)

Footlocker Contents *(continued)*

Left: Driver's goggles, Pebble sculpture, Video, Dog tags, CDs

Right: Photographs

Left: Stuffed dog, Mary of the WACs, Marine doll, Rosie the Riveter doll

Right: WASP beret, Navy hat, Officer's hat, Overseas hats

Footlocker Use–Some Advice for Instructors

How do I make the best use of the footlocker?

In this User Guide you will find many tools for teaching with objects and primary sources. We have included teacher and student level narratives, as well as a classroom outline, to provide you with background knowledge on the topic. In section one there are introductory worksheets on how to look at/read maps, primary documents, photographs, and artifacts. These will provide you and your students valuable tools for future study. Section three contains lesson plans for exploration of the topic in your classroom—these lessons utilize the objects, photographs, and documents in the footlocker. The "Resources and Reference Materials" section contains short activities and further exploration activities, as well as bibliographies.

What do I do when I receive the footlocker?

IMMEDIATELY upon receiving the footlocker, take an inventory form from the envelope inside and inventory the contents in the "before use" column. Save the form for your "after use" inventory. This helps us keep track of the items in the footlockers, and enables us to trace back and find where an item might have been lost.

What do I do when it is time to send the footlocker on to the next person?

Carefully inventory all of the items again as you put them in the footlocker. If any items show up missing or broken at the next site, your school will be charged for the item(s). Send the inventory form back to:

Education Office, Montana Historical Society, Box 201201, Helena, MT 59620-1201 or fax at (406) 444-2696.

Who do I send the footlocker to?

At the beginning of the month you received a confirmation form from the Education Office. On that form you will find information about to whom to send the footlocker, with a mailing label to affix to the top of the footlocker. Please insure the footlocker for $1000 with UPS (we recommend UPS, as they are easier and more reliable then the US Postal Service) when you mail it. This makes certain that if the footlocker is lost on its way to the next school, UPS will pay for it and not your school.

What do I do if something is missing or broken when the footlocker arrives, or is missing or broken when it leaves my classroom?

If an item is missing or broken when you initially inventory the footlocker, **CONTACT US IMMEDIATELY** (406-444-4789), in addition to sending us the completed (before and after use) inventory form. This allows us to track down the missing item. It may also release your school from the responsibility of paying to replace a missing item. If something is broken during its time in your classroom, please call us and let us know so that we can have you send us the item for repair. If an item turns up missing when you inventory before sending it on, please search your classroom. If you cannot find it, your school will be charged for the missing item.

Footlocker Evaluation Form

Evaluator's Name _____ Footlocker Name _____

School Name _____ Phone _____

Address _____ City _____ Zip Code _____

1. How did you use the material? (choose all that apply)

☐ School-wide exhibit ☐ Classroom exhibit ☐ "Hands-on" classroom discussion

☐ Supplement to curriculum ☐ Other_____

2. How would you describe the audience/viewer? (choose all that apply)

☐ Pre-school students ☐ Grade school—Grade____ ☐ High school—Grade____

☐ College students ☐ Seniors ☐ Mixed groups ☐ Special interest

☐ Other_____

2a. How many people viewed/used the footlocker?_____

3. Which of the footlocker materials were most engaging?

☐ Artifacts ☐ Documents ☐ Photographs ☐ Lessons ☐ Video

☐ Audio Cassette ☐ Books ☐ Slides ☐ Other_____

4. Which of the User Guide materials were most useful?

☐ Narratives ☐ Lessons ☐ Resource Materials ☐ Biographies/Vocabulary
☐ Other_____

5. How many class periods did you devote to using the footlocker?

☐ 1-3 ☐ 4-6 ☐ More than 6 ☐ Other_____

6. What activities or materials would you like to see added to this footlocker?

_____

_____

(continued)

7. Would you request this footlocker again? If not, why?

_____

_____

_____

_____

8. What subject areas do you think should be addressed in future footlockers?

_____

_____

_____

_____

_____

9. What were the least useful aspects of the footlocker/User Guide?

_____

_____

_____

_____

_____

10. Other comments.

_____

_____

_____

_____

_____

Montana Historical Society Educational Resources Footlockers, Slides, and Videos

Footlockers

Architecture: It's All Around You—Explores the different architectural styles and elements of buildings, urban and rural, plus ways in which we can preserve buildings for future generations.

Cavalry and Infantry: The U.S. Military on the Montana Frontier—Illustrates the function of the U.S. military and the life of an enlisted man on Montana's frontier, 1860 to 1890.

Coming to Montana: Immigrants from Around the World—Showcases the culture, countries, traditions, and foodways of Montana's immigrants through reproduction clothing, toys, and activities.

Contemorary American Indians in Montana—Highlights the renaissance of Montana's Indian cultures and their efforts to maintain their identities and traditions.

Daily Life on the Plains: 1820-1900—Includes items used by American Indians, such as a painted deerskin robe, parfleche, war regalia case, shield, Indian games, and an educational curriculum.

Discover the Corps of Discovery: The Lewis and Clark Expedition in Montana—Traces the Corps' journey through Montana and their encounters with American Indians. Includes bison hide, trade goods, books, and more!

East Meets West: The Chinese Experience in Montana—Explores the lives of the Chinese who came to Montana, the customs that they brought with them to America, how they contributed to Montana communities, and why they left.

From Traps to Caps: The Montana Fur Trade—Gives students a glimpse at how fur traders lived and made their living along the creeks and valleys of Montana, 1810-1860.

Gold, Silver, and Coal—Oh My!: Mining Montana's Wealth—Chronicles the discoveries that drew people to Montana in the late 19th century and how the mining industry developed and declined.

Inside and Outside the Home: Homesteading in Montana 1900-1920—Focuses on the thousands of people who came to Montana's plains in the early 20th century in hope of make a living through dry-land farming.

(continued)

Lifeways of Montana's First People—Emphasizes the various tribal lifeways of the people who utilized the land we now know as Montana in the years around 1800.

Prehistoric Life in Montana—Exposes Montana prehistory (10,000-12,000 years ago) and archaeology through a study of the Pictograph Cave prehistoric site.

Stones and Bones: Prehistoric Tools from Montana's Past—Uncovers Montana's prehistory and archaeology through a study of reproduction stone and bone tools. Contains casts and reproductions from the Anzick collection found in Wilsall, Montana.

The Cowboy Artist: A View of Montana History—Presents over 40 Charles M. Russell prints and hands-on artifacts that open a window into Montana history by discussing Russell's art and how he interpreted aspects of Montana history.

The Home Fires: Montana and World War II—Describes aspects of everyday life in Montana life during the 1941-1945 war years. Illustrates the little-known government projects such as the Fort Missoula Alien Detention Center and Civilian Public Service Camps.

The Treasure Chest: A Look at the Montana State Symbols—Provides hands-on educational activities that foster a greater appreciation of our state's symbols and their meanings.

Tools of the Trade: Montana Industry and Technology—Surveys the evolution of tools and technology in Montana from late 1700s to the present.

Woolies and Whinnies: The Sheep and Cattle Industry in Montana—Reveals the fascinating stories of cattle, horse, and sheep ranching in Montana, 1870 to 1920.

(continued)

SLIDE UNITS

Children in Montana—Presents life in Montana through photographic images of children.

Fight for Statehood and Montana's Capital—Outlines how Montana struggled to become a state and to select its capital city.

Frontier Towns—Illustrates the development, character, and design of early Montana communities.

Jeannette Rankin: Woman of Peace—Portrays the life and political influence of the first woman elected to Congress.

Native Americans Lose Their Lands—Examines the painful transition for native peoples to reservations.

Power Politics in Montana—Covers the period when the copper industry influenced state politics.

The Depression in Montana—Examines the Depression and federal project successes in Montana.

The Energy Industry—Discusses the history and future of the energy industry in Montana.

Transportation—Describes the development and influence of transportation in the state.

(continued)

VIDEOS

Bella Vista—Reveals the story of 1,000 Italian detainees at Fort Missoula's Alien Detention Center between 1941 and 1943.

For This and Future Generations—Tells the compelling story of 100 grassroots delegates and a staff of some of the best and brightest young people under the Big Sky, who gathered in Helena in 1972 for what many would recall as the proudest time of their lives. Their task: to re-write the lumbering, old state constitution. Two months later, all 100 delegates unanimously signed a document that would affect the lives of generations of Montanans to come.

Hands-On History!—Teaches how history can be fun through the experiences of ten Montana kids as they pan for gold, go on an architectural scavenger hunt, and commune with former residents in Virginia City. Accompanied by lesson plans.

"I'll ride that horse!" Montana Women Bronc Riders—Captures the exciting skills and daring exploits of Montana's rich tradition of women bronc riders who learned to rope, break, and ride wild horses, told in their own words.

Montana: 1492—Describes the lifeways of Montana's first people through the words of their descendants.

Montana Defined by Images: An Artist's Impression—Surveys Montana's artistic landscape over the last 30 years and looks at the work of contemporary Montana artists and the ways in which they explore issues of transition and conflicting needs in a changing physical and cultural landscape.

Montana State Capitol Restoration—Captures the history, art, and architecture of Montana's State Capitol prior to the 1999 restoration. Created by students at Capital High School in Helena.

People of the Hearth—Features the role of the hearth in the lives of southwestern Montana's Paleoindians.

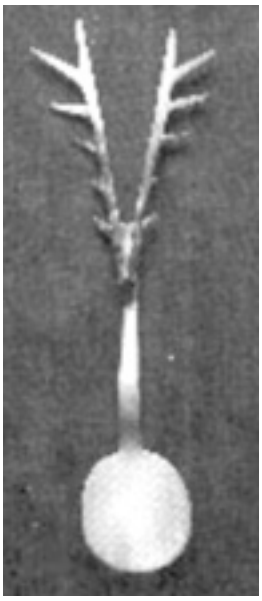
Russell and His Work—Depicts the life and art of Montana's cowboy artist, Charles M. Russell.

The Sheepeaters: Keepers of the Past—Documents the lifeways of a group of reclusive Shoshone-speaking Indians known as the Sheepeaters. Modern archaeology and anthropology, along with firsthand accounts of trappers and explorers, help to tell their story.

Sacagawea of the Northern Shoshoni—Traces the amazing life story of Sacagawea and her experiences with Lewis and Clark Expedition. Created by students at Sacajawea Middle School in Bozeman.

Primary Sources and How to Use Them

The Montana Historical Society Education Office has prepared a series of worksheets to introduce you and your students to the techniques of investigating historical items: artifacts, documents, maps, and photographs. The worksheets introduce students to the common practice of using artifacts, documents, maps, and photographs to reveal historical information. Through the use of these worksheets, students will acquire skills that will help them better understand the lessons in the User Guide. Students will also be able to take these skills with them to future learning, i.e. research and museum visits. These worksheets help unveil the secrets of artifacts, documents, maps, and photographs.



MONTANA HISTORICAL SOCIETY

See the examples below for insight into using these worksheets.

Artifacts

Pictured at left is an elk-handled spoon, one of 50,000 artifacts preserved by the Montana Historical Society Museum. Here are some things we can decipher just by observing it: It was hand-carved from an animal horn. It looks very delicate.

From these observations, we might conclude that the spoon was probably not for everyday use, but for special occasions. Further research has told us that it was made by a Sioux Indian around 1900. This artifact tells us that the Sioux people carved ornamental items, they used spoons, and they had a spiritual relationship with elk.

Photographs

This photograph is one of 350,000 in the Montana Historical Society Photographic Archives. After looking at the photograph, some of the small "secrets" that we can find in it include: the shadow of the photographer, the rough fence in the background, the belt on the woman's skirt, and the English-style riding saddle.

Questions that might be asked of the woman in the photo are: Does it take a lot of balance to stand on a horse, is it hard? Was it a hot day? Why are you using an English-style riding saddle?

MONTANA HISTORICAL SOCIETY

(continued)

MONTANA HISTORICAL SOCIETY

Documents

This document is part of the Montana Historical Society's archival collection. Reading the document can give us a lot of information: It is an oath pledging to catch thieves. It was signed by 23 men in December of 1863. It mentions secrecy, so obviously this document was only meant to be read by the signers.

Further investigation tell us that this is the original Vigilante Oath signed by the Virginia City Vigilantes in 1863. The two things this document tell us about life in Montana in the 1860s are: there were lots of thieves in Virginia City and that traditional law enforcement was not enough, so citizens took to vigilance to clean up their community.

Maps

This map is part of the map collection of the Library of Congress. Information that can be gathered from observing the map includes: The subject of the map is the northwestern region of the United States—west of the Mississippi River. The map is dated 1810 and was drawn by William Clark. The three things that are important about this map are: it shows that there is no all-water route to the Pacific Ocean, it documents the Rocky Mountains, and it shows the many tributaries of the Missouri River.

LIBRARY OF CONGRESS

How to Look at an Artifact

(Adapted from the National Archives and Records Administration Artifact Analysis Worksheet.)

Artifact: An object produced or shaped by human workmanship of archaeological or historical interest.

1. What materials were used to make this artifact?

☐ Bone ☐ Wood ☐ Glass ☐ Cotton

☐ Pottery ☐ Stone ☐ Paper ☐ Plastic

☐ Metal ☐ Leather ☐ Cardboard ☐ Other_____

2. Describe how it looks and feels:

Shape _____ Weight _____

Color _____ Moveable Parts _____

Texture _____ Anything written, printed, or stamped on it

Size _____ _____

Draw and color pictures of the object from the top, bottom, and side views.

Top	Bottom	Side

(continued)

3. Uses of the Artifacts.

A. How was this artifact used? _____

B. Who might have used it? _____

C. When might it have been used? _____

D. Can you name a similar item used today? _____

4. Sketch the object you listed in question 3.D.

5. Classroom Discussion

A. What does the artifact tell us about technology of the time in which it was made and used?

_____

_____

B. What does the artifact tell us about the life and times of the people who made and used it?

_____

_____

How to Look at a Photograph

(Adapted from the National Archives and Records Administration Photograph Analysis Worksheet.)

Photograph: an image recorded by a camera and reproduced on a photosensitive surface.

1. **Spend some time looking at the whole photograph. Now look at the smallest thing in the photograph that you can find.**

   What secrets do you see? _____

   _____

   _____

2. **Can you find people, objects, or activities in the photograph? List them below.**

   People _____

   _____

   Objects _____

   _____

   Activities _____

   _____

3. **What questions would you like to ask of one of the people in the photograph?**

   _____

   _____

4. **Where could you find the answers to your questions?**

   _____

   _____

How to Look at a Written Document

(Adapted from the National Archives and Records Administration Written Analysis Worksheet.)

Document: A written paper bearing the original, official, or legal form of something and which can be used to furnish decisive evidence or information.

1. Type of document:

☐ Newspaper ☐ Journal ☐ Press Release ☐ Diary
☐ Letter ☐ Map ☐ Advertisement ☐ Census Record
☐ Patent ☐ Telegram ☐ Other_____

2. Which of the following is on the document:

☐ Letterhead ☐ Typed Letters ☐ Stamps
☐ Handwriting ☐ Seal ☐ Other _____

3. Date or dates of document:_____

4. Author or creator:_____

5. Who was supposed to read the document? _____

_____

6. List two things the author said that you think are important:

1. _____

2. _____

7. List two things this document tells you about life in Montana at the time it was written:

1. _____

2. _____

8. Write a question to the author left unanswered by the document:

_____

_____

How to Look at a Map

(Adapted from the National Archives and Records Administration Map Analysis Worksheet.)

Map: A representation of a region of the earth or stars.

1. What is the subject of the map?

☐ River ☐ Stars/Sky ☐ Mountains
☐ Prairie ☐ Town ☐ Other _____

2. Which of the following items is on the map?

☐ Compass ☐ Scale ☐ Name of mapmaker
☐ Date ☐ Key ☐ Other _____
☐ Notes ☐ Title

3. Date of map: _____

4. Mapmaker: _____

5. Where was the map made: _____

6. List three things on this map that you think are important: _____

_____

_____

_____

7. Why do you think this map was drawn? _____

_____

8. Write a question to the mapmaker that is left unanswered by the map.

_____

Standards and Skills

State 4th Grade Social Studies Standards

Lesson Number:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.	✔	✔	✔		✔		✔	✔
Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.	✔	✔		✔	✔	✔		
Students apply geographic knowledge and skill (e.g., location, place, human/environment interactions, movement, and regions).	✔	✔	✔	✔				✔
Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	✔	✔	✔	✔	✔	✔	✔	✔
Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.		✔			✔	✔		
Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.	✔	✔	✔	✔				✔

(continued)

Skill Areas

Lesson Number:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Using primary documents	✔	✔	✔	✔	✔	✔	✔	
Using objects			✔			✔		✔
Using photographs			✔			✔		✔
Art		✔	✔			✔		
Science								
Math					✔	✔	✔	
Reading/writing	✔	✔	✔	✔	✔	✔		✔
Map Skills	✔							
Drama, performance, re-creation								✔
Group work	✔	✔		✔	✔	✔	✔	
Research	✔	✔	✔	✔		✔		
Music							✔	✔
Bodily/Kinesthetic							✔	
Field Trip								

Historical Narrative for Fourth Graders

The beginning of World War II for the United States

On December 8, 1941, at 12:30 P.M., President Franklin Delano Roosevelt spoke the following words to Congress:

"Yesterday, December 7, 1941 – a date which will live in infamy – the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. ... Yesterday the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Wake Island. This morning the Japanese attacked Midway Island ... I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire."

Count the number of times President Roosevelt used the word "attack" or "attacked" in this very famous speech. Even though Japan is far away from Montana, people were worried as they gathered around radios and heard the word "attack" so many times. The Congress of the United States soon met. Each member had to vote. Should the U.S. declare war on the country of Japan? Jeannette Rankin, serving as a representative of Montana, voted "no" – the only member of Congress to vote against going to war. All other members of Congress did vote for going to war. By 2:00 P.M. the President had signed a Declaration of War against Japan.

Countries involved

As in World War I, many countries from around the world united into two main groups in conflict with one another. In World War II the groups were known as the Allied powers and the Axis powers. The United States joined with the Allied powers - the countries of Great Britain, Canada, Denmark, Norway, the Netherlands, Belgium, Luxembourg, the Soviet Union (Russia), and France. On December 11, both Germany and Italy officially joined with Japan and declared war on the United States. This act formed the group known as the Axis powers.

Soldiers from both sides of the Allied and Axis powers fought battles for almost five more years after the attack on Pearl Harbor. All of the battles during World War II (1941 – 1945) were fought thousands of miles from Montana. Finally, on two key dates, the war ended. The main Axis power of Germany surrendered to Allied forces in May 1945. Japan surrendered in September 1945, after the dropping of atomic bombs [explosive weapons of great destructive power] on the Japanese cities of Hiroshima and Nagasaki.

Because the war was fought so far away from Montana, people who lived here did not experience the damage of war the way people in Great Britain, France, Italy, Germany, Japan and many smaller countries did. However, all Montanans' lives were touched by the war between 1941 and 1945. All struggled with a variety of changes, beliefs or convictions, and concerns.

General changes

The attack on Pearl Harbor caused some people to change their way of thinking about the U.S. being involved in other countries'

(continued)

affairs. For example, before the attack, Montana's Senator Burton K. Wheeler believed in a philosophy or point of view known as "isolationism" – staying out of other countries' problems and staying away from getting involved in war. Many Montanans followed him in this point of view, even though they were concerned that war might happen anyway. They were also concerned about what they might be asked to give up or sacrifice during a war. Senator Wheeler reversed his stand almost immediately after the attack on Pearl Harbor. Most Montana people, shocked by this event and inspired by President Roosevelt's fiery speech, joined him in supporting the war effort. Most Montanans also knew that war meant sacrifice of some kind for every citizen.

Right away people began taking actions. Spoonful by spoonful, housewives saved the fat that drips from meat when it is cooked.

COURTESY OF BEV ALLEN

Beverly (6) and Betty Lu (3) Joos, dressed as WACs (Women's Army Corps) 1942, Jamestown, ND

They gave their containers of fat to special recycling centers. The glycerin, a syrupy liquid found in fats and oils, was removed from it. The glycerin was then sent to ammunitions factories and used in making explosives. Everyone, including children, gathered scrap metal and paper and turned in enormous quantities to collecting stations for recycling. This effort allowed more raw materials to go straight to manufacturing needs for the war. All citizens were asked to use smaller quantities of butter, sugar, gasoline, rubber tires, leather goods and many other items. The U.S. government ordered a system called "rationing" be put into place. Under this system, people received coupons and stamps, which they kept in special pouches. When they went to the grocery store, they could only buy the quantity of, for example sugar, that the rationing system allowed. The coupons and stamps helped everyone keep track. All of these efforts, along with convincing messages in ads, posters, movies, music, and speeches, kept most citizens involved, motivated, and persuaded to unite and to make sacrifices to the end of the war.

Military changes

Another change happened during the summer of 1942 near Helena at Fort William Henry Harrison, a military fort dating back to the 1890's. A group of commando-type troops officially known as the First Special Service Force started training there. "Project Plough" was the code name of the joint Canadian and American plan designed to drop troops into mountainous and snowy Norway. The Axis power of Germany and its soldiers, known as Nazis, had taken over Norway. The U.S. military planned to interrupt the German war occupation there by this action. The military signed up 133 officers and 1,688 men for a highly dangerous mission. These soldiers were very proud to be considered so highly trained. They excelled in hard physical conditioning,

(continued)

specialized combat drills, winter warfare skills, and parachute and demolition training. The German soldiers called them "The Devil's Brigade." Half American and half-Canadian, the unit was the only one made up of troops from two different countries, and their esprit de corps (spirit of unity) was strong. The mission never took place as planned. However, the unit served effectively in combat operations in the Aleutian Islands and in Europe. The First Special Service Force was disbanded in 1944.

Barks, yips, sleds, and kennels announced yet another unique military presence in the Helena area – the War Dog Reception Center at Camp Rimini. It was supposed to supply pack dogs for the First Special Service Force, described above. However, the military decided to use this special unit of sled dogs and handlers for search and rescue efforts. The dog teams that trained at Camp Rimini served at downed aircraft sites in Alaska, Canada and Greenland. Some Montana families even donated their dogs to the War Dog Reception Center as part of the "Dogs for Defense" program.

The military chose Great Falls as the site for a new Army Air Force base, another change for the state of Montana. The new base was established by August 1942. Now known as Malmstrom Air Force Base, it remains a vital part of the region's economy. During WWII, the U.S. joined forces with the (former) Soviet Union. President Roosevelt agreed to provide war supplies and airplanes to the areas of the world where the Soviets were fighting the Nazis. The safest way to get the supplies to those locations was to fly them from the U.S., up to Alaska and across Siberia. Great Falls proved the best U.S. link. Its location was within flying range of Alaska, and the sun shines there at least 300 days out of the year, providing good flying weather. After the U.S-owned aircraft flew into Great Falls, the military personnel painted them with red stars, the Soviet insignia, and prepared them for cold weather flying. Women Air Service Pilots, or WASPs, were the pilots for many of these airplanes.

A war means there is a sudden need for many, many soldiers. These men had to leave their homes and lives in order to participate in a war. In both WWI and WWII, a high percentage of Montanans joined the military. Many of these joined because they were "drafted" or "conscripted," a term that means they were selected by the government and had to serve a period of time in the military. As a result, the population, especially the male population, of Montana decreased by the thousands between 1941and1945.

The Information Please Fact Monster on the Internet describes the WWII Selective Training Service Act put into place by Congress: "After the United States entered World War II, a new selective service act made men between 18 and 45 liable for military service and required all men between 18 and 65 to register." By the end of the war, 57,000 Montanans – including record numbers of Native Americans - had joined the armed forces – some by their own decision – many because they had been drafted. Women were never drafted, but many chose to serve in the military.

Not many people knew that Japan targeted Montana, along with other western states, with balloon bombs. Late in 1944, Japan floated the bombs, known as Project Fu-go, high above the Pacific Ocean with the plan of starting forest fires in the West. Over thirty balloon bombs actually landed in Montana, but newspapers did not report the incidents. The U.S. Office of Censorship, an office established to control information for security reasons, asked the news media not to report on balloon bomb incidents. The concern was that the Japanese government would find out

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that some of their bombs were landing in the western U.S. and also exactly where they were landing. For the Japanese military to have this specific information represented exactly what the Office of Censorship was worried about – increased security risks. No serious fires were started in Montana, and no one was hurt in this state by the bombs. However, in Oregon on May 5, 1945, two youths found and handled a balloon bomb. Six people were killed in the explosion. After this incident, newspaper articles came out warning people not to touch them, if found. The war ended three months later.

In Hamilton, the team of scientists at the Rocky Mountain Spotted Fever Laboratory had worked for years on developing ways to control disease that came from ticks. They shifted away from their tick disease focus when so many American troops were now serving in tropical areas where the disease yellow fever was a deadly concern. Yellow fever is a disease caused by a virus carried by mosquitoes in many parts of the world. It attacks the liver and other organs of the body. It is called "yellow" fever because an infected person's skin and the whites of his/her eyes begin to look jaundiced, meaning yellow, in color. The scientific team at this lab in this small Montana town focused almost entirely on the development of a yellow fever vaccine, a substance that would boost the immune system and help ward off this disease. They were successful in developing a vaccine and in helping to protect the troops.

Economic changes

One of the most significant changes in Montana during WWII was the change in the economy, in other words, how people earned their livings and how much money they had. During the late 1930's, in Montana and the rest of the U.S., the period of time known as the Great Depression caused most people to suffer economic hardships. Because Montana is a state that depends on agriculture for much of its income, it needs adequate moisture for crops to grow well. One of the main reasons the Depression occurred was because of the severe drought or lack of moisture conditions for several years in a row. By the time the attack on Pearl Harbor happened, the weather had become more favorable to agriculture. The beginning of war not only brought a much greater demand for timber, grain, sugar beets, and livestock, but also an enormous demand for metals. Three of Montana's most important livelihoods – logging, farming/ranching, and mining — boomed during the war years. Farmers saw 1943 as the best year ever in Montana - $188 million in crop values and over $134 million in cash income from livestock and livestock products. These trends or positive movements continued for years not only in farming and ranching, but also in the timber, mining, and oil industries. Montanans, in general, profited – made more money – during these times.

It was challenging at this time, however, to supply the great demand for goods because Montana had fewer able-bodied men in the workforce for several reasons. One reason was many families had already moved away during the previous decade of the Great Depression (the 1930's). They had moved to places that had better livings to offer than Montana did during the 1930's. The second reason was that during WWII, thousands of men left the state when they joined the military. A third reason was many men and women moved from Montana so that they could work in the strong war-driven industries on the West Coast. Therefore, Montana suffered a severe shortage of people able to work in fields, in forests, and in the mines. To help, many women went to work outside the home, as they had not done before. They worked in smelters, mines, on forest lookouts, and in offices – wherever there was

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a need. Also, more women started working outside the home at this time because opportunities emerged to learn new skills, to earn salaries, or, in some instances, to earn better salaries.

To help fill the gap in the mining industry, the Army assigned a unit of 600 African-American soldiers to work in the mines in Butte to insure that the valuable metals would continue to flow for the war, especially copper. Copper was needed for electronics and communications. Also, in these times, the agricultural community started recruiting Mexican people to work in the sugar beet fields. Some Japanese detainees (people kept in custody or confinement) and many Italian detainees were used to help plant and harvest a variety of crops, as well. (See section about the Alien Detention Center at Fort Missoula, near the end of this narrative.)

Because very little new industry came to Montana during WWII, the prosperous industries that grew up in Washington and California drew many Montanans to them. Many never returned, resulting in an even smaller population after WWII. Most women who worked non-traditional jobs at some point during the war (in smelters or mines or forest lookouts or as firefighters or mail carriers) or who worked in offices, surrendered their jobs at the end of the war when the male workforce returned to Montana. Some women preferred going back to full-time homemaking, but others wanted to keep their jobs and salaries outside the home. This change represented a complex situation for many.

The Red Cross organization maintained a high profile in Montana during this time. Thousands of Montana women volunteered with the Red Cross – to conduct blood drives, to prepare bandages, and to help make soldiers stationed in or passing through Montana feel appreciated. The women in the Red Cross served thousands of gallons of coffee and multitudes of cookies.

Convictions – strong beliefs and feelings

The attack on Pearl Harbor united most Montanans behind the war effort. The U.S. government conducted an intense influential and persuasive campaign to help make sure of their continued support. (This type of an effort is known as propaganda.) Posters and ads targeted citizens all over the country, including children. Savings bond drives, scrap drives, and rationing encouraged almost constant participation in the war effort. People heard the messages encouraging them to support the war on their radios, in the movies, in popular songs, in speeches and in the workplace. They read them in newspapers and in magazines. The persuasive campaign convinced most concerned citizens to continue to support the war to its end, in spite of its great cost – in money, resources, and human life.

Of course, not everyone felt this way. Some people found ways to avoid the draft, to cheat on their rationing, or to buy and sell items on the "black market" (an illegal activity that arises when items people want are in short supply and costly). In high numbers, however, when Montanans were asked to give ten percent of their salaries to purchase savings and war bonds in order to support the war effort, they did so. They also collected huge amounts of scrap metal, rubber, paper, and fat. And, their children spent the war years doing likewise.

People made sacrifices on two levels during the war. When they lived with the rationing system, they used less (and sometimes no) sugar, gasoline, leather goods (shoes), tires, butter, and other consumer goods. Secondly, on a deeply personal level, they worried about the dangers to family members and friends serving in the military. Surely, at

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times in private, the worry and concern people carried in their hearts must have caused them to question. Were these war efforts really helping? But, the propaganda spoken of earlier – those persuasive messages – that asked men, women, and children to maintain high spirits and to enthusiastically participate in all of the home front efforts seemed to reinforce public commitment. The very term "the home front" referred to fighting the battle right here at home, making everyone a soldier.

Although it looked that way on the surface, not everyone supported the war. Montana's Representative Jeannette Rankin made the first and most dramatic statement by casting a "no" vote against declaring war on Japan, the day after the attack on Pearl Harbor. She said these words: "As a woman I can't go to war, and I refuse to send anyone else!" At the time, she was openly criticized for her action, both in Montana and the rest of the country. After her term in Congress was finished, she never ran for public office again. She studied and worked for international peace efforts for the rest of her life. Jeannette Rankin died in 1973. Now, in Montana and the rest of the country, she is studied, honored, and respected for standing up for her convictions.

What about those American citizens who objected to military service because of their personal and/or religious beliefs? A man drafted by the Selective Service system during WWII, had the option of requesting "conscientious objector" status and serving in "Civilian Public Service" camps, as an alternative to serving in the military. (The term "conscientious objector" literally means refusing or saying "no" because of one's sense of right and wrong.)

A group of churches known as the Historic Peace Churches – mainly, the Mennonite Church, the Church of the Brethren, and the Friends/Quakers – encouraged the federal government, after World War I, to include an alternative or substitute system of service during war time other than a military one. The Historic Peace Churches believed that there should be a satisfactory way for men to follow their beliefs and still serve their country. They were successful in getting alternative service in place before the attack on Pearl Harbor. Nationally during WWII, men granted CO or "conscientious objector" status worked in dairy-testing centers, in medical research facilities, in juvenile-detention centers, and in the construction of waste treatment facilities. Also on a national level, these men helped to change the mental hospital system for the better because they worked one-on-one with mental health patients.

It is a little known fact that from 1942 to 1946, three of these camps (there were over 150 nationally) were located in Montana: Belton/West Glacier, Terry, and Missoula/Seeley Lake. The men classified as conscientious objectors served the country by performing work different from the work of a soldier, but still considered important to the country.

In the Terry camp, the men constructed the Buffalo Rapids Irrigation Project for the Farm Security Administration from January 1943 to July 1946. In the Belton/West Glacier camp they performed maintenance work for the National Park Service in Glacier Park from September 1942 to October 1946. In the Missoula/Seely Lake/Huson camp, they worked as smoke jumpers and fire fighters from May 1943 to April 1946. Attitudes toward these men and their camps varied. Some local citizens treated them as though they were invisible. Some treated them with open unfriendliness and resentment or bitterness, and some treated them with acceptance and respect. The U.S. government did not pay salaries to the men who worked at the Civilian Public Service camps. The government did provide housing.

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The Historic Peace Churches supplied the other needs – food, clothing, and small amounts of spending money. The fact that the camps existed in Montana and other parts of the country has never been taught routinely as part of Montana's World War II history.

Concerns

Another overlooked part of Montana's WWII experience is the Alien Detention Center at Historic Fort Missoula. In 1941, even before the attack on Pearl Harbor, the U.S. seized Italian ships that were in American ports, mainly the Panama Canal. Officials placed 1,200 of the seamen from these ships behind barbed wire at Fort Missoula. Although guards were always present, the initial atmosphere of the camp with the Italian men is described as somewhat relaxed until Pearl Harbor and the beginning of the U.S. involvement in war. At that point, these men were considered "enemy aliens."

Soon another group was sent to Fort Missoula. Its population increased dramatically after the attack on Pearl Harbor because officials rounded up hundreds of men of Japanese descent (many of whom were American citizens) living on the West Coast and moved them to Fort Missoula, as well. The Japanese (men mainly around the age of 60) and the Italians (men of a variety of ages) did not share living space or meals and rarely mingled. Some of the Italians were musicians and performed for Missoula area gatherings. They also worked for the Forest Service, in a variety of businesses, and on farms, when manpower shortages came later in the war. It is reported that most seemed to maintain amazing goodwill toward their guards and the U.S. in general, even though they were considered to be a part of the enemy. Although they missed their homes and families, they found the Missoula area to be beautiful, saying "Che Bella Vista!" (Meaning "What A Beautiful View!") After U.S. victory was declared in Europe, the Italian men were allowed to move back to Italy. Some chose to stay in the U.S., some chose to come back to Missoula, and some chose to serve in the U.S. military.

For the Japanese men who had been living and working in the U.S. for perhaps their entire lives, their feelings and the feelings displayed toward them were different – they seemed to be considered much more "alien" than the Italians. After the attack on Pearl Harbor, anti-Japanese feelings were so high that these men were not wanted out in the communities to help with labor shortages, nor were most of them interested. They were put through intense questioning and, finally, loyalty hearings. After that, most of the Japanese were transferred from Fort Missoula to other detention camps in other parts of the country, further inland. All of the so-called detainees were gone from Missoula by March 1944. Their stories are still being discovered and told.

The end

Historians still argue about the controversial use of atomic weapons on Japan that finally brought the war to an end. ["Controversial" meaning should or should they not have been used ..."] Montanans were as happy as the rest of the country when they woke up on a September morning in 1945 and realized that their soldier and sailor neighbors and loved ones would be coming home. They also knew that rationing would come to an end, that, at least for the time being and hopefully for forever, fear would be set aside. The war changed all who lived through it. The decades of time that have passed since WWII provide opportunities for each new generation of Montanans to study, to interview those willing to tell their stories, to listen, and to learn more about who we are now because of what went on then.

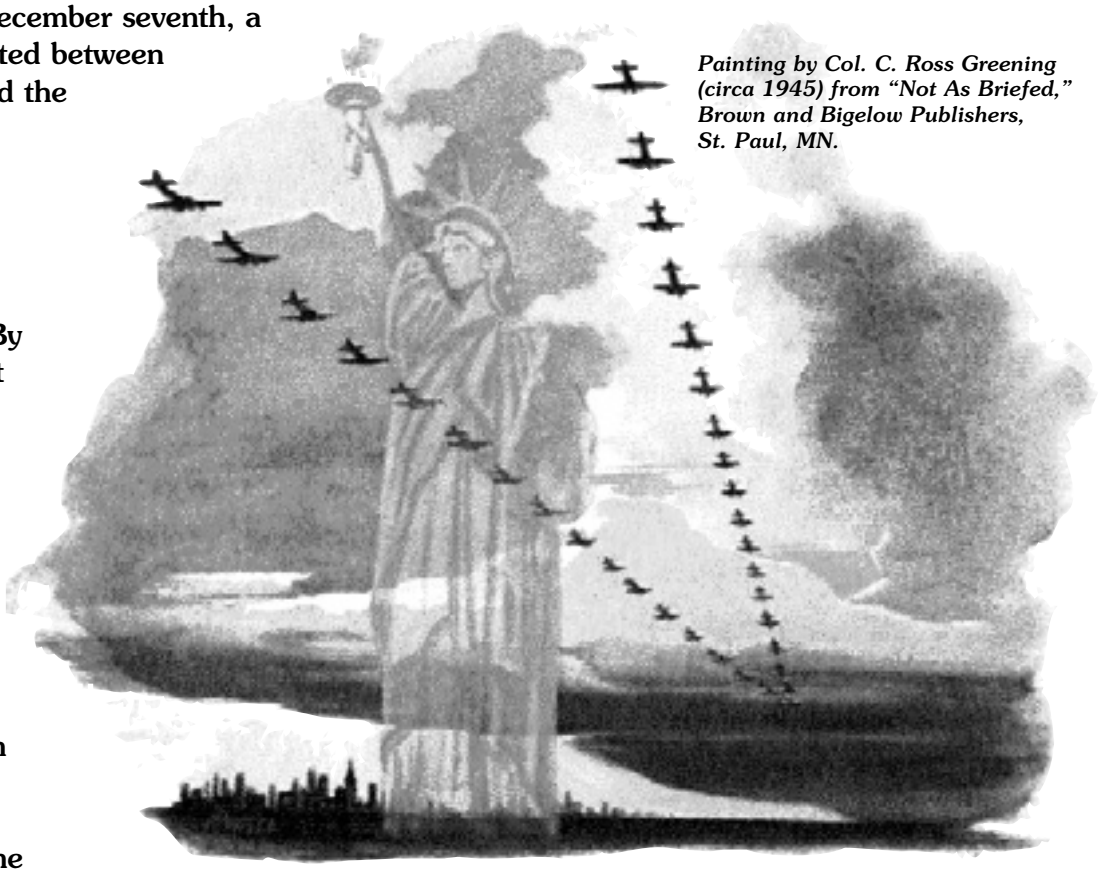
Historical Narrative for Instructors

On December 8, 1941, at 12:30 P.M., President Franklin Delano Roosevelt spoke the following words to a joint session of Congress:

"Yesterday, December 7, 1941 – a date which will live in infamy – the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. ... Yesterday the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Wake Island. This morning the Japanese attacked Midway Island ... I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire."

Montanans huddled anxiously around their radios as they listened to their President's speech. By 2:00 P.M., Roosevelt had signed a Declaration of War. Montana's Jeannette Rankin cast the only Congressional vote against the declaration. On December 11, both Germany and Italy officially aligned with Japan and declared war on the United States, completing the line up known as the Axis powers. The United States aligned with the Allied powers: Great Britain, Canada, Denmark, Norway, Netherlands, Belgium, Luxembourg, the United Soviet Socialist Republic (Russia), and France. Soldiers from both sides of the Allied and Axis powers fought battles for four more years in what author Gary Glynn calls "the most dramatic and all-encompassing event in the history of the human race." Finally, on two key dates, the war ended: the main Axis power of Germany surrendered to Allied forces in May, 1945, and Japan surrendered in September, 1945, after the unprecedented dropping of atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

Because all of the battles were fought thousands of miles from Montana, the people



Painting by Col. C. Ross Greening (circa 1945) from "Not As Briefed," Brown and Bigelow Publishers, St. Paul, MN.

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here did not experience the destruction that people in Great Britain, France, Italy, Germany, Japan, and many smaller countries did; however, all Montanans realized the effects of war. Between 1941 and 1945, World War II touched the lives of all Montanans who struggled with a variety of changes, convictions, and concerns.

Before the bombing of Pearl Harbor, Montanans, like people in the rest of the country, were divided – many were thinking about what seemed to be the inevitability of war, how war would change their lives, and what sacrifices they might have to make, but others followed Montana Senator Burton K. Wheeler's philosophy. A prominent member of an organization known as "America First," Wheeler wanted the United States to stay out of other countries' wars. (*Helena Independent*, Saturday, December 6, 1941) "I am for taking a firm stand with Japan and protecting American rights in the Orient, or the Atlantic, or wherever they exist, but I am for settling our troubles in the traditional American way, around a peace table, rather than go to war."

The bombing of Pearl Harbor changed most people's views, and Wheeler spoke for many of his fellow Montanans when he said: "Let's lick hell out of them … We must now exert our every energy not only to win but to give the Japanese such a whipping that they will not want war again."

President Roosevelt's fiery, initial words – and the shock of the event itself – convinced many Montanans to actively support a war effort. Ads, posters, movies, music, speeches, scrap metal, paper, and fat drives, war bond sales, rationing, and various other promotions kept most citizens involved, motivated, and convinced to unite and support the war effort to its end.

Helena area residents observed one of the first changes happening in Montana when the military established a new presence at Fort William Henry Harrison, a military fort dating back to the 1890's. "Project Plough" was the code name of the joint Canadian and American plan designed to drop commando-type troops into Nazi-occupied Norway in order to disrupt the German war initiatives. The military officially named the unit the First Special Service Force and recruited 133 officers and 1,688 men for what was considered a suicide mission – a mission that never took place as planned. However, they became some of the most highly trained soldiers of WWII due to rigorous physical conditioning, specialized combat drills, winter warfare, and parachute and demolition training. The German soldiers called them "The Devil's Brigade." Half American and half Canadian, the unit was the only one made up of troops from two different countries, and their esprit de corps was strong. After serving in combat operations in the Aleutian Islands and in Europe, the unit was disbanded in 1944.

Barks, yips, sleds and kennels announced yet another unique military presence in the Helena area – The War Dog Reception Center at Camp Rimini. It was supposed to supply pack dogs for the First Special Service Force, but the military altered its mission also. Search and rescue crews at downed aircraft sites in Alaska, Canada and Greenland used many of the sled dogs that were trained at Camp Rimini. Some Montana families even donated their dogs to the War Dog Reception Center as part of the "Dogs for Defense" program.

Great Falls was chosen as the site for a new Army Air Force base; it was well established by August 1942. Now known as Malmstrom Air Force Base, it remains a vital part of the region's economy. When the U.S. aligned with the Soviet Union (now Russia), President Roosevelt agreed to provide war supplies and airplanes to the Eastern front where the

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Soviets were fighting the Nazis. The safest way to get the supplies there was to fly them from the U.S. to Alaska, and then on to Siberia. Great Falls proved the best U.S. link. Its location was within flying range of Alaska, and the sun shines there at least 300 days out of the year. Women Air Service Pilots (WASPs) ferried many aircraft to Great Falls. Other personnel painted the airplanes with a red star (the Soviet insignia) and prepared them for cold weather. Close to 8,000 aircraft passed through Great Falls during the war years along the Alaska-Siberia Air route.

As in World War I, Montanans joined the military in record numbers. For a sparsely populated state, Montana gave more people per capita to war than most other states. In 1941, 5,700 people joined the armed forces; two-thirds of these were drafted. In the weeks after Pearl Harbor, 1,600 men enlisted. By the end of WWII, approximately 57,000 Montanans had joined the armed forces.

Montana Indians participated in record numbers, as well. According to military historian Thomas D. Morgan, Native Americans made a greater per capita contribution, and he claimed, " … no group was changed more by the war." Nationally, more than 44,000 Native Americans served in World War II. Blackfeet Indians made fun of the need for the draft: "Since when has it been necessary for Blackfeet to draw lots to fight?" Many Indian men gladly volunteered to fight for the country that, ironically, had stolen most of their culture from them. Indian women enlisted too, and also filled in with the work back home, as did other Montana women.

The potential for terror was high in Montana and other parts of the Northwest when the U.S. government realized that Japan was sending balloon bombs (a project known as Fu-Go) across the ocean with the plan to start devastating forest fires in the West. Of the more than three hundred incendiary devices floated high above the Pacific Ocean and either sighted or actually landed in North America, over thirty landed in Montana. Were Montanans aware? Were there headlines warning of the dangers of this kind of enemy attack? Absolutely not! Initial incidents (beginning late in 1944) were isolated, and people were not sure what they were. In January 1945, the Office of Censorship asked reporters not to report on balloon bomb incidents so the Japanese government would not know for certain if or where their bombs were landing. The request was honored. No serious damage occurred in Montana, but on May 5, 1945, in Oregon, six people were killed when two youths came upon a balloon bomb and handled it. After this incident, newspaper articles came out warning people not to touch them, if found. The war came to an end three months later.

In Hamilton, the well-established Rocky Mountain Spotted Fever Laboratory turned its efforts to a new concern – yellow fever. With so many American troops serving in tropical areas where yellow fever was a frequent and often deadly occurrence, the scientific team in this small Montana town focused almost entirely and successfully on the development of a vaccine to protect the troops.

One of the most significant changes in Montana during WWII was the change in the economy. Most Montanans, the ones who had endured the previous Depression and drought years, had learned to do without. By Pearl Harbor, the weather had become more favorable to agriculture. The onset of war brought not only a much greater demand for timber, grain, sugar beets, and livestock, but also an enormous demand for metals. The war profoundly impacted three of Montana's most important livelihoods: logging; farming/ranching; and mining. All boomed during the war years. 1943 was the most notable year Montana farmers had ever seen

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- $188 million in crop values and over $134 million in cash income from livestock and livestock products. These trends continued for years. Likewise, the timber, mining, and oil industries were intensely strengthened.

With demand greater than ever before in order to supply the war needs, industry acutely felt the shortage of able-bodied men. The Depression years had somewhat depleted Montana's population as people had moved on in search of opportunity, and during WWII, with thousands of men gone to the military (or working in strong war-driven industries on the west coast), Montana suffered a severe shortage of people able to work in field, in forests, and in the mines. Women went to work outside the home, as they had not done before. Not only did they work to fill the gaps, but also to take advantage of opportunities to learn new skills, earn salaries, or in some instances, better salaries; they worked in smelters, mines, and offices. Because copper was particularly critical to the war effort, the Army assigned a unit of 600 Black soldiers to work in the mines in Butte to insure a continued supply of the valuable metal used in electronics and communications. The agricultural community started recruiting Mexican families to work in the sugar beet fields, and it also used some Japanese, Italian, and German detainees to help plant and harvest.

Because WWII brought little new industry to Montana, the thriving war-driven industries that grew up in Washington and California drew an estimate of 69,000 Montanans to them. Many never returned, resulting in an even more depleted population after WWII. Most women who worked non-traditional and/or higher paying jobs at some point during the war relinquished their jobs at the end of the war when the male workforce returned to Montana. A complex situation – some women preferred going back to a full-time homemaking career, but others wanted to keep both their jobs outside the home and their salaries.

The Red Cross organization maintained a high profile in Montana during this time. Thousands of Montana women volunteered with the Red Cross: to conduct blood drives; to prepare bandages; and to help make soldiers stationed in or passing through Montana feel more appreciated and less lonely by visiting with them; and to make and serve thousands of gallons of coffee and multitudes of cookies.

Even before Pearl Harbor, strong feelings about U.S. war involvement were evident in this state made up of diverse people. On the one hand, there were isolationists. The isolationists, people still drained and weary from sacrifices made in WWI and the Depression years, thought the United States should take care of its own and let the rest of the world worry about its problems. On the other hand, there were people who wanted to teach Hitler a lesson and not take any guff from Japan. There were also people concerned about the fate of democracy in Europe and the rise of Fascism. Pearl Harbor united Montanans behind the war – and the U.S. government conducted an intense propaganda barrage to make sure of their continued support. Most Montana citizens, like those in the rest of the country, were an apt target audience. The propaganda messages delivered by posters, ads, bond drives, scrap drives and rationing, on the radio, in the movies, in popular songs, in speeches, in the workplace, and in newspapers and magazines convinced most concerned citizens to continue to support the war despite its great cost – in money, resources, and human life.

Of course, not everyone felt this way: some people found ways to avoid the draft, to cheat on their rationing, or to buy and sell

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items on the "black market" (an illegal activity that arises when desired items are in short supply and costly). In significant numbers, however, when the government asked Montanans to give ten percent of their salaries to purchase savings and war bonds to support the war effort, they did so. When the government asked Montanans to plant "victory gardens" (helping feed local people allowing commercially grown fruits and vegetables be sent to help feed the troops), they did so. They also collected huge amounts of scrap metal, rubber, paper, and fat; and, their children spent the war years doing likewise.

People made sacrifices on two levels. Living with the rationing system, they used less (and sometimes no) sugar, gasoline, leather goods (shoes), tires, butter, and other consumer goods. Secondly, on a deeply personal level, they lived in fear that family members and friends serving in the military would be injured or killed. Surely, at times in their hearts, people must have questioned whether or not the war efforts on the home front were helping; however, the constant reminders to keep morale high, to keep participating in all of the home front efforts, and to stay the course for the greater good seemed to keep most people publicly committed. The very term "the home front" refers to fighting the battles of war right here at home – and where everyone becomes a soldier.

Although it looked that way on the surface, not everyone supported the war. The first and most dramatic statement against it was the "no" vote Montana's Representative Jeannette Rankin cast against declaring war on Japan, the day after the attack on Pearl Harbor. She spoke these words: "As a woman I can't go to war, and I refuse to send anyone else!" While Jeannette Rankin is studied, honored, respected, and celebrated for her courage and convictions now, at the time she was openly vilified for her action, leading some to refer to her as "the most hated person in Montana history." Shortly after the vote, her brother, Wellington Rankin, telegraphed her that the people of Montana were "110 percent against you."

The following are some of her testimonials justifying her action, taken from a statement written immediately following the vote and subsequently delivered to Montana. "I felt there were not enough facts before us – especially since most of them were based on brief, unconfirmed reports – to justify such hasty action. … Had the vote to go to war been unanimous, it would have been a totalitarian vote, one not in keeping with our American way of life. … I remembered the promises I had made during my campaign for election to do everything possible to keep this country out of war. I was thinking of the pledges I had made to the mothers and fathers of Montana that I would do all in my power to prevent their sons being slaughtered on foreign battlefields. … It may be that it is right for us to enter the conflict with Japan. If so, it is my belief that all the facts surrounding the present situation should be brought into the open and given to the Congress and the American people. I feel I voted as the mothers would have me vote."

So how does Rankin serve out her term after such a pivotal action? According to historian Dave Walter, after her historic vote, " … she proved relatively ineffective … She was all but ignored by her colleagues." Walter also writes that her main focus her last year in Congress was an investigation considering the possibility that President Roosevelt and Winston Churchill had worked together to involve the U.S. in the war, and also, the possibility that the Pearl Harbor attack could have been avoided. Although she never ran for public office again, she studied and worked for international peace, and

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participated in a public protest against the Vietnam War in the late 1960's. The word often used to describe her now is "courageous."

What about those American citizens who for philosophical, moral, and/or religious reasons objected to military service? If drafted by the Selective Service during WWII, a man had the option of requesting "conscientious objector" status and serving in "Civilian Public Service" camps, as an alternative to serving in the military. It is a little known fact that from 1942 to 1946, three of these camps (there were over 150 nationally) were located in Montana: Belton/West Glacier, Terry, and Missoula/Seely Lake. The men were to perform "work of national significance" – not conducting the soldier's work of war, but work equally important to the country.

A coalition of churches known as the Historic Peace Churches – mainly, the Mennonite Church, the Church of the Brethren, and the Friends/Quakers – negotiated with the federal government even before the attack on Pearl Harbor to have alternative service in place before the war began. During WWII, men granted CO status worked in dairy-testing centers, in medical research facilities, in juvenile-detention centers, in sanitary facility construction, and CPS men brought landmark changes to the mental hospital system by their one-on-one work with mental health patients.

The men who were assigned to one of the three camps in Montana performed different kinds of work. In the Terry camp, they constructed the Buffalo Rapids Irrigation Project for the Farm Security Administration from January 1943 to July 1946. In the Belton/West Glacier Camp they performed maintenance work for the National Park Service in Glacier Park from September 1942 to October 1946. In the Missoula/Seeley Lake/Huson camp, they were smoke jumpers and fire fighters from May 1943 to April 1946. Attitudes toward these men and their camps ranged from locals treating them as though they were invisible, to treating them with open hostility and resentment, to treating them with acceptance and respect. The U.S. government did not pay the men who were granted CO status; the Historic Peace Churches supported them financially – only housing was supplied by the government. Basically the men received little or no salary (some got $2-$5 per month from the Historic Peace Churches). The fact that the camps existed in Montana and other parts of the country has never been routinely taught as part of the fabric of the state, and in particular as part of Montana history during World War II.

Another overlooked facet of Montana's WWII experience relates to a lack of teaching about the Alien Detention Center at Historic Fort Missoula. The Immigration and Naturalization Service (INS) at Fort Missoula placed 1,200 Italian merchant seamen taken from Italian ships seized by the U.S. in American ports, mainly the Panama Canal, behind barbed wire in 1941, months before the attack on Pearl Harbor. What seemed to be a rather complicated INS issue involving the overstaying of visas and difficulties surrounding deportation of hundreds of men back to a country hostile to the U.S., became even more complex after the attack on Pearl Harbor and the subsequent declarations of war on Japan and the other Axis Powers, including Italy, the homeland of these men. Although guards were always present, the initial atmosphere of the camp with the Italian men is described as somewhat relaxed until Pearl Harbor and the war declarations; at that point, these men were considered "enemy aliens."

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When out of fear of potential spy and communication capabilities, the FBI and the INS rounded up hundreds of men of Japanese descent (many of whom were American citizens) living on the West Coast, Fort Missoula became a detention center for many of them, as well as the Italians, after the attack on Pearl Harbor. The Japanese (mainly men around the age of 60) and the Italians (men of a variety of ages) did not share quarters or food and rarely mingled. Many of the Italians were musicians and performed for Missoula area gatherings; they also worked for the Forest Service, in a variety of businesses, and on farms, when manpower shortages came later in the war. It is reported that most seemed to maintain amazing goodwill toward their guards and the U.S. in general even though they were considered to be a part of the enemy, and they missed their homes and families, terribly. They found the Missoula area to be beautiful, some saying "What a beautiful view!" "Che Bella Vista!" After U.S. victory was declared in Europe, the Italian men were allowed to repatriate to Italy. Some chose to stay in the U.S., some chose to come back to Missoula, and some chose to serve in the U.S. military.

For the Japanese men who had been living and working in the U.S. for perhaps their entire lives, the feelings were different; they seemed to be considered much more "alien" than the Italians. After the attack on Pearl Harbor, anti-Japanese sentiment was so high that these men were not wanted out in the communities to help with labor shortages, nor were most of them interested. The INS put the Japanese through intense interrogation and, finally, loyalty hearings. After that, most of the Japanese were transferred from Fort Missoula to other detention camps in other parts of the country. March of 1944 saw the end of Fort Missoula as an alien detention center, but long-time Missoula residents (including former Italian detainees), historical documents and interviews by historians, and Japanese graves help tell this complex Montana story, the ramifications of which are still not fully known.

The controversial use of atomic weapons on Japan – an act still debated by historians and ethicists – finally brought the war to an end. Montanans, like all Americans, woke up on a September morning and euphorically realized that their soldier and sailor neighbors and loved ones would be coming home, that rationing would come to an end, and that at least for the time being (hopefully for forever) fear would be set aside. The war changed all those who lived through it. Decades of time have passed, and a multitude of significant events have occurred since World War II. Time can diminish the clarity of events in people's minds, or even hide the facts surrounding them; however, it can also provide opportunities for each successive generation of Montanans to study, to interview those willing to tell their stories, to listen, and to learn more about who we are now because of what went on then.

Outline for Classroom Presentation

I. Introduction and background

A. President Roosevelt's Dec. 8, 1941 speech

B. Jeannette Rankin's historic vote in Congress

C. Definition of Allied and Axis powers, the main countries involved in WWII

D. The beginning and end time frame

E. Discussion themes
   1. Changes
   2. Convictions
   3. Concerns

II. Changes

A. No longer in isolation
   1. Burton K. Wheeler and stance before Pearl Harbor
   2. After Pearl Harbor

B. Military entities unique to Montana
   1. First Special Service Force
      a. Canadian and U.S. collaboration
      b. Trained at Fort Harrison
   2. War Dog Reception Training Center
      a. Camp Rimini
      b. Purpose - for use in rescue and combat
   3. Establishment of East Base/Malmstrom Air Force Base
      a. Airfield needed in northern U.S. within flying range of Alaska
      b. Great Falls selected
      c. Impacts on Great Falls
      d. Alaskan Highway terminus
   4. Due to a manpower shortage, Black soldiers were deployed to work in the Butte mines in 1942, ensuring that needed metals were available for the war effort

C. Other military affairs
   1. The Montana draft of men acceptable for service
   2. Montana enlisted men and women
   3. Montana Indians in the service
   4. Military programs on college campuses
   5. Japanese Balloon Bombs
   6. Hamilton – Rocky Mountain Laboratory – research and development – Yellow Fever vaccine

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D. Economy
1. Agriculture boom
2. Copper industry boom
3. Changes in workforce – the role of women
4. Population displacements/shifts

III. Convictions – includes youth involvement

A. Supporting the war
1. Scrap metal, paper, and fat drives
2. War bond sales
3. Red Cross
4. Morale and propaganda

B. Rejecting the war
1. Jeannette Rankin
   a. Her vote against declaring war on Japan after Pearl Harbor
   b. The WWI precedent
   c. The Montana response to her "no" vote
   d. The "most hated person in Montana history?"
2. Civilian Public Service Camps in Montana
   a. History and mission of CPS option for drafted men
   b. Locations of and work done by men in Montana camps
      i. Terry
      ii. Belton/ West Glacier
      iii. Missoula
   c. Outcomes

IV. Concerns

A. Fort Missoula detainee camp, 1941 - 1943
1. Italian men
   a. Where they came from
   b. Life in Montana
   c. Outcomes
2. Japanese men
   a. Where they came from
   b. Life in Montana
   c. Loyalty hearings
   d. Outcomes

B. Propaganda – stereotypes - racism

V. Conclusion

Vocabulary List

Allies—One of the two main groups of countries involved in WWII – included Great Britain, Canada, Denmark, Norway, Netherlands, Belgium, Luxembourg, France, Union of Soviet Socialist Republics, and United States.

Axis—The other main group of countries involved in WWII – included Japan, Germany, and Italy.

Bond—In finance, a certificate issued by the government or business promising to pay the holder a specific sum of money plus interest.

Boom—A period of business prosperity or industrial expansion.

Change—When something is altered or different.

Churchill, Winston—1871 – 1965; Prime Minister of Great Britain (1940 – 45 and 1951 – 55).

Concern—A matter of interest or importance.

Conscientious objector—One who does not believe in military action as a solution to troubles between countries – usually based on religious beliefs.

Conviction—Strong belief.

Draft/selective service—A process of selecting eligible men for service in the military.

Editorial—Writing that states opinion and usually tries to persuade others to have the same opinion.

Enlist—The act of voluntarily joining the military.

Ford, Sam—1882 – 1961; Montana's governor (1941 – 1948).

Front—As a military term, a combat zone.

Hirohito—1901 – 1989; Emperor of Japan (1926 – 1989).

Hitler, Adolf—1889 – 1945; Nazi dictator of Germany (1933 – 1945).

Home front—Refers to "back home" during a war – not the combat zones.

Inflammatory—Likely to bring about great excitement or anger.

Inverted—Upside down.

Mussolini, Benito—1883 – 1945; Italian dictator; prime minister of Italy (1922 – 1943).

Propaganda—An organized method of promoting and distributing materials related to a policy or cause.

Ration—To allow only a controlled amount of something.

Redeem—In finance, to get back or recover.

Roosevelt, Franklin Delano—1882 – 1945; thirty-second President of the U.S. (1933 – 1945).

Satire—Writing or graphics that makes fun of or ridicules.

Stereotype—An oversimplified idea, opinion or image that typecasts or labels. Common stereotypes during WWII were Krauts referring to Germans, Japs referring to Japanese, and Wops referring to Italians.

Truman, Harry S.—1884 – 1972; Vice president to Roosevelt during WWII – became President when Roosevelt died; US president (1945 – 1953).

Amazing Montanans—Biography

Eleanor and Frank Bushilla

"They were very strong. They could get through anything." With these words, their son Phillip and his wife Zoe remember Mr. and Mrs. Bushilla. Their lives gave them plenty of opportunities to practice being strong!

Born in 1917, Frank (also known as Curly) shared his early years with fourteen brothers and sisters in their small, rural Ohio community. He found it necessary to quit school and leave home by the age of fifteen. These were the times known as the Great Depression in the country. For many large families, there simply were not enough resources to go around, and older children were expected to go out into the world and make their own way. After years of traveling and working wherever he needed to go to make a living, Frank became a member of the Civilian Conservation Corps. This 1930's U.S. government sponsored program provided a place for young men to live, work, earn a salary, and learn skills while they supplied a labor force to needed projects. He worked on the Lewis and Clark Caverns project on the Jefferson River. (The next time you are picking your way through a dark tunnel there, think of Frank and the other men who carved out a path for you!)

By Frank's CCC camp at Cardwell, Montana, which is also near the Caverns, the Lahoods, an immigrant family from Lebanon, operated a general store selling everything from "toothpicks to automobiles." In 1921, their daughter Eleanor was born, and she grew up working in her parents' store. Frank soon became Eleanor's favorite customer, and Eleanor became Frank's favorite salesperson at the store. They fell in love and started

COURTESY OF PHILLIP AND ZOE BUSHILLA

Eleanor and Frank Bushilla

planning their future. Then, Frank was called to serve in World War II. Eleanor, not knowing when or if she would ever see him again, had to say goodbye to him,. She promised to wait for his return.

The Navy sent Frank on the USS *Tanager* to the South Pacific where the war raged in the Philippine Islands. His ship was sunk in battle. On May 6, 1942, Japanese soldiers captured Frank on the island of Corregidor. As a prisoner of war, the Japanese put him to work in shipyards. "That first year was plenty rugged … the cold was terrible - we were cold all of the time. There wasn't even enough

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fuel to cook our meals. Every week someone would get pneumonia and die." He estimated that about one in every seven of the original group of 400 died in the first year and one half. Those who made it through that time lived to be liberated. The captors doled out fish heads, rice, bread and water, and pumpkin - pumpkin boiled, stewed, and sometimes raw - to the POWs. They were always hungry, and for the rest of his life, Frank's comment when pumpkin pie was offered was, "Make mine mince!" Once he went for a whole year without getting any mail.

Once also, Frank got up in the middle of the night, and a guard stabbed him in the head with a bayonet, thinking he was trying to escape. His fellow prisoners treated his wound, and he healed on his own.

Sometimes little "accidents" happened to the machinery Frank worked on in the Japanese shipyards. When the "accidents" happened, the machinery did not work well or was disabled. He was willing to risk severe penalties to carry out these acts.

Finally, after the U.S. dropped atomic bombs on Hiroshima and Nagasaki, the POWs knew for certain something was up. "... on August 9, 1945 the guards informed us we were no longer prisoners of war. We called for some paint and made an American flag out of a white sheet. We were told to stay at the camp." Within days, U.S. planes dropped food, medical supplies and clothing. On September 13, 1945, U.S. troops freed Frank and the other prisoners. After three years and four months as a POW, Frank weighed 128 lbs., and for the rest of his life would suffer headaches and a dislike for crowds. Meanwhile, every single day of those three years and four months, Eleanor worked, waited, worried, and prayed. Most of that time, she had no idea where or how he was. All she knew was that he was a POW and, for the time being, still alive. And, she knew she would never give up hope that he would return to her. Return to her he did! The war ended in September 1945, and one year later, on Sept. 11, 1946, Frank and Eleanor began their forty-eight year marriage. While raising their eight children, Frank worked as an electrician and at the postal service. Eleanor worked as a homemaker. Along with their strength, dedication to family, and religious faith, their children remember them as terrific dancers - especially dancing the polka!

Frank and Eleanor Bushilla represent thousands of ordinary Montanans who endured the challenges of WWII. With great respect and pride and without bitterness, they gave their best throughout their lives.

Amazing Montanans—Biography

John Conway Harrison

Just as brothers Barney and Henry Old Coyote served together in World War II, so did brothers John and Robert Harrison. But while the military assigned the Old Coyote brothers to duties together for the most part, it gave separate assignments to the Harrison brothers at the European Front. As the older brother, John took seriously his role, especially since he knew that his younger brother was a risk-taker. He looked out for Robert whenever he could, and always included any news he had about Robert when he wrote letters home. John and Robert were able to see one another at times, but older brother John was not nearby, and no matter how much he would have liked to, could not protect Robert when he was captured by Germans and held in a prisoner of war camp. Days before the end of the war with Nazi Germany and being liberated from the camp, the daredevil Robert, escaped only to be killed. The military already had informed John and Roberts parents, Ethelyn and Francis, of the basic facts by the time John's letter to his parents arrived. However, John was able to bring some comfort to the Harrison's with his words. He told them how sad he knew they felt, as did he, to lose their beloved family member. It is "... so like war where cruel tricks of fate happen every minute that the war is in progress."

This letter became a gift not only to the Harrison family, but also the entire state of Montana when John donated it, along with all of his other WWII family correspondence, to the Montana Historical Society. Most of his letters home to his mother and father he wrote in v-mail format (see Lesson 4 – Mail Call!). The writing is in cursive and small so it would fit on the small v-mail form. He was a

MONTANA HISTORICAL SOCIETY

John Conway Harrison

faithful letter writer – often more than once a week! Between 1941 and 1945, John described in detail what was going on around him, what he was experiencing as a soldier, and what he was seeing and feeling, as much as the military mail censors allowed to protect U.S. security. His words show us mountains and trees, when they made him feel like he was back at home in Montana, and his words show us what war-torn land and cities look like. His words paint pictures of people in different countries and the effects of war on them. John wrote these words on August 5, 1944, in a letter to his mother. "About a half

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block away they are burying a French woman and her little daughter – killed by arty. [artillery]. The church bells seem to remind us that the French also pay a price." He does not dwell on the sadness and destruction of war, nor does he leave it out. From him, we learn firsthand what it was like to be a soldier in World War II in Europe.

John was born in Michigan on April 28, 1913, but his family soon moved to Harlowton where John's father practiced dentistry. He spent many, many years studying. First, he graduated from Harlowton High School in 1931, enjoying football, basketball, and track. Then from 1931-34, he studied at Montana State College (now MSU), going on to the University of Montana from 1935-37, and finishing his law degree at George Washington University 1938-40. As an attorney, John constantly used and further developed the thinking, writing, and decision-making skills he demonstrated while serving in the Army. As a lawyer, he represented Lewis and Clark County, the city of East Helena, and the Montana Taxpayers Association. Then, John Harrison, husband, devoted father of six, humanitarian, long-time supporter of the Boy Scouts, gifted thinker and writer was elected as a Supreme Court Justice. Everything in his past had prepared him for this all-important service to the state of Montana. In this position as the highest level of all judges in the state of Montana, he would be called upon for many years to make some of the most important and far-reaching decisions concerning the people of the state of Montana. John Conway Harrison represents not just WWII era Montanans, but all generations who believe in working hard, developing their talents, exercising wisdom, fairness, dedication to family, and service to humanity.

Amazing Montanans—Biography

George Oiye

[pronounced -oi- as in boil and -ye- with a long a sound, such as in hay]

Most pictures of George Oiye show him smiling. He loved to live his life having fun, no matter what the situation - even during his first military training. Prankster George and a friend caught and dangled a tarantula from a string above a bald-headed commander's bed while he was sleeping! The commander was bitten upon awaking, but did not become deathly ill, and somehow George and his good friend "Sus" escaped severe punishment.

Born February 19, 1922, to Japanese immigrants Tom and Taka Oiye who worked as miners near Basin, George grew up in Logan and Three Forks when the family moved there so that George's father could work in the nearby cement plant. The family also bought a small farm and raised vegetables. The Oiye's expected their children to work hard, do well in school, and get along well with everyone. George met their expectations everywhere. Not only did he excel academically, he was extremely well liked by his classmates, loved to fish and hunt (becoming a good shot with a rifle), and quarter-backed the Three Forks Wolves six-man football team in 1939 to a division title, undefeated.

George Oiye, a gifted engineering student at Montana State College (now MSU) responded the same way thousands of his fellow Montanans did after the December 7, 1941 Japanese attack on Pearl Harbor – he immediately tried to enlist in the military and serve his country. He specifically wanted to serve in the Army Air Corps. Even though he

COURTESY OF VANNESSA PALLISTER

George Oiye

was healthy, strong, and intelligent, the military looked upon him with suspicion and distrust because of his ancestry. He was rejected from service based on the fact that he was a second generation Japanese American. Disappointed by not defeated, George continued on in college, maintaining high grades. He also continued to inform as many people as possible that he still wanted an opportunity to serve his country.

Finally in 1943, two of his college professors appeared in front of the Adjutant General of the Army Air Corps, and defended George's

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right as an American citizen to enlist. He was told that he had to pass a physical examination and produce five letters of commendation (formal statements of praise) from prominent citizens, both easily done. But his goal of being a member of the Army Air Corps was never accomplished. By this time in the war, President Roosevelt had established a special military fighting force – the 442nd Regimental Combat Team – made up entirely of Japanese Americans (also called Nisei). Much to his dismay, he was sent to join a field artillery battalion as part of this unique unit. Growing up, George avoided his identity as a Japanese-American. Now, he was immersed in this identity. He learned more than he had ever known before about being Japanese-American and found strength and pride. His group trained twice as long as other groups because the military was not sure where the 442nd should be used in the war. When they were finally sent to fight in Italy and then on to France and into Germany, they were extremely well-trained, excellent sharp-shooters, in top physical condition, and with the motto "go for broke" - all qualities that helped them become the most decorated fighting unit of its size in American history.

George quickly rose into positions of leadership, demonstrating kinship with his fellow soldiers, courage and calm, and always making wise decisions even while under devastating fighting conditions and often close to death. He observed and remembered, as best he could, the local people and the effects of war upon them. He recalls a French woman standing out in the street during a battle between German and American soldiers. She was sweeping rubble from the street in a vain attempt to cope with war's reality. He remembers how hard it was to shoot at the young 16 and 17-year old German soldiers. Finally, George's unit helped liberate some of the Nazi concentration camps - a task that made him even more keenly aware of how horrible war could be. By the end of duty, the 442nd had suffered the loss of half of its soldiers.

During WWII the Oiye family also endured racism - George's father, Tom, lost his job at the cement plant, and one of George's sisters and her husband, residents of California, were placed in a Japanese detention center.

After WWII, back home in Montana, George realized that he was not quite ready to go back to college. He needed time to adjust from his war experiences. He worked as a farmer and a railroad hand for a bit, and then moved to California in 1948 where he graduated from college and pursued a career in the aeronautics field. He married Mary Sumie Toyoda, a Japanese-American woman. They raised two children. Although George and his wife still live in California, George stays in close contact with his Missouri Headwaters roots. He comes home almost every summer to fish. . His experience with his fellow Nisei soldiers in WWII led him to a lifelong commitment to preserving their story, sharing their proud service to the US, and celebrating his ancestry.

Amazing Montanans—Biography

Barney and Henry Old Coyote

"I can fix it so we both can go."

In "brotherly fashion and in the Crow tradition," older brother Henry said these words to seventeen-year old Barney when their parents refused to give permission for Barney to enlist in the military after the attack on Pearl Harbor, December 7, 1941. Older brother Henry spoke to their parents saying, "If you let him go, maybe we can stick together." Their mother then wrote a letter addressed to the "General" in Washington, D.C., requesting that if she allowed her sons to go to war, they be kept together. She received a reply from General Hap Arnold stating, " ... if it is not in the best interests of the military, your sons will be kept together." So it came to be. Older brother accompanied younger to war. Henry and Barney, raised and schooled on the Crow Reservation, trained together, and as gunners on B-17 aircraft, flew many bombing missions together over the European and Mediterranean Theaters during World War II. They kept the letter General Arnold wrote to their mother with them and used it at least twenty-four different times throughout their military careers between 1941 and 1945, so that they could keep serving together. The times they served duties apart were few. The military decorated the Old Coyote brothers with many medals, including the Air Medal with oak clusters, the Silver Star with Cluster, Campaign Medals, and several Battle Stars. When they came home to Montana after the war, the Crow people celebrated their good fortune in coming home safely, their bravery in battle, their skill, and their high honors.

COURTESY OF HENRY & WANDA ALSAKER

Henry and Barney Old Coyote Jr., members of the 341st-97th bombardment group.

Both Henry and Barney chose occupations and activities in public service and became enduring bridges between their native Crow culture and non-Indians, in both their personal and professional lives. Henry, who died in 1988, among other duties and tasks, served as a bilingual consultant, an interpretive specialist, an guest lecturer on the college circuit, an member of a Senate committee on Indian Affairs, a Principal member of the

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Native Rights Foundation, and a member by Presidential appointment to an Indian Task Force on National Issues. At a very young age, he was initiated into the War Dance Society of the Crow Tribe and continued as a highly respected dancer and singer for the rest of his life. He traveled the world sharing his Crow culture.

Barney also served as a consultant to government officials, to colleges, and to the financial world. He helped found the first Indian owned, Indian controlled and Indian operated commercial bank. Barney's daughter, Patricia, recalls living in Washington DC … "at the place our forefathers recognized as the place where decisions were made, policies determined." Both Barney and Henry strongly influenced peoples' lives by being a part of the process, by testifying before Congress, and by helping determine indigenous peoples' rights. Also, Barney has always believed that "education is the key to better things for the current generation [and] … the fortunate ones who succeed then have a special job to do for the others." The Native American Studies program at Montana State University thanks Barney as its founder and initial professor and director.

Again, in 1988 shortly after Henry's death, the brothers were honored together again. The Smithsonian Institute of Space and Aeronautics awarded them the National Service Award for their deeds in WWII. In 1999, Barney spoke at the Pentagon, delivering a keynote address, invited by the secretary of the Army. Currently, he participates as a designer consultant in the Pentagon's Memorial to American Indian Veterans. Respect for the Old Coyote's enduring warrior spirit continues.

Perhaps the Old Coyote brothers' most everlasting gift to humanity is their contribution of stories, delivered in the Crow language as respected elders in the 1950's. Henry and Barney, along with other family members, taped storytelling sessions and then translated them into English. In 2003, Barney's granddaughter, Phonecia Bauerle, published a book *The Way of the Warrior*, based on her study of their landmark work. Along with descriptions of the Crow way of life, values, and four important stories, her book shares Barney's and Henry's lifelong "passion, commitment, and dedication to the perseverance of a culture." These same words describe their proud and lifelong service to Montana and the United States.

FROM *THE WAY OF THE WARRIOR*

Barney Old Coyote Jr. (left) and Henry Old Coyote (right) at the Crow Fair, Crow Agency, 1940

Amazing Montanans—Biography

Margaret Ann Roberts Goldhahn

"This is not a time when women should be patient. We are in a war and we need to fight it with all our ability and ever weapon possible. WOMEN PILOTS, in this particular case, are a weapon waiting to be used." Eleanor Roosevelt, 1942 (Wife of Franklin Delano Roosevelt, President of the United States, 1933-1945)

While teaching in Glasgow, Montana, Margaret Roberts probably agreed with Mrs. Roosevelt when she read about the Women Airforce Service Pilots program set up by the military to allow more male pilots to fly in combat duty. She decided she wanted to join. First, she took all of her savings, moved to Blythe, California, and completed thirty-five hours of flying school. Then, she, along with nearly 25,000 other women applied for the WASP program. Only 1,830 were accepted, including Margaret (in December of 1943). Off she went to Sweetwater, Texas for training, and she became one of the 1,074 women who earned wings as a WASP. A unique group, they were the first women in history trained to fly American military aircraft. They performed test flying, towed targets, simulated bombing runs and strafing missions, carried out radio control, gave instrument instruction, flew ambulance planes, carried messages, mail and cargo, and ferried aircraft.

Born October 3, 1917 in Reidel, Montana, she grew up in the Bear Paw Mountains, attended country schools, and graduated from Big Sandy High School. School, classrooms, education, learning and teaching became her life. After high school, she went on to

COURTESY OF ANN GOLDHAHN

Margaret Ann Roberts Goldhahn

Northern Montana College in Havre and to the University of Washington in Seattle, and became a teacher. Then, her desire to become a WASP took her back into the classroom as a student, an aviator-in-training. As an official WASP, Margaret actively contributed to the war effort by flying a variety of aircraft - BT-13s (basic trainers), PT-17s (double-winged primary trainers), and AT-6s (advanced

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trainers). She said of the AT-6 aircraft, "It was a tremendous airplane at that time. It was fun to fly." She was not the only military woman in her family during WWII - her twin sister Mary served as a Navy nurse, and her sister Nancy served in the Marine Corps Women's Reserve.

By December 1944, the Allies were dominating the air war in Europe. Therefore, male veteran pilots started returning to duty in the U.S. At this point, the Army deactivated the WASP program. It would be thirty more years before women would fly again for the American military. Margaret came home with her certificates of honorable service and discharge, but she along with her comrades in the skies, did not receive any service medals or veterans' benefits until 1977.

Her first stop on the way home was Kansas where fellow Montanan John Goldhahn was stationed. They got married, but John still had military duty that took him out of the country. So, Margaret flew a Piper J-3 home to Geraldine, Montana where she soon received her instructors' rating and began giving flying lessons until her three children were born. After that, she still flew occasionally. Her daughter Ann recalls her pilot mother strapping her into a seat and taking her flying when she was a little girl.

Margaret Roberts Goldhahn spent seventeen years teaching in Geraldine classrooms. Over the years, she and family members attended several events commemorating the service of the WASP. At these times, the women would gather and proudly remember their service and their adventures together. They also remembered their sacrifices. There were accidents, and thirty- nine pilots in this program died serving their country. Margaret represents Montana women who first looked and then traveled beyond everyday boundaries in order to more fully develop their skills and talents while serving their country. Wherever she was in her life, she gave the gifts of inspiration and service.

"We live in the wind and sand...and our eyes are on the stars."

WASP motto.

Lesson 1: Read All About It!

Objectives:

At the conclusion of the lesson, students will be able to:

- State the purpose of newspaper headlines.
- Explain the inverted triangle format of news articles.
- Use a WWII era news article, find and state the answers to the five W's (who, where, when, what, why).
- Optional – Use an atlas/map to locate places in the world referenced in the news articles.

Older students and/or more abstract thinkers will be able to:

- Analyze, interpret, and state the meaning of a political or editorial cartoon.
- Pick out inflammatory language in a news article.
- Write or state points comparing newspapers now with those published in the 1940's.

Time:

Part One - Approximately 40 minutes (headlines; inverted triangle format; 5 W's)

Part Two - (optional) 15 min. (editorial cartoons)

Materials:

- Footlocker Materials: Laminated newspaper sections from 1941 – 1945
- User Guide Materials: Transparency of 1941 news article "Senator Wheeler Would Declare War Immediately;" Five W's Master; "V for Victory" inverted triangle master; and (optional) transparencies of contemporary and archival editorial cartoons.
- Teacher Provided Materials: overhead projector; chalk or marker board; duplicated Five W's sheets; (optional) set of student atlases/world maps

Pre-lesson Preparation:

Read over and familiarize yourself with each of the five WWII era news articles and cartoons. Note that the articles represent key WWII events between 1941 and 1945. Recall that during the times before television, the Internet, and for some Montanans even before radios, newspapers provided necessary communication and information, as well as entertainment. In small towns, newspapers usually came out weekly – in large towns, daily. People who lived far out of town on ranches or farms looked forward to buying a newspaper when they came to town. They could get caught up not only on local happenings, but also, on national and international ones. By reading the newspaper, they could learn their President's and Congress' latest decisions and what battles the soldiers were fighting in – all of critical importance during a time of war to Montanans who were so far away from both Washington D.C. and the theaters of war, and who likely had loved ones and neighbors in harm's way.

Make five copies of the Five W's Sheet. Make copies of "V For Victory" inverted triangles. Prepare to divide the class into five small groups. Each group will get a different laminated archival newspaper section and a five W's work sheet. (Opt. Locate student atlases/world maps, if you also want students to locate the places mentioned in the articles.)

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Part One Procedure:

1. Before passing out anything, generally and briefly discuss newspapers and their purposes. (A print medium that informs and entertains.) Discuss the importance of newspapers during WWII. Also, point out that a news article is supposed to presents facts, not opinions.
2. Put the 1941 "Senator Wheeler ..." article transparency on the overhead and read it together. If students have read the "Historical Narrative for Fourth Graders," they will be somewhat familiar with the name Senator Burton K. Wheeler.
3. Point out the headline, noting that its purpose to catch one's attention and tell you just enough to make you want to read the article. Ask which words in the headline seem "strong" or "interesting." Ask which ones are verbs/words that show action.
4. Write the questions who, what, where, when, and why (or how) on the board.
5. Place the "V For Victory" triangle overhead on the article transparency on the overhead.
6. Go through the 1941 news article pointing out that basic answers to the questions who, what, where, when, why (or how) can be found in the first few lines of a news article. (News articles are written this way to allow the editor to cut from the bottom up to accommodate space needs and not have to rewrite an article in order to keep the most important information. This format is called the "inverted or upside down triangle" format, obviously because the most important information is at the top, and the lesser important at the bottom.)
7. Draw a line at the point in the article where all 5 W's are answered. Note that the rest of the article contains details supporting the 5 W's. These details could be cut, however, without eliminating the basic information – a space-saving device used by news editors.
8. Place students in five small groups.
9. Pass out archival newspaper front pages, a different one per group, the "V For Victory" inverted triangles, and (opt.) atlases/ maps. NOTE: Students can cut out, color or decorate their "V For Victory" inverted triangles at any convenient point.
10. Groups place their "V For Victory" inverted triangles on the selected article, work through the articles finding the answers to the five W's and write the answers on the provided sheet. (Opt.) Students use maps to identify the countries referenced in the articles.
11. When groups are finished, representatives from each group can share their headline and five W's, which are summaries of their articles. Ask them to share the information in the chronological order of their articles.
12. If time, read and discuss some of the other articles.

Optional Part Two Procedure:

1. Place the contemporary editorial cartoon transparency on the overhead and read through it with the class. Ask the students to help you find words and sentences that tell the writers opinion about something. Emphasize that the purpose of an editorial cartoon is different than the purpose of a news article. The purpose of an editorial cartoon is to express an opinion or convince people of a point of view. Point out that images and pictures are sharp, clever, and efficient ways of communicating ideas. (Cartoon art elicits feelings through shadings and images. Look at light and dark, sizes of images, where one's eyes are focused, and the minimal words.)

(continued)

2. Help students figure out the opinion shown in the cartoon. Do the same with the WWII era editorial cartoon.
3. Remind students of the Constitutional Right to Freedom of Speech, but that that right does not include slandering, saying untruths, or "trashing" someone in the newspaper.

Discussion Questions:

1. Are there any words in any of the headlines make you feel proud, happy, fearful, sad, triumphant or angry? Would you consider any of those words "inflammatory," in other words, they really "rile you up," intensify your feelings, and make you want to act?
2. How important are newspapers these days?
3. Was the archival news article hard for you to read? Why or why not?
4. If the news is bad about a particular situation that is really important to everyone, such as one occurring in war time, should a newspaper provide the cold, hard facts, no matter how discouraging they might be or should the newspaper focus on just the positive?
5. Do you think that your article ever crosses over the line and becomes more "editorial," opinion than "news," meaning facts? Why or why not?

Further Exploration: (Pick and choose according to age, reading and abstracting ability.)

1. Either in a partnership, groups, or individually, students write news articles about a recent happening in their class or school (for ex. a field trip, a guest speaker, an assembly). Start with the five W's and turn them into sentences. Emphasize the need for strong words in headlines (active verbs) and that the five W's are answered in the first few lines of the article, with the rest of the article containing lesser important details. Follow the writing process of drafting, peer editing, revising, and rewriting. Publish the articles.
2. Explore newspapers on line. Compare "cyber" news with "paper" news. What are some advantages and disadvantages of each?
3. Compare and contrast the archival newspapers with contemporary ones. How are they alike and different? Are there differences in the types of words used in the WWII era newspapers, compared to ones from contemporary times?
4. What events have happened your lifetime that are as monumental as the WWII ones? Research news articles about one of these events.
5. Write an editorial or create an editorial cartoon about a controversial school rule or decision. Publish.
6. Research the history of newspapers in your community. What were their names and who ran them? What is available now? Does a group that owns many newspapers own your local newspaper or is it an independent one? How might newspaper ownership affect how news is reported?

THE HELENA INDEPENDENT

Helena, Montana, Monday, December 8, 1941

"Senator Wheeler Would Declare War Immediately"

Billings, Dec. 7 –(AP)- Senator Burton K. Wheeler of Montana tonight called for an immediate declaration of war against Japan and united support of the administration in Washington.

"In view of the vicious and uncalled for attack upon the United States by the Japanese government, congress must declare war upon that government," the senator said.

"The Japanese have chosen war. We must now exert our every energy not only to win but to give the Japanese such a whipping that they will not wart war again. I had sincerely hoped that we could avoid war both in the Atlantic and the Pacific. War seldom if ever, settles anything and it is inconceivable to me that the Japanese government would be foolish enough to want war with this country.

Everyone, regardless of party affiliations, must back up the administration to the end that we win. This applies to labor, capital and all other classes."

To Go To Capital

Senator Wheeler had planned to leave for Great Falls today when he learned of the attack at Pearl Harbor. He had intended remaining in Montana several days but immediately changed his plans and is leaving this evening by train for Washington.

"The only thing now is to do our best to lick hell out of them," Senator Wheeler said.

He said the attack was a complete surprise, and that so far as he knew no one in Washington had expected it.

"They must have gone crazy," he said referring to Japanese military leaders.

5 W's Worksheet

Group members: _____ _____

_____ _____

_____ _____

Name of newspaper _____

Date of newspaper _____

Title of article _____

READ YOUR ARTICLE CAREFULLY AND DISCOVER THE ANSWERS TO THESE QUESTIONS:

WHO? _____

_____

_____

WHAT? _____

_____

_____

WHERE? _____

_____

_____

WHEN? _____

WHY? (OR MAYBE HOW?) _____

_____

_____

FOR VICTORY

Lesson 2: Powers of Persuasion

Objectives:

At the conclusion of this lesson, students will be able to:

- State a definition of propaganda
- Explain why the U.S. government used propaganda methods in WWII
- Complete a written analysis of propaganda messages found in representative WWII poster art
- (For older students) Discuss how the messages relate to advertising techniques

Time:

30 – 40 minutes

Materials:

- Footlocker – Laminated Poster Art of World War II; book, *America On the Home Front*
- User Guide – Poster analysis sheets.
- Teacher Provided - None

Pre-Lesson Preparation:

Guns, tanks, and bombs were the principal weapons of World War II, but there were other, more subtle, forms of warfare as well. Words, posters, and films waged a constant battle for the hearts and minds of the American citizenry just as surely as military weapons engaged the enemy. Persuading the American public to support the war effort became a wartime industry, almost as important as the manufacturing of bullets and planes. The government launched an aggressive propaganda campaign to galvanize public support, and some of the nation's foremost intellectuals, artists, and filmmakers became soldiers on that front.

The persuasive messages found in World War II posters that helped convince citizens to actively support the war effort are similar to those used in advertising. Advertising sells attitudes, as did messages in the posters. It works this way - basically, humans have similar emotional needs: they want to feel safe, they want to belong, they want to be patriotic, they want to feel confident, positive, and successful, and they want believe what credible individuals tell them. In the WWII poster art, colors, images, symbols, and wording all were carefully put together to produce messages instilling feelings that became positive, supportive attitudes towards the war efforts. Also, some posters were designed to help ward off complacency; they featured grim, unromantic visions of war. All of these persuasive messages became important strands in the fabric of the Home Front in Montana, as in the rest of the country.

You may want to peruse the book *America On the Home Front*, found in the footlocker. It is filled with colorful examples of the multitude of messages communicated during WWII. **While many parts of this book are appropriate for all student use, depending on the age and maturity of your students, you may want to look it over carefully before making it available to students.**

(continued)

Procedure:

1. Students may work in partnerships, groups, or as individuals.
2. Duplicate poster analysis sheets.
3. Display the posters. Allow students time to look them over and respond to them. Explain that they are reproductions of actual posters produced during WWII.
4. Discuss the meaning of the word propaganda. (This term may be too abstract for some fourth graders, but they will grasp the concept of messages.)
5. Provide each group or student with a Poster Analysis Sheet and a different laminated archival poster to analyze. When finished, groups or individuals share their findings with the class.

Discussion Questions: (Pick and choose according to age, reading and abstracting ability.)

1. Put all of the posters on a bulletin board and vote on the class favorite. Discuss why it is well-liked. Is there one that most seem to <u>not</u> like? Why?
2. What colors and/or symbols are used in today's world to elicit patriotism?
3. Why is it important for a government to convince the majority of its citizens to support a war effort?
4. What happens when many citizens do not support a war effort in their country?
5. Do the messages in the posters tell the whole story about a war? If not, what is missing?
6. Would posters like these be effective in contemporary times? Why or why not?
7. Discuss the word "propaganda," again. Does it have negative connotations? Are the messages in the posters "propaganda?" Why or why not?

Further Exploration: (Pick and choose according to age, reading and abstracting ability.)

1. Students create their own persuasive posters. They choose their topic(s) – something that would be good for all to support. They model their own posters after the WWII ones, choosing the images, colors, and words they feel will effectively "sell" their message.
2. Research advertising techniques; analyze the WWII era posters based on those basic strategies.
3. Research poster art from other war times in the U.S. and compare with the WWII messages.
4. Research persuasive messages/propaganda from other countries, either past or present. How are the messages similar and how are they different from the WWII ones?

Poster Analysis

Name(s) _____ _____

_____ _____

_____ _____

NAME OF POSTER _____

Study your poster very carefully, talk with your partner(s), and answer these questions.

1. What are the main colors used in the poster? What do you think the artist used these colors?

2. Describe anything you see in the poster that you think is a "symbol." (A symbol is something that stands for something else. Example – the eagle is a symbol that stands for American freedom).

3. Does the poster tell you more with words or with pictures? Explain. Are the words that are used necessary to make the message of the poster clear? Why or why not?

4. In your own words, tell what you think the message of this poster is.

5. Is the poster asking people to take some kind of action or to do something? If so, what?

6. How does the message in the poster make you feel?

7. Is there a certain group of people you think is the "target" for the message in this poster?

Lesson 3: A Simple Poem From My Heart

Objectives:

At the conclusion of this lesson, students will be able to:

- State factual information regarding Japanese and Italian detainees at Fort Missoula, Montana during WWII
- Write and illustrate haiku poetry based on the imagined Japanese experience as a detainee at Fort Missoula
- Translate lines from a poem about Montana written in Italian by Mr. Umberto Benedetti, Italian detainee, and illustrate his poem

Time:

Part 1 - Japanese Haiku - approximately 40 minutes

Part 2 - Italian translation - approximately 30 minutes

Materials:

- Footlocker – Archival photos of Japanese and Italian detainees at Fort Missoula; books, *An Alien Place* and *The Italian Boys*; video, *Bella Vista*; facsimile of pebble sculpture.
- User Guide – Part 1 master to be duplicated for student use containing Haiku process, examples, and topic suggestions; Part 2 master to be duplicated for student use containing Mr. Benedetti's poem in Italian and an Italian vocabulary list for use in translation; teacher copy of English translation of Mr. Benedetti's poem; partial list of Italian detainees.
- Teacher provided - Make available to students, if your library has one, a copy of *Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment* by James and Jeanne Houston.

Pre-Lesson Preparation:

Review this summarized information about the Italian and Japanese detainees at Fort Missoula. It would also be helpful to skim parts of Van Valkenburg's and Benedetti's books.

From the introduction in *An Alien Place* by Carol Van Valkenburg, pp. 2-3.

"In the early months of 1941, President Franklin Roosevelt ordered the impoundment of Axis ships stranded in U.S. ports, and the government assumed custody of the crews. This act by the president would open a new chapter in the history of Fort Missoula. The men from these ships would soon find themselves at this old army post, where most would remain for the next three to four years.

The Italians sent to the fort had languished on merchant ships docked in U.S. ports from the time war broke out in Europe in late 1939. In 1941 the American government ordered the ships impounded when officials suspected that crewmen, on the orders of Axis governments, were sabotaging the ships. These nations apparently feared that the United States was about to take control of the vessels and turn them over to Great Britain to be used against the Axis in the war. When the United States seized the ships, it charged the crewmen with overstaying the limits allowed by their visas, an offense punishable by deportation. However, because the war prevented their safe return home, and because their ships were damaged and could not sail in any case, the men were sent to Fort Missoula.

(continued)

Six months later, the Italians and a few Germans at the fort would be joined by a thousand Japanese. While most Americans are familiar with the details of the later mass movement of nearly 120,000 Japanese from the West coast of the United States, the arrest and detention of hundreds of other Japanese in the weeks immediately following the bombing of Pearl Harbor has gone almost unnoticed and undocumented. These Japanese arrested in December 1941 and January and February 1942 were not men whom the United States government had proven were saboteurs or enemy agents. They were, for the most part, leaders of the Japanese community in America, people the government thought would be most influential should Japanese on the mainland organize against the United States.

Though many of these men were the most important and powerful Japanese who would be detained over the course of the war, little has been written about their arrests, hearings and detention."

Review haiku – the deceptively simple Japanese poetry form written in three lines (five syllables, seven syllables, five syllables) in which the poet usually uses the natural world to illuminate human experience.

Procedure:

Part 1 - Japanese Haiku

1. Display the photos of the Japanese detainees at Fort Missoula and the pebble sculpture. Students should have an opportunity to look them over (also the photos in An Alien Place) and to study the faces of the men carefully. Ask them to note their pebble/rock sculptures in the foreground. Briefly brainstorm possible reasons why they made these objects. Explain that these men did not choose to live in Missoula, Montana during WWII – that they were placed there and kept under armed guard between 1941 and 1944. They were called "detainees." Discuss the meaning of that word. Explain, in simple terms for the fourth graders, the men were told to pack one bag and then they were transported from their homes on the west coast of the U.S. Tell the students that these men were of Japanese descent, the United States was at war with Japan, and that is why the government felt that for security reasons the men had to be detained in a secluded and somewhat isolated place. They were not allowed to have cameras, radios, or any electronic devices. Briefly discuss.
2. Ask students to choose one of the Japanese men from the photos to try and put themselves in his place. They do not know his name or exactly where he is from, but they know he is far from his family and home and does not know when he will see them again. At the time of the photo, none of the men had been found guilty of treason [the betrayal of one's country by aiding an enemy].
3. Ask students to make brief lists in four different columns. Label the columns feel, see, hear, and think. What specific things might he be thinking and feeling? What does he think about the climate of Missoula, Montana as compared to the California or Oregon coast? What does he see when he looks outside the window or steps out of the door of his quarters at Fort Missoula? Describe his family. What would he like to say to his family? Does he have pets at home? What would he like to say about his situation? Add any others ideas you or the students have. Reinforce that some men might have experienced some positive feelings about the setting, even though their circumstances were negative.

(continued)

4. Hand out the student Haiku sheets. Remind them of the form of haiku and briefly read aloud the examples.
5. Try writing a haiku together as a class about something simple a detainee might have seen that also can represent or be connected to a feeling - ex. a butterfly freely moving from flower to flower or an armed guard standing by the fence in the rain. (See examples on student Haiku sheet.)
6. Ask students to consult their lists and write one or more Haiku poems, allowing their Japanese detainee to express himself.
7. Not only is the goal for students to try and walk in someone else's shoes at an important time in U.S. and Montana history, but also, for them to stretch their creative minds; it will be easy to determine that these men felt sadness or helplessness or anger - the challenge will be to connect the sadness, etc., to "something ordinary in the natural world," which will facilitate their ability to abstract, using the haiku process. Some students will be able to make this leap, but not all. Accept where they are.
8. Encourage the students to copy or word process their poems on unlined paper, and then illustrate. The poems could all be displayed on a banner or individually.
9. If time allows, conduct a poetry reading, allowing the students to more fully appreciate the range of feelings probably experienced by these men.

Part 2 - Italian poem translation

Procedure:

1. Display the photos of the Italian detainees at Fort Missoula and Mr. Benedetti's book, *The Italian Boys*.
2. Explain that Mr. Benedetti chose to come back to Missoula after WWII and make his life there as an American citizen. Even though he would not have chosen to be "detained," he fell in love with Montana and worked positively with his challenging situation during WWII.
3. Hand out the student copies of his poem, *Tempo di primavera in Montana*, written while he was a detainee at Fort Missoula.
4. Invite students to try to read the Italian; many words look and sound similar to English ones.
5. They will find words they easily recognize, as well as, ones they don't.
6. Either as individuals or in small groups, the students attempt to translate the designated section and/or any other parts of the poem.
7. Based on this section, ask them what they think the general idea of the poem is.
8. Encourage students to illustrate the poem, reinforcing its sincere spirit appreciating the beauty of the area.
9. Read aloud or ask a student to read aloud the English translation of the poem.
10. Students share their translations and illustrations - display if possible.

Discussion Questions:

Lesson One and Lesson Two -

1. Ask the students to list three - five facts they remember about the Japanese and Italian detainee situation during WWII and share.
2. Ask the students to list three - five more things they would like to know about the situation.

(continued)

3. The Japanese men were suspected of being traitors to the U.S. because they came from Japan, originally. However, they were removed from their homes, their businesses, and their families before it was proven they were enemy agents. What must that have been like? Brainstorm a list of concerns or feelings on the board.
4. Think about the differences between Missoula, Montana and the California or Oregon coast, where many of the Japanese detainees came from. Brainstorm a list of differences – in weather, housing, scenery, foods, other?
5. Ask students to think about these people and their WWII situation, and the fact that although today's students are taught about this part of Montana and U.S. history, students of the past often were not. Why do you think this part of history was not always taught in the past?

Further Exploration:

1. Research other writings or Internet articles about Japanese detention during WWII.
2. Peruse the book *Farewell to Manzanar*.
3. Research any contemporary situations; such as Iraqi detainees in Cuba, students might be aware of.
4. Compare the country of Italy and the state of Montana, geographically. What similarities might have contributed to the Italian men feeling somewhat comfortable during their forced stay in Missoula. What is different between the two?
5. Discuss human and civil rights issues. Older students may want to debate or brainstorm ideas as to how governments should deal with these issues and war.
6. Research and discuss current immigration issues.

NAME_____

Japanese Haiku

Read the three Haiku poems on this page. If you were a Japanese detainee at Fort Missoula, Montana during World War II and wrote these words, what were you thinking about? What feeling or mood? Write a possibility below each poem.

The geese flying south
In a row long and v-shaped
Pulling in winter.

Sally Anderson

Closed inside I wait
You fly freely to flowers
Closed stays my cocoon.

Julie Keenan

Gray window reveals
Rain puddles at the guard's feet
Soon now he goes home.

Julie Keenan

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

In Haiku, a form of poetry developed in seventeenth-century Japan, small, ordinary things show emotions, experiences, or comments about life. The natural world is usually a part of the poetry.

YOUR TURN

Using the list you made about what you think a Japanese detainee might have felt, heard, seen, experienced, and thought, while he was at Fort Missoula, start experimenting with words in order to create one or more Haiku poems. Focus on one idea at a time, one that seems strong to you. Keep your poems simple. Try to work the words in your poems into this pattern: three lines total - five syllables in the first line, seven syllables in the second line, and five syllables in the third line. Remember, in poetry, you can place your words in any order that works for you!

NAME_____

Translation of Italian Poem

Umberto Benedetti wrote this poem, *Tempo di primavera in Montana*, while he was an Italian detainee at Fort Missoula during WWII. Try reading his words aloud. Many Italian words look and sound like English words. Many also have the same meanings as English words.

Using the Italian vocabulary list below, try to translate the title and section of the poem in italics. Then, on the back of this sheet, write what you think the poem is about and how Mr. Benedetti feels about Montana.

Tempo di primavera in Montana
by Umberto Benedetti

Conoscete la Primavera in Montana?
Quando le strade ororose
s'adornan di profumate rose?

Quando le dolci colline
s'ammantan di verde
e nel soave infinito
lo sguardo si perde?

Quando il tenero Bitterroot accarezza
fiori e tronchi mossi dalla brezza?

Quando le primule e i gialli narcisi
ricoprono,
come tiepida coltre,
i prati
che d'oro sembrano intrisi?

Oh! belleza dei giorni
quando, insieme al Meadowlark,
il pino Ponderosa oscilla
al primo tepore
del sole che brilla?

Oh! Dolcezza delle calde ore
del mezzogiorno de'Aprile, Maggio e Giugno!
Quando le pietre dei muri
ai primi calori della Primavera
scintillan lontano
e sui campi impera
ilverde-oro del grano!

Dai lontani orizzonti
sembrano giungere a noi
le azzurre cime dei monti
e penetrar conardore
nella intimita del cuore!

al/il - the	***che*** - that or what	***insieme*** - together or with	***quando*** - when
belleza - beautiful	***dei*** - of the	***oscilla*** - sway	***sole*** - sun
brilla - shines	***giorno*** - day	***primavera*** - spring	***tepore*** - warmth

Translation of *Tempo di primavera in Montana*
by Umberto Benedetti

Springtime in Montana
by Umberto Benedetti

Do you know Springtime in Montana?
When the roses and flowers begin
To blossom on the street?

When up the gentle hills flow
The tender Bitterroot flowers
With blooming fruit trees?

When Primroses and yellow Daffodils
Gaily cover the Meadows
Bedecked with Gold.

Oh the beauty of the day
When the Ponderosa pine
Sways with the Meadowlark (and)
The first warmth of the sun that
shines.

Those hot noon hours
April, May and June.
When the Stone sails
Along the Mountain Trails
Begin to glow gently. And,
The first warm Spring Sun
Is shining in that pleasant
Green Gold of the Bluebunch
Wheat Grass.

How the distant Mountains
Reach Toward us, ever more
Blue filled with tender Heart.

Original translation by Dr. Alfonso Manzi, old friend and Italian neighbor of Mr. Benedetti. Selected section translation by Bonnie Bowler.

Lesson 4: Mail Call!

Objectives:

At the end of this lesson students will be able to:

- Identify and place correctly the five parts of friendly letters: the heading, the salutation, the body, the closing, and the signature.
- Tell the role and importance of mail as a way of communicating with people in military service, both in WWII and in current times.
- Write a friendly letter to a military veteran, following the process of drafting, editing, polishing, and finalizing
- OPTIONAL –Correctly word process the letter, using your school's computer technology

Time:

Part One – Review samples of World War II era letters – 15 min.

Part Two – Teach or review the five parts of a friendly letter – 15 min.

Part Three – Either in groups or individually, write a thank you letter to a veteran staying in a hospital or nursing home facility – 30 min.

Materials:

- Footlocker – the John Harrison archival v-mail letters
- User Guide – WWII era postcards depicting soldiers wanting to hear from loved ones; Amazing Montanans biography of John Harrison; "Cookies for Rookies" recipe; transparency showing the five parts of a friendly letter and correctly addressed envelope; list of veterans' facilities;
- Teacher provided – Overhead projector; envelopes.

Pre-Lesson Preparation:

As long as people have had the skill to read and write, letters have been an important means of communication, especially when distance is a factor. The situation of war has always heightened that importance. Throughout the world, the letter sent from home to the soldier and the letter sent from the soldier to home represented keenly important contact for both parties. A letter sent during war can provide information or reinforce relationships or reassure or provide hope in a way that no other form of communication can; the receiver can fold a letter up, tuck it away into a very small space, and read it over and over again, extending its benefit indefinitely. Historians have long considered letters written during times of war to be some of the best primary documents for research.

During the latter years of World War II, V-mail became a government-encouraged way to correspond with a loved one serving overseas. V-mail letters were written on forms that could be purchased at five and ten cent stores or the post office. A person wrote the letter on the form, it was then photographed, put on film, flown across the world, and then reproduced at the mail center closest to the recipient's position. Americans on the home front were encouraged by the government to use V-mail mainly because it reduced in size and weight the letters being transported

(continued)

leaving room for crucial military supplies on cargo planes. For example, it took 37 mailbags to carry 150,000 one-page letters, but a single mailbag could carry the same number of letters converted to V-mail microfilm. In V-mail form, the weight of this quantity of mail would be reduced from 2,575 pounds to 45 pounds. In spite of the push to use V-mail, most people still sent regular first class letters to their loved ones overseas.

Please review stereotype on the vocabulary list. Especially during war times groups of people often regard the people considered the enemy with stereotypes. Note that Judge Harrison refers to German soldiers as "Krauts" in his letters. Although the term was commonly used in both WWI and WWII, it is not acceptable today.

Procedure:

Part One

1. Share the WWII letters and postcard images of soldiers.
2. Ask students to read some aloud. Discuss what it must have been like to have a parent so far away, both for the parent and the child.
3. Discuss any aspects of the letters the students find interesting.
4. Discuss the word stereotype found on the vocabulary list and ask students if they find examples of stereotyping in the Harrison letters. Reinforce that the use of the term "Krauts" would not be acceptable today.
5. Also, share the Amazing Montanans biography of John Harrison.

Part Two

1. Review the style of a friendly letter using the sample and identified parts on the transparency.
2. Point out the necessary punctuation in a friendly letter.
3. If you have time, prepare a sample with errors in the five main parts and challenge students to correct the errors.

Part Three

1. Explain that there are hundreds of Montanans, in a hospital or nursing home, who served in the military at some time in their lives and who would love to get a letter – a letter that demonstrates today's students are aware and do appreciate veterans' service to the United States.
2. With the class, brainstorm a list of things students could tell the veterans or say to them that they think would help show recognition and appreciation. Many of these people are receiving medical assistance and/or are living in nursing homes that are veteran's facilities. In Montana, the Federal Government operates some of these facilities, and the State of Montana operates others.
3. Explain that there are people of all ages in these facilities; some have been in a war situation, but not all have.
4. Brainstorm a list of the war settings potentially experienced by veterans in these facilities (WWII, Korea, Vietnam, Gulf War, Iraqi Freedom).
5. Discuss the jobs performed by the military in times of peace, as well as times of war.
6. Either as a class or as individuals, the students write letters of appreciation and/or recognition to a veteran addressed: "Dear Veteran "
7. Follow your established writing process as to drafting, editing, and revising.
8. The final product(s), including addressed envelopes, can be mailed to one facility or split between all of the facilities on the provided list. All of the facilities know that letters may be forthcoming from a variety of classes, and the staff at each facility guarantees that the patients will be delighted to receive mail!

(continued)

IMPORTANT *** PRIVACY IS AN ISSUE BOTH FOR THE VETS AND FOR THE STUDENTS. PLEASE ASK STUDENTS NOT TO ADDRESS THEIR LETTERS TO A SPECIFIC PERSON, AND PLEASE HAVE STUDENTS SIGN WITH FIRST NAMES ONLY. (If a vet wishes to respond, he/she could write a return letter to the class.)

OPTIONAL: Either the class could bake (if kitchen facilities are available) one of the "Cookies for Rookies" recipes or perhaps a parent volunteer could coordinate a few students baking at home. The cookies could be sent along with the letters.

Discussion Questions:

1. Why do you think that letters are a good source of information for historians?
2. What kinds of things might be learned from reading letters from past times?
3. Which letter from the WWII letters was your favorite? Why?

Further Exploration:

1. Censorship was an issue concerning letter writing during WWII and during other wars. Find out about censorship and what actions the U.S. government took during WWII to insure strategic information was not leaked to the enemy.
2. Search the Internet for other examples of letters written during war times. What similarities and differences do you see compared to and contrasted with the WWII letters?
3. Diaries and journals are also valuable research tools that show what humans experience during a war. Search the Internet for samples of diaries or journals written during war times.
4. Coordinate a class or school project to seek out letters, diaries/journals that relatives, neighbors, or friends of students may have in their possession and would be willing to share.

Veterans Facilities In Montana

These facilities are either hospitals or nursing homes that care for veterans. Included with the address and phone number is the name of a contact person. It is not necessary for you to call ahead of sending the letters. All of the facilities are aware that letters (and possibly cookies!) from Montana students may be coming their way. They may post the letters for a group to enjoy or they may give them to individuals. They would love to hear from your students!

Eastern Montana Veterans Home
2000 Montana Av
Glendive, MT 59330
406-345-8855
Attention: Social Services Director – Melody Trusty

Fort Harrison VA Center
PO Box 167
Ft. Harrison, MT 59636
406-442-6410
Attention: Director of Voluntary Services – Kathleen Hensen

Miles City Primary Care Clinic and Nursing Home
210 S. Winchester
Miles City, MT 59301
406-232-8284
Attention: Marielaine Hegel

Montana State Veterans Home
PO Box 250
Columbia Falls, MT 59912
406-892-3256
Attention: Jill Lawrence

Lesson 5: The Ultimate Dr. Seuss Savings Bond Challenge

Objectives:

At the conclusion of this lesson students will be able to:

- Practice basic math skills using the WWII era Savings bond redemption chart
- Apply problem solving skills relating to math
- State a definition of "savings bond," "redeem/redemption", and "issue price"
- State the purpose of savings bonds sold during WWII

Time:

30 – 40 minutes

Materials:

- Footlocker – none
- User Guide – Color copy of original WWII era Savings Bond Redemption chart; copy of original savings bond; math problem sheets with Dr. Seuss illustrations
- Teacher Provided – None

Pre-Lesson Preparation:

War is expensive. When a country wages war, it has to consider how to adequately fund the high costs of maintaining the military personnel, equipment, communications systems, weapons, and etc. During WWII, one of the ways the U.S. asked its citizens to help defray the high costs of the war was to encourage and promote their buying savings bonds or war bonds, as they were sometimes called. Men and women were asked to give ten percent of their paychecks at their jobs to purchase savings bonds. Grandparents bought them for their grandchildren, and children were encouraged to earn and save money in order to purchase them, as well. Over all, Montana and the rest of the country believed in buying savings bonds to actively support the war. Basically, by buying a bond, a person allowed the government to use the money, in return for a gain down the road. To define "savings bond" explain that "savings" means money put away or saved, and "bond" means the certificate or piece of paper that officially states how much money the person who purchased the bond has loaned to the government. Define the verb "redeem" as to get back – in this case, to get back the money loaned to the government for the war efforts. The noun form of the verb "redeem" is "redemption," the word used on the provided table. Define "issue price" as the amount a person paid to purchase a savings bond, in other words its cost. There were several issue prices available.

During WWII, Theodore Geisel, the famous children's illustrator, was hired to create persuasive images that would help sell savings bonds. A different Dr. Seuss illustration is included with each math problem sheet. This lesson relates to Lesson #2 – The Power of Persuasion.

Procedure:

1. Students may work in partnerships, groups, or as individuals.
2. Review the provided math problem sheets.

(continued)

3. Photocopy the "Ultimate Dr. Seuss Savings Bond Challenge" math problem sheets.
4. Take a few minutes to briefly explain the concept of savings bonds and their importance in WWII.
5. Define savings bond, and show the students how formally and elaborately they were designed. Define redeem and redemption. Brainstorm what the students think the term "maturity value" on the chart means.
6. Go over the redemption table so that students understand how it works.
7. After you hand out the math problem sheets, you may want to do the first problem together to insure that your students can "read" the table.
8. The students may work the remaining problems on their own time.
9. If time, discuss the Dr. Seuss illustrations. You may want to use the analysis questions from Lesson #2.

Discussion Questions:

1. Would you be willing to wait ten years to make ten dollars profit? Why or why not?
2. Would you be willing to buy savings bonds in today's world to help support a war? Why or why not?
3. What do you think of the Dr. Seuss illustrations?

Further Exploration:

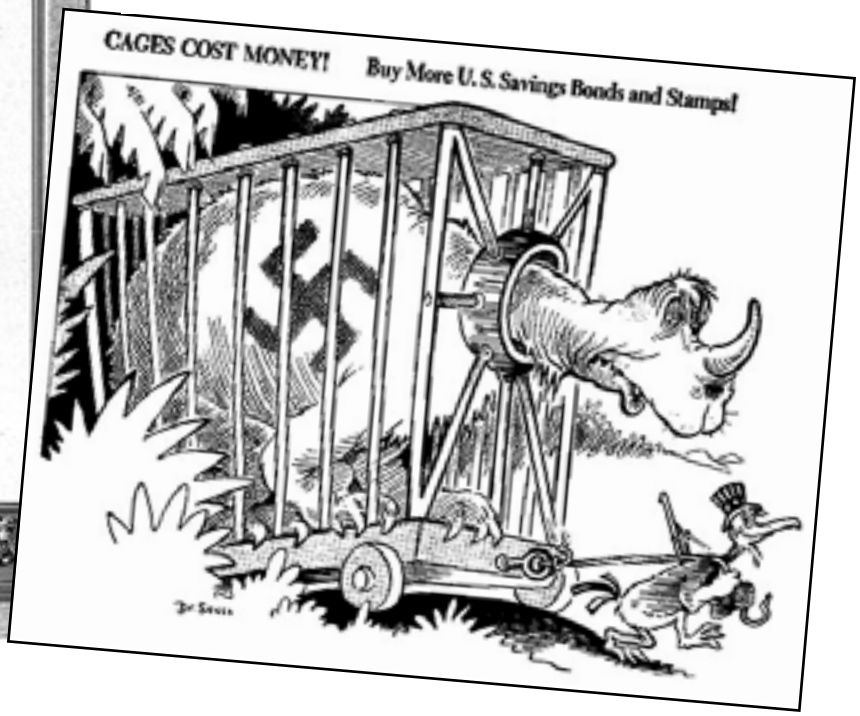
1. Find out whether or not savings bonds or something similar are issued by the government in today's world. Compare them to the 1940's ones.
2. Create your own illustration encouraging people to buy savings bonds.
3. Research how much money the U.S. Government raised selling savings bonds during WWII.

(continued)

Problem #1

TABLE OF REDEMPTION VALUES OF UNITED STATES SAVINGS BONDS

ISSUE PRICE	$18.75	$37.50	$75.00	$375.00	$750.00
Redemption values after the issue date:					
First year . . .	$18.75	$37.50	$75.00	$375.00	$750.00
1 to 1½ years .	19.00	38.00	76.00	380.00	760.00
1½ to 2 years .	19.25	38.50	77.00	385.00	770.00
2 to 2½ years .	19.50	39.00	78.00	390.00	780.00
2½ to 3 years .	19.75	39.50	79.00	395.00	790.00
3 to 3½ years .	20.00	40.00	80.00	400.00	800.00
3½ to 4 years .	20.25	40.50	81.00	405.00	810.00
4 to 4½ years .	20.50	41.00	82.00	410.00	820.00
4½ to 5 years .	20.75	41.50	83.00	415.00	830.00
5 to 5½ years .	21.00	42.00	84.00	420.00	840.00
5½ to 6 years .	21.25	42.50	85.00	425.00	850.00
6 to 6½ years .	21.50	43.00	86.00	430.00	860.00
6½ to 7 years .	21.75	43.50	87.00	435.00	870.00
7 to 7½ years .	22.00	44.00	88.00	440.00	880.00
7½ to 8 years .	22.50	45.00	90.00	450.00	900.00
8 to 8½ years .	23.00	46.00	92.00	460.00	920.00
8½ to 9 years .	23.50	47.00	94.00	470.00	940.00
9 to 9½ years .	24.00	48.00	96.00	480.00	960.00
9½ to 10 years .	24.50	49.00	98.00	490.00	980.00
Maturity value .	25.00	50.00	100.00	500.00	1,000.00



You purchased two savings bonds for the issue price (cost) of $18.75 each. You kept them for 5 – 5 1/2 years. After that time, you redeemed them.

A) How much money did you spend to purchase your savings bonds?

_____

_____

B) How much money did you receive when you redeemed them?

_____

_____

C) How much profit did you make?

_____

_____

Problem #2

TABLE OF REDEMPTION VALUES OF UNITED STATES SAVINGS BONDS

ISSUE PRICE	$18.75	$37.50	$75.00	$375.00	$750.00
Redemption values after the issue date:					
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2½ to 3 years .	19.75	39.50	79.00	395.00	790.00
3 to 3½ years .	20.00	40.00	80.00	400.00	800.00
3½ to 4 years .	20.25	40.50	81.00	405.00	810.00
4 to 4½ years .	20.50	41.00	82.00	410.00	820.00
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6 to 6½ years .	21.50	43.00	86.00	430.00	860.00
6½ to 7 years .	21.75	43.50	87.00	435.00	870.00
7 to 7½ years .	22.00	44.00	88.00	440.00	880.00
7½ to 8 years .	22.50	45.00	90.00	450.00	900.00
8 to 8½ years .	23.00	46.00	92.00	460.00	920.00
8½ to 9 years .	23.50	47.00	94.00	470.00	940.00
9 to 9½ years .	24.00	48.00	96.00	480.00	960.00
9½ to 10 years .	24.50	49.00	98.00	490.00	980.00
Maturity value .	25.00	50.00	100.00	500.00	1,000.00

Below are two options for purchasing savings bonds. Of these two options, which one would earn you the most money?

Option A) You purchase two $375 savings bonds and keep them for 9½ – 10 years.

_____

_____

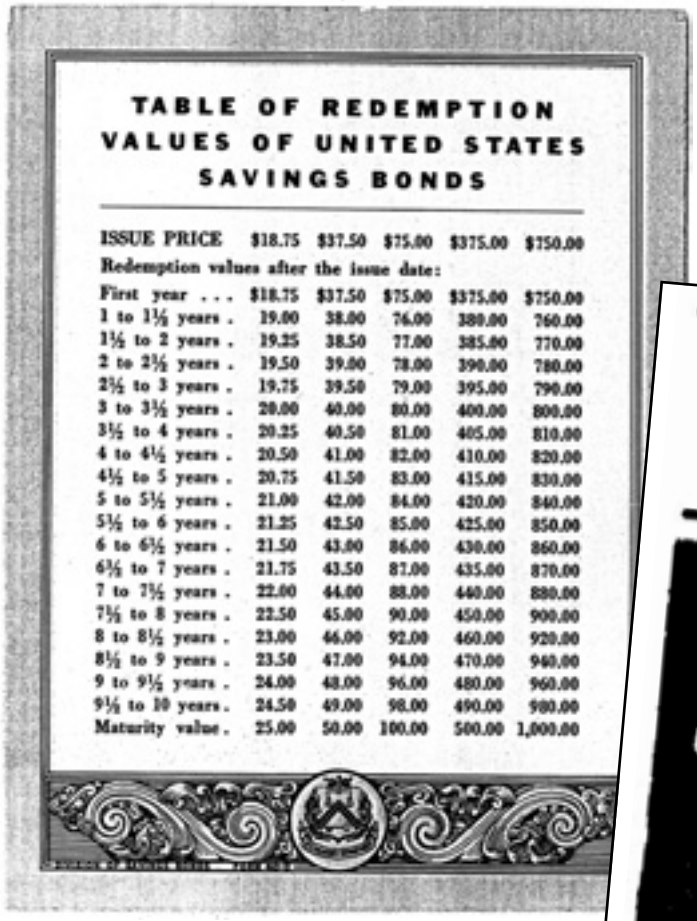
— Or —

Option B) You purchase one $750 savings bond and keep it for 9½ - 10 years.

_____

_____

Problem #3



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8½ to 9 years .	23.50	47.00	94.00	470.00	940.00
9 to 9½ years .	24.00	48.00	96.00	480.00	960.00
9½ to 10 years .	24.50	49.00	98.00	490.00	980.00
Maturity value .	25.00	50.00	100.00	500.00	1,000.00

You purchased a $75 savings bond in February of 1942 and redeemed it in August of 1944. How much was the savings bond worth when you redeemed it?

_____

Problem #4

TABLE OF REDEMPTION VALUES OF UNITED STATES SAVINGS BONDS

ISSUE PRICE	$18.75	$37.50	$75.00	$375.00	$750.00
Redemption values after the issue date:					
First year . . .	$18.75	$37.50	$75.00	$375.00	$750.00
1 to 1½ years .	19.00	38.00	76.00	380.00	760.00
1½ to 2 years .	19.25	38.50	77.00	385.00	770.00
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9½ to 10 years .	24.50	49.00	98.00	490.00	980.00
Maturity value .	25.00	50.00	100.00	500.00	1,000.00

Look carefully at each column of the redemption table. Try to figure out the rate each savings bond increases.

A) Does the $18.75 savings bond increase at the same amount at each time span given in the column?

_____

_____

Explain your answer. _____

_____

_____

B) Choose any one of the other bonds listed in the chart and describe its rate of increase.

_____

_____

Problem #5

TABLE OF REDEMPTION VALUES OF UNITED STATES SAVINGS BONDS

ISSUE PRICE	$18.75	$37.50	$75.00	$375.00	$750.00
Redemption values after the issue date:					
First year . . .	$18.75	$37.50	$75.00	$375.00	$750.00
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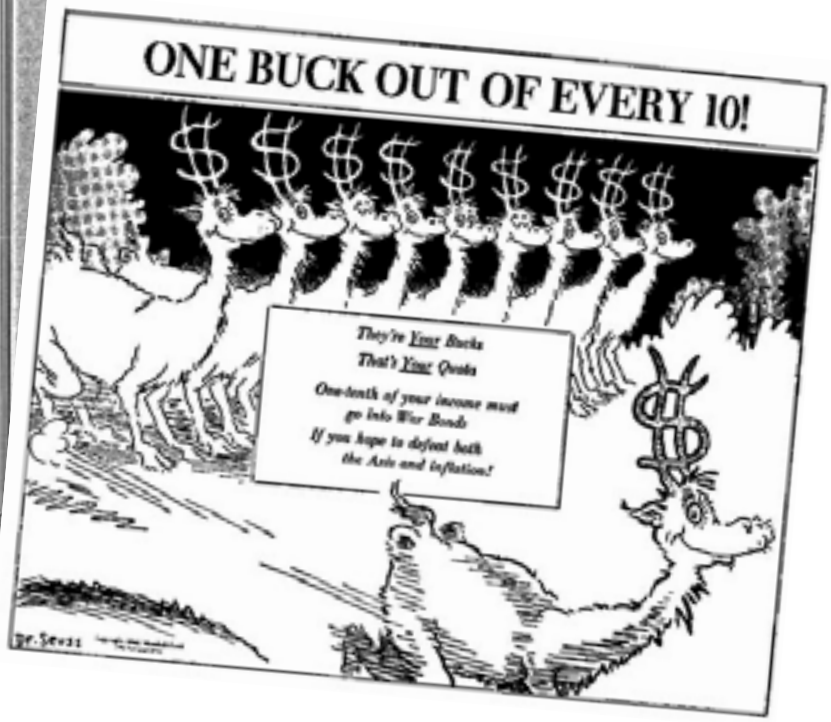

Which bond would you purchase and how long would you keep it in order to earn the most money?

_____

How much would you earn? _____

_____

Extra Credit

TABLE OF REDEMPTION VALUES OF UNITED STATES SAVINGS BONDS

ISSUE PRICE	$18.75	$37.50	$75.00	$375.00	$750.00
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9½ to 10 years .	24.50	49.00	98.00	490.00	980.00
Maturity value .	25.00	50.00	100.00	500.00	1,000.00

In 1942, you were eleven years old. You mowed lawns, shoveled snow, and babysat to earn money, and you saved your allowance. What a kid! In December of that year, you made a savings bond purchase. In 1945, you redeemed your savings bond investment for a $10 profit. What an investor!

Which bond(s) did you buy? Describe your investment.

_____

_____

_____

Lesson 6: The Scrap Attack!

Objectives:

At the conclusion of this lesson students will be able to:

- Apply organizational skills
- Perform math skills
- Practice communication skills
- Create a recycling award using art and/or computer lab skills (optional)

Time:

- Background information, planning, and organization – 40 minutes
- Scrap collection, sorting, weighing, storing, and transporting – time will vary depending on the scope of your project. Consider if you want the project to last several days, a week or longer.
- (Optional) Award design – 20–30 minutes

Materials:

- Footlocker materials: Photograph of Webster School children in Butte on top of scrap heap; and the ration book.
- User Guide materials: Laminated WWII Montana "Paper Trooper Awards;" WWII document on rendering and saving fat; the application to purchase shoes; sample chart for documenting scrap collection.
- Teacher Provided Materials: Art supplies if students design their own awards and/or access to computer technology.

Pre-lesson Preparation:

The U.S. Government heavily emphasized "scrap drives" during World War II for two main reasons. One reason was that the military acutely needed raw materials for the war effort, - metal, aluminum, rubber, leather, and wood. The other reason was that when men, women, and children participated in these efforts, they felt like they were actively supporting their troops and contributing to the successful, and hopefully swift, conclusion of the war. Rationing goods, such as butter, and things made from paper, metal, rubber, or leather also insured that adequate supplies of these materials would be available for the war effort. A unique and specialized recycling effort with which most contemporary students will not be familiar is the rendering (cooking down) of animal fats leftover from food use. Many housewives diligently participated, and collected liquid fat in containers by the spoonful. After the liquid cooled, it congealed back into a solid form. The containers of rendered fat were sent to specialized collection centers where workers extracted glycerin from the fat. The glycerin was then used in ammunitions and explosives production. Montana's Governor Sam Ford used the "Paper Trooper" award (copy of original in User Guide) to reward school children for collecting large quantities of scrap paper. In today's world, children are familiar with recycling paper, aluminum, newspapers, metal cans, and glass; however, they do not collect and recycle for a war effort, as the WWII era children did. Be sure to visit with your class about the reasons for recycling in today's world; and, help them come to the conclusion that the past and the present do have some shared aims in this area - all people and their societies benefit by

(continued)

avoiding excessive materials in landfills and by recycling materials that can be turned into new ones instead of using up more finite natural resources.

Procedure:

1. Go over the background information on WWII scrap drives with your class. Show footlocker items as needed for support.
2. Involve your students in the following organizational and planning steps:
   - Determine the scope of your scrap drive project.
   - What materials will you collect - paper, aluminum, other?
   - Will other classes and/or the whole school be involved?
   - Will the students collect material from both inside and outside of school?
   - Where will you have "collection stations?"
   - How and where will you store the material you collect?
   - How will you weigh/measure the material you collect?
   - Who will transport the material to a recycling center?
   - Is there a parent volunteer who could help with the project?
   - Will the students work on teams concentrating on certain aspects of the project or as individuals?
   - How will you conclude the project? Awards? Publication of results? Other?
3. Students design a chart for record keeping based on the scope of your project. See example.
4. Students design awards (class and/or individual), based on the "Paper Trooper" award, either using art supplies or computer technology.
5. Students plan the culminating event/awards ceremony.
5. Budget daily time for collection management. This time will vary depending on the scope of your project.
6. Students carry out the project.

Discussion Questions:

1. Do you think children of today respond to recycling requests with the same enthusiasm that many children of WWII responded to them? Explain.
2. If time, look closely at the document for rendering and saving fat, used mainly by homemakers. Who are the Axis Power leaders represented by the cartoon faces? Are these illustrations a form of stereotyping [meaning typecast or representing a set image]?
2. Take a position and defend it: RECYCLING IS NOT WORTH THE EFFORT or RECYCLING IS WORTH THE EFFORT.

Further Exploration:

1. Find out about your local landfill process. What is the cost to taxpayers? How many tons of garbage are taken in each year? What materials cannot be disposed of in your landfill?
2. Find out about your local recycling opportunities. How do you recycle in your community? What materials can be recycled? How efficient is the system?
3. How is recycled paper used? Recycled aluminum? Recycled metal? Recycled glass? Recycled plastic?

Scrap Drive Record

ITEM	Pounds Collected in Day #1	Pounds Collected in Day #2	Pounds Collected in Day #3	Pounds Collected in Day #4	Pounds Collected in Day #5
Paper					
Newspaper					
Soda Cans					
Cardboard					
Metal					
Other					

War Production Board

CERTIFICATE OF MERIT

Be it known that Paper Trooper _____

is this ____ day of _____ 194__ awarded this Certificate of Merit for Outstanding Aid to the War Effort in the Collection of Waste Paper

J. A. Krug
CHAIRMAN

PT
PAPER TROOPER
WAR PRODUCTION BOARD

Lesson 7: Marching Madness

Objectives:
At the end of this lesson students will be able to:

- Demonstrate that they can "march" following 1941 Basic Field Manual instructions
- Identify the traditional songs associated with each branch of the military (Refer to the *God Bless America* CD)

Time:

30 minutes

Materials:

- Footlocker – *God Bless America* CD containing military songs; archival photograph of First Special Service Force marching in a parade
- User Guide – reproduced sections from *1941 Basic Field Manual – Physical Training*
- Teacher Provided – CD player

Pre-Lesson Preparation:

Go over the section from the *1941 Basic Field Manual – Physical Training* on marching. Familiarize yourself with the songs, if you wish to use them with the marching exercise. Listen to: *The Marines' Hymn* (Marine Corps), *The Caissons go Rolling Along* (Army), *Anchors Aweigh* (Navy). Identify the other "marching" songs on this CD; students will recognize some of them.

Procedure:

1. Play one of the military songs to set the stage.
2. Tell the students that every military person learns to march in basic training, not only during WWII, but also now. Marching in a group teaches coordination, taking orders, group unity, and helps develop a sense of patriotism, fearlessness and pride. It also helps with fitness and endurance.
3. Individual identity is not important when marching with a group. The individual must not stand out.
4. Explain that soldiers march for practice in training, for special ceremonies or parades, and sometimes they march in actual battle situations. They also march for inspections by high-ranking officials.
5. If possible, use the gym or even perform this exercise outside. If you are inside, push the desks back to allow a space large enough for the class to form a square or circle.
6. You should be the first leader. Stand in the middle of the group.
7. Try marching first without music.
8. Read the general instructions for marching and demonstrate how it is to be done. Start with Section VI "MARCHING AND EXERCISES WHILE MARCHING."
9. Modify the length of steps and number of steps per minute, as you and the class see fit, although it might be fun to ask a student volunteer try to match the 30-inch step length at a rate of 120 steps per minute, as dictated in the manual.
10. Stress that they are all to march exactly alike. No one should stand out.

(continued)

11. After students have practiced, try leading them through a simple exercise for 1-2 minutes. Then go on to more complicated ones as time and interest allow.
12. Encourage students to volunteer as leaders.
13. Finally, try marching to one of the songs.

Discussion:

1. Have you heard any of the songs before? Where?
2. What do the songs have in common? How are they alike?
3. Have you ever seen a group of military people marching? In real life? In a movie or TV show? Describe.

Further Exploration:

1. Find out how people from other countries march – either in the past or in contemporary times. Demonstrate some steps for the class.
2. For one week, organize the class to march wherever they need to go in the school building – to the library, the lunchroom, the gym, out to recess, etc. At the end of the week, discuss the positives and negatives of this kind of structure.

BASIC FIELD MANUAL

of

PHYSICAL TRAINING

Prepared under direction of the
Superintendent, United States Military Academy

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(continued)

PHYSICAL TRAINING

FIGURE 1.—Chart.

b. The disciplinary and setting-up exercises prepare the soldier mentally and physically for training in such basic skills as marching and running, jumping and vaulting, climbing, crawling, lifting and carrying, and throwing and kicking. Superiority in these basic skills becomes the soldier's immediate objective and gives him a definite goal for which to strive. From the effort the soldier puts forward to become proficient in these simple skills, he develops endurance and agility. The development of endurance results in health and physical fitness. The development of agility results in body control and physical alertness. The soldier is among the first to become aware of his own physical development. This knowledge of improvement results in confidence, courage, alertness, initiative, pride, discipline, and posture. The development of these many desirable qualities during the

(continued)

SECTION VI

MARCHING AND EXERCISES WHILE MARCHING

■ 28. GENERAL RULES.—*a.* All steps and marchings executed from the halt, except right step, begin with the left foot.

b. The length of the full step in quick time is 30 inches, measured from heel to heel, and the cadence is at the rate of 120 steps per minute.

c. The length of the full step in double time is 36 inches; the cadence is at the rate of 180 steps per minute.

d. The instructor, when necessary, indicates the cadence of the step by calling one, two, three, four, the instant the proper foot is planted.

e. In marching, the head and trunk should remain immobile but without stiffness, head erect, body well stretched from the waist, chest arched, chin up, and arms swinging naturally about 6 inches to the front and about 3 inches to the rear of the body.

f. In double timing the forearms are raised to a horizontal position along the waist line, fingers closed, knuckles out, the arms swinging naturally. The step is an easy run with the weight of the body forward and the muscles relaxed.

■ 29. METHOD OF CONDUCTING.—*a.* Men should be marched in a column formation either on a large circle or square with the instructor in the center. If marched on a square, changes in direction should be made without command.

b. In performing exercises while marching at quick time and double time, the normal cadence is used except when the nature of the exercise necessitates a different cadence. The intervals and distances between men are variable and are determined by the nature of the exercises being performed.

c. The command that causes and discontinues the execution of an exercise should be given as the left foot strikes the ground. To discontinue an exercise being performed while marching, the command is: 1. QUICK TIME, 2. MARCH, instead of HALT.

d. In maintaining cadence the instructor may count one, two, three, four or may have the men count cadence themselves. The latter is accomplished by commanding CADENCE as the left foot strikes the ground. The next time the left foot strikes the ground, the men start their count and count one, two, three, four; one, two, three, four. They then cease counting without command.

■ 30. EXAMPLES.—The following examples are given to illustrate how these exercises are conducted. Many more exercises will be found in chapter 7.

(continued)

a. The unit being in march or at a halt:

(1) ON TOES, 2. MARCH, 3. QUICK TIME, 4. MARCH.

(2) 1. RAISE KNEES, CHEST HIGH, 2. MARCH, 3. QUICK TIME, 4. MARCH.

b. The unit being at a halt: 1. TO THE SQUATTING POSITION, HANDS ON HIPS, 2. BEND, 3. IN THAT POSITION, FORWARD, 4. MARCH, 5. QUICK TIME, 6. MARCH, or 5. PLATOON, 6. HALT, 7. RISE.

SECTION VII

RUNNING, JUMPING, AND CLIMBING

■ 75. MARCHING EXERCISES.—*a.* In all marching, at whatever cadence, the feet should be so planted on the ground that the toes point straight ahead (neither pigeon-toed nor spray-footed).

b. Most of the marching exercises are, for the convenience of the instructor, described by giving the commands necessary for the group to execute each exercise followed by a brief description of the exercise. Those which may be performed at the double time are so indicated. All others should be performed either at quick time or at a still slower cadence (if the exercise so necessitates). The exercises are as follows:

(1) 1. ON TOES, 2. MARCH. The group rises on the toes and marches in this manner. This exercise may be performed at the double time.

(2) 1. ON TOES WITH KNEES STRAIGHT, 2. MARCH.

(3) 1. EXTEND LEGS ANKLE HIGH, 2. MARCH. As each leg is extended forward in turn, the knee is straightened so that the foot is about 4 inches off the ground at the fullest extension.

(4) 1. EXTEND LEGS KNEE HIGH, 2. MARCH. As each leg is extended forward in turn, it is straightened and raised so that the foot is about knee high from the ground.

(5) 1. EXTEND LEGS WAIST HIGH, 2. MARCH. As each leg is extended forward in turn, it is straightened and raised so that the foot is waist high from the ground.

(continued)

(6) 1. RAISE HEELS, 2. MARCH. As each foot is planted in turn, the body rises on that foot so that its weight is momentarily supported on the toes of that foot. The motion is a springing or bouncing action. This exercise may be performed at the double time.

(7) 1. RAISE KNEES, 2. MARCH. As each leg is extended forward in turn, the knee is bent and raised as high as possible. This exercise may be performed at the double time.

(8) 1. CIRCLE LEGS FORWARD, 2. MARCH. As each leg is extended forward in turn, it is circled around to and across the front of the body, knee high, leg straight.

(9) 1. TOES INWARD, 2. MARCH. The feet are turned inward in a "pigeon-toes" manner. This is an excellent arch strengthening exercise.

(10) 1. ON ANKLES, 2. MARCH. Turn the feet so that the weight of the body is supported on the outer edge of the soles of each shoe and march with the feet thus turned. The toes remain pointed straight ahead. This is an excellent arch and ankle strengthening exercise.

(11) 1. CROSS STEP, 2. MARCH. As the legs are extended forward in turn, they are crossed in front of the body. The body does not turn. This exercise may be done at the double time.

(12) 1. CONTINUOUS CHANGE STEP, 2. MARCH. The left foot is advanced and planted; the toes of the right are then advanced near the heel of the left and planted; the left foot is then advanced about half a step (15 inches) and the right foot is advanced with the full step and planted; the toes of the left foot are then brought up to the heel of the right foot, which advances a half step, when the left foot is advanced a full step, etc.

(13) 1. KNEE-ROCKING STEP, 2. MARCH. As each foot is planted, it is accompanied by a slight bending and the straightening of the corresponding knee, the other leg remaining fully extended, heel raised.

(14) 1. LUNGING STEP, 2. MARCH. The length of the step is 45 inches, the knee in advance being well bent, the other leg remaining fully extended, heel raised; trunk erect.

(15) 1. CROSS STEP, RAISING KNEES, 2. MARCH. Execute the

(continued)

cross step and raise the knees. The cross step may also be executed in combination with the swings of the extended leg.

(16) 1. CONTINUOUS CHANGE STEP HOP, 2. MARCH. Execute the ordinary change step, hopping with the change.

(17) 1. FORWARD GALLOP HOP, 2. MARCH. The left foot is advanced and planted; the right foot is brought up in rear and planted; this is done four times in succession. The same is done four times with the right foot in advance, etc.

(18) 1. HANDS ON SHOULDERS, 2. PLACE, 3. EXTEND ARMS UPWARD AND RISE ON RIGHT (LEFT) TOE, 4. MARCH.

(19) 1. HANDS ON HIPS, 2. PLACE, 3. SWING EXTENDED LEGS FORWARD, BREAST HIGH, AND EXTEND ARMS ON SAME SIDE FORWARD, 4. MARCH. The foot and hand come in contact.

(20) 1. TO THE SQUATTING POSITION, HANDS ON HIPS, 2. BEND, 3. IN THAT POSITION, FORWARD, 4. MARCH.

(21) 1. TO THE SQUATTING POSITION, HANDS ON THE GROUND, 2. BEND, 3. "BEAR WALK", 4. MARCH. The hand and foot on the same side move forward simultaneously.

(22) 1. TO THE SQUATTING POSITION, HANDS ON THE GROUND, 2. BEND, 3. "KANGAROO HOP" FORWARD, 4. MARCH. The hands are moved forward, followed by the feet, in a series of short hops.

MARCHING, RUNNING AND GRASS DRILLS

Section I. MARCHING

67. MARCHING IN THE CONDITIONING PROGRAM. In addition to its military value, marching is widely used as a physical conditioner. Where used as a conditioner, it may take the form of forced marching at an accelerated quick time for shorter periods of time, of longer forced marching, combining quick time and double time, or of long marches at an ordinary pace. Because of the fact that physical conditioning is proportional to the intensity of the exercise and since the dosage or intensity varies approximately with the cube of speed, the faster marches have more conditioning value than the slower and somewhat longer ones. Thus a march of 5 miles in one hour has several times more value in physical conditioning than has a march of 5 miles in 2 hours. The relationship is not too simple, for it is physiologically easier to double time than to quick time at the higher speeds of walking—speeds approaching or exceeding 5 miles an hour. Hence, for *conditioning,* much of the marching should be fast quick time marching or a combination of quick time and double time. These fast, quick time marches should be introduced gradually with due allowance for terrain, weight carried, condition of the troops and the temperature of the day. They should become progressively more severe.

68. MARCHING STANDARDS. Recommended standards for marches are as follows:

(1) March 4 miles in 45 minutes.
(2) March 5 miles in 1 hour.
(3) March 9 miles in 2 hours.
(4) March 16 miles in 4 hours.
(5) March 25 miles in 8 hours.
(6) March and double time for 7 miles without a halt.

In marching the first four distances above, a combination of quick time and double time is less fatiguing than fast quick time marching. For example, 166 thirty-four inch steps per minute are required to march 4 miles in 45

(continued)

minutes. A quick time cadence of 166 is far beyond the capabilities of the average unit. The fifth distance can be covered by marching at quick time, if the length of the noon halt is reduced.

The optimum pace and cadence in quick time and double time for a unit must be determined by experiment. The pace and cadence adopted by a unit for quick time and double time will of necessity determine the amount of each required to attain the desired over-all rate.

69. DOUBLE TIMING. Double timing in formation is difficult to execute properly. Practice is necessary to perfect the technique. To minimize fatigue while double timing, troops should keep in step, lean forward with knees bent, and place their feet perfectly flat on the ground. No man should be allowed to run on his toes or to let his heels strike the ground first. The jolt from the foot striking the ground should be minimized. The feet should skin the surface of the ground as energy is lost in picking up the feet unnecessarily high. Double time is *not* a run; it is best described by the term "jog" or "dog trot". A stop watch will help keep check on the minutes of quick time or double time during the march. Where the marching course is over varied terrain, maximum advantage should be taken of all downgrades for double timing. Double timing upgrade results in an excessive number of stragglers.

There are, as yet, no set standards as how best to alternate quick time and double time. A general rule is to begin with enough quick time marching to insure a thorough warming up and to get the feet adjusted to the shoes. Then double time about 100 paces; quick time until the men have made a reasonable recovery from the running; then double time another 100 paces; etc. The officer in command of the unit should permit the men to quick time long enough for recovery.

From week to week, the amount of double time can be increased and the quick time decreased until the men are double timing about 300 yards and quick timing about 300 yards. Some units, such as rangers and parachute troops, train until they can double time for greater distances, especially when marching without equipment, or with light equipment. This type of training should be engaged in at least twice a week.

Lesson 8: Montana Memories Readers Theater

Objectives:

At the conclusion of this lesson, students will be able to:

- Play the role of a World War II era Montanan
- Compare and contrast, in discussion or writing, the various experiences of Montanans during World War II
- Demonstrate, in discussion and/or writing, a knowledge of the some of the facts and feelings surrounding these people's experiences

Time:

- Approximately 10 min. - Read through the Historical Narrative for Fourth Graders with your class to provide background for them.
- Approximately 10 min. - Choose/assign roles.
- Approximately 20 min. - Discuss roles them with the individual students.
- Allow time for a rehearsal and also time for students to practice roles on their own. (Time will vary).
- Approximately 40 minutes - Montana Memories Readers Theater

Materials:

- Footlocker Materials – Each role card suggests a supporting item from the footlocker. All footlocker items are appropriate; WWII era CDs; song lyrics to *The Home Fires*
- User Guide Materials – Montana Memories Identity Sheet; you may choose to add The Amazing Montanans, as well
- Teacher Provided Materials – CD player; for an audio version of Keep the Home Fires Burning," access http://www.firstworldwar.com/audio/keepthe home fires burning.htm

Pre-lesson Preparation:

Read through the Historical Narrative For Educators and the Montana Memories Identity Sheets. Identify the suggested support items for each role from the footlocker. Determine the number of "Memories" you want to include in your Readers Theater. (If you wish, you could include the Amazing Montanan biographies in this lesson, as well.) Photocopy the Montana Memories Identity Sheets.

Procedure:

1. Determine whether the students will assume roles/identities by their own choice, by lottery, or by assignment.
2. Emphasize to your students that the roles are based on real people and their experiences.
3. After students have their roles, allow them time to think about the people they are briefly becoming; encourage respectful reflection. This is a time for sincerity.
4. Allow them time to practice reading the information provided and ask questions. If you have, time, have an actual rehearsal. Each role includes a suggested item from the footlocker that can be held or worn by each role-player. Students can retrieve the footlocker items just before the Montana Memories performance. If you have time, consider beginning and ending the performance with provided WWII era songs or radio programs.

(continued)

5. If you use the songs, this also might be an appropriate time to discuss messages in the song lyrics.
6. Perform the Montana Memories Readers Theater.
7. Perform the Montana Memories Readers Theater for another class or a group of senior citizens, if time allows.

DISCUSSION QUESTIONS

(Led either by narrator or teacher):

1. Was there any one here today you felt had a more challenging time that anyone else? Explain.
2. Which person's experience would have been hardest for you? Explain.
3. Which person's experience would have been the most exciting or interesting for you? Explain.
4. If you could ask one person a question, what would it be?
5. Do you think these people had some things in common? Explain.
6. Do you think some people were the exact opposite of one another? Explain
7. Are there people who might not want to sit down together and visit? Explain.
8. What value is there in remembering the past? For these people? For us? Explain.

FURTHER EXPLORATION:

1. Collect WWII stories from your community. Ask family members and neighbors about their memories of this time in history. Many of the stories might come from the "second generation" instead of the actual participants. Visit nursing homes. Find out about both the WWII military veterans and Home Front veterans still living in your community. Interview them, when possible, and collect their stories in a book. Illustrate with photographs, when possible.
2. Identify objects, photographs, documents, and uniforms from the WWII era, and ask the owners for permission to borrow them. Create a temporary display in your school or community center. Invite the community to visit. Include WWII era survivors as special, honored guests. Consider performing the Montana Memories Readers Theater, making "Cookies For Rookies," and listening to some of the songs from these times.

Montana Memories Identity Sheet

INTRODUCTION BY NARRATOR:

Welcome to Montana Memories Readers Theatre.

Today, special visitors from the past tell us their stories. Their stories walk us over a bridge in time. Perhaps their stories are like those of our relatives. Their stories help give us pictures of what life was like during World War II.

We will hear their words and look at some of their things. We will imagine what it must have been like to live in such dramatic and difficult times, over sixty years ago in Montana.

CONCLUSION BY NARRATOR:

Thank you to all of our special visitors. We honor you and your stories.

Montana Memories Identity Sheet

UMBERTO

Italian Detainee, Fort Missoula, Montana
[Footlocker item - photos of Italian detainees]

Please call me "Bert." That's what most people call me. I never thought that my life as a crewman on a cruise ship would take me to Missoula, Montana during World War II! I was one of hundreds of Italian men who were held in a detention camp in a place that was so beautiful we called it, "Bella Vista!" Those words mean "beautiful view." When I got off the train in Missoula, I was amazed that we would be taken to a valley with mountains, blue sky, and trees. This place helped make my difficult situation better. Even though I was being held against my will, far from my home and family in Italy, I got along with the American guards and people in charge of the camp at Fort Missoula. Many of us were musicians, fine musicians! I loved to sing and entertain! Many of us gave concerts and sometimes music lessons to people in Missoula. Be sure to look closely at the photograph of a group of us playing soccer in 1943. Some people think that the international sport of soccer was not played in Montana until the 1980's. The photo tells the true story. The people in charge of the detention center helped us build a soccer field. They knew how important soccer was to us, and that we all needed exercise. We were all very good soccer players! I loved Missoula so much that I came back at the end of the war. Proudly, I became a U.S. citizen and built a life in Missoula, Montana.

FROM *ITALIAN BOYS AT FORT MISSOULA*

Italian detainees soccer team at the Fort.

Montana Memories Identity Sheet

ROSE MARY

Bozeman high school student

[Footlocker items – ration book and sheet music]

There were six people in my family in Bozeman. In those days, my mother, like most mothers, worked at home caring for her family. My dad worked at a flourmill. During the war, he helped grind Montana wheat into flour and then bag it for use by the Red Cross, or the military, or for sale to citizens. He helped Montana contribute large quantities of two important products needed for the war effort – grain and flour. After the attack on Pearl Harbor, on December 7, 1941, my two older brothers, Jack and Joe, enlisted in the United States Navy. I remember our mother crying often after they left to go to the war. She was so afraid for them. Thankfully, they both came home, safe. I also had a sister, Theresa, who was younger than I. Hardly any kids at our school drove cars in those days. Gasoline was rationed and so were tires. It would not have been right for us to use up the family resource of our car just driving around, so we walked almost everywhere we went. A frequent destination for Theresa and me and our friends was the train station. Often a troop train (a special train loaded with military personnel) would stop in Bozeman. The women who volunteered with the Red Cross always had coffee and cookies ready when a train was coming through. And who was better to hand those hundreds of soldiers cups of coffee and handfuls of cookies through the train windows? Me and my sister and our friends!!! We were certain that the smiles, waves, and shouts of thank-you, as the trains rolled away, meant our hand-delivered chocolate chip and peanut butter cookies helped these men through a lonely and difficult time. Of course, where they were going was top secret, for security reasons! Once, my brother Jack broke the rules when he knew his outfit was traveling through Bozeman, our hometown. He got off the train several stops before Bozeman and called home to let us know he would be there for a few minutes. We all agreed after those few tearful minutes, "It was better than not seeing him at all!" I spent my high school years singing and dancing. My friends and I listened to the radio and learned the words to every popular song of the day. We sang songs like "Til We Meet Again" which made us cry with sad memories of loved ones who were fighting the war, but also gave us hope. We sang songs like "The Boogie-Woogie Bugle Boy" because they were fun. And, we sang silly songs like "Mairzy Doats and Dozy Doats and Liddle Lamzy Divey" because they made us laugh and forget our worries. When there weren't enough guys to be our dance partners, we girls practiced the latest jitterbug dance steps together. Everyone I knew danced and loved to dance! We couldn't wait until all the guys came home, so we would all have partners again! The war finally ended and they did come home, including my brothers.

Montana Memories Identity Sheet

DAVE

Rimini War Dog trainer
[Footlocker items - toy dog and photo of dog team]

I came from Massachusetts to the War Dog Reception Center at Camp Rimini, which is near Helena, in February of 1943. I loved dogs and had worked in kennels where I grew up. I was earmarked for this special assignment to work with dogs because of my background. We were told that we were to train dog teams to pull sleds and help support the First Special Service Force with the plan to drop behind enemy lines and help free Norway from German occupation. When the First Special Service Force was assigned to other challenges, so were we. But, between February 1943 and August 1944, we trained ourselves and our dogs to become so strong and fit that we could take on our next job – rescue work at downed aircraft sites in New Foundland. We were teams – the human trainers and the dogs. The humans pushed themselves every day, working with the dogs in deep snow, up and down mountains. The dogs pushed themselves too. But, they had to learn how to pull a sled together and obey human commands. They loved to run! Especially my favorite group of dogs! I called them the "Cream Team." They were all light-colored, smart, hard-working – the best dog team I ever had. Jack and Jill, Saucy and Darka, Noel and Nome, and Jill Senior and Mala were their names. Sometimes people planned ways to use the dogs that did not work. If you go to the Military Museum at Fort William Henry Harrison, near Helena, you can see my winter training uniform, dog sled and a small parachute – designed for a dog. Yes. Someone thought that dogs would be able to parachute out of an airplane, along with humans. Thankfully, the plan was cancelled! We all were glad we were doing what we were doing in those days. We loved the training. When I left Camp Rimini and worked in search and rescue, I did my job well because of my Montana training. We had to be both physically and emotionally strong to carry out our jobs. I left the service in September 1945, married my wife Alice in 1947, went to school in Maine, and then moved back to Montana, where I live not too far from Camp Rimini. I still raise and train dogs to pull sleds. Sometimes, I still run dog teams in races. Local schools invite me to visit and tell my stories. I always take a dog or two along. I have a great time talking with kids these days.

Montana Memories Identity Sheet

ANNE

Smelter worker in East Helena

[Footlocker items – 40's era dress and Rosie the Riveter doll]

When I left my home in Yugoslavia, I was 21 years old. I left because my husband, Joe, had moved to East Helena and it was time for me to join him there. Before I got on the boat to cross the ocean, I had to tell my mother I would probably never return. In the U.S. Joe and I both worked on farms. I went to night school to learn English, but I did not like to go shopping in Helena because my English was not very good. In the 30's, during the Depression years, we grew a big garden, and we traded work for milk and meat, so we were not hungry. When World War II came, women were encouraged to come work at the smelter. We were recruited because there were not enough men to do all of the work. I worked there for two and one-half years between 1942 and 1944. I worked just like the men. I ran nine machines. Other women worked in the smelter yard, cleaning and piling ore. We felt we had the same rights as the men, and they treated us well. The women workers got together in the change house, where we could change our clothes, at lunch to visit. That was the only time we could visit. Our foreman was very kind to us. He brought a burner to us so we could cook hot lunches. But, the work conditions were dirty, gassy-smelling, and not pleasant. One woman had a leg amputated because of a severe injury. Sometimes, Joe worked a different shift from me at the shelter, and every few weeks, our shifts changed. He hated for me to work the night shift. When he was home and I was at work, he took care of our sons, cooked, and did the laundry. Sometimes our young boys had to stay alone. We taught them to stick together, to cook, and to bake cookies! It was good for them - really good for them! We never had trouble with our kids. Sometimes they would come to visit me at the smelter. I walked to work every day. We did not have a car, and only the people from Helena rode the bus to work. I never learned to drive a car. When the war was over, my boss told me I could keep working at the smelter if I wanted to. I thought it was too dangerous. I kept working, though, for many more years in a restaurant in Helena. I learned to love baseball living in East Helena. In my Yugoslavian accent, I would say, "I loved the bezball, I just loved it!"

Montana Memories Identity Sheet

HUB

Ace fighter pilot

[Footlocker items - officer's cap]

PAINTING BY COL. C. ROSS GREENING

Hubert "Hub" Zemke

My real name is Hubert, and I came from Missoula. I got the nickname "Hub" when I won 56 out of 59 fights and became a middleweight boxing champion. Before I enlisted in the military, I worked as a forest fire lookout on the Lolo National Forest. I came from an American-German family, and I had to fight against German people during the war. It was what I had to do to serve my country. I flew my fighter planes in the skies over Europe for at least 450 hours of combat time and 154 missions. People will tell you I was very good at my job. By the end of the war, I had destroyed 19.5 enemy planes on the ground and 8.5 in the air. On October 30, 1944, I was flying my last mission over Germany. I hit turbulence and my P-51 fighter plane started disintegrating. I parachuted out and was safe for a day. Then some German farmers captured me, interrogated me, and put me on a train headed for a prison camp. Suddenly, I was the target of American warplanes! I had destroyed at least 50 locomotives, myself, and there my own countrymen were shooting me at! I tried to help the German people get out of the burning train, but when they realized I was an American soldier, they turned on me. I felt like I was in a movie! A German lieutenant rescued me in a car that crashed soon after we left the train site. Finally several German officers took me to a hunting lodge where they tried to convince me to join them and lead a squadron against the Soviets. I refused. They put me back on a train, which, also, was bombed by Americans warplanes. I survived. The Germans sent me to a prisoner of war camp called Stalag Luft I. In the spring of 1945, we were liberated from the camp. The war was over! Before I could come home, though, I still had work to do. I helped track down missing prisoners of war. I retired from the military in 1954, after thirty years of service. Colonel C. Ross Greening, who also had been a POW, painted this picture of me in 1945. Maybe someday, you might want to read the books I wrote about my experiences in World War II: *Zemke's Wolfpack* and *Zemke's Stalag*.

Montana Memories Identity Sheet

MARGARET

Wife of a Navy man

[Footlocker items – white Navy hat and sheet music]

A daughter of homesteaders, I loved my farm life. My mother worked in our home at both inside and outside work. She taught my sister, Roberta, and me how to cook, bake, preserve food, and chores like milking cows and stacking hay. My strict Norwegian father taught us how to play musical instruments, as well as how to do all of the farm work. We practiced almost every evening, and even though it was drilled into us to play perfectly and mistakes were not tolerated, we loved our music making times. Our family even played for local dances. They usually lasted until after midnight. I remember my family getting home at dawn – just in time to go out and milk the cows before we could go to bed! We grew up in a time when kids had to learn how to do everything. We attended a tiny one-room school. When it was time for high school, I had to beg to be allowed to go. It meant living with my grandparents in town during the week and coming home on weekends, if the weather was good enough. After I graduated from Roy High School, I went on to college in Billings and earned a teaching certificate. Then I taught in a country school for a year and then worked in the courthouse. Life soon changed! I met a man I wanted to marry, and my life took me far away from central Montana! He had enlisted in the Navy just before the attack on Pearl Harbor. We got married when he was home on leave, in June 1942. At that time of my life, even though I knew how to do all kinds of things, I had never traveled beyond Montana and my mother's home in Kansas. I knew small towns and the country. When my husband was stationed on the east coast, I got on a train in Montana and traveled by myself all the way to Grand Central Station in New York City. I knew that sooner or later, he would have to go to the battles. I wanted to spend as much time as possible with him. We lived in a little house on Long Island. For the first time in my life, I saw acres of tulips in bloom and the crashing ocean waves. My first child was born while we were there. Once a hurricane hit. Since the ships had to be out at sea in large storms, my husband had to be on duty with his ship. A friend had a baby too, so we sat up all night rocking our sleeping babies while the hurricane winds battered my house. The Navy transferred my husband to the West Coast next. So, again, I traveled by train – this time with my young son – from New York to Oakland, California. In those days, everyone was so helpful on the train. It was fun. Then, my husband was sent to the South Pacific on an aircraft carrier. I never knew where he was, for sure. We could mail letters to one another, but for security reasons, he could never tell me where he was. Finally, I moved back to my parents' Montana farm to wait out the rest of the war. Every night I played songs on the piano that reminded me of what all of us were going through. We worried every day about our loved ones and neighbors who were in harm's way. We dreaded getting a telegram telling one of us that someone was injured, missing, or killed. I was fortunate. That telegram never came to me, even though my husband, Ralph, served on two different ships that were critically damaged in battle. When the war ended and he came home, our children, a son and a daughter, played with his Navy hats until they wore them out.

Montana Memories Identity Sheet

JAKE

Member of Civilian Public Service Camp # 55 in Belton/West Glacier

[Footlocker item – reproduction of THE TRAILMAKER]

I was a college student in Oregon when I was drafted for military service in 1943. I strongly believed in my Methodist religion, and I strongly opposed war. The Selective Service system in our country during World War II granted me a classification called IV-E. That meant I could be assigned to a Civilian Public Service camp, as an alternative to military service. I arrived in Belton, Montana in early September. I helped clear trails, construct a lookout tower, and plant trees. As the weeks went on, I became more and more convinced that I was not being true to my beliefs. Somehow, I needed to make a stronger statement that I believed war was wrong. I walked away from the camp, knowing that I would be arrested, tried, and sent to federal prison. I remained in prison at Leavenworth, Kansas from January 20, 1944 until I was released in 1947. I wrote a letter to the men at the camp to explain my actions. Here is part of my letter.

"… Christian pacifists must accept the responsibilities of their belief. … The refusal … to participate in war. …We must try to relieve the suffering caused by war or any other social conflict; we must try to seek ways and means of eliminating the tensions which tend to cause them … Although there are perhaps such opportunities within the C.P.S. program, it can hardly be said that an honest attempt to eliminate war and its results and evils is one of the basic aims of the program.

C.P.S. is not alternative to war, but merely an alternative to military service. There is a great difference. A real alternative to war must include honest, positive action, by self-sacrificing men and women, working together toward real peace.

I went to C.P.S. because I was not prepared to make the real sacrifices necessary for total opposition to war. I put convenience ahead of conviction.

In walking out, I do not voluntarily choose to go to prison, but I feel that I am prepared for the consequences of my action. As long as I am free to do so, I shall try to live according to the principles which have led me to C.P.S. I hope to eliminate from my life the sort of compromise which permitted me to accept C.P.S. in the first place."

As a visitor here today, I am not telling you what you should believe. I'm asking you to think about what you believe.

Reproduced below are the lyrics to the hugely popular wartime song written in 1914, *Keep The Home Fires Burning*, music by Ivor Novello and words by Lena Ford. The song is also popularly known as *Till The Boys Came Home*. The obvious sentimentality of the song lent it increased popularity for families at home than to soldiers serving on the various wartime fronts. The song's tremendous success brought Ivor Novello overnight fame, launching a hugely successful post-war career; although he also served with the Royal Naval Air Service (RNAS) as a pilot from 1916.

Keep the Home Fires Burning

They were summoned from the hillside
They were called in from the glen,
And the country found them ready
At the stirring call for men.
Let no tears add to their hardships
As the soldiers pass along,
And although your heart is breaking
Make it sing this cheery song:

Keep the Home Fires Burning,
While your hearts are yearning,
Though your lads are far away
They dream of home.
There's a silver lining
Through the dark clouds shining,
Turn the dark cloud inside out
'Til the boys come home.

Overseas there came a pleading,
"Help a nation in distress."
And we gave our glorious laddies
Honour bade us do no less,
For no gallant son of freedom
To a tyrant's yoke should bend,
And a noble heart must answer
To the sacred call of "Friend."

Keep the Home Fires Burning,
While your hearts are yearning,
Though your lads are far away
They dream of home.
There's a silver lining
Through the dark clouds shining,
Turn the dark cloud inside out
'Til the boys come home.

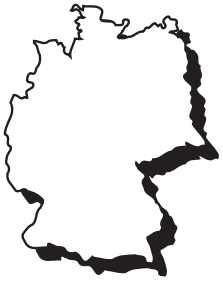
WWII Word Search

E	A	M	E	F	G	F	M	D	A	N	P	F	U	Y
D	N	R	V	G	R	Q	C	I	A	O	S	Q	R	T
I	K	N	M	O	N	O	G	E	U	I	P	O	D	S
T	R	H	N	I	N	A	M	U	I	T	T	Y	R	I
O	A	T	A	C	S	N	H	X	Q	A	M	Q	A	L
R	H	Y	E	U	V	T	E	C	M	L	O	G	F	N
I	D	R	S	I	X	A	I	M	I	U	O	F	T	E
A	N	N	H	H	N	I	A	C	V	T	B	P	W	C
L	F	R	O	O	H	L	G	U	E	I	H	Y	F	L
Q	Z	A	I	B	F	Q	R	L	S	P	C	G	Q	M
O	F	T	V	N	W	S	A	V	T	A	Q	R	S	S
G	A	V	I	R	C	O	N	V	I	C	T	I	O	N
R	X	S	E	I	L	L	A	L	B	W	V	I	N	S
L	T	Z	Q	W	B	L	J	P	H	U	O	U	R	T
Q	O	K	H	C	I	R	E	R	E	D	E	E	M	E

ALLIES	AXIS	BOND
BOOM	CHANGE	CONCERN
CONVICTION	DRAFT	EDITORIAL
ENLIST	FRONT	INFLAMMATORY
RATION	REDEEM	SATIRE

The World Stage: Countries of WWII

**Label the countries and mark with
an (L) if they were part of the Allied powers or
an (X) if they were part of the Axis alliance.**



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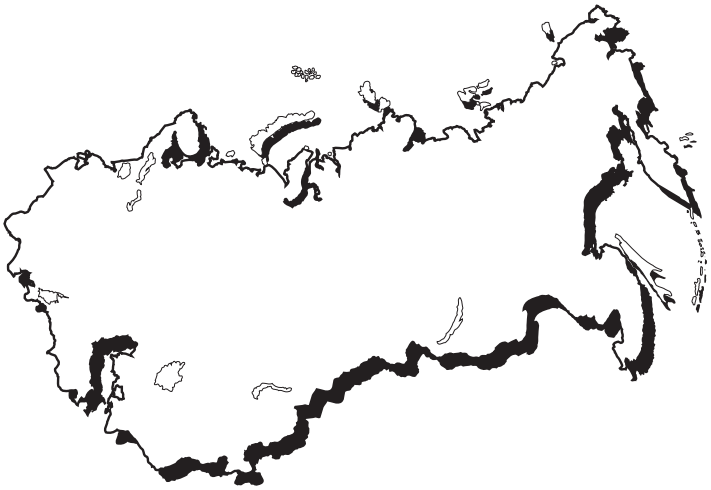

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Match the world leader with their country and label them as an "Allied" or "Axis" power.

World Leaders

Adolf Hitler

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Franklin D. Roosevelt

_____

Benito Mussolini

_____

Showa Tenno Hirohito

_____

Winston Churchill

_____

Joseph Stalin

_____

United States

Great Britain

Soviet Union

Japan

Germany

Italy

Grades 4 - 8 Bibliography

Glynn, Gary. *Montana's Home Front During World War II.* Missoula, Montana: Pictorial Histories Publishing Company, Inc., 1994.

Josephson, Judith Pinkerton. *Growing Up in World War II 1941 - 1945.* Minneapolis, MN: Lerner Publications Co., 2003.

World War II An American Scrapbook
http://library.thinkquest.org/4616

Be sure to visit with your school or public librarian about both fiction and non-fiction resources available to you on the subject of World War II.

High School/Adult Bibliography

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Walter, Dave. *"Rebel With A Cause: Jeannette Rankin, 1941."* Montana Magazine #110 Nov.-Dec. 1991: 66-72.

http://www.archives.gov/digital_classroom/lessons/powers_ of_ persuasion/

http://www.proteacher.com/090075.shtml

http://www.missoulian.com/specials/salute/

http://www.google.com (search the subject "World War II lesson plans")

Be sure to visit with your school or public librarian about additional World War II resources.