

Double Victory Campaign: African Americans on the Home Front in World War II

Museum Connection: Labor that Built a Nation

Purpose: In this lesson students will examine political cartoons and other primary sources in order to understand attitudes toward African Americans during World War II and African American responses to these attitudes. Students will also examine and assess the use of protest to promote change.

Course: United States History, American Government, African American History

Time Frame: 1- 2 Class Periods

Correlations to State Standards:

5.0 CONTENT STANDARD: HISTORY- Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.3: Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1929-1945.

3. Evaluate the economic, political and social impact of world War II on America's home front (5.3.3).

Objective:

e. Describe the changing roles of women, African-Americans and other minority groups during the war years, such as access to education and jobs (PS, PNW, G)

American Government State Curriculum

1.0 CONTENT STANDARD: POLITICAL SCIENCE- Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

CLG Expectation 1.1: The student will demonstrate understanding of the structure and functions of government and politics in the United States.

1. The student will explain roles and analyze strategies individuals or groups may use to initiate change in government policy and institutions (1.1.4).

Objective:

k. Analyze various methods that individuals or groups may use to influence laws and governmental policies including petitioning, letter writing, and acts of civil disobedience (Unit 7)

- a. Describe the purpose, limitations and impact of executive orders in maintaining order and providing safety for citizens.

Common Core State Reading Standards for Literacy in History/Social Studies 6-12

- Cite specific textural evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Common Core State Writing Standards for Literacy in History/Social Studies 6-12

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Draw evidence from informational texts to support analysis, reflection, and research.

Objectives:

- Students will describe the efforts of African American workers to obtain equity in the workplace by reading and completing a graphic organizer that summarizes the events of A. Philip Randolph’s March on Washington Movement (MOWM).
- Students will analyze the impact of Executive Order 8022 through reading and discussion in order to respond to a writing prompt.

Vocabulary and Concepts:

capitulate	to surrender after specific terms are negotiated.
discrimination	Unfair treatment of one person or group.
Double Victory Campaign	an initiative among African Americans to promote equality in the United States while the United States was fighting a worldwide battle for democracy during World War II.
Executive Order	a legally binding order given by the President to Executive Branch agencies to implement or execute laws of the land.
Indivisible	Not capable of being separated
Propaganda	Information put out by an organization or government to promote a policy, idea, or cause

Materials:

For the Teacher:

- Teacher Resource Sheet 1: “Executive Order #8802”
- Teacher Resource Sheet 2: “Fair Employment Practices Committee”

For the Students:

- Student Resource Sheet 1: “Jim Crow Tanks”
- Student Resource Sheet 2: “The Old Run Around”
- Student Resource Sheet 3: “Real Harmony”

Student Resource Sheet 4: "War Work to Be Done"
Student Resource Sheet 5; "The Guy Who Makes a Mock of Democracy"
Student Resource Sheet 6: "Cartoon Analysis Worksheet"
Student Resource Sheet 7a-c: "A. Philip Randolph and the March on Washington Movement"
Student Resource Sheet 8: "History Frame"

Resources:

Publications:

Clark Hine, Darlene, Hine, C. & Harrold, S. *The African American Odyssey*. New York: Pearson Education, 2003, pps.483-485. Print

Cooper, Michael L. *The Double V Campaign: African Americans and World War II*. New York: Lodestar, 1998. Print.

Franklin, John Hope and Evelyn Brooks Higginbotham. *From Slavery to Freedom: A History of African Americans*. New York: Knopf, 2010. Print.

Web Sites:

"Executive Order 8802." *Presidential Executive Orders*. Web. 06 Jan. 2011. <http://www.classbrain.com/artteenst/publish/article_71.shtml>:

http://www.archives.gov/research_room/research_topics/african_americans_during_wwii/images/african_americans_wwii_240.jpg

<http://www.nlc.edu/archives/apr.html>

<http://memory.loc.gov/mss/mssmisc/ody/ody0808/0808001v.jpg>

<http://www.nlc.edu/archives/3.5a.htm>

<http://www.nps.gov/archive/elro/glossary/fepec.htm>

<http://orpheus-1.ucsd.edu/speccoll/dspolitic/Frame.htm>

Historical Background:

In the 1930s the United States, along with all other world economies, was gripped by the Great Depression. African Americans felt the economic pressures severely as the majority of African Americans were sharecroppers and tenant farmers with little legal right to their land. The challenges faced by economically vulnerable and often indebted farmers were compounded by the employment discrimination they encountered when they left their farms and migrated to urban centers. In the First Great Migration from 1910 to 1940, 1.6 million African Americans migrated to northern urban centers to escape the dismal racial and economic situation present in the south and to seek better-paying jobs. When they arrived in the north, African Americans found that the jobs they were eligible for were largely service jobs. The higher wage, skilled manufacturing and industrial jobs were largely reserved for whites except during World War I. Additionally, most labor unions were segregated, so African Americans largely lacked an advocate in the labor movement.

With the entry of the US into World War II, the US economy began to improve, buoyed by federal defense spending. African Americans remained barred from the factory jobs that offered promise to many other Americans. In February of 1942, *The Pittsburgh Courier*, at the time the nation's largest African American newspaper, ran a series of editorials calling for a "Double V Campaign." The two V's represented domestic victory over racial inequality and victory abroad over fascism. Specifically, African Americans cited their participation in the armed forces as a reason for expanded citizenship rights. James G. Thompson, originator of the term, cited the segregated military discriminatory defense industry and the lack of broad civil rights for blacks as the targets of the campaign.

It was in this climate that A. Philip Randolph and Bayard Rustin founded the March on Washington Movement (MOWM). The MOWM targeted the defense industry and the segregated military by advocating a mass march of thousands of African Americans on the National Mall in Washington, D.C. The tactics of the March were largely determined by Randolph's personal philosophy, which called on blacks to act not just as participants in the movement, but as funders and organizers. Randolph's form of grassroots organizing was based on his experiences leading the Brotherhood of Sleeping Car Porters. One of the most important principles of the MOWM

was a high level of participation from middle and lower income African Americans.

Randolph, Rustin, and other civil rights leaders called repeatedly on the Federal Government to integrate the Armed Forces and the defense industry, but their calls were largely ignored. With the looming threat of thousands of African Americans arriving in Washington to protest, President Franklin D. Roosevelt issued Executive Order 8802 just a week before the March was scheduled to occur. In it, the Federal Government banned discrimination by all businesses that had defense contracts with the federal government, requiring all federal agencies and departments involved with defense production to ensure that vocational training and employment were carried out without regard to “race, creed, color, or national origin.” The Executive Order also established the Committee on Fair Employment Practice (FEPC), which was given the authority to enforce the order and punish offenders. The Committee was also tasked with the job of advising the President on the most effective ways to implement the new regulation.

Executive Order 8802 was responsible for a major demographic shift in African Americans. Even after the First Great Migration between 1910 and 1940, the majority of African Americans still lived in the rural south. With the opening of the defense industry to African Americans, a Second Great Migration occurred, lasting from 1941 to 1970. While the First Great Migration was responsible for establishing black urban enclaves, the Second Great Migration transformed African Americans from a predominantly rural people to a predominantly urban one. By the end of the Second Great Migration over 80% of African Americans lived in cities. African Americans who migrated in the second wave tended to be southern urban dwellers with some form of skilled work and they traveled not just to the Northeast, but to the Midwest and California. The most common destinations were those that had job opportunities in defense and its associated industries such as shipping.

Lesson Development:

Motivation:

Have students choose a partner. Assign each partnership one of the political cartoons by Dr. Seuss. (**Student Resource Sheets 1-5**). Distribute **Student Resource Sheet 6**: “Cartoon Analysis Worksheet” to each pair. Students

should use the worksheet to analyze their cartoon. After each pair has completed this task, have them find other pairs with the same document. The group should review their analysis and come to consensus on the political cartoon. Have groups report their findings to the class.

After groups have reported, ask: The cartoons are referring to what situations? What does Dr. Seuss say about this situation? What do you think Dr. Seuss is advocating?

Activities:

As needed, the teacher may wish to begin with a brief vocabulary activity to ensure that the readings in this lesson are more accessible for the students. For example, the teacher might distribute pre-made vocabulary word cards to some students in the class, and definition cards to others. Then, one at a time, have students with word cards read their words aloud. As each word is read, students with definitions can read their card if they think they have the correct definition for the word. After each word and definition is read, display the words with the correct definitions on the board or in a handout.

In addition to discussing the meanings of the terms and concepts listed in the “Vocabulary and Concepts” table found in this lesson plan, students may have trouble with the following terms that appear in the reading materials: *reaffirm*, *menial*, *superficial*

1. Remind students that the United States was a segregated country during World War II. Distribute **Student Resource Sheets 7a-7c**: “A. Philip Randolph and the March on Washington Movement” and **Student Resource Sheet 8**: “History Frame.” Instruct students to read the selection and complete the graphic organizer. Discuss.
2. Display **Teacher Resource Sheet 1**: “Executive Order #8802.” Ask the following discussion questions:
 - What do you think the effect of this executive order was?
 - Why do you think President Roosevelt singled out the defense industry at this time?

- In what ways is this Executive Order a success for A. Philip Randolph and the MOWM? In what ways does it show that there is still work to be done by employers and labor organizations?
3. Display **Teacher Resource Sheet 2**: “Fair Employment Practices Committee.” Read and discuss. Use the following questions to begin discussion.
- a. What was the intent of the executive order?
 - b. Was this intent realized?
 - c. Why did employers actively try to disobey the Executive Order?
 - d. Which branch of government is generally responsible for enforcing the law? Which specific body in this case would be responsible for making sure the executive order was enforced?
 - e. What challenges would the officials enforcing the order have faced?

Assessment: Students should respond to the following prompt:

Los Angeles Urban League director Floyd Covington referred to Executive Order 8802 as the "Second Emancipation for the American Negro" in his 1943 address to the National Urban League.

Accept or reject this statement. Provide supporting details for your answer.

Closure : Ask students to return to the political cartoons that opened the lesson. Ask them to reflect on and explain once more the statement that the artist is trying to make. Ask them if the MOWM and Executive Order 8022 addressed the situation illustrated in the cartoons. Finally, ask students to assess the effectiveness of the cartoons as a form of political protest.

Thoughtful Application(s):

Students should reflect on and respond to the following prompt:
What issues in society today would motivate you to lead a protest?
What would you hope to achieve? How would you motivate others to join your cause?

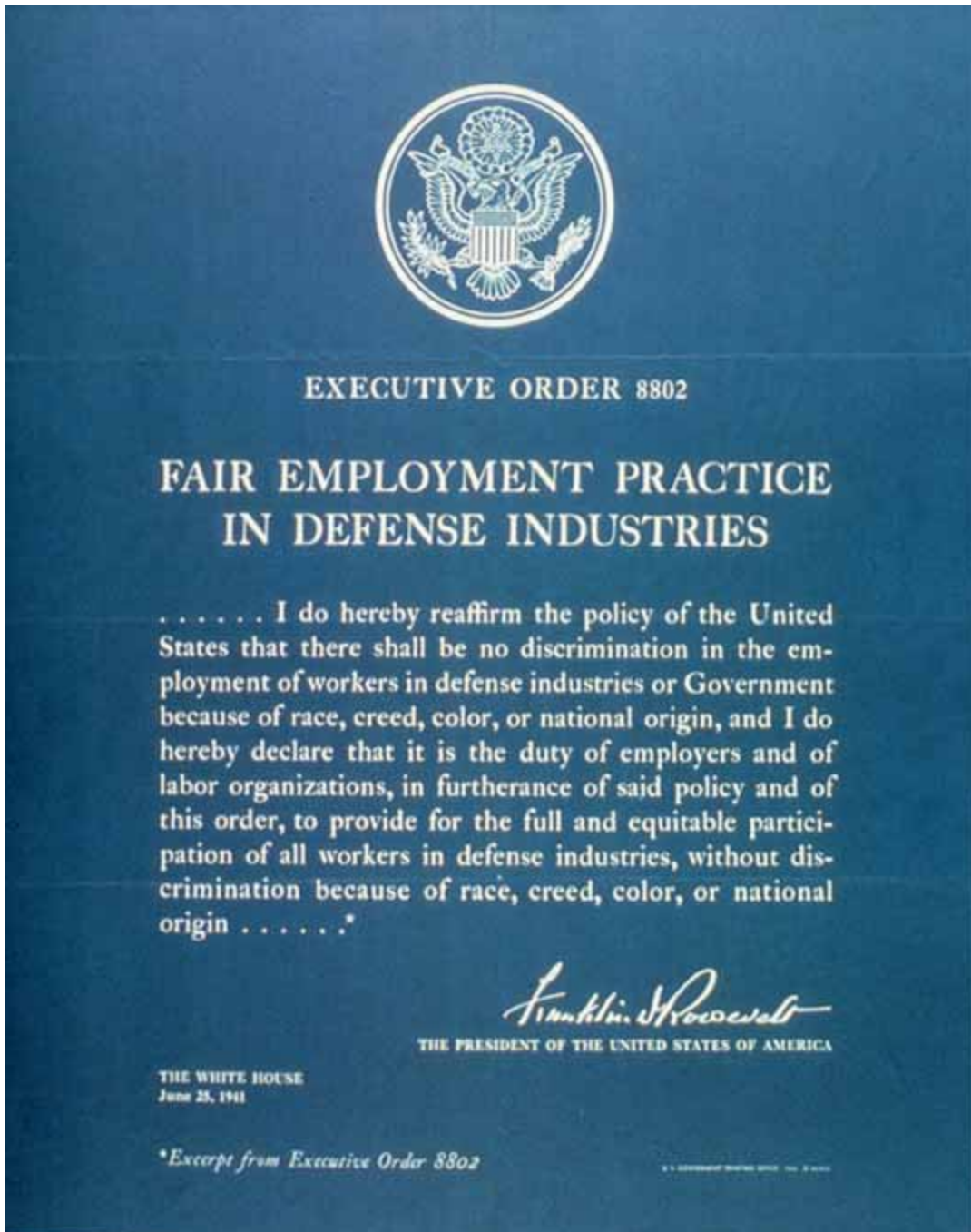
Lesson Extension(s):

Have students explore primary source documents of African Americans in World War II housed in the National Archives Digital Vaults. <http://www.digitalvaults.org/> Students have the option of making a digital presentation of the documents that they find.

- Visit the Reginald F. Lewis Museum of Maryland African American History and Culture. View exhibits on Blacks in the military, Bethlehem Steel and Glenn L. Martin Company. Trace the industries and professions that Black workers were involved in within the state of Maryland after slavery to today.
- African Americans and other minorities faced discrimination during World War II. Compare and contrast obstacles minorities faced on the home front during this war. View photographs and listen to recordings of minorities who lived during the war.
[http://www.pbs.org/thewar/at home civil rights japanese american.htm](http://www.pbs.org/thewar/at%20home%20civil%20rights%20japanese%20american.htm)
- The Reginald F. Lewis Museum of Maryland African American History and Culture offers several school programs that connect to the curriculum lessons.
 - *Journey in History Theater* provides living history and theatrical performances once a month at the museum that highlight African Americans in the museum's gallery. Contact group reservations for schedule updates.
 - Take the theme tour, *The Fight for Justice* and examine the contributions made by Maryland African Americans to the battle for equality from the Jim Crow Era through the Civil Rights Movement.

Teacher Resource Sheet 1

Executive Order #8802



<http://www.ourdocuments.gov/doc.php?doc=72>

Teacher Resource Sheet 2

Fair Employment Practices Committee

The lure of defense industry jobs and promise of the Fair Employment Practices Committee (FEPC) triggered an enormous migration of African Americans from the South to defense plants. However, most African Americans were hired for menial jobs. A reluctant defense industry refused to comply with the order, arguing that if African Americans were hired as janitors, employers would be forced to integrate their workforce. In 1943, FDR decided to strengthen the FEPC after learning about how some employers were violating the spirit of the new order. As a result, he increased the FEPC budget to nearly half a million dollars and replaced the part-time Washington, D.C., staff with a professional full-time staff distributed throughout the country. By war's end the number of jobs held by African Americans was at an all-time high: African American civilians accounted for eight percent of defense-industry jobs, whereas before the war they only held three percent, and 200,000 were employed by the government, more than triple the number before the war. A majority of those employed, however, still held menial jobs.

<http://www.gwu.edu/~erpapers/teaching/glossary/fepec.cfm>

Student Resource Sheet 1

Jim Crow Tanks
April 14, 1942

For cartoon:

Click on link below

Copy and paste it onto your web browser

http://www.angelfire.com/planet/thesneetches/political_cartoons

Student Resource Sheet 2

**The Old Run Around
June 26, 1942**

For cartoon:

Click on link below

Copy and paste it onto your web browser

<http://americasstudies.com/index.php/dr-seuss-the-political-cartoonist/>

Student Resource Sheet 3

**Real Harmony
June 30, 1942**

For cartoon:

Click on link below

Copy and paste it onto your web browser

http://grangerprints.mediastorehouse.com/fair_employment_cartoon_listen_maestroif_you_want_to_get_real_harmony/print/6261027.html

Student Resource Sheet 4

**War Work to Be Done
July 9, 1942**

For cartoon:

Click on link below

Copy and paste it onto your web browser

<http://tinyurl.com/6wzenk5>

scroll down 13 rows

Cartoon is next to the last one on your right

8-e1306245303253.jpg

Click on cartoon to enlarge

Student Resource Sheet 5

The Guy Who Makes a Mock of Democracy July 30, 1942

For cartoon:

Click on link below

Copy and paste it onto your web browser

<http://tinyurl.com/6wzenk5>

scroll down 12 rows

Cartoon is next to the last one on your right

20730cs-e1306244034602.jpg

Click on cartoon to enlarge

Student Resource Sheet 6

Cartoon Analysis Worksheet

Level 1 - Comprehension	
<p>Visuals</p> <ol style="list-style-type: none">1. List the objects or people you see in the cartoon.	<p>Words (not all cartoons contain words)</p> <ol style="list-style-type: none">1. Identify the cartoon caption and/or title.2. Locate words or phrases used by the cartoonist to identify objects or people within the cartoon.3. Record any important dates or numbers that appear in the cartoon.
Level 2 - Analysis	
<p>Visuals</p> <ol style="list-style-type: none">2. Which of the objects on your list are symbols?3. What do you think each symbol means?	<p>Words</p> <ol style="list-style-type: none">4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3 – Synthesis	
<ol style="list-style-type: none">A. Describe the action taking place in the cartoon.B. Explain the message of the cartoon.C. What groups would agree with the cartoon's message? Why?D. What groups would disagree with the cartoon's message? Why?	

Student Resource Sheet 7a

A. Philip Randolph and the March on Washington Movement



Franklin D. Roosevelt, 1933
Photo by Elias Goldensky. Public Domain

At the end of the Great Depression, the United States rebuilt its military and economy and while doing so, it kept its practices of discrimination. As was done before the Depression, many jobless African Americans if hired by aircraft or other wartime industries, were hired in the lowest paying jobs no matter what skills they had; however, white workers were hired for the best jobs which paid the highest wages.

The military put those African American men in segregated units and assigned them to service duties. African American men were not accepted by the Marine Corps or the Army Air Corps which is now the Air Force. The Navy accepted a limited number of servicemen and limited them to performing menial jobs.

These injustices prompted a young African American man to write the *Pittsburgh Courier* and suggested a “Double V” campaign (victory over fascism abroad and over racism at home). In turn, the newspaper embraced his words as a battle cry for racial equality. Addressing racial discrimination in a nation at war was difficult. This “Double V” campaign led to African Americans criticizing discrimination in the defense program. President Franklin Roosevelt was pressured by organizations such as the NAACP, the Urban League, and other civil rights groups to take action; however, he took very little action at that time. This led to mass rallies around the United States of America.

Student Resource Sheet 7b

A. Philip Randolph and the March on Washington Movement



A. Philip Randolph, 1963
en.wikipedia.org
Public Domain

With the election safely won, President Franklin Roosevelt, anxious not to offend white southern politicians whom he needed to back his war program, refused to meet with African American leaders.

In order to abolish racial discrimination in the hiring of African Americans in government programs such as the armed forces, A. Philip Randolph called for 10,000 African Americans to march on Washington, D.C. This was called the March on Washington Movement (MOWM). A. Philip Randolph was the president of the Brotherhood of Sleeping Car Porters which was the first American Federation of Labor (AFL) union led by blacks. MOWM became the largest march of African Americans since the 1920's during which Marcus Garvey led his Universal Negro Improvement Association demonstrations.

A. Philip Randolph and MOWM wanted an executive order issued by President Franklin Roosevelt that would lead to the end of racial discrimination in all companies receiving government contracts. This also included the practice of racial discrimination in the training of African Americans in the armed forces.

Student Resource Sheet 7c

A. Philip Randolph and the March on Washington Movement



Participants in the Double V Campaign, 1942

From the Collection of the National Archives and Records Administration

This March on Washington Movement, which A. Philip Randolph was leading, inspired many African Americans who wanted to see racial discrimination ended in government. As a result, A. Philip Randolph told President Roosevelt that he expected more than the original number of 10,000 African Americans marchers to increase to 50,000. This alarmed President Roosevelt so much that he had First Lady Eleanor Roosevelt and New York City Mayor Fiorello La Guardia try to convince Randolph to call the march off. Randolph “stood his ground” on having the march and as a result, President Roosevelt met with him and other African American leaders. Randolph and the other African American leaders felt Roosevelt was not truly going to make the changes they demanded; therefore, they raised the stakes by saying there would be 100,000 marchers. This led the President to draft Executive Order #8802 which ended discrimination in the employment of workers in defense industries or Government because of race, creed, color, or national origin. To this day, it is unclear whether Randolph really could have gotten 100,000 African Americans to march on Washington or not.

Hine, D., Hine, C. & Harrold, S. *The African American Odyssey*. New York: Pearson 2003, pp.483-485. Print.

Student Resource Sheet 8

History Frame

Who (may be multiple persons):

When:

Where:

Problem:

Proposed Solution:



Key Events:

Outcome:

