

Gallery Walk Exhibits

Why were women drawing lines on their legs during WWII?

To find out, scan the QR Code provided or visit:

<https://rosietheriveter.net/wwii-and-the-nylon-riots/>



Minorities: Women's Exhibit



Scan the QR code provided or visit:

<https://www.youtube.com/watch?v=FTBooz2Qq9w>

to hear the contributions of women during WWII and to listen to the song "Rosie the Riveter".



Minorities: Women's Exhibit

- 1) Why were women drawing lines on their legs during WWII?
- 2) What war materials were made with Nylon during WWII?
- 3) Name 1 way women were involved in the war effort?
- 4) Listen to the song, “Rosie the Riveter”. Describe the tone and subject of this song?
- 5) Who was “Rosie the Riveter”- what did she represent?

Minorities: Women's Exhibit

Why were women drawing lines on their legs?

On October 24, 1939, nylon stockings made their premiere in Wilmington, Delaware. This is due to the fact that Wallace Hume Carothers, a chemist who created the synthetic substance in 1935, was employed by the DuPont corporation, which has its headquarters there. In fact, the company's experimental station, hosted the first test sale to the spouses of DuPont employees. Before long, all 4,000 pairs of stockings were gone—in just three hours! At the 1939 New York World's Fair, DuPont had ladies display nylon underwear while promoting nylon as a synthetic fabric consisting of "carbon, water, and air." DuPont targeted its invention toward women's hosiery, a sizable prospective market, as soon as it recognized what kind of elastic, durable, washable, and dryable revolution it had created. Despite being fragile and prone to runs, stockings created at the period from silk or rayon had become an essential part of a woman's wardrobe as hemlines rose throughout the 1930s. (The delicateness didn't hurt sales; during that decade, women bought an average of eight pairs of stockings per year.) Then came DuPont's wonder material; according to legend, the word "nylon" was originally intended to be "nuron," which is "no run" written backward. Due of trademark concerns, DuPont changed the name to "nilon," then, finally, to "nylon," to eliminate any potential pronunciation issues. The nylon stocking fad didn't start with DuPont's original Wilmington sales triumph. Four million pairs of brown nylons costing around \$1.15 each debuted on department store shelves across the United States on May 16, 1940, often known as "Nylon Day." Within two days, all were sold out. Silk stockings, which had previously been the norm despite not stretching, being difficult to maintain, and ripping easily, were swiftly replaced. That is, up until the beginning of the war. Nylon stockings arrived in department shops and boutiques and vanished almost as fast, giving women options for less priced, more durable hosiery. The material that had a brief beginning as toothbrush bristles (before entering the women's hosiery industry) was heavily rationed and used for war operations when Pearl Harbor was struck on December 7, 1941, and the United States entered World War II. Only products that helped with U.S. national security, such as parachutes, tire cords, ropes, aviation fuel tanks, shoe-laces, mosquito nets, and hammocks, were allowed to be made of nylon. American women had to be creative to satisfy their need for leg beautification because they had glimpsed the future and it involved wearing nylons. Many women went to the illegal market to get them (one cunning businessman made \$100,000 from a "diverted" nylon shipment).

Read more: <http://www.smithsonianmag.com/arts-culture/stocking-series-part-1-wartime-rationing-and-nylon-riots-25391066/#W8PpzEzET3rp2jPE.99>

Background: During World War II, many African Americans served in the armed forces, but some questioned the rationale for supporting the war effort. James Thompson wrote a letter to the Pittsburgh Courier expressing his belief that he should not fight for a nation that discriminated against him and African Americans in general. He suggested the idea that African Americans wage a "double V" campaign....what was that?

Minorities: African American Exhibit

DEAR EDITOR:

Like all true Americans, my greatest desire at this time, this crucial point of our history; is a desire for a complete victory over the forces of evil, which threaten our existence today. Behind that desire is also a desire to serve, this, my country, in the most advantageous way. Most of our leaders are suggesting that we sacrifice every other ambition to the paramount one, victory. With this I agree; but I also wonder if another victory could not be achieved at the same time.

Being an American of dark complexion and some 26 years, these questions flash through my mind: "Should I sacrifice my life to live half American?" "Will things be better for the next generation in the peace to follow?" "Would it be demanding too much to demand full citizenship rights in exchange for the sacrificing of my life." "Is the kind of America I know worth defending?" "Will America be a true and pure democracy after this war?" "Will colored Americans suffer still the indignities that have been heaped upon them in the past?"

I suggest that while we keep defense and victory in the forefront that we don't loose sight of our fight for true democracy at home. The "V for Victory" sign is being displayed prominently in all so-called democratic countries which are fighting for victory over aggression, slavery and tyranny. If this V sign means that to those now engaged in this great conflict then let colored Americans adopt the double VV for a double victory; The first V for victory over our enemies from without, the second V for victory over our enemies within. For surely those who perpetrate these ugly prejudices here are seeing to destroy our democratic form of government just as surely as the Axis forces.

In way of an answer to the foregoing questions in a preceding paragraph, I might say that there is no doubt that this country is worth defending; things will be different for the next generation; colored Americans will come into their own, and America will eventually become the true democracy it was designed to be. These things will become a reality in time; but not through any relaxation of the efforts to secure them.

JAMES G. THOMPSON.



Scan the QR Code or search
**YOUTUBE: Tuskegee
Airmen - Red Tails**
<https://www.youtube.com/watch?v=TGzeD4XN0ek>

Minorities: African American Exhibit



**STRAIGHTEN UP—
AND COME RIGHT TO THE
MARCH-ON-WASHINGTON
MOVEMENT!!**



Minorities: African American Exhibit

Exhibit B

*For Good Workers
Of All Types
CALL CANAL 6-5000*

THERE IS NO CHARGE FOR OUR SERVICE
TO EMPLOYER OR JOB-SEEKER
NATIONAL REFUGEE SERVICE, INC.
EMPLOYMENT DIVISION
139 Centre Street
New York City

EXECUTIVE ORDER 8802

June 25, 1941

"... I do hereby declare that it is the duty of employers and of labor organizations... to provide for the full and equitable participation of all workers in defense industries, without discrimination because of race, creed, color, or national origin."

Franklin Delano Roosevelt

Minorities: African American Exhibit

- 1) What was the significance of the letter written by James G. Thompson? What was its impact? (Exhibit A)
- 2) How did Thompson justify his proposal for a Double V Campaign? (Exhibit A)
- 3) Who were the Tuskegee Airmen and how did they contribute to the war effort?
- 4) Were the airmen successful? What evidence from the video supports your answer?
- 5) What did the Tuskegee Airmen and other black units influence President Truman to do?
- 6) Based upon the information in Exhibit B, what was probably occurring in the 1940's that caused President Roosevelt to take action? What action did he take? (Exhibit B)

Minorities: Mexican American Exhibit

Scan the QR Code or visit:
<https://braceroarchive.org/about>

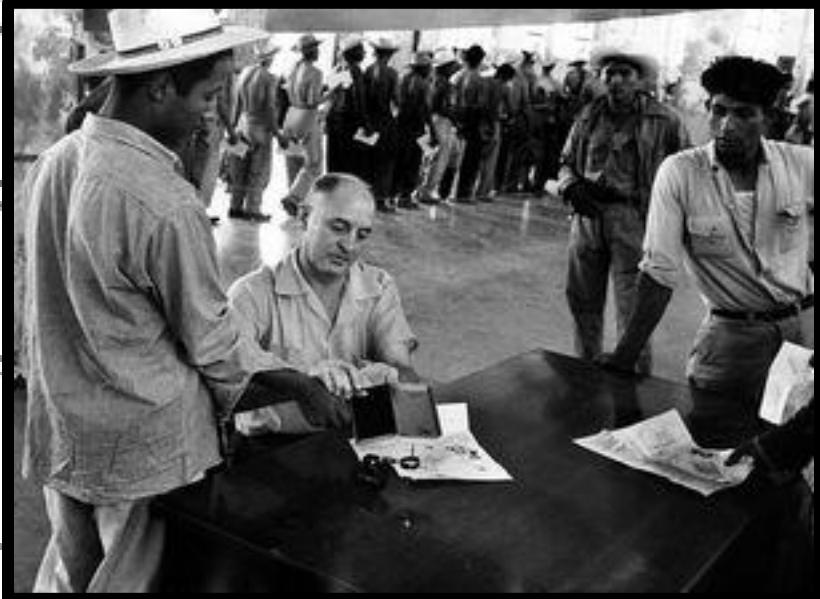


Exhibit A



Newsweek June 21, 1943

"The Suit"

The zoot suit is distinctly something from the bottom drawer. Its origin is obscure although when its main features -- the pegged trousers and the long coat -- resemble those of suits of the early 1900's. Its creation has been attributed variously to a Negro busboy in Georgia, and to costumes Clark Gable wore in "Gone With the Wind." But no one actually knows -- or can prove -- where the zoot suit started. Harlem is its acknowledged gate to popularity, however, and there has flourished in all its glory the pleat, drape shape and stuff cuff. The War Production Board virtually banned it in March 1942, when it restricted the amount of material to be used in men's clothes, but the zoot suit has continued to thrive- mainly through the diligence of bootleg tailors.

As one result of the Los Angeles outbreak, the Federal government cracked down on this illicit trading in zoot suits. The War Frauds Division got an injunction forbidding one shop to sell any of the 800 zoot suits in stock. Claiming that the shopkeeper had contributed to "hoodlumism," agents said they had found that great numbers of zoot coats and pants were being made in New York and Chicago.

The question thus was whether the zoot suit could survive assaults by both the government and its men in uniform.

Minorities: Mexican American Exhibit



Scan the QR Code to hear the song or search "Zoot Suit" sung by the Andrew Sisters (YOUTUBE)
<https://www.youtube.com/watch?v=kT21qz81rA>



Exhibit B

In its most common form, the Zoot Suit included a long, baggy coat with large shoulder pads and wide lapels. Its narrow, reet-pleated peg pants buttoned high--and were sometimes accompanied by a fancy vest. A long chain loop dangled from the belt. Often, a pancake hat with ostrich feather topped off the outfit. A typical Zoot Suit cost its wearer \$45 to \$75, which was no small sum in the lean war years of the early '40s.

Minorities: Mexican American Exhibit

Zoot Suit Riots:

The city of Los Angeles experienced a violent racial outburst on the night of June 3, 1943, when American soldiers of all ethnicities shipped off to serve in World War II. A party of fifty sailors rushed through the streets, violently beating Mexican-American youngsters wearing zoot suits. The victims were stripped, assaulted, and violated because it was believed that by wearing such extravagant clothing during a time of war, they were provocatively exhibiting their lack of patriotism. They burned their clothes in a symbolic manner. Numerous military joined the search for young zooters for almost two weeks, encouraged by a racist local press that praised the "cleaning" of "miscreants" and "hoodlums." The city council banned the wearing of zoot suits a few days into the riots—not to protect the victims, but rather because they were a "badge of hoodlumism." Citizens soon began participating in the attacks. While this was going on, the Los Angeles Police Department ignored the assaults and unlawfully detained hundreds of young Mexican-Americans. Only after the army and navy commanders in Southern California took seriously what had escalated into a national issue and locked military personnel within their bases did the rampage come to an end. The so-called Zoot Suit Riots would highlight the division between White America and the growing Mexican-American minority and increase wartime fears that all non-Whites were a threat to national security.

Minorities: Mexican American Exhibit

- 1) Why were Mexican American men coming into the United States in large numbers during WWII? (Exhibit A)
- 2) Describe the Bracero Program. (Exhibit A)
- 3) Based on the pictures in Exhibit A, what conditions did Mexican Americans experience during the Bracero Program?
- 4) Describe a Zoot Suit. (Exhibit Suit B and C)
- 5) What was the tone and message of the song in Exhibit B.
- 6) Why did the War Productions Board ban the Zoot Suit in 1942? (Exhibit B)
- 7) What was the motivation and effect of the Zoot Suit Riots on the United States? (Exhibit C)

Minorities: Japanese American Exhibit

Civilian Exclusion Order No. 5

WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION

Presidio of San Francisco, California

April 1, 1942

INSTRUCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY

LIVING IN THE FOLLOWING AREA:

All that portion of the City and County of San Francisco, State of California, lying generally west of the north-south line established by Junipero Serra Boulevard, Winchester Avenue, and Nineteenth Avenue, and lying generally north of the east-west line established by California Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon, Tuesday, April 7, 1942.

No Japanese person will be permitted to enter or leave the above designated area after 8:00 a.m., Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station located at:

1701 Van Ness Avenue
San Francisco, California

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property including: real estate, business and professional equipment, buildings, household goods, boats, automobiles, livestock, etc.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence, as specified below.

(OVER)

Exhibit A

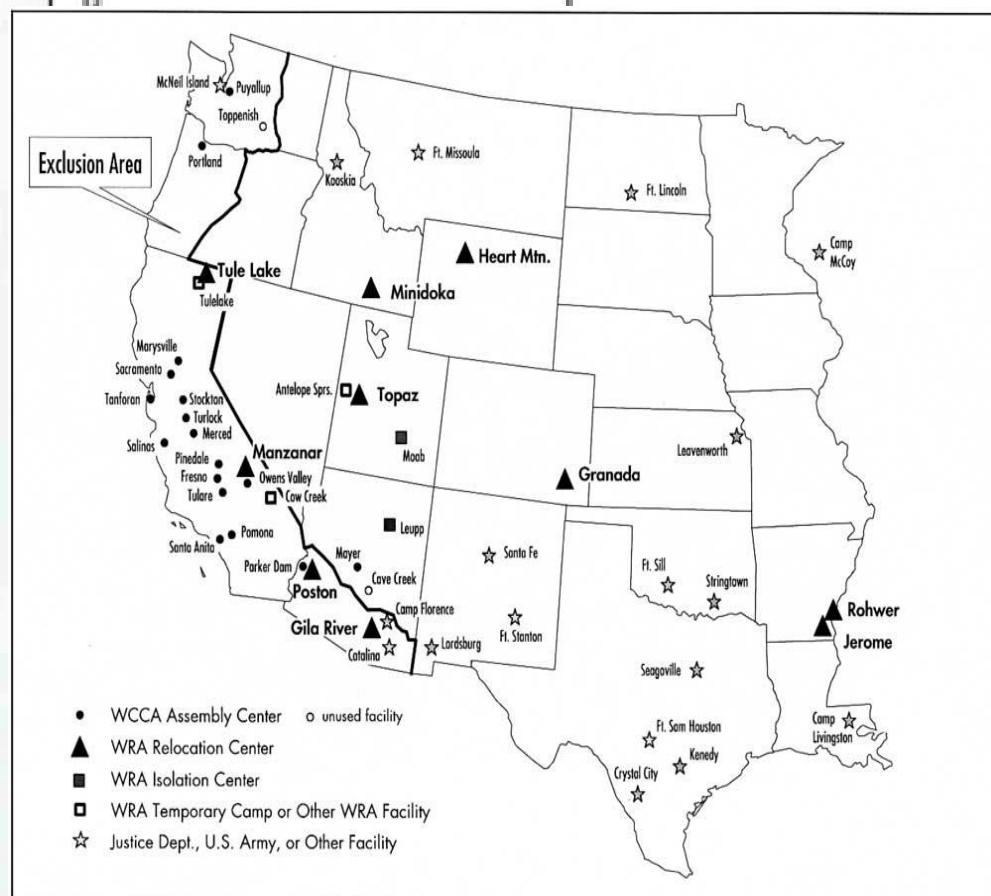


Figure 1.1. Sites in the western U.S. associated with the relocation of Japanese Americans during World War II.

Minorities: Japanese American Exhibit

Background: On December 7, 1941 the United States was attacked by the Japanese at Pearl Harbor, Hawaii. As a result, Japanese Americans were placed into internment camps. Listen to our story....

Scan the QR code or go to tellingstories.org/internment to listen and watch Japanese Americans tell about their internment experiences.
<http://tellingstories.org/internment/>



Exhibit B

Minorities: Japanese American Exhibit

- 1) Describe the Exclusion Order in Exhibit A. What type of document was it, who wrote it, who was the audience, purpose etc.)
- 2) What was the purpose of the map in Exhibit A?
- 3) Listen/read the stories from 2 different Japanese Americans in Exhibit B. What were their internment experiences? How were they the same? How did they differ?

Minorities: Native American Exhibit

Scan the QR code or go to YOUTUBE: The last original code talker
<https://www.youtube.com/watch?v=geczhEC3Z4Y>



Decipher this code:

Nes-chee/ Wol-la-chee/ a-keh-di-glini/ Wol-la-chee/ Tkele-cho-gi/
Ne-ash-jsn/ Moashi/ Ne-ash-jsn/ Be/Dzeh/ Gloe-ih/Wol-la-
chee/Dibeh/ No-da-ih/Nesh-chee/Shush/Gah/ Dzeh/Wol-la-chee/
Klizzie-yazzi/Wol-la-chee/Shush/Dibeh-yazzi/Dzeh



When a Navajo code talker received a message, what he heard was a string of seemingly unrelated Navajo words. The code talker first had to translate each Navajo word into its English equivalent. Then he used only the first letter of the English equivalent in spelling an English word. Thus, the Navajo words "wol-la-chee" (ant), "be-la-sana" (apple) and "tse-nill" (axe) all stood for the letter "a." One way to say the word "Navy" in Navajo code would be "tsah (needle) wol-la-chee (ant) ah-keh-
di-glini (victor) tsah-ah-dzoh (yucca)."

Alphabets (English)	Code Language (English)	Code Language (Navajo)
A	Ant	Wol-la-chee
B	Bear	Shush
C	Cat	Moashi
D	Deer	Be
E	Elk	Dzeh
F	Fox	Ma-e
G	Goat	Klizzie
H	Horse	Lin
I	Ice	Tkin
J	Jackass	Tkele-cho-gi
K	Kid	Klizzie-yazzi
L	Lamb	Dibeh-yazzi
M	Mouse	Na-as-tso-si
N	Nut	Nesh-chee
O	Owl	Ne-ash-jsn
P	Pig	Bi-sodih
Q	Quiver	Ca-yeilth
R	Rabbit	Gah
S	Sheep	Dibeh
T	Turkey	Than-zie
U	Ute	No-da-ih
V	Victor	a-keh-di-glini
W	Weasel	Gloe-ih
X	Cross	Al-an-as-dzoh
Y	Yucca	Tsah-as-zih
Z	Zinc	Besh-do-gliz

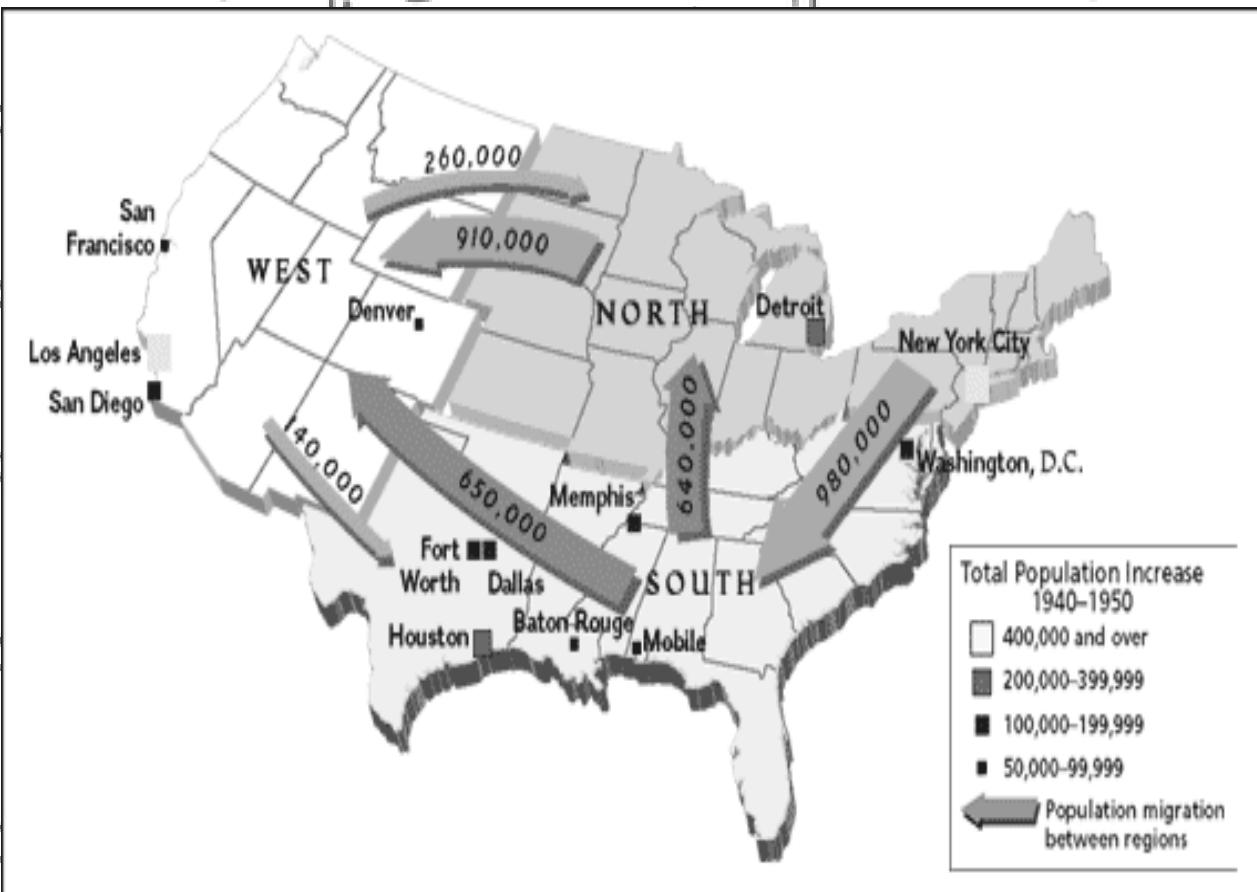
Minorities: Native American Exhibit

- 1) What unique contribution to the war effort did the Navajo Code Talkers make during WWII?
- 2) Did the Navajo Code consist of only the Navajo language?
- 3) How were Native Americans, like the Navajo, treated before and after the war?
- 4) Why were the Navajo willing to fight for the United States during WWII?
- 5) Crack the Code! Use the Code Breaker in the exhibit to decipher the secret message in this exhibit.

Movement of Americans Exhibit



Scan the QR Code or go to THOUGHTCO.com and search The Sunbelt of the Southern and Western United States:
<http://geography.about.com/od/specificplacesofinterest/a/sunbelt.htm>

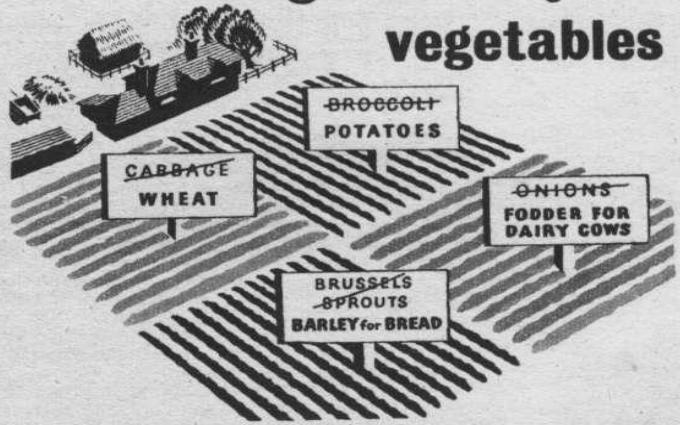


Movement of Americans Exhibit

- 1) Draw a quick sketch of the United States Map and label the Sunbelt Region and Rustbelt Region.
- 2) Why were military manufacturing jobs moving from the Rust Belt to Sun Belt during WWII?
- 3) Using the map in the exhibit, explain which region experienced the most growth during the 1940's. Which region experienced the least growth?

"American Families Pitch in" Exhibit

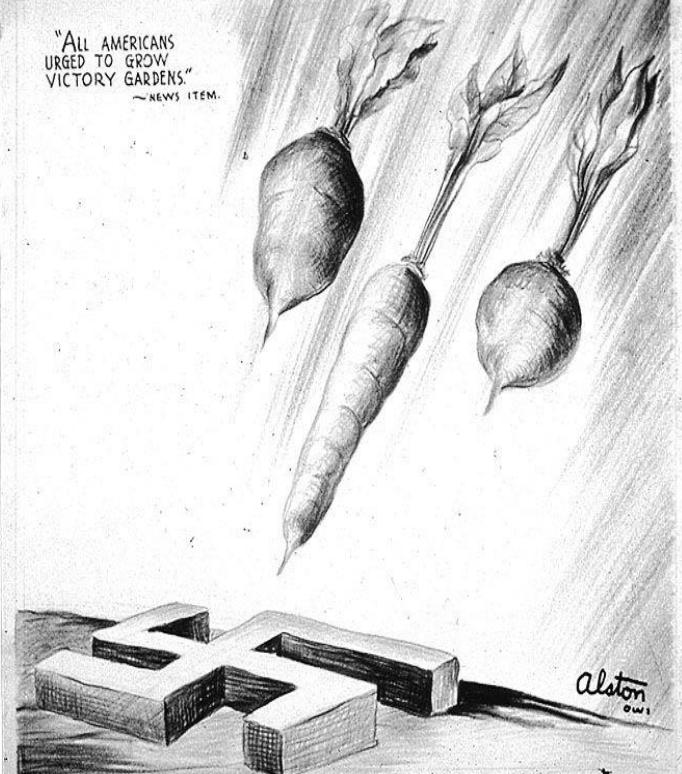
WOMEN! Farmers
can't grow all your
vegetables



You must grow your own. Farmers are growing more of the other essential crops—potatoes, corn for your bread, and food for the cows. It's up to *you* to provide the vegetables that are vital to your children's health—especially in winter. Grow all you can. If you don't, they may go short. Turn your garden over to vegetables. Get the older children to help you. If you haven't a garden ask your local council for an allotment. **DO IT NOW.**

DIG for Victory

"All Americans
URGED TO GROW
VICTORY GARDENS."
—NEWS ITEM.



"YOU CAN MAKE THIS KIND OF AMMUNITION!!"

"American Families Pitch in" Exhibit



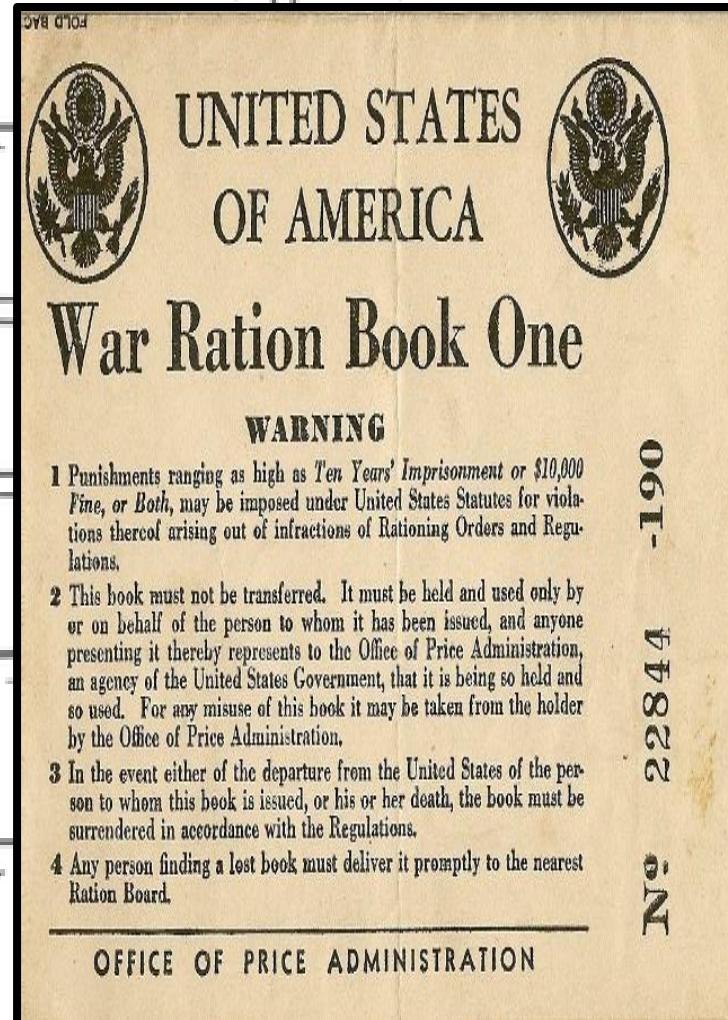
Victory Gardens

Families all across the United States participated in the Victory Garden program during World War II in order to do their part in preventing a food shortage. The cultivation of Victory Gardens contributed to the provision of adequate nourishment for our troops stationed all over the world during the war. As a result of the rationing of canned vegetables, Victory Gardens assisted people in maximizing the value of their ration coupons (the amount of certain foods they were allowed to buy at the store). Tomatoes, carrots, lettuce, beets, and peas were among the many types of vegetables that were among those that were cultivated. More than twenty million gardens were established during the height of the Victory Garden movement in the United States. By 1944, the production of vegetables from Victory Gardens accounted for forty percent of the total production of vegetables in the United States. During the course of the war, more than one million tons of vegetables were produced in Victory Gardens. People without yards created miniature Victory Gardens in window boxes and watered them from inside their homes using a window spout. A number of city dwellers who resided in high-rise apartment buildings initiated the planting of rooftop gardens, and the entire building collaborated and assisted in the effort. A large number of schools all over the United States established Victory Gardens on their grounds and used the food that they produced in their school lunch programs.

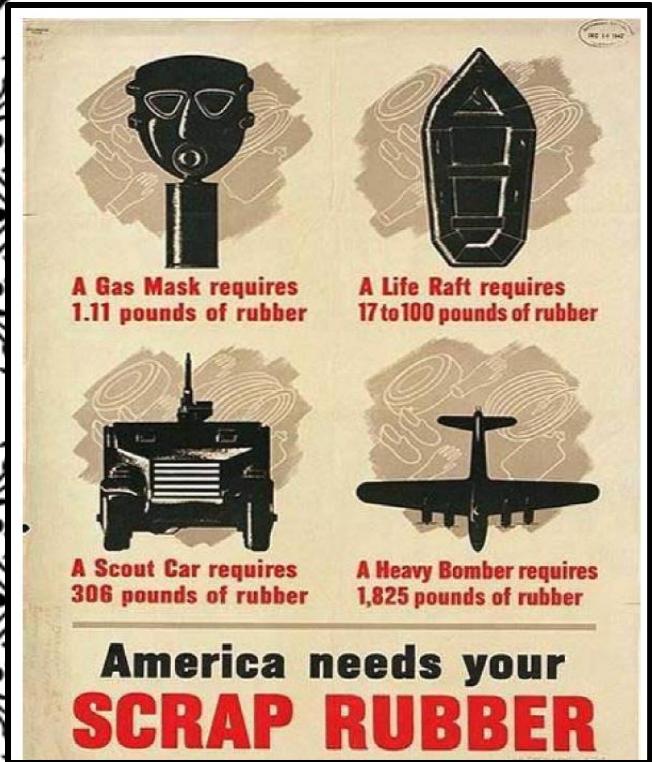
Rationing for the War Effort

If you ask anyone who lived on the Home Front during World War II what their most vivid memory is from the time period, the likelihood is that they will tell you about rationing. You have to understand that the war led to a severe shortage of a wide variety of resources, including rubber, metal, clothing, and so on. On a daily basis, however, virtually everyone was impacted by the lack of supply of a wide variety of different kinds of food. Food was in short supply for a number of different reasons, including the following: a significant portion of the processed and canned foods were set aside for shipment overseas to our military and our Allies; transportation of fresh foods was limited due to rationing of gasoline and tires, as well as the fact that the transportation of soldiers and war supplies took priority over the transportation of food; imported foods, such as coffee and sugar, were limited due to restrictions on importing. As a result of these shortages, the Office of Price Administration of the United States government established a system of rationing that would more fairly distribute foods that were in short supply. This system was put into place during the Great Depression. During the course of the war, each citizen of the United States was given a set of ration books. Stamps that could be removed from the ration books were redeemable for specific rationed items, including sugar, meat, cooking oil, and canned goods. It was impossible for a customer to purchase a rationed item without also providing the grocer with the appropriate ration stamp. After a person had used all of her ration stamps for the month, she was not allowed to purchase any more of that category of food. This required thoughtful meal planning, some cooking creativeness, and a determination to avoid wasting any food. The program was overseen by over 8,000 different ration boards located all over the United States.

"American Families Pitch in" Exhibit



"American Families Pitch in" Exhibit

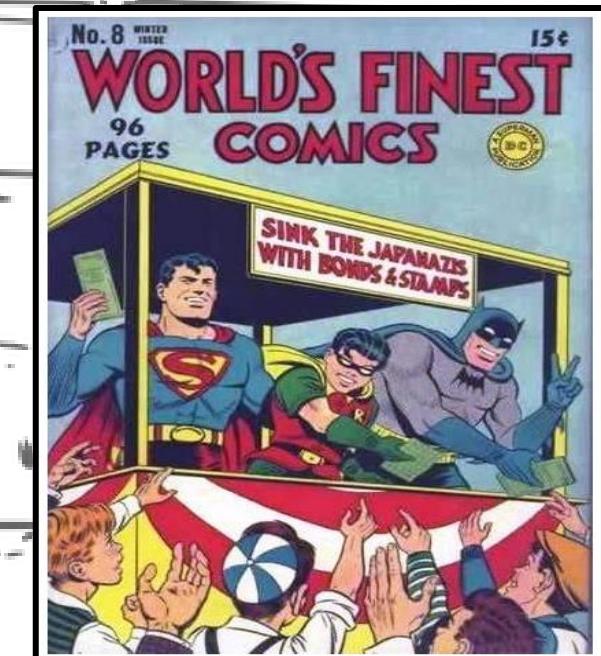


Franklin D. Roosevelt established the Rubber Reserve Company (RRC) in 1940 with the purpose of stockpiling natural rubber and regulating the production of synthetic rubber. Roosevelt referred to rubber as a "strategic and critical material." U.S. Rubber, Firestone, B.P. Goodrich, and Goodyear all came to an agreement to work together in order to meet the nation's demands for rubber during the war. During the course of the war, the United States government strongly suggested to its citizens that they reduce their consumption of rubber, participate in scrap rubber drives, and observe rationing regulations for tires, shoes, and other rubber products.

War Bonds for the War Effort

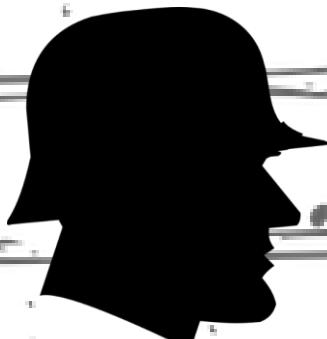
The cost of war is high. The cost of fighting in World War II was enormous. The United States of America spent more than \$300 billion during World War II to fight the Axis Powers and supply our Allies. This amount is equal to more than \$4 trillion in today's currency. The government had asked regular citizens of the United States for assistance in funding this effort. During the course of the war, the United States Treasury Department made available to citizens of the United States a variety of War Bonds that they could purchase. An investment in one's nation as well as an investment in one's own financial future was represented by purchasing war bonds. The following is how it functioned: You would have paid \$18.75 for a War Bond with a face value of \$25. The government would use that money to help pay for everything the military required to fight and win, including tanks, planes, ships, uniforms, weapons, medicine, and food. That would be the investment made in your nation. If you bought a War Bond, you could cash it in for \$25 after it had been in your possession for ten years. That is the investment in your own financial future that you decided to make. Now, \$6.25 might not seem like much, but the majority of people in the United States purchased more than just \$18.75 worth of war bonds. The United States of America's citizens were constantly reminded of the importance of purchasing war bonds in order to contribute to the overall war effort. People were urged to contribute to the war effort through the use of posters depicting Uncle Sam or a soldier in combat. Celebrities such as Bob Hope, Frank Sinatra, Bette Davis, and Marlene Dietrich went on tours across the country to promote the purchase of war bonds by performing live shows or participating in radio programs. Additionally, children contributed by making purchases. War Bond booklets can be decorated with 25-cent War Stamps. Students were encouraged to bring in their pennies, nickels, dimes, and quarters to their respective schools' War Bond drives in an effort to see which institution could raise the most money. Even fictional characters such as Superman, Batman, and Bugs Bunny joined in on the fun, reminding young people that "we're all in this together."

"American Families Pitch in" Exhibit



“American Families Pitch in” Exhibit

- 1) In what 4 specific ways were Americans encouraged to help the United States in the war effort according to the exhibit?
- 2) What was the purpose of planting a Victory Garden- how did a garden “beat” the Nazis?
- 3) If you did not have space to plant a Victory Garden, what could you do?
- 4) What items were rationed during WWII?
- 5) After a person used up their ration stamps for the month how did they get food or other rationed items?
- 6) Why was Rubber a precious material during WWII?
- 7) Explain the process of purchasing a war bond. How did you purchase one? How did you redeem it later?
- 8) How did the government “advertise” the sale of war bonds?



Building up the Army Exhibit

The Draft and WWII

The Selective Training and Service Act of 1940 was passed by the United States Congress on September 16, 1940. This law mandated that all males in the country who were between the ages of 21 and 45 had to register for the military draft. In the history of the United States, this draft was the first to take place during a time of peace. Those who were chosen in the draft lottery were required to serve in the military for a period of time equal to or greater than one year. When the United States entered World War II, the length of the enlistment period was extended to cover the entire conflict. By the time the war was over in 1945, fifty million men between the ages of eighteen and forty-five had signed up for the draft, and ten million of those men had actually been drafted into service.

Scan the QR code or search YOUTUBE:FDR at the Selective Service Draft Lottery, October 1940 to watch the video.

<https://www.youtube.com/watch?v=19-8TY0LUDo>



Building up the Army Exhibit

Fighting in France for Freedom!--Are YOU Helping at Home?



© International Film Service - N.Y.

NEW YORK STOP 61,000 MEN IN THEIR SEARCH FOR SLACKERS. PHOTO SHOWS A WAGON LOAD OF SUSPECTS.
As a result of a three days drive in New York special agents, soldiers and sailors "interviewed" over 61,000 men and made them produce registration cards and many were detained temporarily before they could be properly identified. About 1500 slackers were caught and sent to camps.

News Photo Poster No. 12
RAISED FOR
*Maine Committee
On Public Safety*
MAINE MANDATE, AUGUSTA, MAINE
ILLUSTRATED STERLING WENT
New Haven, Conn.

DON'T BE CAUGHT NAPPING.

Every man registered under the Selected Service Law must
carry his registration card at all times.
Obey the law and save embarrassment.

Building up the Army Exhibit

- 1) What did the Selective Service and training Act do?**
- 2) What was unique about the draft in 1940?**
- 3) What was the overall message of President Roosevelt's speech that you heard in this exhibit?**
- 4) Who was the first soldier drafted in WWII according to the video clip?**

Duplicate:

REGISTRATION CERTIFICATE

This is to certify that in accordance with the
Selective Service Proclamation of the President of the United States

Vincent Laurence Wassell

(First name) (Middle name) (Last name)

187 01 Mangan Ave. St. Albans, L.I.N.Y.

(Place of residence)

(This will be identical with line 2 of the Registration Card)

has been duly registered this 16 day of October 1940

Grace Campbell
(Signature of registrant)

267 Jamaica, New York
(Number) (City or county) (State)

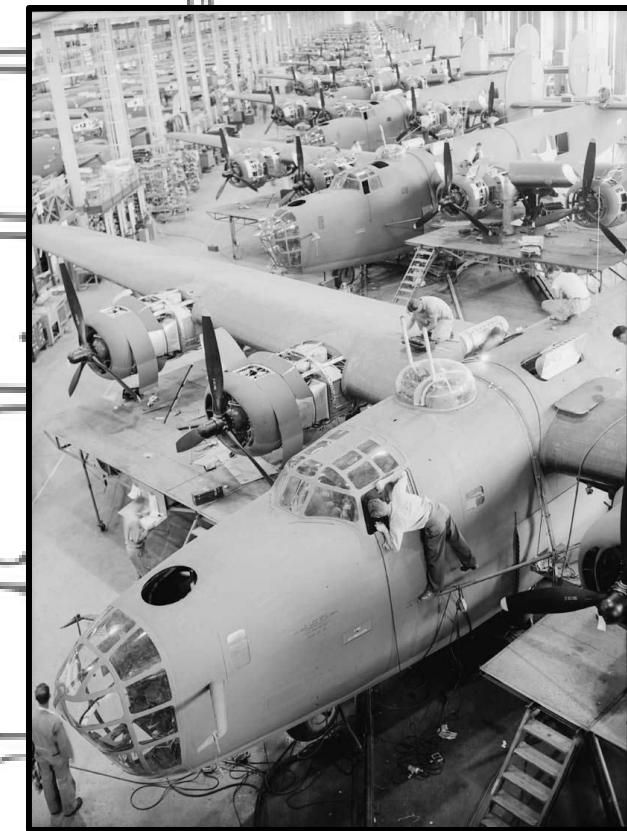
THE LAW REQUIRES YOU TO HAVE THIS CARD IN YOUR PERSONAL POSSESSION AT ALL TIMES

D. S. S. Form 2
(Revised 6/9/41)

16-21631-1

American Factories Exhibit

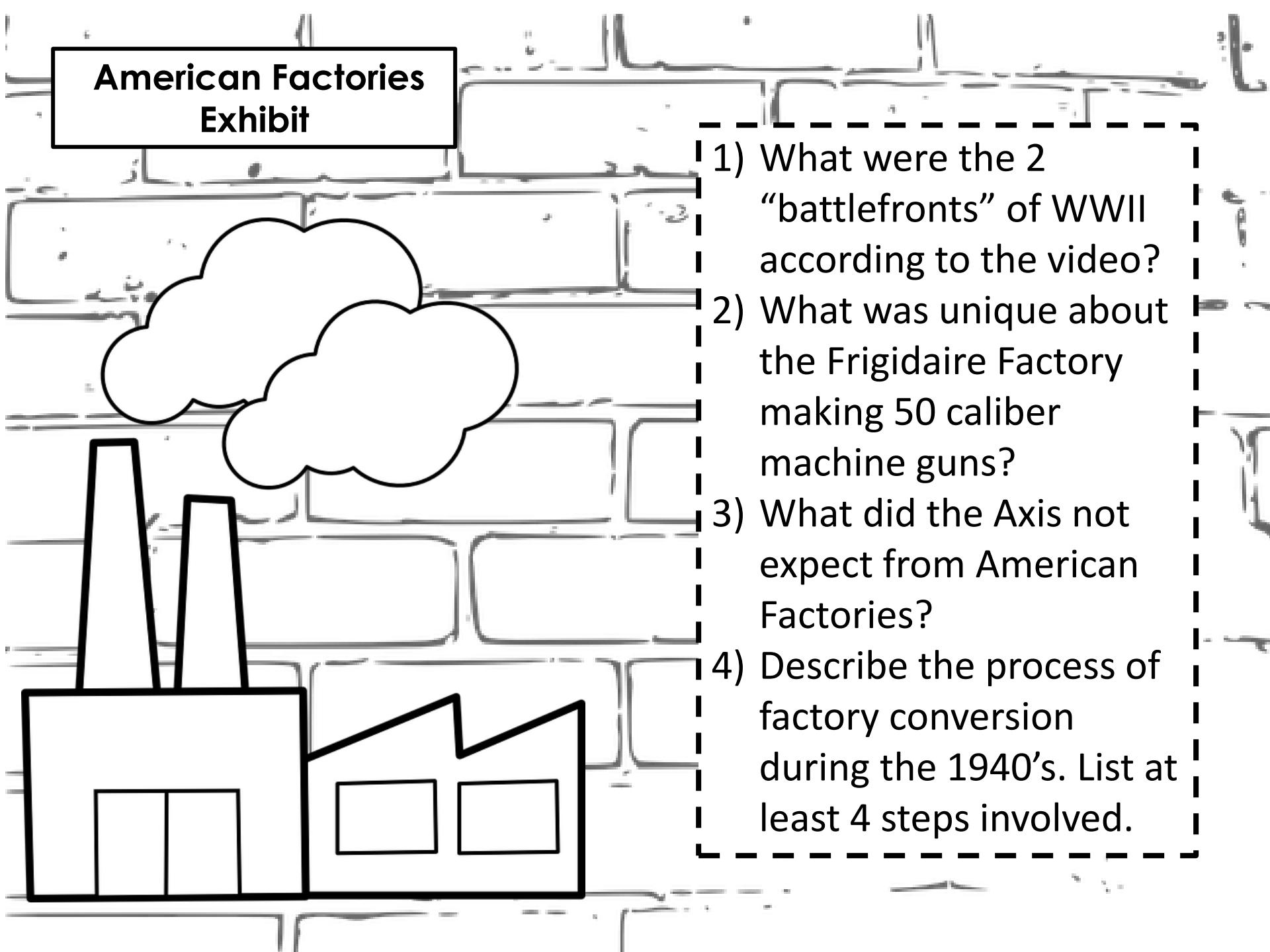
“The most important single task before the nation is the rapid conversion of the automobile industry to war production.”



Scan the QR code
or search YOUTUBE:
**Frigidaire Military Production
during WW2**
[https://www.youtube.com/watch?
v=dUQzzdSDn0E](https://www.youtube.com/watch?v=dUQzzdSDn0E)

Only watch the first 6 minutes

American Factories Exhibit



- 1) What were the 2 “battlefronts” of WWII according to the video?
- 2) What was unique about the Frigidaire Factory making 50 caliber machine guns?
- 3) What did the Axis not expect from American Factories?
- 4) Describe the process of factory conversion during the 1940's. List at least 4 steps involved.

Advances in Technology Exhibit

Scan the QR code to go to the following website:
<http://nnwwiim.org/images/sci-tech-wwii-poster.pdf>



The percentage of households that owned a television rose from 0.4 percent in 1948 to 55.7 percent in 1954 and then to 83.2 percent four years later. No other type of household technology, including the telephone and indoor plumbing, had ever spread to such a large number of homes in such a short amount of time. And evenings that were once spent reading, listening to the radio, or going to the movies were now being spent in front of the television. Leo Bogart, who is considered to be television's first historian, stated that by the middle of the 1950s, "Television had established its place as the most important single form of entertainment and of passing the time."



Number of TV Households in America

Year	Number of TV Households	% of American Homes with TV	Year	Number of TV Households	% of American Homes with TV
1950	3,880,000	9.0	1964	51,600,000	92.3
1951	10,320,000	23.5	1965	52,700,000	92.6
1952	15,300,000	34.2	1966	53,850,000	93.0
1953	20,400,000	44.7	1967	55,130,000	93.6
1954	26,000,000	55.7	1968	56,670,000	94.6
1955	30,700,000	64.5	1969	58,250,000	95.0
1956	34,900,000	71.8	1970	59,550,000	95.2
1957	38,900,000	78.6	1971	60,900,000	95.5
1958	41,920,000	83.2	1972	62,350,000	95.8
1959	43,950,000	85.9	1973	65,600,000	96.0
1960	45,750,000	87.1	1974	66,800,000	97.0
1961	47,200,000	88.8	1975	68,500,000	97.0
1962	48,855,000	90.0	1976	69,600,000	97.0
1963	50,300,000	91.3	1977	71,200,000	97.0
			1978	72,900,000	98.0

Advances in Technology Exhibit

- 1) According to the infographic, what life-saving medical advance was used during WWII and is still used today?
- 2) Today's white boards and video games are the descendants of what WWII technological advance?
- 3) What WWII advance continues to threaten world security today? Why?
- 4) Why were electronic digital computers first developed?
- 5) What effect has DDT had on the environment?
- 6) What WWII era technology has spread the most rapidly through American homes?
- 7) According to the chart in the exhibit, how much has the percentage of households with TV's increase from 1950?

