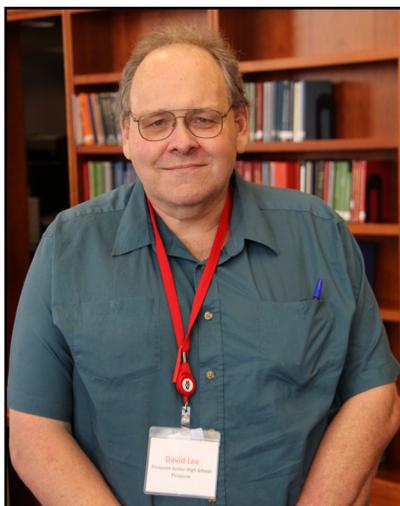


How the African American Experience in World War II Helped End Jim Crow South

Objectives: Students will investigate and discuss how the events of World War II influenced the Civil Rights Movement in the post-war period.

The *African American Experience* lesson plan is adaptable for grades 7-12.

Curricular Connections		
Common Core Language Arts	7th Grade	RI 1,2,3,8,9; W 1,4,5,7; SL 1,2,5; L 1,2,3,4; RH 1,2,3,4,5,6,7,8,9; WHST 1,2,4,5,6,7,9,10
	8th Grade	RI 1,2,3,8,9; W 1,4,5,7; SL 1,2,3,4; L 1,2,3,4; RH 1,2,3,4,5,6,7,8,9; WHST 1,2,4,5,6,7,9,10
	9th -10th Grade	RI 1,2,3,6,9; W 1,4,7,8; SL 1,2,3,4; L 1,2,3,4,5; RH 1,2,3,4,5,6,8,9; WHST 1,2,4,5,6,7,9,10
	11th – 12th Grade	RI 1,2,3,4,6,7,9; W 1,4,7,8; SL 1,2,3,4; L 1,2,3,4,5; RH 1,2,3,4,6,7,8,9; WHST 1,2,4,5,6,7,8,9,10
Social Studies	Mississippi Studies	4b
	U.S. Government	5a, 5c
	Introduction to World Geography	4a
	U.S. History to the Present	4a, 7a
	Minority Studies	1d, 1b, 2a, 2b, 2c, 2d, 2e
	African American Studies	1c, 1d, 2a, 5a
	Problems in American Democracy	2b, 4d, 5b, 5d



“This has been a remarkable experience. The staff have all been TREMENDOUS, and the opportunity to learn and interact with my fellow teachers has been a real blessing. It’s one of the few summer workshop/classes that I really didn’t want to end!”

David Lee teaches at Picayune Junior High School, where he has taught seventh grade social studies for the past twenty years. David was a participant in the MDAH’s first annual Summer Teachers School of 2015.

Materials: *In the Beginning*; Internet; *In the Beginning Teacher Discussion Guide*; *Picturing Jim Crow in America*; *The War and Its Aftermath*; *Essay Test*; *Excerpt*; *Pamphlet*.

Procedures:

Activity One: Beginning of a Nation

1. Distribute copies of *In the Beginning* to students and have them read individually.
2. Direct them to highlight the following terms: Declaration of Independence, 13th Amendment, 14th Amendment, and 15th Amendment.
3. After the reading, have students answer the questions. Then allow students to use the Internet and other teacher approved resources to research the terms and make notes to complete the questions in the Internet Scavenger Hunt using the website Our Docs at <http://www.ourdocuments.gov/>.
4. After students have completed reading, researching, and the worksheet, begin the discussion segment using *In the Beginning Teacher Discussion Guide*.

Activity Two: Picturing Jim Crow in America

1. Distribute *Picturing Jim Crow in America* to students and have them read individually.
2. After the reading, have students answer the questions. Then allow students to use the Internet and other teacher approved resources to research the terms and make notes to complete the questions in the Internet Scavenger Hunt using the Library of Congress website at <https://www.loc.gov/teachersclassroommaterials/primarysourcesets/civil-rights/>.
3. Have students pick three images, primary sources, etc. from the website to analyze more in-depth.

Activity Three: The War and Its Aftermath

1. Distribute *The War and Its Aftermath* to students and have them read individually.
2. After the reading, allow students to use the Internet and other teacher approved resources to research the terms and make notes to complete the questions in the Internet Scavenger Hunt using the National Archives website at <https://www.archives.gov/research/african-americans/ww2-pictures/#home>.
3. Here students pick an image and write an imaginary newspaper article on the image. Have the students present their article and image to the class and explain why they chose that image.
4. Have students complete the *Essay Test* individually.

Extension Activities:

1. Using the *Excerpt* from *Black Officer Training* and the “Blacks in the Military” *Pamphlet*, have students compare and contrast the World War II military with that of the 1950s, 1960s, and 1970s.
2. Access additional World War II classroom resources from the MDAH website, including the six-lesson teaching unit *The World War II Home Front in Mississippi* and single lesson *Comparing Soldiers in World War II* at <http://www.mdah.ms.gov/new/learn/classroom-materials/lesson-plans-and-teaching-units/>.
3. Have students view a documentary about the African American experience in World War II such as:
 - *The Wereth Eleven*: Using interviews, archival photographs and film footage, and modern reenactments, the story of a little-known massacre of African American soldiers during the Battle of the Bulge is told. All southerners, three of the men were from Mississippi. After being separated from their unit, the soldiers

were discovered by the SS and although they surrendered, they were tortured and killed outside Wereth, Belgium. The film concludes with a summary of the war crime trials held after the war, the charges against the SS officers responsible for the massacre, and the recent memorials erected to the Wereth Eleven. Produced by Janson Media, 2011. 60 minutes, color, middle school – adult.

- *A Fighting Force: African Americans in the Military*, disc one: 1. AMERICA’S BLACK WARRIORS: TWO WARS TO WIN A brief overview of African American military service from the Revolutionary War through the Gulf War of the 1990s, including the significance of specific units such as the Buffalo Soldiers and the Tuskegee Airmen. Produced by A&E Home Video, 2008. 2. FIRST TO FIGHT: THE BLACK TANKERS OF WWII This documentary chronicles the experiences of the 761st Tank Battalion, the first African American tank unit used in combat. Veterans relate their part in the Battle of the Bulge, their discovery of concentration camps in Eastern Europe, and their return to the Jim Crow South of the United States after completing their service. Produced by A&E Home Video, 2008. 3. A DISTANT SHORE: AFRICAN AMERICANS OF D-DAY Veterans relate their wartime experiences, from the time when they decided to enlist or were drafted, through their role in the D-Day invasion, the first instance of black and white American troops fighting alongside each other. Produced by A&E Home Video, 2008. 46 minutes each, color, middle school – adult.
- *A Fighting Force: African Americans in the Military*, disc two: 1. BLACK AVIATORS: FLYING FREE This documentary looks at the history of African American pilots in the U.S. military. From World War I hero Eugene Bullard and the Tuskegee Airmen of World War II, through Guion Bluford, the first African American in space, the contributions and accomplishments of these Americans are reviewed. Produced by A&E Home Video, 2008. 2. HONOR DEFERRED Fifty years after their military service, seven African American veterans are awarded the Medal of Honor for acts of valor under fire. Featuring interviews with the sole surviving winner, family members, and historians, their acts of valor are recreated in this documentary. Produced by A&E Home Video, 2008. 46 minutes each, color, middle school – adult.

These films can be borrowed free of charge from the Mississippi History on Loan Collection. Go to <http://www.mdah.ms.gov/new/learn/classroom-materials/mississippi-history-on-loan-film-collection/> or contact the Outreach Programs Coordinator at 601-576-6997.

NAME _____ DATE _____

In the Beginning

In 1776, Thomas Jefferson sat down to do a bit of writing. In very clear, concise and direct language, he pulled no punches about his views:

“...We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among them are life, liberty and the pursuit of happiness...”

The Declaration of Independence set a high standard for the soon-to-be established United States of America. Its soaring language was inspiring. Especially if you were a white, free male who happened to own property and were 21 years old or older. “All men are created equal” did not, however, seem to apply to women, Native Americans, and African Americans. African Americans in particular were trapped in the slave system for almost one hundred years (until the end of the Civil War in 1865) as the United States tried to hold on to two diametrically opposite ideas: the bright, shining meaning of the Declaration and the dark, shameful institution of slavery. Jefferson had once made a prophetic analogy. He compared slavery to holding an angry wolf by the ears: you dared not hang on to it, but you dared not let it go.

In 1865, America let the wolf go. Suddenly, America faced the problem of what to do with millions of newly freed slaves. The South, beaten but not cowed, simmered with resentment after the war and vowed to never accept freed slaves as equals. Although the 13th, 14th and 15th Amendments (abolishing slavery, granting native born people full citizenship, and guaranteeing voting rights respectively), were thought to have solved the problem, the reality was far different. By the end of the Reconstruction period in 1876, the South was free to handle the “race problem” as they saw fit.

1. Explain why the Declaration of Independence was written. _____

2. Why did it apply to white men only? _____

3. Why did Congress pass the 13th Amendment? _____

4. What does being a citizen of this country mean to you? _____

5. How does the 14th Amendment relate to the 13th Amendment? _____

Internet Scavenger Hunt

Directions: Now use the website Our Docs (<http://www.ourdocuments.gov/>) from the National Archives to learn about the following documents:

- Declaration of Independence
- 13th Amendment
- 14th Amendment
- 15th Amendment

NAME _____ DATE _____

In the Beginning Key

In 1776, Thomas Jefferson sat down to do a bit of writing. In very clear, concise and direct language, he pulled no punches about his views:

“...We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among them are life, liberty and the pursuit of happiness...”

The Declaration of Independence set a high standard for the soon-to-be established United States of America. Its soaring language was inspiring. Especially if you were a white, free male who happened to own property and were 21 years old or older. “All men are created equal” did not, however, seem to apply to women, Native Americans, and African Americans. African Americans in particular were trapped in the slave system for almost one hundred years (until the end of the Civil War in 1865) as the United States tried to hold on to two diametrically opposite ideas: the bright, shining meaning of the Declaration and the dark, shameful institution of slavery. Jefferson had once made a prophetic analogy. He compared slavery to holding an angry wolf by the ears: you dared not hang on to it, but you dared not let it go.

In 1865, America let the wolf go. Suddenly, America faced the problem of what to do with millions of newly freed slaves. The South, beaten but not cowed, simmered with resentment after the war and vowed to never accept freed slaves as equals. Although the 13th, 14th and 15th Amendments (abolishing slavery, granting native born people full citizenship, and guaranteeing voting rights respectively), were thought to have solved the problem, the reality was far different. By the end of the Reconstruction period in 1876, the South was free to handle the “race problem” as they saw fit.

1. Explain why the Declaration of Independence was written.
 - The Declaration of Independence was written as a formal, precedent setting document stating the thirteen colonies were officially separating from the control and ownership of England. It consisted of a long list of grievances against King George III and his oppressive reign.
2. Why did it apply to white, landowning men only?
 - At the time the Declaration was written, white, landowning males were the sole proprietors of society. Women and servants were viewed as man’s property and Native and African Americans were less than qualified to do anything. Therefore, they were unworthy of a vote or say in politics.
3. Why did Congress pass the 13th Amendment?
 - Although President Lincoln declared all slaves free in the Emancipation Proclamation in 1863, the United States needed an iron-clad document to be sure that no one ever abused the rights of humanity again without legal consequences. An amendment to the Constitution of the United States of America was the way to achieve this.

4. What does being a citizen of this country mean to you?
5. How does the 14th Amendment relate to the 13th Amendment?
 - Now that slavery was outlawed by the Constitution, an amendment was needed to recognize the full citizenship of the newly freed men and women. In addition to the recognition of citizenship, the 14th Amendment also entitled everyone to equal protection under the law and due process in court proceedings.

Internet Scavenger Hunt

Directions: Now use the website Our Docs (<http://www.ourdocuments.gov/>) from the National Archives to learn about the following documents:

- Declaration of Independence
- 13th Amendment
- 14th Amendment
- 15th Amendment

In the Beginning Teacher Discussion Guide

- Give an example of America’s dichotomy.
- Why do you think Jefferson characterized slavery as a “wolf” in his analogy?
- Did America “let go of the wolf ” in 1865? Why or why not?
- Why do you think Americans did or didn’t know what to do with the newly freed slaves?
- Why did the South vow never to accept the freed slaves as equals?
- What happened in 1876 that allowed the South to handle the “race problem” as they saw fit?

Picturing Jim Crow in America

Given free reign, the Southern states passed a number of what came to be known as “Jim Crow” laws. Jim Crow was a caricature of a clumsy, dimwitted African American slave originally featured in minstrel shows in the 1830s. Thus, the name “Jim Crow” was considered to be a racial slur. The Jim Crow laws were intended to keep African Americans and whites as separate as possible, especially in social settings and social institutions such as marriage. States and cities were allowed to punish people who violated these laws. In 1896, the Supreme Court ruled in *Plessy v. Ferguson* that there should be “separate but equal” public facilities. This legal separation of the races resulted in an increase of Jim Crow laws. Schools, hospitals, restaurants, libraries, hotels, prisons, buses, and even cemeteries were strictly segregated. It was against the law for white nurses to treat African American male patients. No African American could cut the hair of white women or girls. The laws grew so extreme that it was illegal for amateur African American and white baseball teams to play within two blocks of each other. Although the races were separate, the facilities were definitely not equal. The facilities for African Americans were almost always in much poorer condition than those used by whites.

But the law was the law, and the highest court in the land had spoken. So the South settled in for decades with its caste system becoming entrenched and seemingly unassailable. African Americans, while definitely not happy or satisfied with their lot, dared not protest for fear of violent retaliation by whites and begrudgingly went along with their lives as best they could under the circumstances. There was no defined civil rights movement as such. African Americans dared not protest. Beatings and lynchings were common and went unpunished. The law was against them. The need for a movement was there, the anger and motivation were there, all that was needed was a spark to set it off.



MDAH Museum Division Collections.

1. What was the origin of the term “Jim Crow?”

2. What were the Jim Crow laws intended to do?

3. Why did the Supreme Court decision in *Plessy v. Ferguson* lead to the increase of Jim Crow laws?

4. What public facilities were segregated? Give 2-3 specific examples.

5. Jim Crow had specific laws regarding white nurses, barbers, beauticians, and baseball teams. Choose one and explain its regulations.

6. What was one reason African Americans did not protest Jim Crow laws?

7. What was unfortunately both common and usually unpunished?

8. Why was the doctrine of separate but equal a lie?

***Picturing Jim Crow in America* Key**

Given free reign, the Southern states passed a number of what came to be known as “Jim Crow” laws. Jim Crow was a caricature of a clumsy, dimwitted African American slave originally featured in minstrel shows in the 1830s. Thus, the name “Jim Crow” was considered to be a racial slur. The Jim Crow laws were intended to keep African Americans and whites as separate as possible, especially in social settings and social institutions such as marriage. States and cities were allowed to punish people who violated these laws. In 1896, the Supreme Court ruled in *Plessy v. Ferguson* that there should be “separate but equal” public facilities. This legal separation of the races resulted in an increase of Jim Crow laws. Schools, hospitals, restaurants, libraries, hotels, prisons, buses, and even cemeteries were strictly segregated. It was against the law for white nurses to treat African American male patients. No African American could cut the hair of white women or girls. The laws grew so extreme that it was illegal for amateur African American and white baseball teams to play within two blocks of each other. Although the races were separate, the facilities were definitely not equal. The facilities for African Americans were almost always in much poorer condition than those used by whites.

But the law was the law, and the highest court in the land had spoken. So the South settled in for decades with its caste system becoming entrenched and seemingly unassailable. African Americans, while definitely not happy or satisfied with their lot, dared not protest for fear of violent retaliation by whites and begrudgingly went along with their lives as best they could under the circumstances. There was no defined civil rights movement as such. African Americans dared not protest. Beatings and lynchings were common and went unpunished. The law was against them. The need for a movement was there, the anger and motivation were there, all that was needed was a spark to set it off.



MDAH Museum Division Collections.

1. What was the origin of the term “Jim Crow?”
 - Jim Crow was a caricature of a clumsy, dimwitted African American slave originally featured in minstrel shows in the 1830s. Thus, the name “Jim Crow” was considered to be a racial slur.
2. What were the Jim Crow laws intended to do?
 - The Jim Crow laws were intended to keep African Americans and whites as separate as possible, especially in social settings and social institutions such as marriage. States and cities were allowed to punish people who violated these laws.

3. Why did the Supreme Court decision in *Plessy v. Ferguson* lead to the increase of Jim Crow laws?
 - *Plessy v. Ferguson* caused an explosion in the number of Jim Crow laws since separation of the races was now the law of the land.
4. What public facilities were segregated? Give 2-3 specific examples.
 - Schools, hospitals, restaurants, libraries, hotels, prisons, buses, and even cemeteries were strictly segregated.
5. Jim Crow had specific laws regarding white nurses, barbers, beauticians, and baseball teams. Choose one and explain its regulations.
 - It was against the law for white nurses to treat African American male patients.
 - No African American could cut the hair of white women or girls.
 - The laws got so extreme that it was illegal for amateur African American and white baseball teams to play within two blocks of each other.
6. What was one reason African Americans did not protest Jim Crow laws?
 - African Americans, while definitely not happy or satisfied with their lot, begrudgingly went along with their lives as best they could under the circumstances. There was no defined civil rights movement as such. African Americans dared not protest for fear of violent retaliation by whites.
7. What was unfortunately both common and usually unpunished?
 - Beatings and lynchings were common and went unpunished.
8. Why was the doctrine of separate but equal a lie?
 - Although the races were separate, the facilities were definitely not equal. The facilities for African Americans were almost always in much poorer condition than those used by whites.

NAME _____

DATE _____

The War and Its Aftermath



The world changed on December 7, 1941. The Japanese attack on Pearl Harbor not only brought the United States into the Second World War, but set off a secondary “war:” the Civil Rights Movement.

World War II has been referred to as the “good war” in the sense that there was a clearly defined enemy who was undeniably evil and that the fight against this evil would take a truly united effort encompassing all Americans. Such was the theory. Ironically, the United States fought the world’s most notorious racist with a segregated military. Most of the African Americans who enlisted in the military (2.5 million registered for the draft when the war started and over one million served) knew that they would serve in segregated units. The Marines and the Army Air Corps refused to accept any African Americans at all until much later in the war. The Navy accepted them only as mess men. Most men in the Army were used in non-combat support jobs such as cooks, grave diggers, stevedores or truck drivers.

Some African Americans questioned what their role in the war should be. The most famous example was a letter by James G. Thompson to the leading African American newspaper of the day, the *Pittsburg Courier*.

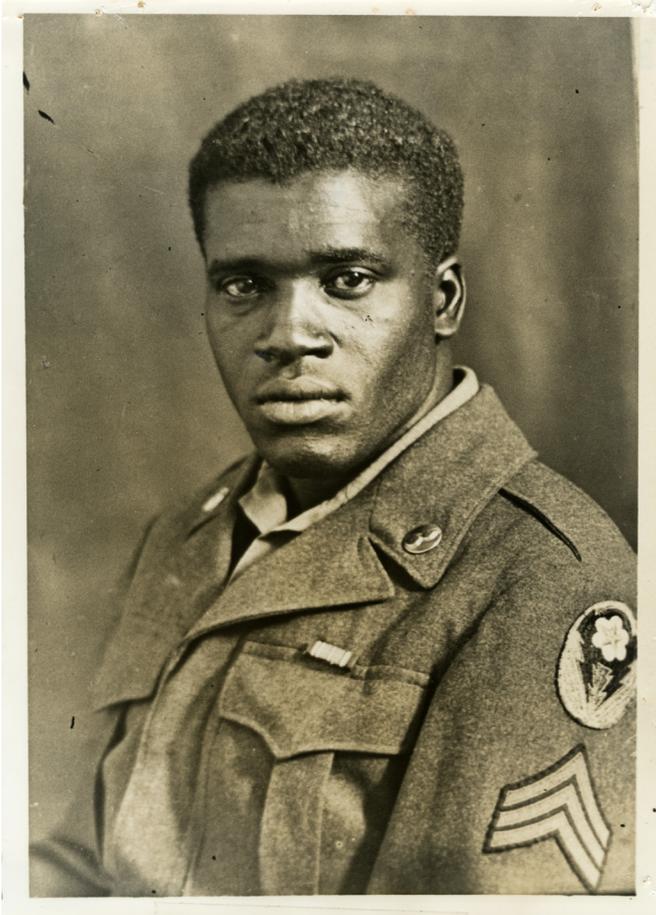
In his letter, Thompson spoke for many African Americans when he asked:

“....Should I sacrifice my life to live half an American? Will things be better for the next generation in the peace to follow? Would it be too much to demand full citizenship rights in exchange for the sacrificing of my life?Will Colored Americans suffer still the indignities that have been heaped upon them in the past? These and other questions need answering; I want to know and I believe that every colored American who is thinking wants to know...”

Thompson went on to propose what he called the “Double V Campaign” The V for victory sign had been made famous by British prime minister Winston Churchill as a symbol of defiance against the Nazis. The Double V represented both victory in the war against enemies from without, such as Germany and Japan, and victory against enemies within, such as Jim Crow. Its massive success signified that African Americans were as patriotic and



MDAH Archives and Records Services.



willing to serve as anyone else, but expected freedom and an end to Jim Crow when the war was won.

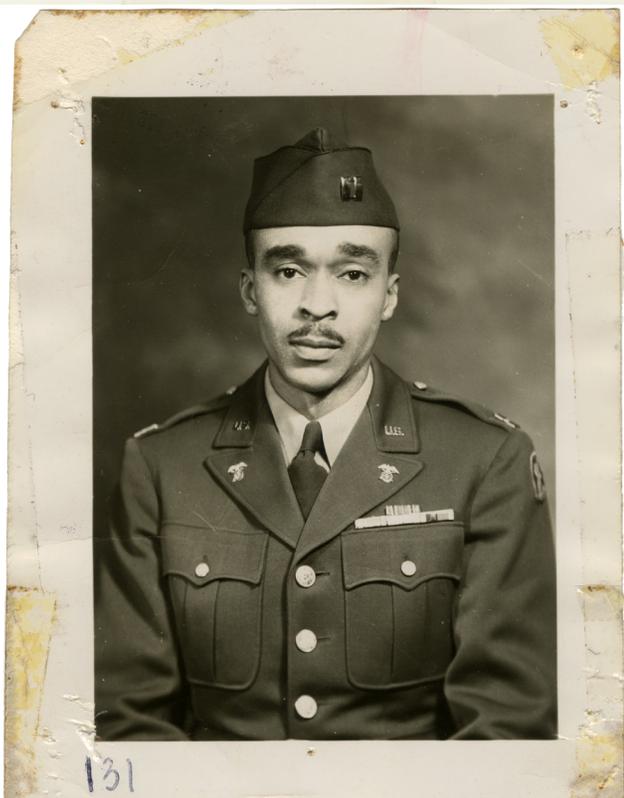
When given the chance, African American soldiers, sailors and airmen excelled. During the attack on Pearl Harbor, Dorie Miller, an African American mess man was serving aboard the *U.S.S. West Virginia*. Despite having never been trained how to operate an anti-aircraft gun, Miller manned the weapon, managed to shoot down three or four Japanese aircraft, and continued to fight until he ran out of ammunition. He was the first African American to be awarded the Navy Cross. The 332nd Fighter Squadron, better known as the Tuskegee Airmen, flew over 15,000 combat missions and never lost a bomber they were escorting. The 969th Field Artillery Battalion won a Distinguished Unit Citation for their assistance in the defense of Bastogne during the Battle of the Bulge. The 761st Tank Battalion of General George Patton's third army fought so well that they won one Medal of Honor and many Distinguished Service Crosses. All this was accomplished despite the fact that at the beginning of the war, the military was as segregated as the Deep South.

Much to the astonishment of some, when African American soldiers and white soldiers were forced to share the same barracks, there were few incidents. After two months in an integrated barracks, the battalion commander of the U.S. Army 78th Division wrote:

“White men and colored men are welded together with a deep friendship and respect born of combat and matured by a realization that such an association is not the impossibility that many of us have been led to believe.... When men undergo the same privations, face the same dangers before an impartial enemy, there can be no segregation. My men eat, play, work and sleep as a company of men, with no regard to color.”

The first cracks in the barrier called Jim Crow were beginning to appear. Thousands of white soldiers, exposed for the first time to African Americans for extended periods of time, began to change their way of thinking. Many of these were from the Deep South and although proud of their region, were embarrassed by the way they had treated their compatriots.

On the 2nd of September, 1945, Japan surrendered





aboard the *U.S.S. Missouri* moored in Tokyo Bay, ending World War II. The United States, as the sole major power largely unscarred by enemy attack upon its homeland, was about to embark upon an unprecedented economic expansion never before seen in history. Millions of returning servicemen, hardened beyond their years by their war service, returned home determined to make up for lost time. Soon, colleges and universities throughout the country were swollen with veterans taking advantage of the G.I. Bill's educational opportunities. Construction boomed as these veterans needed housing. The country was on the move and nothing would be the same again.

The white power structure in the South, however, had no intention of changing with the times. Throughout the South, returning African American servicemen were met with threats of violence and forceful reminders to know their "place." This time, however, many African Americans refused to be cowed and fought back. What had changed these men?

- They had discovered the large cities in the North, where race was not such an issue.
- They had learned through hard and sometimes bloody experience that an African American could do anything a white man could do.
- Their contact with whites from other countries such as France, England, Germany, Italy, and Australia proved that not all whites were virulent racists. In these countries, and many more, they were treated with respect and dignity. Their race didn't seem to matter.
- Many friendships had been forged between African Americans and whites. While many of these did not last the homecoming, some did. These formed a basis of understanding and tolerance between the races.
- There was a growing realization that Jim Crow was not inevitable, and that although it might take a long time and would be a hard fight, it could be overcome.



MDAH Archives and Records Services.

In the civil rights struggle to come, many of the leaders were either World War II or Korean War veterans. They had faced the enemy abroad with great courage and refused to back down before the enemy at home. Having won one "V," they were determined to win the other. Such men as Medgar Evers, Amzie Moore, Aaron

Henry, Charles Sims, Ralph Abernathy Sr., Benjamin Hooks, Whitney Young, Robert F. Williams, and Hosiab Williams had all served in the armed forces.

What about the military today? Amazing progress has been made. Where once a bastion of segregation, the services today offer opportunities for advancement and careers to all Americans. According to an article in the February 17, 2015 edition of *USA Today*, there are currently eighty-one African American general officers in the U.S. military. Twenty percent of soldiers and ten to fifteen percent of officers in the Army are African American. The military, however, faces the same racial problems as the rest of American society. Complaints persist about unfair promotion policies and duty assignments towards African Americans, women, and other minority groups.

Without the changes in American society brought about by World War II, that the Civil Rights Movement would have been vastly different. Although it would probably have happened, it could have taken far longer, been far bloodier and not as morally clear and right as it was.

Internet Scavenger Hunt

Directions: Visit the National Archives website at <https://www.archives.gov/research/african-americans/ww2-pictures/#home> and pick an image that stands out to you as one that defines the role of African Americans in World War II. Write an imaginary newspaper article on the image and present the article, image, and why you chose it to the class.

NAME _____ DATE _____

Essay Test

Directions: Answer each of the following questions in a complete paragraph (at least five complete sentences for each question).

1. In your opinion, why was the “Double V” campaign a success? Would you have participated in the campaign? Why or why not?
2. Whites were surprised by how well African American servicemen fought when given the chance, and that they could actually live together without incident. In your opinion, were the attitudes of the whites in the beginning based more on racism or on lack of experience dealing with African Americans? Explain your answer.
3. Of the five reasons given for strengthening African American protests of segregation, which one, in your opinion, would be the most important? Explain your answer.
4. In your opinion, how would the struggle for civil rights been different if there had been no World War II or if African Americans had not been allowed to join the military?

FOREWORD

During the late sixties and the early seventies, racial tension in the Armed Forces has increased; however, to reverse this trend, the Department of Defense has started one of the most significant training programs in United States History. The stated aim of the Defense Department is to make the military services a model of Equal Opportunity. With regards to the officers, it is safe to say that race relations between white and Negro officers are better now than at any time in U. S. history. The tradition, under segregation, of working on a potentially explosive relationship between officers is melting under integration.

A number of major and minor steps are being taken by the Defense Department to improve race relations. One major step is the formation of an Inter Service Task Force on Education in Race Relations by Secretary of Defense Melvin A. Laird. The objective of the task force is to develop an educational program on race relations for use throughout the Armed Forces. In the meantime, the Army, Air Force, Navy, and Marines have been directed to develop their own program to reduce racial tension. This includes the Women Corps of the Armed Forces.

Under the Army's program, officers are made responsible for race relations in the units they command; race relations is now considered a command duty. The Army's new training program on race relations requires each officer from General Staff schools down to second lieutenant training courses to take a few hours training in race relations. At post level, officers must conduct bi-racial seminars and forums at least once each year. Seminars and forums are not to be used as debating societies nor to replace positive command duties. Officers are reminded that the Commander's racial attitudes set the climate for race relations in their units. Each officer is expected to adjust his racial behavior and attitudes and to help improve race relations. Officers are made aware that racial tension in their units is a detriment to non-combat relationship and to combat effectiveness and to contributions made to the U. S. by minority groups.

In the "Old Army" too often race relationship between white and

Negro officers was nearer the breaking point; now overt tension has generally melted. Friction is more subtle now because the official policy requires vigorous steps to be taken for overt discrimination. Some White officers still believe that too much is being done to please the blacks; some Negro officers believe that too much partiality in ratings, promotions, and assignments still exist. Most officers, white and Negro, in the Armed Forces are too young to realize the progress in officer relationship that has been made since 1948. Prior to 1948, relationship was too tense for white and Negro officers to eat, work, and to live together in close working areas without noticeable friction. Occasionally, they'd almost come to physical confrontation and were regularly talking abusively toward each other. Now, it appears that the higher the rank and the younger the age of officers, the better the relationship. For example, young Negro lieutenants feel that older white officers are inclined to assign a higher percentage of "dirty" details to Negro soldiers and that some of them would segregate the Armed Forces if they could. Whereas, younger officers of the same age level relate to each other more easily and are not faced with the generation gap which sometimes exist between officers and men of the same racial group.

Under integration, from 1960 to 1970 how can relationship between white and Negro officers be summarized? Compared to relationship prior to 1960 and 1940, the answer is briefly stated, "extremely well"; however, as in all life, there is still need for improvement. All officers are now polite, friendly, courteous and void of open tension toward each other. Written complaints are fewer and verbal talk against each other is more limited.

From about 1950 to about 1956 Negro officers serving in integrated units were generally assigned to troops on Company level, seldom on battalion level or above. If on battalion level, they were generally assigned the duty as motor officer, S-4, food service supervisor, or as special service officer. However, since about 1956, assignments have become more diversified. Negro officers are still seldom assigned as Battalion or Brigade Commanders or as general staff officer within a division. Negro troops are complaining because of the small number of Negro officers seen nearer the troop level. This has been a general complaint since the Civil War.

Since 1960, more Negro officers are attending the War College, the

Excerpt (continued)

Army Command and General Staff College than ever before. They are now qualifying for higher staff positions on post and bases and for promotions to full colonels and generals. From ROTC and the academies, the number of Negro officers since 1960 coming into the Regular Army has doubled.

Promotions and assignments for Negro officers have improved since 1948. The Army has one retired Brigadier General Benjamin O. Davis, Sr. and one active General Frederic E. Davidson. The Army has more than 60 full colonels; in 1948, it had one colonel. The Army has nearly 600 lieutenant colonels; in 1948, it had less than 10; it has nearly 2000 majors, nearly 3000 captains, and a combined total of nearly 200 first and second lieutenants. This is a grand total of nearly 8000 Negro officers or about 2.0% of the Army's officer strength. In 1948, the Army had less than 2000 Negro officers or less than 1% of the Army's total, while enlisted strength ranges between 10 and 12%.

The Navy has 2 Negro captains out of 4,392; 24 commanders out of 8,936; 67 lieutenant commanders of 13,955 total. The Navy has 234 lieutenants; 115 lieutenants junior grade; 64 Ensigns; and 69 Warrant Officers. In 1948, the Navy had only four Negro officers; now in 1970, it has more than 535 out of 78,313. It has 30 Negro pilots, whereas, in 1950, it had only one Negro pilot. The Navy is assigning Negro officers in most fields and skills.

The Marine Corps had only one Negro officer in 1948, now, in 1970, it has nearly 350; and Negro officers are assigned to duty in most areas.

The Air Force, in 1948, had only one Negro colonel; now it has a retired Lieutenant General, nearly 30 full colonels, nearly 600 majors, and nearly 1500 captains. Since 1967, the increase in field grade from Major or above has risen 13.8% in the Air Force.

Partly, due to the lack of popularity of the Vietnamase War, the number of young Negro men entering the Army, Air Force, Navy, and Marines as second lieutenants has declined. This decline is most unfortunate, because it is fully documented that, since the Civil War, the Negro population has clamored for more Negro officers in the Armed Forces.

Although a few Negro enlisted persons demonstrated officer poten-

III

tial during the Civil War, they were not generally commissioned. The War Department policy during the Civil War was shown in the following excerpts:

"It is not the intention of the Department at present to commission Colored men as line or field officers of colored regiments."

(Indorsement by War Department, June 9, 1863)

Some commanders recommended individual Negro non-commissioned officers or suggested commissioning distinguished Negroes from the field after demonstrated battle leadership; however, these were generally denied.

Before and during the Spanish American War one of numerous letters requesting Negro officers is the following letter from the President of Shaw University:

"Shaw University
Raleigh, N. C.
July 7, 1898

Honorable Wm. McKinley
President of the United States
Washington, D. C.

Dear Sir:

I write to call your attention to the importance of appointing colored officers to colored regiments---. The Colored race, during the Civil War, presented marked instances of bravery, courage and very best fighting qualities---. Nearly a generation has elapsed since the close of the war and many have had good opportunities for intellectual and industrial training. I believe you will find there are colored men that are capable of commanding companies and regiments.

XXXXXXXXXX

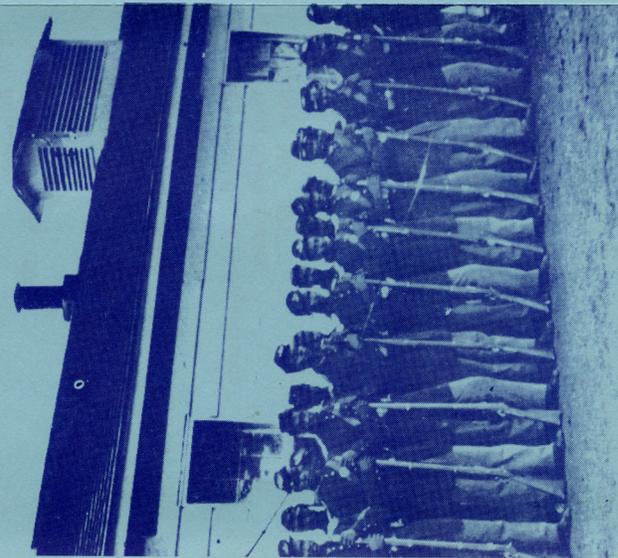
Faithfully yours,

Chas. F. Menserve
President"

IV

BLACKS IN THE MILITARY

THE MYTH OF EQUAL OPPORTUNITY



THE PROMISE:

“You Can Be Black and Navy Too”

Navy Recruitment Ad

“The minority and female content of the active Army has increased substantially in the last several years. Perceptions that the Army offers a career which affords upward mobility, valuable leadership experience and skill development opportunities coupled with depressed economic conditions in the private sector have contributed to this trend.”

*Second Annual Assessment, 1978
Army’s Equal Opportunity Program*

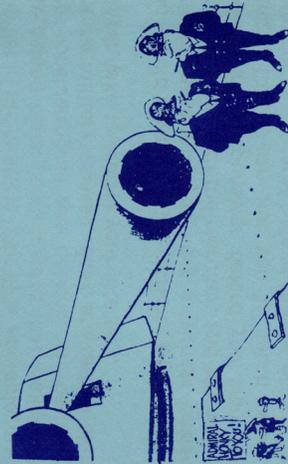
“A Mind—Growing Experience”

Minority Recruiting Advertisement

THE REALITY:

“Racism in the military is so deep, so wide and so effective that we can’t possibly cope with it.”

*Parren Mitchell (D-Md)
U.S. Representative*



“What racial problem?”

“Although the outward appearance is one of calm, racial tensions and institutional discrimination still exist.”

*Second Annual Assessment, 1978
Army’s Equal Opportunity Program*

“We knew there were racial problems in the armed services, but we had no idea of the depth, scope, or volatility of the situation.”

*Dr. Joseph Lowry, President
Southern Christian Leadership Conference*

MILITARY JUSTICE?

“Here ... is where I feel the greatest racism comes out. It is in the discretionary use of military justice.”

Nathaniel Jones, General Counsel NAACP

“Although blacks make up about 30% of the Army, they account for 51% of the Army prison population.”

*Philadelphia, Inquirer
Dec. 10, 1978*

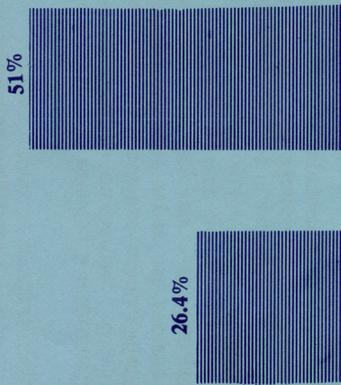
Article 15

[Military law permitting commanders to impose reduction in rank, or loss of pay without trial.]

“No military procedure has brought forth a greater number of complaints and evidences of racial discrimination than ... nonjudicial punishment. Article 15 ... has without doubt resulted in irreparable damage to the service careers of Blacks.”

Congressional Black Caucus

ARMY PRISON POPULATION, 1977



Blacks Among Army Enlisted People

**Figures from Second Annual Assessment, 1978*

“A disproportionately large number of black prisoners is serving sentences in military stockades ... It is of special significance that blacks were more likely than whites to be confined for offenses that involved a challenge to authority, usually a white superior officer.”

NAACP

DEAD END JOBS . . .

“The racial and cultural biases in [military qualification] tests combine with the often low educational training and experience of the minority [recruit] to insure that he is assigned primarily and permanently to those low-skilled, dead-end jobs which the military terms ‘soft core.’”

Congressional Black Caucus



“The representation of Black enlisted soldiers in selected Career Management Fields has worsened since 1975 rather than improved. The degree of underrepresentation in 18 CMFs has become more severe even though the Black enlisted content has been increasing.”

*Second Annual Assessment, 1978
Army's Equal Opportunity Program*

“Only about 4 percent of the Army's lawyers are black.”

*Philadelphia Inquirer
Dec. 10, 1978*

. . . SLOW PROMOTIONS

“Hampered by a poor socio-economic environment ... the minority serviceman comes into the service where he is immediately evaluated and classified by tests he is ill equipped to master, and, therefore, his duties and career progression are to a large extent forecast, forestalled and foredoomed.”

DOD Task Force

“The SCLC field director, Tyrone Brooks, has said that the lack of black officers and the predominance of prejudiced white officers from the South is a source of discrimination.”

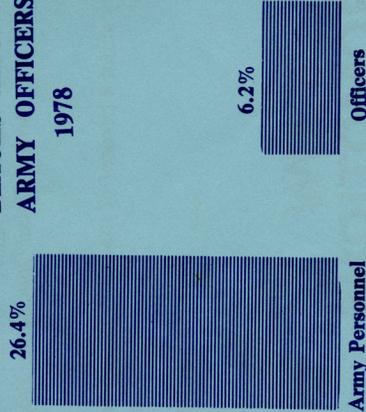
*Philadelphia Inquirer
Dec. 10, 1978*

“The Black content in the United States Army Reserve was 3% enlisted and 2.6% officer in 1972. In 1977 the enlisted rate had jumped to 23.3% while the officer rate was only 3.9%.”

*Second Annual Assessment, 1978
Army's Equal Opportunity Program*

Prejudice in promotions and assignments is most pronounced within the Officer Corps:

BLACKS AMONG ARMY OFFICERS, 1978



Army Personnel

Officers

**Figures from Second Annual Assessment, 1978*

A BAD DISCHARGE:

Blacks Receive Dishonorable Discharges At 4 1/2 Times The Rate Of Whites

"In 1977, 57% of those getting dishonorable discharges and 48% of those who received bad conduct discharges were Black."

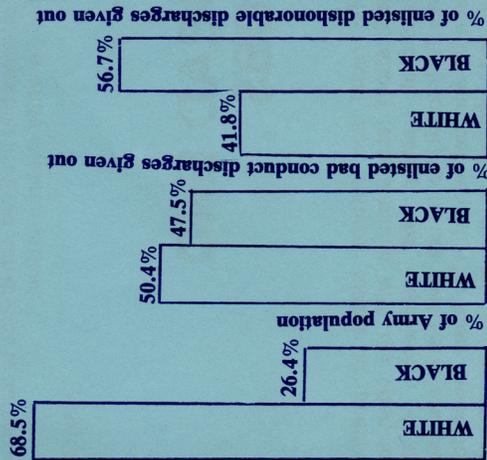
The Guardian

"Black soldiers are receiving a disproportionate number of punitive discharges. Black over-representation for both bad conduct discharges and dishonorable discharges has become more severe during the last year. A comparison of Army offenders by race in three major crime categories indicates that the rate of offenders per 1,000 Black soldiers is much higher than the rate offenders per 1,000 White soldiers. Moreover, Blacks are also overrepresented in Army prisoner populations."

Army's Equal Opportunity Program

BLACKS RECEIVE A GREATER PROPORTION OF BAD DISCHARGES

ARMY, 1977



*Total figures are less than 100% due to exclusion of other minority figures. Figures from Second Annual Assessment, 1978

"It is hard enough, Lord knows, for these men to get jobs, even with honorable discharges. Without them, they are grievously and unfairly penalized."

W.S. Coffin

OPPORTUNITY OR OBSTACLE?

"The total effect of a Black serviceman's encounter with the military is that when he leaves he is usually in worse condition than when he entered. He has generally received little training ...; he has been subjected to harassment and discrimination at the hands of his superior officers ... and he too often winds up with a less than honorable discharge which guarantees that his civilian life will be at least as difficult as his former military life."

Congressional Black Caucus



"I learned my skill in today's military"

The grievances of minority servicemembers can be redressed only if widespread political pressure is applied. Black enlisted people have taken the lead in this campaign and have frequently spoken out for their rights. If they are to succeed and justice is to prevail, others must join in the struggle for a more humane and democratic service.

Anyone considering joining the military should decide whether they want to be trained killers. The real purpose of the military isn't to train or educate young people for the civilian market. And in fact, the young people recruited into the military are often the people who could do the most to develop their community. In the end, the solution isn't to increase the minority content within the military. The solution is to decrease the influence of militarism in our communities.

HELP IS AVAILABLE

Many young black men and women will continue to enlist in the military. Our 40% unemployment rate among black youth insures that reality. If, after considering all your options, you decide to join the military anyway, there are certain steps you can take to protect your interests.

You should always get the recruiter's promises in writing, make sure you have a witness present when you talk with the recruiter, and talk with a pre-enlistment counselor before you sign anything. CCCO can put you in touch with a counselor in your area. He or she can go over the military enlistment "agreement" and help you understand it.

Pamphlet (continued)

The groups below, in addition to CCCO, have a special interest in the experiences of blacks and other minorities in the military. If you would like additional information on the problems of blacks in the military, or if you are presently in the military and experiencing problems, contact:

CCCO/An Agency for Draft
and Military Counseling
P.O. Box 15796
Philadelphia, PA 19103

Southern Christian Leadership Conference
334 Auburn Ave., NE
Atlanta, GA 30303

NAACP
1790 Broadway
New York, New York 10019

Friends Military Counseling
1515 Cherry St.
Philadelphia, PA 19102

National Black Veterans Organization
1949 West North Avenue
Baltimore, MD 21217

CCCO

Founded in 1948 as the Central Committee for Conscientious Objectors, CCCO is a non-profit, non-governmental organization that aids individuals with matters of conscience, war, and militarism.

P.O. Box 15796
Philadelphia, PA 19103

This pamphlet was produced by CCCO in association with the Taskforce on Recruitment and Militarism. It is a 1979 revision of the pamphlet originally produced by the Center for National Security Studies.

**MISSISSIPPI DEPARTMENT OF HISTORY LESSON PLANS
TEACHER EVALUATION**

COMPLETE BOTH SIDES AND PLEASE MAIL OR FAX TO THE ADDRESS ON THE NEXT PAGE. THANK YOU!

TEACHER NAME _____

SCHOOL NAME & ADDRESS _____

EMAIL (OPTIONAL) _____

TOTAL NUMBER OF STUDENTS _____ GRADE LEVEL _____

LESSON TITLE How the African American Experience in World War II Helped End Jim Crow South

1. In your opinion, did this unit elicit better than average student response; if so, how?
2. Which segments of the unit exceeded your students' attention span?
3. Will this unit be of assistance to you in developing future classroom activities; if so, how?
4. How did this unit add to your earlier teaching on the same subject?
5. Would this teaching unit be handier to use as a:
___ multi-day unit ___ multi-week unit ___ other
6. Were the activities and lessons appropriate for your students? How?

Please rate the following lesson materials and activities by circling the appropriate number.

4=excellent, 3=good, 2=average, 1=inadequate

<u>Directions and Notes</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>Curricular Connections</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>Student Worksheets</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>Interactive Activities</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>Historic Images</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>References and Resources</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>

<u>Activity One: Beginning of a Nation</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>Activity Two: Picturing Jim Crow in America</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>Activity Three: The War and Its Aftermath</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>Extension Activities</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>Overall Lesson</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>

We would appreciate any additional comments on this teaching unit and any suggestions for improvement. Comments may be entered in the space below.

Museum Division
Mississippi Department of Archives and History
P.O. Box 571, Jackson, MS 39205
Phone: 601-576-6800 Fax: 601-576-6815
outreachprograms@mdah.ms.gov