Directions for Creating a Newscast

1. Make sure your group has **Placard 3.1A** and a corresponding page of **Student Handout 3.1B**.

2. Make sure all group members know their roles.

3. Read and discuss the press release for your American group on **Student Handout 3.1B** and examine the picture on **Placard 3.1A.**

4. Brainstorm ideas for a five- to seven-minute newscast that shows the impact of World War II on your American group. Your newscast must include

   - a lead story that shows the most striking way in which the group was affected by the war
   - a secondary story that shows other effects of the war on the group
   - a human interest story that focuses on an individual and how he or she was impacted by the war

   Determine the order of possible stories based on their importance. For example, the most important story should be the lead story.

5. Determine how to incorporate the picture on **Placard 3.1A** into your newscast. You may to use it as a backdrop for the newscast or as part of a single news story.

6. Write the stories for the newscast. Include quotes from **Student Handout 3.1B** where appropriate.

7. Plan the presentation of the newscast, and gather props for the presentation. You may want to include music, costumes, advertisements, or special bulletins to make your presentation as authentic as possible.

8. Rehearse all parts of the presentation.

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Groupwork Roles

News Director Makes sure all aspects of the newscast are completed on time. Solicits ideas from all group members for all parts of the newscast. Leads group in deciding which stories the newscast will cover and how the image will be integrated into the newscast. Performs as an eyewitness in the human interest story if needed.

Anchor Helps News Director decide which stories to include in newscast. Leads the group in creating the lead story. Writes the lead story. Reports on the lead story during the newscast. Engages in social chit-chat with Co-Anchor at the end of the newscast.

Co-Anchor Helps News Director decide which stories to include in newscast. Leads the group in creating the secondary story. Writes the secondary story. Reports on the secondary story during the newscast. Engages in social chit-chat with Anchor at the end of the newscast.

On-Scene Reporter Helps News Director decide which stories to include in newscast. Leads the group in creating the human interest story. Writes the human interest story. Rehearses the interview with Interviewee before the newscast. Reports on the human interest story and conducts interview during the newscast.

Interviewee Helps News Director decide which stories to include in newscast. Helps On-Scene Reporter write the human interest story. Rehearses the interview with On-Scene Reporter before the newscast. Acts as the subject of the human interest story.

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Press Release on African Americans During World War II

African Americans' response to the outbreak of World War II was ambivalent. Unlike in World War I, when African-American leader W.E.B. Du Bois had urged his people to set aside their grievances and rally to the war effort, the African-American leadership supported fighting World War II on two fronts: "victory over our enemies at home and victory over our enemies on the battlefields abroad." One African-American newspaper declared, "Our war is not against Hitler in Europe but against the Hitlers in America." After the attack on Pearl Harbor in 1941, an African-American sharecropper reportedly told his landlord, "By the way, Captain, I hear the Japs done declared war on you white folks."

African Americans fought this dual fight both on the home front and in the military, with some success. The increase in war production provided good jobs for African Americans. Around two million worked in aircraft factories, steel mills, and shipyards. For the first time, African-American women were able to find jobs other than as domestic servants and farm laborers. They joined the war effort by taking positions in factories.

Migration of African Americans in search of work from the South to northern and western cities continued to change the nation's demographic map. While African Americans' contribution to the war industry was significant, white workers resented their competition for jobs. In addition, the influx of African Americans to the North aggravated housing shortages, causing further resentment from many whites. This resentment sometimes led to violence. In 1943 race riots broke out in Los Angeles, New York, and, worst of all, Detroit. In Detroit, 25 African Americans and 9 whites died in a riot that took place as African-American families attempted to move into a new federal housing project. One African-American woman from Detroit observed, "There ain't no North any more. Everything now is South."

Discrimination also continued to plague the more than one million African Americans in the armed forces. While, unlike during World War I, most African Americans were admitted as soldiers rather than as kitchen help and waiters, those in the navy were given jobs as porters. African Americans served under segregated and discriminatory conditions. Military policy stipulated that white officers would command African-American units of soldiers. Military leaders argued: "Leadership is not imbedded in the negro race yet and to try to make commissioned officers to lead men into battle—colored men—is only to work a disaster to both." In training camps, African-American soldiers had segregated mess halls, movie houses, and recreation facilities. As General George Marshall saw it, desegregation of the army would destroy morale "established by the American people through custom and habit."

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Throughout the war, African-Americans soldiers were regularly humiliated on the home front. One GI, Lloyd Brown, recalled the greeting he and some others received in a lunchroom on the main street in Salina, Kansas: "As we entered, the counterman hurried to the rear to get the owner who hurried out front to tell us with urgent politeness: 'You boys know we don't serve colored here.' Of course we knew it. They didn't serve 'colored' anywhere in town.... We ignored him, and just stood there inside the door, staring at what we had come to see—the German prisoners of war who were having lunch at the counter.... We continued to stare. This was really happening!... The people of Salina would serve these enemy soldiers and turn away African-American GIs."

Despite the continued discrimination, African Americans made significant progress in civil rights during the war. In early 1941—following the threat of a march of 100,000 African Americans on Washington DC, to protest prejudice against African-American workers—Roosevelt issued Executive Order 8802 banning discrimination in all government agencies, job training programs, and companies doing business with the federal government. It also established the Fair Employment Practices Commission (FEPC) to insure equal treatment for African Americans and other minorities in war industries. The immediate results for African Americans were limited. Following the war, when GIs returned to the jobs they had left, many African Americans were pushed out of the positions they had assumed during the war.

Still, experiences during World War II planted the seeds for future change. Positive overseas experiences made African-American servicemen less willing to accept racial restrictions at home. While the prejudice of many Americans, including government officials and police officers, tended to override the new laws, the legislation set a new precedent for civil rights. In addition, public horror over the slaughter of six million Jews during the Holocaust forced many to reassess the United States' own racial policies.

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Press Release on Children During World War II

Shortly after the United States entered the war, President Roosevelt declared in a fireside chat that there is "one front and one battle where everyone in the United States—every man, woman, and child—is in action. That front is right here at home." Children on the home front rallied to the war effort by participating in scrap-metal drives, earning money for war bonds, and joining the labor force. They were also impacted by the war in profound ways because of unprecedented family mobility, widespread employment of women, and the prolonged absence of fathers called to service.

Family mobility during the war created numerous challenges for families and children. In the three and one-half years after the United States joined the war, 12 million men left home to enter the armed services and more than 15 million civilians moved to new homes. Most of them moved to industrial centers in search of jobs, but some moved to be closer to military bases. Thus, millions of American children had to adjust to being uprooted from familiar surroundings, to the prolonged absence of their fathers, and to reduced attention from their parents. One of the most difficult adjustments for families was the loss of a father to the armed services and the constant anxiety about his safety and well-being.

In addition, as upward of 16 million women worked full time outside the home during the war, more and more children were separated from both parents for long periods. Due to the near-absence of supportive community services such as childcare centers and communal kitchens, children sometimes suffered from diminished attention or even neglect. And, since many schools were overcrowded, some children could only attend school for half the day. The children left to fend for themselves while their mothers worked were called "latchkey children" or "eight-hour orphans" and were a cause for great concern. In 1940 Congress passed the Lanham Act to give federal aid to communities that had to accommodate large war-related populations. The act provided funds for daycare centers, hospitals, sewer systems, police and fire-fighting facilities, and recreation centers. But care was provided for only 107,000 children. Many children who did not receive care wandered the streets or were locked in cars or sent to all-day, and sometimes even all-night, movies. In one area devoted to war industry in Los Angeles, one social worker discovered 45 infants locked in cars in a parking lot.

The war also changed the lives of many adolescents. Between 1940 and 1944, the number of teenagers attending school declined by 12.5 million, and most who left school took jobs. As a result, the previous trend toward reduced child labor was temporarily reversed. The number of teenage workers spiraled from one to over three million—one-third of their age group—which meant that four times as many 14- and 15-year-old girls were working at the end of the war than at the start. Not only were more young people working, but they were performing heavier work in industries such as manufacturing.

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The wartime increase in child labor meant the loss of education for children, as well as an increase in illegal employment. In New York, for example, the number of boys and girls illegally employed jumped by nearly 400 percent. A survey of pinsetters in bowling alleys showed that "boys as young as nine years go to the alleys after school, eat supper in an upstairs or back room, and work until midnight on school nights and until 3 or 4 o'clock in the morning on Sunday." Working for long hours, and late at night, left children fatigued during school and contributed to the increasing number of students who did not finish school.

One indicator of the difficult adjustments children had to make during the war was the surge in juvenile crime. Juvenile arrests climbed 20 percent nationwide in 1943. In San Diego, arrests increased 55 percent for boys and 355 percent for girls. Promiscuity rose among young women, and many girls became prostitutes. Arrests for the crime soared 68 percent. Among boys, theft was the most common crime, but vandalism and violence were also problems.

Perhaps due to statistics on crime and dropout rates, the massive positive contributions children made to the war effort were often overlooked or minimized. Taking part in home-front activities provided children with a real sense of involvement in the war. Children gave their own nickels and dimes to buy war stamps and bonds, ultimately contributing over 100 million dollars to the war effort. They also took a particularly active role in community drives to collect scrap metal, paper, and rubber, all of which were needed to meet the rapid growth of U.S. industrial production. Heeding the words of a Bing Crosby song that said, "Junk ain't junk no more/Cause junk can win the war," children launched tireless efforts to collect scrap metal to be converted into bombs and shells. Giving themselves such names as the "Tin-Can Colonels" and "Uncle Sam's Commandos," groups of children rummaged through attics, emptied garages, and pulled their wagons through the streets looking for discarded pots, pans, tin cans, bedsprings, and other scrap metal. They even made door-to-door collections of aluminum.

Children also collected waste paper, which was made into the cartridge belts used to carry ammunition. In Chicago schools, for example, every Wednesday was "Paper Day" and students brought bundles of newspapers to school where the teacher measured them. The student who brought the thickest pile of papers was awarded a gold pin for the week. In just five months, Chicago schoolchildren collected 18,000 tons of newspapers. The Boy Scouts were another group that was particularly responsive to the call for rubber and scrap metal, collecting a total of 109 million pounds of rubber and 370 million pounds of scrap metal.

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Press Release on Consumers During World War II

After the long years of the Great Depression, during World War II in the 1940s Americans found the themselves enjoying a quality of life that many of them could barely remember. The production of war materials stimulated the economy and created thousands of jobs. Since the war was not fought on U.S. soil, the Allies became dependent on the United States for food, supplies, and military goods. As a result, business and farm profits more than doubled between 1939 and 1943, and wages and salaries rose by 135 percent between 1940 and 1945. At every level of society men, women, and even children had money to spend. In spite of rationing, shortages, and price controls, most Americans were excited about their increased income. However, they were also frustrated by wartime shortages that denied them many of the goods they wanted. Savings accounts ballooned.

Immediately after the bombing of Pearl Harbor in 1941, a race for consumer goods began. Americans began to stock up on goods at a record rate, propelled by rising incomes and prices and rumors of shortages, rationing, and controls. Studies showed that Americans were hoarding many things. These included food, rubber goods, household supplies, and other miscellaneous items, such as rifles and shotgun shells and typewriters.

The Roosevelt administration recognized that in this atmosphere, inflation could become a major problem. To combat inflation, he considered instituting controls on prices of goods. However, government price fixing was unprecedented in U.S. history. Many felt that it conflicted with the American tradition of a free market, and there were heated debates in Congress over the issue. After several months of debate, Congress passed the Price Control Act in January 1942. As a result, the Office of Price Administration (OPA) was established to set controls on consumer goods that were in short supply. The OPA set controls on a wide variety of consumer goods, fixed rents, and created a system of rationing for products such as sugar, coffee, meat, and butter. By the time the controls were authorized, prices had already risen about 25 percent. While prices continued to rise slightly on the goods with price ceilings, the act did curtail serious inflation.

Under the rationing system, consumers were given a specific number of coupon books and stamps that stipulated their ration of goods. Used to having access to as many goods as they could afford, many Americans were frustrated by the limits placed on their spending. Rationed goods included tires, fuel oil, and gasoline, which was limited to three gallons per person per week. Since it limited people's mobility, gasoline rations were especially unpopular. In addition, almost every staple in the American diet was strictly rationed by a point system. Meat, coffee, butter, cheese, and sugar were rationed by assigning a point value to each good. To purchase food, consumers paid their grocer a combination of money and stamps, each of which was worth a certain number of points.

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The rationing system created a huge accounting problem. Grocers had to deal with billions of tiny stamps each month. They paid the stamps to wholesalers to get more food, and the wholesalers in turn gave the stamps to banks to get credit to buy more food. The system also gave rise to "black market" activity that catered to dissatisfied consumers willing to pay well above the prices set by the OPA on rationed items. For example, boneless ham sold on the black market for $1.25 a pound, almost twice its legal price ceiling. Women's nylon stockings could be purchased on the black market for $5 a pair.

During the war, many Americans struggled to overcome the inconveniences they faced due to shortages and rationing. To aid them, *Gourmet,* a food journal, was created just as the war began. Wine connoisseurs were advised to turn their attention from European wines to California wines. The spice trade was stopped as a result of the war, so the journal featured instructions on how to cultivate an herb garden and adapt favorite recipes. Smoked salmon was declared one of the few gourmet appetizers left since the end of the caviar trade. *Gourmet* encouraged the use of wild game, such as venison and rabbit, to release domesticated meats for other uses. At Easter time, the magazine quoted the following verse: "Although it isn't / Our usual habit, / This year we're eating / The Easter Rabbit."

Besides diet and mobility, rationing also affected American clothing. The War Production Board, worried about wool supplies, issued an order forbidding the inclusion in men's suits of an extra pair of trousers, a vest, patch pockets, or cuffs. It called for the manufacture of only single-breasted and somewhat shorter jackets with narrower lapels. Women's fashions were similarly affected by the war. As cotton, wool, and nylon supplies dropped, the government ordered that skirts be designed without pleats, and dresses be fastened without the use of zippers, to save precious materials. In addition, cloth in women's bathing suits was reduced by 10 percent, changing the fashion from the billowing bathing skirts of the 1930s and concentrating on two-piece rather than one-piece outfits.

In the spirit of economizing for the war effort, consumers began to recycle waste products. Households eagerly collected tin cans and any objects containing bronze or steel to recycle for war materials. Silk stockings were turned into powder bags for naval guns. Paper was collected to make packing cartons. Old tires were collected to make gas masks and other war materials. Bacon grease was collected at the butcher shop to use in making ammunition.

Americans planted gardens in any open space available to grow produce for themselves. The government wanted to ship as many farm products as possible to the Allies overseas. As a result, Americans at home were urged to plant "victory gardens." This was yet another way Americans could show support for the war effort.

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Press Release on GIs During World War II

When the United States declared war on Japan and entered World War II, the government moved swiftly to build up a fighting force. Millions left their homes to be trained as soldiers in military installations. Six million men and women volunteered for service. Another 10 million were drafted. For the first time in U.S. history, women were permitted to volunteer for noncombat duty. By the war's end, more than 200,000 women had served in the armed forces.

American soldiers were the best-equipped soldiers in the world. Each was furnished with clothing for all occasions and climates, as well as equipment to survive life on the front. Because they wore "government issue" or "GI" outfits, World War II servicemen were nicknamed "GIs." Despite the equipment, the transition from civilian life to military life was quick and shocking. Soldiers were required to prepare for combat duty, which included land, air, or sea duty. Many soldiers sought alternatives to combat, including officer-training school and special vocations such as foreign-language translation and health care.

Life in the service was a mixture of high stress and boredom. While in training, or in between attacks, the men lived at various military posts, some of which were converted school buildings, quickly constructed shelters, or ships. There they were responsible for the daily chores of housekeeping—mopping, washing laundry, mending uniforms, dishwashing, and hauling garbage. There was little privacy, as many men lived together in small rooms.

Homesickness among soldiers was prevalent. Consequently, mail was an important part of military life. Because of the amount of mail to be transported overseas, a new small, lightweight letter form called V-mail was designed. V-mail reduced the precious space that letters took up on supply ships crossing the Atlantic. Soldiers carried the letters they received with them for weeks, and often even memorized them. However, even mail was not immune from the surveillance of soldiers' superiors. All mail was censored by the army so as not to release any secrets of troop movement or operation.

GIs were affected by warfare in different ways. Combat training and experience on the battlefront hardened some soldiers, making them effective in battle. One pilot was quoted as saying, "It would be nice...to get home...and stretch my legs under a table full of Mother's cooking.... But all I want to do is beat these Nazis...so we can get at those little Japs...." For others, combat was more of a question of survival. As one GI said, "You shoot him in the back, you blow him apart with mines, you kill or maim him...with the least danger to yourself. He does the same to you...and if you don't beat him at his own game you don't live." Still others became repulsed by the killing and sought to turn away from the war.

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One soldier stated, "No normal man who has smelled and associated with death ever wants to see any more of it.... The surest way to become a pacifist is to join the infantry."

The GIs overseas, many of whom had never traveled outside the United States, shared one obsession: returning home. Faced with homesickness and the monotony of life in the military bases, they longed to return to a place where daily life, including the food, was familiar. One war correspondent wrote, "Our men...are impatient with the strange peoples and customs of the countries they now inhabit. They say that if they ever get home they never want to see another foreign country." According to the *New York Times,* some soldiers longed for the place "where the thermometer goes below 110 at night...where there are chocolate milkshakes, cokes, iced beer, and girls." One GI complained about British food, stating, "What wouldn't I give right now for a piece of bread spread with soft butter, heaped with American peanut butter, and accompanied by a big glass of ice-cold milk!"

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