

Rationing, “Rosie the Riveter”, and the Tuskegee Airmen

SS5H6: The student will explain the reasons for America’s involvement in World War II.

e. Describe the effects of rationing and the changing role of women and African Americans; include “Rosie the Riveter” and the Tuskegee Airmen.

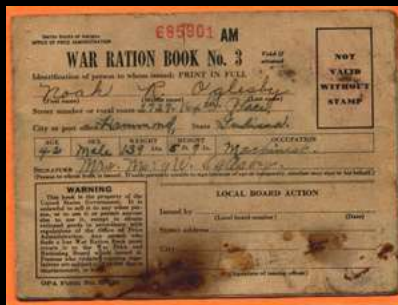
The War At Home: Rationing

- While the US soldiers were away fighting in Europe and the Pacific, citizens at home did their part.
- The military needed weapons and supplies.
- Production increased which made the economy boom!!!!
- Citizens started looking for ways to conserve goods so that more could go to the soldiers.
- People planted victory gardens, where they raised their own vegetables.



The War At Home: Rationing

- Some voluntarily decided not to eat meat on certain days of the week.
- Citizens collected rubber, copper, steel, and other goods to be recycled.
- The government did their part as well; it used rationing to limit how much citizens could buy.
- This forced people to conserve certain goods.
 - Scarce items people had to ration included: coffee, meat, butter and even shoes!
 - In a way, this started recycling!



The Changing Role of Women: “Rosie the Riveter”

- Women's role in society changed during the war!
- How? Over 275,000 women served in the United States military.
- The largest military division of women was the Women's Army Corps (WAC).
- Military women served in nearly every role except combat.
 - They became pilots and flew bombers from the US to bases in Europe, others became mechanics, truck drivers and office workers.
- Civilian women played an important part in the war effort at home.
- Many of the nation's men left their jobs to join the fight; however the country still needed workers to produce goods.



The Changing Role of Women: “Rosie the Riveter”

- Thousands of women filled the gap by working in the nation's factories and industries.
 - These were jobs women usually did not do. They worked in places like farms, aircraft building factories, shipyards and offices.
- “Rosie the Riveter” became the symbol for working women.
- She was a fictional character on government posters that encouraged women to go to work and help production.



Rosie the Riveter Song

<http://www.mcneilmusic.com/music/RosieThe.mp3>

All the day long,
Whether rain or shine,
She's a part of the assembly
line.
She's making history,
Working for victory,
Rosie the Riveter.

Keeps a sharp lookout for
sabotage,
Sitting up there on the
fuselage.
That little girl will do more than
a man will do.
Rosie the Riveter.

Rosie's got a boyfriend, Charlie.
Charlie, he's a Marine.
Rosie is protecting Charlie,
Working overtime on the riveting
machine.

When they gave her a production
"E,"
She was as proud as she could
be.
There's something true about,
Red, white, and blue about,
Rosie the Riveter.



Minorities: African Americans- The Tuskegee Airmen

- The need for workers broke down some racial barriers. Many African American, Hispanic Americans, Native Americans and other minorities worked on farms and in factories to help with wartime production.
- The Tuskegee Airmen were African American fighter pilots.
- They trained at Tuskegee Institute Alabama.
- Because they were black, they were segregated from the white troops.
 - They had to go through a difficult training program.



Minorities: African Americans- The Tuskegee Airmen

- These men became a well-respected, elite unit.
- They flew alongside bombers traveling to Europe to protect them.
- The Tuskegee Airmen protected every US bomber they escorted during the war. No other squadron could make this claim during World War II.
- Native American marines became known as code talkers.
- They developed a coded radio language based on the Navajo language.
- Code talkers played an important role in secret communications, because the Japanese never figured it out.



The War and Racism

- African American men served honorably, but still remained segregated from white soldiers.
- They served in all-black units under the command of white officers.
- On navy ships and army posts, African Americans were usually assigned small tasks like cooking.
- Many African Americans were upset that the government expected them to fight for a country that did not give them equal rights.
- These soldiers returned home no longer willing to accept inequality.



The War and Racism

- One of the most tragic events of WWII was the internment (imprisonment) of Japanese Americans.
- After Pearl Harbor, many in the US government feared that Japanese Americans would help Japan.
- To avoid spying and sabotage (when someone damages weapons or machines on purpose), President Roosevelt signed an executive order.
- This order called for the government to relocate thousands of Japanese Americans to internment camps (government camps).
- Many Japanese Americans had to leave their homes.
- Some lost their jobs or their own businesses.



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The War at Home: Rationing



“Rosie the Riveter”



The War At Home: Rationing

-While the US soldiers were away fighting in _____ and the _____, citizens at home did their part. The military needed _____ and _____. _____ increased which made the _____ boom!!!!

-Citizens started looking for ways to _____ goods so that more could go to the _____. People planted _____, where they raised their own vegetables. Some voluntarily decided not to eat _____ on certain days of the week. Citizens collected rubber, _____, steel, and other goods to be _____. The government did their part as well; it used _____ to limit how much citizens could buy. This forced people to conserve _____ goods. (Scarce items people had to ration- coffee, meat, butter and even shoes!) In a way, this started recycling.

The Changing Role of Women: “Rosie the Riveter”

-Women’s role in _____ changed during the war! How? Over _____ women served in the United States military. The largest military division of women was the _____ (WAC). Military women served in nearly every role except _____. (They became pilots and flew bombers from the US to bases in Europe; others became mechanics, truck drivers and office workers)

- _____ women played an important part in the war effort at home. Many of the nation’s _____ left their jobs to join the _____; however, the _____ still needed workers to _____ goods. Thousands of _____ filled the gap by working in the nation’s _____ and _____. (These were jobs women usually did not do. They worked in places like farms, aircraft building factories, shipyards and offices)

-“Rosie the _____” became the symbol for working women. She was a fictional character on government posters that encouraged _____ to go to work and help _____.

The Tuskegee Airmen



The War and Racism



Minorities: African Americans- The Tuskegee Airmen

-The need for workers broke down some racial barriers. Many _____, _____ Americans, Native _____ and other minorities worked on farms and in _____ to help with wartime production. --The _____ were African American fighter pilots. They trained at Tuskegee Institute in _____. Because they were _____, they were _____ from the white troops. They had to go through a difficult training program. These men became a _____, elite unit. They flew alongside _____ traveling to _____ to protect them. The _____ protected every US _____ they escorted during the war. No other squadron could make this claim during World _____ II.

- Native American Marines became known as _____. They developed a coded radio _____ based on the Navajo language. Code talkers played an important role in secret communications, because the _____ never figured it out.

The War and Racism

- African American men served _____, but still remained segregated from _____. They served in all-black units under the command of _____ officers. On navy ships and _____ posts, African _____ were usually assigned small tasks like _____. Many African Americans were upset that the government expected them to _____ for a country that did not give them _____ rights. These soldiers returned home no longer willing to accept _____.

- One of the most tragic events of WWII was the internment of _____ Americans. After _____ Harbor, many in the US government feared that Japanese Americans would help _____. To avoid spying and _____ (when someone damages weapons or machines on purpose), President Roosevelt signed an _____. This order called for the _____ to relocate thousands of _____ Americans to internment _____ (government camps). Many Japanese Americans had to leave their _____. Some lost their _____ or their own _____.