

Comparing Soldiers in World War II

Objectives: Students will examine primary sources and information in the bibliography to compare and contrast the white soldiers of World War II to African American and other ethnic groups of soldiers of World War II. Using information from text books, handouts, and bibliography information students will understand the similarities and differences of American soldiers during World War II.

The *Comparing Soldiers in World War II* lesson plan is adaptable for grades 8-12.

Curricular Connections		
Common Core Language Arts	Grade 8	RI 1, 2, 3, 4, 5, 6; W 1, 2, 4, 5, 7, 8, 9; SL 1, 2, 3, 4, 5, 6; L 1, 2, 3, 4; RH 1, 2, 4, 5, 6, 7, 8, 9; WHST 1, 2, 4, 5, 7, 8
	Grades 9-10	RI 1, 2, 3, 4, 5, 6, 8; W 1, 2, 4, 5, 7, 8, 9; SL 1, 2, 3, 4, 5, 6; L 1, 2, 3, 4; RH 1, 2, 3, 4, 5, 7, 8, 9; WHST 1, 2, 4, 5, 7, 8, 9
	Grades 11-12	RI 1, 2, 3, 4, 5, 6; W 1, 2, 4, 5, 7, 8, 9; SL 1, 2, 3, 4, 5, 6; L 1, 2, 3, 4; RH 1, 2, 3, 4, 6, 7, 8, 9; WHST 1, 2, 4, 5, 7, 8, 9
Social Studies	Minority Studies	1, 2, 3b, 4a
	African American Studies	1a, 1c, 1d, 2a, 5b, 6b
	U.S. History from Post-Reconstruction to the Present	2a, 3b, 3c, 4, 5a, 5b, 7a, 7c, 7e
	U.S. Government	5c, 6b, 6c, 7a, 7c
	Mississippi Studies	3, 4a, 4b, 4c, 5a, 5c, 6a
	World History from the Age of Enlightenment to the Present	3c, 4c, 4d, 8c



“Mr. Chauncey Spears’ [Mississippi Department of Education] statement meant a lot to me: ‘ask the right questions instead of relying on adequate answers.’ He was inspiring and had excellent information. All the staff was very helpful and I could not have completed any of this without all of their help.”

Denise Sbravati is the head of the history department at Brookhaven Academy in Brookhaven, Mississippi. Her course load ranges from eighth to eleventh grade; teaching Mississippi Studies, World Geography, American History up to Reconstruction, and American History of Reconstruction to the Present. Denise is a former soccer coach for both boys and girls. She was chosen twice each as Teacher of the Year and Star Teacher. Denise also established the Junior Historical Society at Brookhaven Academy. She is a founding member of the MDAH’s Teacher Advisory Group and attends “as many events hosted by MDAH as possible.” She was a participant in MDAH’s first annual Summer Teachers School in 2015.

Materials: Photographs (14); *Venn Diagram*; *World War II: Whites and Ethnic Soldiers in WWII*; *Vocabulary Quiz*; *George Owens Oral History Excerpt*; *Wereth Eleven Newsclip*; *Daniel Inouye Article*; “Proving Their Mettle;” *Bibliography*.

Procedures:

Activity One: First Impressions

1. Distribute images of white and African American soldiers in uniform or project them on the wall for the class.
2. As a class, discuss student’s first impressions of the images.
3. Working as a class or in small groups have students use the *Venn Diagram* to identify similarities and differences between the white and African American soldiers. Remind students to analyze background scenes and environments, facial expressions, uniforms and equipment.

Activity Two: Drafted!

1. Distribute to students *World War II: Whites and Ethnic Soldiers in WWII* handout.
2. Have students read independently, in small groups, or as a class. As a class, discuss contents of the handout.
3. Review the section entitled “The Draft,” divide class into three groups, and assign them one of the following topics:
 - Identify how the draft expanded before and during World War II; make a chart to show time periods and changes.
 - When the United States declared war in 1941, military service was extended and the age bracket was increased to include more males. If the U.S. needed more soldiers, why did the Selective Service not chose more African Americans or other ethnic Americans?
 - What would you think if you had been eligible for the draft (or your father, brother, boyfriend, etc.) during this time period?

Have students write a short essay on their topic and then share their findings and opinions with the class.

4. Identify and understand vocabulary words listed. If desired, distribute *Vocabulary Quiz* to students.
5. Distribute and complete a second *Venn Diagram* focusing on the difference between being a white soldier in World War II and being an African American or ethnic minority soldier. Points considered can include combat positions, promotion opportunities, and patriotism.

Activity Three: The Impact of Discrimination

1. Discuss with students the impact of discrimination on African and Japanese American service members during the war.
2. Use the *George Owens Oral History Excerpt*, *Wereth Eleven Newsclip*, and the *Daniel Inouye Article* as examples of challenges African and Japanese Americans faced while in the military in World War II.
3. Have students identify an individual soldier and in small groups or individually, have them understand and write how individuals were impacted by their World War II experience and the adverse events that challenged and possibly changed the chosen soldier.

Extension Activities:

1. Use the article excerpt “Proving Their Mettle” by Don Vaughan from *Military Officer Magainze* (May 2012) or the *Bibliography* to locate additional resources related to the topic.

2. View additional images from the bibliography and discuss and understand events in each picture including what is being depicted or portrayed by individuals in the images.
3. 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 the single-day lesson *How the African American Experience in World War II Helped End Jim Crow* at <http://www.mdah.ms.gov/new/learn/classroom-materials/lesson-plans-and-teaching-units/>.
4. 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.





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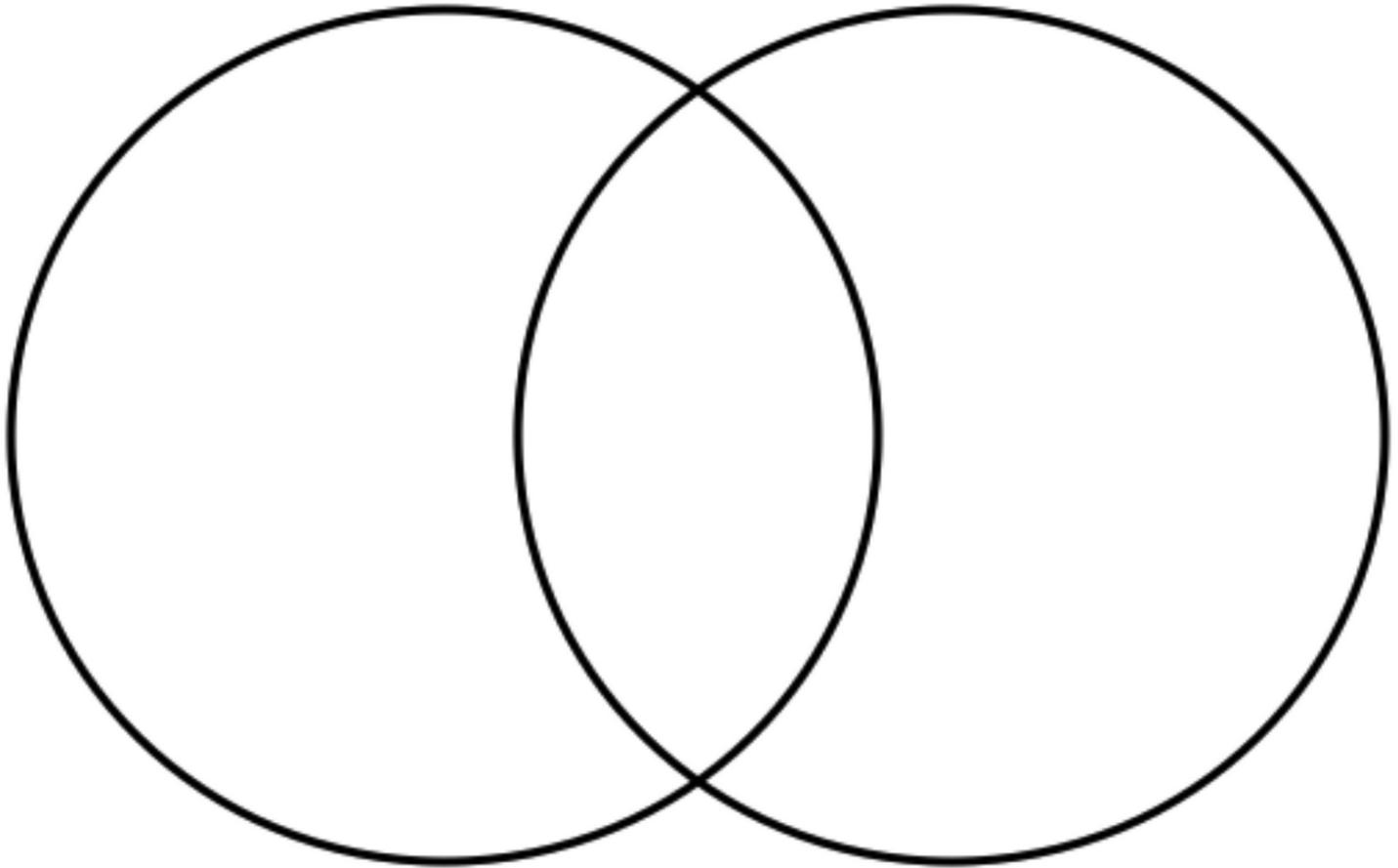
Original AIRCREW, Grand Island, Nebraska
July 1, 1943



Front, L to R-- Severson, Keefer, Smith, Chase, Clayton, Holdron
Engineer Ball Radio Tail Navigator Navigator
Rear, L to R-- Everett, Turcotte, Stewart, Simons
Pilot Nav. Co-Pilot Bombardier

NAME _____ DATE _____

Venn Diagram



World War II: Whites and Ethnic Soldiers in WWII

The Draft

When the U.S. entered the war in 1941, fewer than 4,000 African Americans served in the military. Oftentimes African Americans were passed over by all-white draft boards. The Selective Training and Service Act of 1940 was passed by Congress on September 16, 1940, which stated, 'In the selection and training of men under this act, there shall be no discrimination against any person on account of race and color.' In October, however, the White House issued a statement saying that while 'the services of Negroes would be utilized on a fair and equitable basis,' the policy of segregation in the armed forces would continue.

The Selective Training and Service Act of 1940 established the first peacetime conscription in United States history. It required all males between the ages of 18 to 35 to register with Selective Service. It originally conscripted all males aged 21 to 36 for a service period of twelve months. In 1941, the military service period was extended to eighteen months. Later that year the age bracket was increased to include males aged 18 to 45. In 1942, following the early December, 1941, declarations of war by the U.S. against Japan and then against Germany, all men aged 18 to 45 were made subject to military service, and all men aged 18 to 65 were required to register. The service period was later extended to last the duration of the war plus a six-month service.

Army Inductions by Race: July 1, 1944 to December 31, 1945 United States and Territories

		Accumulative to June 30, 1944	July to December 1944	January to June 1945	July to December 1945	Accumulative to December 31, 1945
All Races	Number	7,041,087	393,392	518,127	272,747	8,225,353
	Percent	100	100	100	100	100
White	Number	6,139,589	348,060	457,460	236,675	7,181,784
	Percent	87.2	88.5	88.3	86.7	87.3
Negro	Number	797,444	30,882	46,123	27,447	901,896
	Percent	11.3	7.8	8.9	10.1	11.0
Japanese	Number	11,260	3,483	2,933	2,404	20,080
	Percent	0.2	0.9	0.6	0.9	0.1
Puerto Rican	Number	32,344	8,109	8,005	2,980	51,438
	Percent	0.5	2.1	1.5	1.1	0.6
Others	Number	60,450	2,858	3,606	3,241	70,155
	Percent	0.8	0.7	0.7	1.2	0.9

Table from <http://www.history.army.mil/documents/wwii/minst.htm>

Lieutenant General Leslie J. McNair, chief of the U.S. Army ground forces, was the main supporter of allowing African Americans to serve in armored units. He believed his nation could not afford to exclude such an important source of manpower. The African American press, the National Association for the Advancement of Colored People, and the Congress of Racial Equality also placed growing pressure on the War Department and President Franklin D. Roosevelt's administration to allow African American soldiers to serve on an equal footing with white soldiers. On June 25, 1941, FDR issued Executive Order 8802, creating the Fair Employment Practices Committee to enforce a new rule — that “there shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color, or national origin.”

The numbers of African Americans in the Army, Navy, Air Force, Marine Corps, and Coast Guard grew dramatically over the next three years. At the war's outset, 2.5 million African American men registered for the draft. By 1945, 1.2 million African Americans had served in uniform at home or abroad. African American William H. Hastie, Civilian Aide to the Secretary of War, registered many complaints of the discriminatory actions and mistreatment of African American soldiers, until he finally resigned. Hastie protested the use of segregated facilities and the unequal job assignments between whites and African Americans.

Some active duty African Americans became well-known during the early 1940s. The famous African American Aviation Squadron was trained in Tuskegee, Alabama. These men, who were the fighter pilots of the 332nd Pursuit Group (the 99th, 100th, 301st, and 302nd fighter squadrons) and the 477th Bombard Group (the first African American bomber group), were better known as the Tuskegee Airmen. But many African American soldiers performed unskilled, odd jobs of common labor that white soldiers were never assigned and had little or no responsibility. In Tuskegee there were separate eating, living and toilet areas for African Americans and whites.

Reasons African Americans Joined the Military

Just as white Americans did, African Americans and other ethnic groups fought in the war to prove their patriotism and love for their country. They considered themselves Americans, and were proud to fight for their country. Whites and African Americans thought the military would be a decent and sound job opportunity. Some African Americans joined the military because they thought that when they returned as veterans the U.S. would do away with racial discrimination and segregation.

Despite these high ideals, African Americans and other minority groups faced much discrimination while in the military. Even though segregation was the norm in many places in the United States, soldiers of color did not expect the U.S. government to continue it. The discrimination and segregation that people such as Medgar Evers and Aaron Henry experienced in the military during WWII helped fuel the Civil Rights Movement after the war.

Racial Tension and Discrimination

African American soldiers were subject to local prejudices of civilians and law enforcement at duty stations around the world. Some were also treated harshly by white soldiers. One of the most serious social problems that occurred during the war years was racial tension. Most of the military installations experienced problems when African Americans from outside the Deep South were confronted with racist Jim Crow rules that governed African Americans in Mississippi. None of the camps experienced a more serious situation than Camp Van Dorn when African American soldiers from the 364th Infantry Division were assigned there in 1943. Within hours after their arrival, citizens of nearby Centreville and members of the 364th had heated confrontations. An African American private was shot and killed in an altercation with military police and the local sheriff. Troubles

continued throughout the summer of 1943. Once, angry members of the 364th broke into the arms room and threatened a riot. Calm was not restored at the camp until after the regiment was transferred to the Aleutian Islands. Today, Army historians hold that there were problems due both to poor command decisions and Jim Crow laws.

Recent information has shown that during World War II the U.S. government tested mustard gas on African and Japanese Americans, as it was the government's theory that dark skin would tolerate the effects of mustard gas better than white skin.

As discrimination continued one of the nation's largest African American newspapers, *The Pittsburgh Courier*, launched its "Double V" campaign— "Victory at Home, Victory Abroad"—that encouraged African Americans to support the war as well as fight for civil rights. African American military members were greatly aware of this double standard, and thus began the Double V campaign for a "Double Victory:" a victory against Fascism abroad and a victory against racism at home. The African American soldiers fought for equal citizenship and better job opportunities. W.E.B. DuBois declared that in order to successfully win World War II abroad, we must also win the "War for Racial Equality" at home.

Ethnic Heroes

Despite barriers, African Americans and other ethnic groups fought courageously throughout the war. These are only a few examples:

- During the attack on Pearl Harbor an African American mess-attendant, Dorie Miller, left his station to fire at attacking Japanese planes.
- African Americans were on the front lines during the Invasion of Normandy.
- In December, 1944, during the Battle of the Bulge, some 80,000 G.I.s were killed, captured or wounded—more than in any battle in U.S. history. 2,500 African American troops participated in the engagement, with many fighting side by side with their white counterparts. The all-black 333rd and 969th Field Artillery Battalions both received heavy casualties as they were supporting the (white) 101st Airborne in the defense of Bastogne and the 969th was later awarded a Distinguished Unit Citation, the first ever presented to an African American outfit.
- Eleven African American soldiers of the 333rd Field Artillery Battalion were captured by SS troops and were tortured and executed. This event was later called the Wereth Eleven Massacre, also known as the Malmedy Massacre. Three Mississippi men were part of the Wereth Eleven Massacre, including Mager Bradley, Thomas Forte and James Leatherwood.
- Special American units such as the Tuskegee Airmen served with distinction in combat, and they contributed to the eventual integration of the U.S. armed services, with the U.S. Air Force leading the way.
- The 555th Parachute Infantry Battalion was America's first African American paratrooper unit.
- The 761st Tank Battalion known as the Black Panthers landed in France and General Patton used them to move into Berlin, telling them "I don't care what color you are as long as you go up there and kill those Kraut[s]."

- “Lt. Gen. George S. Patton, U.S. Third Army commander, pins the Silver Star on Private Ernest A. Jenkins for his conspicuous gallantry in the liberation of Chateaudun, France.
- In May, 1943, the 442nd Regimental Combat Team began training at Camp Shelby outside Hattiesburg. The unit was composed of Japanese Americans, mainly from internment camps, and became the most highly decorated unit of its size in U.S. military history during its service in North Africa, Italy, and Europe. Japanese

Vocabulary

African American Aviation Squadron: separately trained African American pilots and technical personnel during World War II.

Civil Rights: rights a society are supposed to have, such as the right to vote or to receive fair treatment from the law.

Conscription: commonly known as the draft, it is the compulsory enrollment of men for military service.

Double V Campaign: called for a victory against the Axis powers and their tyranny and a victory against racism at home in the U.S.

Executive Order 8802: Issued by President Roosevelt that no discrimination was allowed in the employment of workers in defense industries or government because of race, creed, color, or national origin.

Fascism: ideology that favors dictatorial government, centralized control of private enterprise, repression of all opposition, and extreme nationalism.

Jim Crow Laws: were state and local laws about racial segregation enacted after the Reconstruction period in the Southern U.S. They fortified racial segregation in all public facilities in the South.

Mustard Gas: type of poison gas used in chemical warfare; it burns the skin and causes fatal respiratory damage.

Racism: prejudice or animosity against people who belong to other races.

Selective Service: an independent agency of the United States government that keeps information on those possibly subject to military conscription.

W.E.B. DuBois: one of the co-founders of the National Association for the Advancement of Colored People; was disappointed in U.S. Government's treatment of African Americans in the military and urged change.

Wereth Eleven: eleven African American soldiers of the 333rd Field Artillery Battalion brutally executed by SS troops after the artillerymen had surrendered.

William H. Hastie: former dean of the Howard University School of Law who worked as a civilian aide to the Secretary of War from 1940 to 1942. He strongly supported the equal treatment of African Americans in the military and their unlimited use in the war effort.

Vocabulary Quiz

Complete the following questions.

- | | |
|--|--|
| <p>_____ 1. Issued by President Roosevelt that no discrimination was allowed in the employment of workers in defense industries or government because of race, creed, color, or national origin.</p> <p>_____ 2. Type of poison gas used in chemical warfare; it burns the skin and causes fatal respiratory damage.</p> <p>_____ 3. One of the co-founders of the National Association for the Advancement of Colored People; was disappointed in U.S. Government's treatment of African Americans in the military and urged change.</p> <p>_____ 4. Prejudice or animosity against people who belong to other races.</p> <p>_____ 5. Commonly known as the draft, it is the compulsory enrollment of men for military service.</p> <p>_____ 6. Called for a victory against the Axis powers and their tyranny and a victory against racism at home in the U.S.</p> <p>_____ 7. Eleven African American soldiers of the 333rd Field Artillery Battalion brutally executed by SS troops after the artillerymen had surrendered.</p> <p>_____ 8. Were state and local laws about racial segregation enacted after the Reconstruction period in the Southern U.S. They fortified racial segregation in all public facilities in the South.</p> <p>_____ 9. Rights a society are supposed to have, such as the right to vote or to receive fair treatment from the law.</p> <p>_____ 10. Ideology that favors dictatorial government, centralized control of private enterprise, repression of all opposition, and extreme nationalism.</p> <p>_____ 11. An independent agency of the United States government that keeps information on those possibly subject to military conscription.</p> <p>_____ 12. Separately trained African American pilots and technical personnel during World War II.</p> <p>_____ 13. Former dean of the Howard University School of Law who worked as a civilian aide to the Secretary of War Henry Stimson from 1940 to 1942. He strongly supported the equal treatment of African Americans in the military and their unlimited use in the war effort.</p> | <p>A. Selective Service</p> <p>B. Double V Campaign</p> <p>C. Racism</p> <p>D. Mustard Gas</p> <p>E. Conscription</p> <p>F. African American Aviation Squadron</p> <p>G. Civil Rights</p> <p>H. Executive Order 8802</p> <p>I. William H. Hastie</p> <p>J. Jim Crow Laws</p> <p>K. W.E.B. DuBois</p> <p>L. Fascism</p> <p>M. Wereth Eleven</p> |
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Vocabulary Quiz *Answer Key*

Complete the following questions.

- | | |
|---|--|
| <p>H 1. Issued by President Roosevelt that no discrimination was allowed in the employment of workers in defense industries or government because of race, creed, color, or national origin.</p> <p>D 2. Type of poison gas used in chemical warfare; it burns the skin and causes fatal respiratory damage.</p> <p>K 3. One of the co-founders of the National Association for the Advancement of Colored People; was disappointed in U.S. Government's treatment of African Americans in the military and urged change.</p> <p>C 4. Prejudice or animosity against people who belong to other races.</p> <p>E 5. Commonly known as the draft, it is the compulsory enrollment of men for military service.</p> <p>B 6. Called for a victory against the Axis powers and their tyranny and a victory against racism at home in the U.S.</p> <p>M 7. Eleven African American soldiers of the 333rd Field Artillery Battalion brutally executed by SS troops after the artillerymen had surrendered.</p> <p>J 8. Were state and local laws about racial segregation enacted after the Reconstruction period in the Southern U.S. They fortified racial segregation in all public facilities in the South.</p> <p>G 9. Rights a society are supposed to have, such as the right to vote or to receive fair treatment from the law.</p> <p>L 10. Ideology that favors dictatorial government, centralized control of private enterprise, repression of all opposition, and extreme nationalism.</p> <p>A 11. An independent agency of the United States government that keeps information on those possibly subject to military conscription.</p> <p>F 12. Separately trained African American pilots and technical personnel during World War II.</p> <p>I 13. Former dean of the Howard University School of Law who worked as a civilian aide to the Secretary of War Henry Stimson from 1940 to 1942. He strongly supported the equal treatment of African Americans in the military and their unlimited use in the war effort.</p> | <p>A. Selective Service</p> <p>B. Double V Campaign</p> <p>C. Racism</p> <p>D. Mustard Gas</p> <p>E. Conscription</p> <p>F. African American Aviation Squadron</p> <p>G. Civil Rights</p> <p>H. Executive Order 8802</p> <p>I. William H. Hastie</p> <p>J. Jim Crow Laws</p> <p>K. W.E.B. DuBois</p> <p>L. Fascism</p> <p>M. Wereth Eleven</p> |
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George Owens Oral History

Well, actually, well, as you know, up until about the 1960s most of the young people left Mississippi particularly and many number of my friends left. Of course, we served in World War II under circumstances that were not ideal. As an officer in World War II, I had no authority that a white private had an obligation to respect. A black officer, a black person could not command white troops until 1948 by President Truman's executive order. When I had served as a second lieutenant, I received good ratings and I served as first lieutenant and received good ratings, but I was serving in a company, a regiment ⁱⁿ ~~rather~~ which had of course, the majority of officers were white, all the troops were black - but we had enough black officers to form one black company. There were about four of us leftover, not enough to form another company, so we were scattered around in other companies. For me, first lieutenant was a deadend because unless you got a company command you couldn't become a captain, and if you got a staff position, it would be commanding some whites and so you couldn't do that. So, a couple of us approached our regimental commander about

that situation. Of course, he was sympathetic, but as we already knew, could really do nothing about that. So, we were saying, why break our backs to get good ratings and good performance records when it's not going to mean anything in terms of promotion. But that was the case, and so I served really all throughout my active duty as a first lieutenant, but there was a regulation which provided that if you had, ^{up to} ~~at~~ the time of your release, had maintained an average rating of excellent for a period of time, then you were to advanced ⁱⁿ ~~to~~ the grade. So, I was released as a captain, but I never served as a captain. So, you have the conditions and a part of that time as an officer, for all of that time as an officer, but we could not go to white officer clubs. We, for a time there in North Carolina, well, of course in Fort ~~Lambert~~ ^{Woods} and in North Carolina for a certain period of time black officers and white officers had separate quarters. Just before we went overseas, maybe six months before, the colonel integrated the Officers' Quarters, but the Officers' Club was never integrated. That applied wherever we went: so the situation was not the ideal either place. So, that just added another thing to the list that needed some attention.

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The Pontotoc County Historical Society is leading efforts to erect a memorial monument at College Hill Cemetery in honor of WWII veteran Jimmy Lee Leatherwood. Members of Leatherwood's family, along with several members of the historical society, visited the cemetery last week, including (l-r) Nelda Cole, Steve Cole, church pastor Ernie Wright, Renn Leatherwood, Bill Wardlaw (Pontotoc County Veterans Service Officer), Jimmie Mae Leatherwood Taylor, Steve Leatherwood, Sarah Naugher, Fred Wicker and Martha Jo Coleman. (Photo by David Helms)

The Pontotoc Progress February 1, 2012. MDAH Archives and Records Services. Used with the permission of The Pontotoc Progress.

UL 1212612 P. 6A

Sen. Inouye's Mississippi legacy is a story worth remembering

In 2001, I had the opportunity to interview U.S. Sen. Daniel Inouye, the Democrat from Hawaii. Over the course of my career in Mississippi journalism, he remains one of the most fascinating individuals that it was my privilege to get to know. Inouye died Dec. 17 at the age of 88. At the time of his death, Inouye was chairman of the U.S. Senate Appropriations Committee and the Senate's president pro tempore — third in the line of succession for the presidency — and the Senate's longest-serving member. He was also a winner of the Congressional Medal of Honor for combat service in the U.S. Army in World War II. Inouye's Mississippi legacy is part of the story of his military honors.

I met Inouye at a 2001 reception prior to the dedication of the new Armed Forces Mu-



SID SALTER

seum on the grounds of Camp Shelby, Mississippi's storied military training camp south of Hattiesburg. At that meeting, I was reminded that heroes come in all shapes, sizes and colors from every racial and ethnic background and from the least likely of people who find themselves in dire circumstances.

Born in Honolulu in 1924, Inouye was at 17 a high school student when the Japanese bombed Pearl Harbor on Dec.

7, 1941. Trained in first aid, he spent the week after the raid attending casualties. Like many Japanese Americans, he petitioned the government to be allowed to prove his loyalty through military service after Pearl Harbor. But anti-Japanese sentiments prevailed until 1943, when he was allowed to enlist as part of the 442nd Central Postal Directory, a U.S. Army regiment in World War II.

Inouye told the crowd at the museum dedication in 2001: "They said we were going to Mississippi. I said: 'Mississippi? They lynch people in Mississippi!' " But he said his train pulled into Hattiesburg and was met by townswomen offering sandwiches, coffee and hot soup. From a Hawaiian paradise with no pests, Inouye

and his 442nd Regiment "Go For Broke!" comrades were introduced at Camp Shelby to "ticks, chiggers and snakes" in sweltering humidity.

The training was tough, made tougher by the resentment of some training officers with a decided anti-Japanese bias. Inouye and his compatriots had to prove their mettle by training harder, longer and stronger than their white counterparts and they did.

On a night's leave to Hattiesburg, Inouye said Saturday to a Mississippi crowd of over 1,200: "The first place I ever danced with a white woman was in Hattiesburg, Mississippi. I do not know where that lady is today, but I wish to say to her 'thank you.' "

The crowd roared in laughter. Inouye turned that laughter to tears when he recounted: "I

learned in Mississippi that America is a good country. I learned that being an American is not a matter of color, but a matter of mind and heart."

Inouye would leave Camp Shelby for duty in Italy and France. On April 21, 1945, Inouye led an assault on a fortified hillside at Colle Muscatello, Italy. Three German machine gun nests opened up on his unit. He took out the three nests in the face of heavy enemy fire but not before that enemy fire cost him his right arm.

Fearing racism in Mississippi 69 years ago, Inouye found hope and hospitality. Inouye was a patriot, a hero and one of the bravest Americans I ever met.

Sid Salter is a syndicated columnist. Contact him at (601) 507-8004 or sidsalter@sidsalter.com.

The Clarion Ledger, December 26, 2012. MDAH Archives and Records Services. Used with the permission of The Clarion Ledger.

PROVING Their Mettle

The 442nd Regimental Combat Team remains one of the most decorated units in Army history.

BY DON VAUGHAN

Go for Broke, by H. Charles McBarron, depicts members of the 442nd Regimental Combat Team fighting against the Germans in France to rescue the "Lost Battalion" in October, 1944.



Military Officer Magazine, May 2012. MDAH Archives and Records Services. Used with the permission of Military Officer and author Don Vaughan.



SUBJECT FILE

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HE SURPRISE ATTACK ON PEARL HARBOR had devastating consequences for Americans of Japanese heritage. A fearful nation looked suspiciously on anyone with

Asian features, and the government wasted no time herding thousands of innocent Japanese-Americans into isolated internment camps.

Suspicion also gripped the U.S. military. Many of the estimated 5,000 Japanese-Americans then in the armed forces were summarily expelled, and those of draft age were classified as 4-C: enemy alien. Japanese-Americans were not al-

lowed to serve in combat until 1943 when the War Department — pressured by the Japanese American Citizens' League and the ACLU — called for the creation of a “combat team of loyal American citizens of Japanese descent.”

When the call for volunteers went out, nisei (second-generation Americans of Japanese ancestry) answered by the thousands. Nearly 10,000 in the Territory of Hawaii volunteered, and 2,686 were accepted. An additional 1,500 volunteers came from the mainland.

“The 4-C classification was seen as a massive insult because

52 MILITARY OFFICER MAY 2012

IMAGES: TOP AND ABOVE, COURTESY U.S. ARMY CENTER OF MILITARY HISTORY; FACING PAGE, COURTESY THE BANCROFT LIBRARY/UNIVERSITY OF CALIFORNIA, BERKELEY; PREVIOUS SPREAD, GO FOR BROKE BY H. CHARLES MCBARRON/COURTESY OF THE ARMY ART COLLECTION, U.S. ARMY CENTER OF MILITARY HISTORY



Members of the 442nd Regimental Combat Team hike up a muddy road in France in October 1944 (above). 522nd Field Artillery Battalion members conduct artillery maneuvers at Camp Shelby, Miss., in July 1943 (inset, facing page). A telephone switchboard operator from the 522nd participates in training at Camp Shelby (below).

CAMP SHELBY 1917-1946

we felt we were good, patriotic Americans,” recalls Sen. Daniel Inouye, who was among the first to volunteer. “So we petitioned the president, asking him to give us the opportunity to demonstrate our love of country.”

The result was the 442nd Regimental Combat Team. Fearless, proud, and highly motivated, it participated in five major battle campaigns in the Mediterranean and European theaters and became one of the most decorated units in Army history.

A challenging beginning

The 442nd was composed of two units: the 442nd Regimental Combat Team and the 100th Infantry Battalion (Separate), which was the first Army unit of Japanese-Americans to be activated during the war. The 100th started as the Hawaiian Provisional Infantry Battalion and comprised men from several units of the Hawaiian National Guard. Activated June 5, 1942, the 100th arrived Sept. 22, 1943, in Salerno, Italy, attached to the 133rd Infantry Regiment, 34th Division.

The 442nd was activated Feb. 1, 1943, at Camp Shelby, Miss., and comprised the 442nd Infantry Regiment, the 522nd Field Artillery Battalion, and the 232nd Combat Engineer Company. The 442nd arrived in Italy in June 1944, attached to the 34th Division. Shortly after, the 100th Battalion was attached to the 442nd to replace the regiment’s missing 1st Battalion. In August, the 100th Battalion officially was redesignated as the 100th Battalion, 442nd Infantry.

Training was not easy for the nisei. Though they shared a common heritage, friction arose in the beginning between those from Hawaii, who spoke a unique dialect, and those from the mainland. In addition, the soldiers faced racism from their fellow soldiers on base and from civilians when they went into town. Fights were common.



SUBJECT FILE

MAY 2012 MILITARY OFFICER 53

SUBJECT FILE

A fighting force

Opinions changed after the soldiers arrived in Italy. It took a while for commanders to grow comfortable with the idea of Japanese-American soldiers, but the 100th Battalion — which had proved its mettle in battles along the Gustav Line and endured 40 days of heavy fighting at Anzio with heavy casualties — soon became one of then-Army Lt. Gen. Mark Clark's favorite units because of its bravery and "go for broke" attitude.

Early in June 1944, the 442nd and the remnants of the 100th hooked up at Civitavecchia, north

of Rome, and later that month took on an entrenched SS battalion near the village of Mount Belvedere. It was the first taste of combat for many in the 442nd and the resulting mayhem, including the death of company commander Capt. Ralph Ensminger, proved shocking. The battle-hardened veterans of the 100th quickly came to their aid and within three hours had destroyed the German battalion.

Inouye recalls the day his unit was to see combat for the first time. He called his men together and asked what they had thought about the night before: "All 11 of them gave the same answer in different ways: 'I hope I don't bring dishonor to the family or the country.' 'I hope I don't turn coward.' Not one of them said, 'I hope I don't get killed or injured.'"

Combat became a daily routine for the 442nd. The regiment drove the Germans from Hill 140, fought

its way across the Cecina River, and took Castellina in its drive toward the Gothic Line. Those who led them sang their praises. "They were superb!" said Army Gen. George Marshall at the time. "They showed rare courage and tremendous fighting spirit. Everyone wanted them."

It was in France, however, the 442nd proved to the world what an exemplary fighting force it had become. In October 1944, it was called upon to rescue 275 members of the 1st Battalion, 141st Regiment, who had found themselves surrounded by German troops on a hill in the Vosges Mountains overlooking the town of La Houssiere.

"Many of us looked at this as the opportunity we had been waiting for," Inouye notes. "We were willing to stand in harm's way knowing we might lose our lives or a limb to carry out our orders. [The mission] was not easy because everything was uphill. Our casualties were high."



Members of the 100th Infantry Battalion in bivouac (left) prepare to go into the front lines for their first contact with the Germans in France in October 1944. In Italy in April 1945, 442nd Regimental Combat Team members run for cover from a German artillery shell (below).



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The Lost Battalion

By then, the 442nd had developed a reputation as a tough fighting unit. In September, it had been pulled from northern Italy and sent to France to strengthen the 36th Division. It was placed under the command of Army Maj. Gen. John Dahlquist.

Dahlquist earlier had insisted the Germans had been driven from the mountain forest and unwittingly pushed the 1st Battalion, 141st Infantry, 36th Infantry Division, into the thick of German-held territory. Surrounded by an overwhelming force, members of the “Lost Battalion” dug in as best they could and waited to be rescued.

Attempts at a breakthrough by the 2nd and 3rd battalions of

the 141st were met by a withering defense. The Germans were well-hidden, heavily armed, and deeply entrenched. Dahlquist canceled a scheduled rest period for the exhausted 442nd and ordered its three battalions into the mountain forest.

The trapped soldiers were just five miles away, but getting to them involved a slow, brutal slog. A French partisan led the rescue team through the darkness as German soldiers fired on them from nearby ridges. Fog prevented air support, and most

of the forest paths were too small for tanks. The 442nd was on its own.

The soldiers covered two miles the first day. On the second day, the 2nd Battalion moved northward to drive the Germans off a hill that overlooked the valley through which the rest of the 442nd was moving. Meanwhile, those on the low ground suffered a vicious enemy artillery barrage — and still managed to put another mile behind them.

The next day, the 442nd started to engage the Germans in a courageous battle. Fighting through another artillery barrage, the 3rd and 100th battalions broke through a mined roadblock at an area the soldiers called “the Crossroads.”

In the early afternoon, companies B, I, and K of the 3rd Battalion fought their way up a forested ridge bracketed by steep drop-offs. The Lost Battalion was just a mile away, but nearly 700 Germans were positioned between them and their rescuers.

When a flanking maneuver failed, Dahlquist ordered a full frontal assault, which [CONTINUES ON PAGE 70]

Members of the 442nd honor fallen comrades at a ceremony in France in 1944 (above left). Then-Army Lt. Gen. Mark Clark, of the 5th Army, right, pins Presidential Distinguished Unit Citation awards on members of the 100th Infantry Battalion in Italy in July 1944 (above right).

CAMP SHELBY 1917-1946



President Barack Obama signs a bill Oct. 5, 2010, to grant the Congressional Gold Medal collectively to the 100th Infantry Battalion and 442nd Regimental Combat Team in recognition of their service in World War II.

PHOTOS: ABOVE, PETE SOUZA/OFFICIAL WHITE HOUSE PHOTO; REMAINING PHOTOS THIS SPREAD, COURTESY U.S. ARMY CENTER OF MILITARY HISTORY

SUBJECT FILE

was led by a recently arrived tank that fired into the trees. The Germans responded with brutal counterfire, resulting in numerous American casualties. Angry and frustrated, the nisei soldiers decided they'd had enough. After ordering bayonets fixed, Army Lt. Col. Alfred [CONTINUES ON PAGE 75]



Interrogation by Edward R. Landing

The Nisei's Secret Service

Not all Japanese-American volunteers were placed with the 442nd. An estimated 6,000 served in the Military Intelligence Service (MIS), attached to the Allied Translator and Interpreter Section as linguists and in other noncombat positions.

In the Pacific theater, nisei soldiers interpreted captured enemy documents and assisted in the interrogation of prisoners. One of their greatest achievements was translating Japanese documents known as the "Z Plan," which dealt with Japan's counterattack strategy. This breakthrough led to several Allied victories, including the Battle of the Philippine Sea and the Battle of Leyte Gulf. In addition, the MIS interception of a message regarding Adm. Isoroku Yamamoto's flight plans allowed American fighter planes to kill Yamamoto over Bougainville Island April 18, 1943.

CAMP SHELBY 1917-1946

informationexchange

Reunions

Army

34th Inf Div Assn, Tri-State Chapter, July 13-15, Philadelphia. Contact: D. Andrews, 262 Florida Ave., Amsterdam, NY 12010, (518) 843-3731, dandrew6@nycap.rr.com, <http://34infdiv.org/tristate/tl202.pdf>.

11th and 328th Transportation Co (Lt Hel) Society of the First Inf Div "Big Red One," Aug. 1-5, Memphis, Tenn. Contact: Society of the First Infantry Division, PO Box 607, Ambler, PA 19002, (215) 661-1969, fax: (215) 661-1934, sociid@aol.com, www.1stid.org.

Arizona Army Security Agency Assn, Aug. 17-19, Tempe, Ariz. Contact: D. Waldmann (520) 378-0159, dwaldmann@cox.net, www.az-asa.org.

148th Inf Rgt, 37th Div, Aug. 24-25, Port Clinton, Ohio. Contact: S. Whitercraft, (419) 203-8340, ckst@watchtv.net.

U.S. Army Air Corps Pilot Classes of WWII (formerly of 1944), Sept. 3-9, Dallas. Contact: S. Yost, 13671 Ovenbird Dr., Fort Myers, FL 33908, (239) 466-1473.

Vinh Long Outlaws Assn (62nd Avn Co, Co A 502nd Avn Bn, 175th Assault Helicopter Co, and All Attached Units), Sept. 6-10, Savannah, Ga. Contact: B. Koonce, (253) 537-4818, potteryperson@aol.com, www.vinhlongoutlaws.com.

14th Cav Assn, Sept. 20-23, Fort Riley, Kan. Contact: M. Whipps, 3800 NE 72nd Ave., Portland, OR 97213, (503) 954-1864, opcen@14cav.org, www.14cav.org.

178th Assault Support Helicopter Co "Boxcars," 132 Assault Support Helicopter Co "Hercules," 400th Transportation Co, and Associate Members, Sept. 26-30, Williamsburg, Va. Contact: J. Engle, 110 Blue Heron Rd., Shiloh, NC 27974, (252) 336-4201, walrus10@earthlink.net.

57th Bomb Wing Army Air Corps (WWII), Sept. 28-Oct. 2, Baltimore. Contact: P. Cosby, 82836 Crosby Dr., Indio, CA 92201, (760) 625-7996, daveandpam9@aol.com.

3rd Bn, 16th Field Arty "Rolling Thunder" (Vietnam, Iraq, and Afghanistan), Oct. 3-6, Fort Sill, Okla. Contact: D. Rush, (405) 664-0260, rprush@att.net.

7th Bn, 13th Arty (Vietnam), Oct. 10-14, Lexington, Ky. Contact: R. Adams, (859) 806-5199, ladams08@insightbb.com, or J. Taylor, (603) 284-6617, jontaylor39@yahoo.com.

13th Engr (C) Bn, 7th Inf Div, Oct. 11-13, Chattanooga, Tenn. Contact: B. Quinton Sr., (727) 323-1144, bquinton@tampabay.rr.com.

Marine Corps

5th Marine Div Assn (WWII and Vietnam), Aug. 26-31, Reno, Nev. Contact: T. Kalus, 98-1927 Wilou St., Aiea, HI 96701, (808) 486-5004, or D. Pack, 32175 SW Laurel Rd., Hillsboro, OR 97123, (503) 545-7899, dalep@upwardaccess.com.

Navy

USS Boston (CA-69, CAG-1, SSN-703), July 12-15, Buffalo, N.Y. Contact: A. Hebert, PO Box

816, Amherst, NH 03031, (603) 672-8772, www.ussboston.org.

USS Basilone (DDE/DD-824), July 24-27, Syracuse, N.Y. Contact: P. Poplaski, (315) 457-6847, pepumk8@aol.com.

VP-90, July 26-29 Naval Station Great Lakes, Ill. Contact: J. Larson, (702) 630-9812, johnlar1@cox.net.

USS Jouett (DLG/CG-29), Aug. 15-19, Portland, Ore. Contact: T. Smith, (360) 798-0816, mtsmith351@q.com.

Submarine Vets Convention, Sept. 2-9, Norfolk, Va. Contact: J. Kennedy, (757) 872-9938, <http://ussvi-2012convention.com>.

USS Haverfield (DE/DER-393), Sept. 10-14, Las Vegas. Contact: J. Cvetkovic, 135 Grandview, Henderson, NV 89002, (702) 564-3131, jcvetkovic@aol.com.

USS Benner (DD/DDR 807), Sept. 12-16, Pittsburgh. Contact: J. Conwell, 3221 Greentree Cir., New Castle, PA 16105, (724) 658-3615, jaknmare@yahoo.com.

USS Fulton (AS-11) Assn, Sept. 12-16, Dallas. Contact: R. Schwartzkoff, (512) 267-3183, chris41ron@att.net.

USS San Jose (AFS/TAFS-7), Sept. 12-16, Rapid City, S.D. Contact: J. Ostronic, 1281 No. 100 Rd., Lawrence, KS 66047, (785) 550-1523, joeostronic@sbcglobal.net.

USS Bon Homme Richard (CV/CVA-31) Ship Co and Air Gps and USS Bon Homme Richard (LHD-6), Sept. 13-15, Washington, D.C. Contact: F. Pulliam, 2849 E. Pine St., Deming, NM 88030, (417) 684-1358.

USS Kirkpatrick (DER-318), Sept. 16-20, Annapolis, Md. Contact: H. Meeker, 19413 N. 86th Dr., Peoria, AZ 85382, (623) 566-6103, hsmaz@aol.com.

USS Elokomin (AO-55), Sept. 25-28, Norfolk, Va. Contact: R. O'Sullivan, 25 Denny St., Dorchester, MA 02125, (617) 288-3755, theloman@verizon.net.

AE/AOE Sailors Assn, Sept. 26-30, Baltimore. Contact: H. Lamb, 9341 Wallingford Dr., Twinsburg, OH 44087, (330) 425-0760, hdeanlamb@roadrunner.com.

USS Nautilus (SSN-571), Sept. 27-30, Groton, Conn. Contact: B. Childs, 610 Woodland Dr., Clinton, TN 37716, (865) 384-6105, robertchilds@gmail.com.

USS Marshall (DD-676), Sept. 30-Oct. 3, Baton Rouge, La. Contact: J. Butchko, (614) 279-2248, jjbutchko39@sbcglobal.net.

Landing Ship Sqdn 9, Oct. 10-14, San Diego. Contact: R. Krebs, rkrebs318@gmail.com, www.1stsqadron9.com.

USS Lloyd Thomas (DDE/DD-764), Oct. 1, Charleston, S.C. Contact: B. Scherrer, 4812 Admiration Dr., Virginia Beach, VA 23464, (757) 467-6270, scherrerva@aol.com.

USS West Point (AP-23), Oct. 1-5, Charleston, S.C. Contact: E. Barton, 105 Schooner Bend Ave.,

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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 *Comparing Soldiers in World War II*

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: First Impressions</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>Activity Two: Drafted!</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>Activity Three: The Impact of Discrimination</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 Unit</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.

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