

Chapter 11 From Prosperity to Poverty and Back Again

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Introduce the chapter using the steps outlined on pages vii.

See the **Student Workbook** for this chapter's activities.

Preview Terms

The vocabulary words (terms) for each chapter are listed at the beginning of that chapter. The terms for each section are listed in the “As You Read” box at the beginning of that section. You will find the suggested vocabulary exercises on page vi in To the Teacher.

NOTE: Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.


Chapter 11

From Prosperity to Poverty and Back Again

Chapter Preview

TERMS

prosperity, suffrage,
depression, stock,
supply and demand,
unemployment, New Deal,
civilian, Social Security
Act, Nazi, Holocaust,
Allies, Axis powers,
combat, amphibious,
posthumous, distinguished,
navigator, bombardier,
prisoner of war, ration,
democratic, communist,
Cold War, truce,
maintenance



Above: For Alabama, the Tennessee Valley Authority was one of the most important parts of the New Deal. During World War II, this plant at Wilson Dam produced phosphates to be used in fertilizer.

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Course of Study for Chapter 11

Standard 12 Explain the impact the 1920s and Great Depression had on different socioeconomic groups in Alabama.

Examples: impact of the 1920s—increase in availability of electricity, employment opportunities, wages, products, consumption of goods and services; overproduction of goods; stock market crash

Impact of the Great Depression—overcropping of land, unemployment, poverty, establishment of new federal programs

- Explaining how supply and demand impacted economies of Alabama and the United States during the 1920s and the Great Depression



The economy during World War I was good. Factories and farms in Alabama were able to sell nearly everything they produced. Thomas Kilby was elected governor at the end of the war. Governor Kilby tried to guide the legislature in deciding how the state would spend its money. He worked to improve prisons, education, public health, and more. Prosperity (good economic times) was nationwide during the 1920s. But the “good times” came to a quick end. The economy slowed down as factories closed. Almost everyone suffered in the hard times that followed. Then World War II rapidly put everyone to work. The country was fighting on two fronts, the European battle zone and the Pacific battle zone.

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Chapter Preview

In this chapter, students will read about these events and how they affected Alabamians. The advancements of the 1920s and women’s suffrage are described. The causes and results of the Great Depression and its impact on Alabamians are analyzed. The material covers our entry into World War II, Alabama’s role in the war effort, and the state’s participants in the war.

Chapter Objectives

- Describe women’s fight for suffrage and the changing role of women in the early 20th century.
- Assess the impact of the prosperity and progress of the 1920s on Alabamians.
- Explain how supply and demand impacted the economy during the 1920s and the Great Depression.
- Determine the effects of major New Deal programs on Alabama.
- Analyze the economic and social impact of World War II on Alabamians.
- Recognize Alabama’s participants and strategic role in World War II.
- Identify the causes and effects of the Korean Conflict.

Course of Study (cont.)

Standard 13 Describe the economic and social impact of World War II on Alabamians, including the entry of women into the workforce, increase in job opportunities, rationing, utilization of Alabama’s military installations, military recruitment, the draft, and a rise in racial consciousness.

- Recognizing Alabama participants in World War II, including the Tuskegee airmen and women in the military
- Justifying the strategic placement of military bases in Alabama, including Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base

Standard 15 Identify major world events that influenced Alabama since 1950, including the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.

For the full text of the standards, search 2010 Social Studies at the website alsde.edu.

Defining: What Is a Primary Source?

Have students define the word *primary* and list the various meanings or ways the word can be used. They should recognize that *primary* can mean first, original, most important, basic, etc. Ask them to think about what the difference is between a primary source of information and a secondary source of information. To demonstrate, use the scenario of evidence in a trial. For example, a fingerprint on an object would be a primary source of information. A person's testimony that someone else told them about what happened would be a secondary source of information.

Practicing: How to Use a Primary Source

A primary source is an original artifact or document. Bring several examples of primary sources to class for students to examine. For example, you might choose artifacts from your school such as a program, a photograph, a game ball, a uniform, a class schedule, a microscope, a parent letter, etc. Ask students what each artifact tells them about the school. What might people from another country learn about your school from these artifacts?

Time Capsule

Demonstrate the importance of primary sources by creating a class or school time capsule. Have students choose artifacts to place in a time capsule that will give future students information about your class. Allow them to fill a container with their artifacts. Bury or place it in a permanent, secure place on the campus.

Focus on Reading Skills

Using a Primary Source

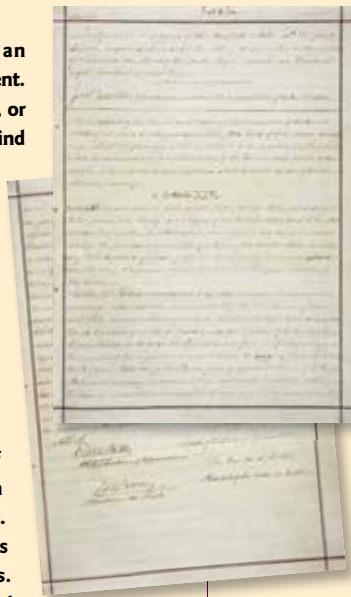
Learning

A *primary source* is an original artifact or document. It can be a diary, a letter, or a photograph. You can find primary sources all around you. A school progress report and a party invitation are primary sources. They tell something about you, where you are, and the date.

How would you learn more about the history of a country or a group of people? You could search for copies of speeches. You could look for lists of people and their jobs. Documents about laws and wars could also help you. Each primary source could have important information. If your questions are not answered, then find more sources. Many sources can be found on the Internet.

Practicing

Above is a reproduction (copy) of a primary source. It is Amendment XIV (14) of the United States Constitution.



Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

Number from 1 to 3 on a separate piece of paper. Read Section 1 of the 14th Amendment and answer these questions.

1. The purpose of the amendment was to make citizens of former slaves. True or False.
2. The amendment includes all people who were _____ or _____ in the United States.
3. Equal protection of the laws can be denied by any state. True or False.

Using a Primary Source

Answers to Practice Exercise

1. True
2. born or naturalized
3. False

Note:

Section I

Alabama—100 Years Old

As you read, look for

- the economic boom of the 1920s;
- when women gained the right to vote;
- the Great Depression;
- how poverty affected lives;
- terms: *suffrage, depression, stock, supply and demand, unemployment.*

Alabama became a state in 1819, so the year 1919 was its centennial (100 years old) celebration. The U.S. government made a 50-cent coin to honor the state's birthday. There was a likeness of William Wyatt Bibb, the state's first governor, and

Figure 22
Timeline:
1920 to 1955



Section I: Alabama—100 Years Old 301

Section I Alabama – 100 Years Old

INTRODUCE

Outline

- A. Women's Suffrage
- B. The "Roaring Twenties"
- C. The Great Depression
 1. The Stock Market Crash of 1929
 2. How the Depression Happened
 3. Alabamians Remember the Great Depression
 4. The Worst Year of the Depression

Materials

Textbook, pages 301-307
Teacher Tech CD
Lesson Plan
Visual Aids
Guided Reading, 11-1
mystatehistory.com
Online Textbook
Student Notebook

Using the Timeline

Have students use the timeline to answer the following:

1. Where on this timeline do you find local (state) events? (*top*)
2. What period is shown on the timeline? (*1920 to 1953*)
3. Which U.S. president approved building dams on the Tennessee River? (*Franklin Roosevelt*)
4. What do you think the "Showplace of the South" is? (*Answers may vary.*)
5. How many years passed between the two wars shown on the timeline? (*5 years*)

Critical Thinking

The timeline shows that women gained the right to vote in 1920. Congress approved the 19th Amendment giving this right in 1919. It was ratified by the required 36 states by 1920. Alabama did not ratify it until 1953. Can students speculate on reasons for the delay? What do they think this meant for women in Alabama?

Personal Timelines

Have students create a personal timeline of events in their lives or the lives of their families. Ask parents and family members to assist students in creating their personal timelines. Personal timelines can be illustrated with photographs, anecdotes, or artifacts from students' lives. Display their personal timelines in the classroom.

Building Background

Distribute a small piece of hard candy to each student as they enter the classroom, and allow them to eat it as you begin the class. Make positive comments to students as you do this, such as, “We have plenty,” “This is so much fun,” “Don’t worry about anything,” “I’m sure we won’t run out,” “These are such good times,” etc.

After a few minutes, announce to students that good times are over. Make negative comments such as, “We’ve lost all our money,” “Times are so hard,” “I don’t know where our next meal will come from,” etc. Tell them that the candy they had will have to last for the rest of the day, because the school has no lunch to serve and their parents will not have any food in the house when they get home. Give students a few moments to react.

Ask students how they felt when circumstances in the classroom changed so drastically in such a short time. Have them make a quick list of all the words or short phrases that come to their minds to describe their feelings about what happened. (confusion, fear, anger, disbelief, frustration, anxiety, etc.)

Tell students to keep this experience in mind as they read in this chapter about the sudden contrast between the prosperity of the “Roaring Twenties” and the onset of the Great Depression. Assist them in making the connection to the experiences of people who lived through this period of extreme changes.



Governor Kilby was the first living person to have his likeness on a United States coin. The coins cost \$1.00 each when issued but are worth hundreds of dollars today. Kilby served from 1919 to 1923.



Pattie Ruffner Jacobs

Governor Kilby, the governor at that time, on one side of the coin. The other side showed the state seal. When will the state celebrate 200 years?

Women’s Suffrage

Like blacks, women had to battle for the right to vote. As early as 1848, some women in the United States began trying to get the right to vote (**suffrage**). By 1900, Utah, Idaho, Wyoming, and Colorado allowed women to vote. Susan B. Anthony fought nationwide for suffrage. Her efforts were honored in 1979 with a special coin, the Susan B. Anthony dollar. It was the first United States circulating (in use) coin with a female image of a real woman.

During the writing of the Alabama Constitution of 1901, a proposal was made to allow women to vote. The proposal was rejected. In 1911, Pattie Ruffner Jacobs began the Birmingham Equal Suffrage Association to work for women’s right to vote. She also worked in the National American Woman Suffrage Association.

Women marched, made speeches, and wrote articles asking for the right to vote. In 1920, the 19th Amendment to the United States Constitution gave women suffrage. Alabama was one of the few states that did not ratify the amendment at the time. In 1953, Alabama finally ratified the amendment. It was already law, of course, because three-fourths of the states ratified the amendment soon after it passed Congress.

The “Roaring Twenties”

In the years after World War I, jobs were easy to find and the pay was high. This time, the 1920s, is known as the “Roaring Twenties.” Most houses in towns had electricity. Many families bought refrigerators, electric stoves, and radios. People were able to go to the movies. However, people in rural Alabama had no electricity. They lived as before without refrigerators or electric lights.

In Alabama, the 1920s were a time of progress in many areas. The State Board of Education was set up to improve schools. Edgar Murphy was an Episcopalian minister in Montgomery. He led the fight to keep school-aged children from working in factories. Treatment of prisoners improved in the state. A new prison

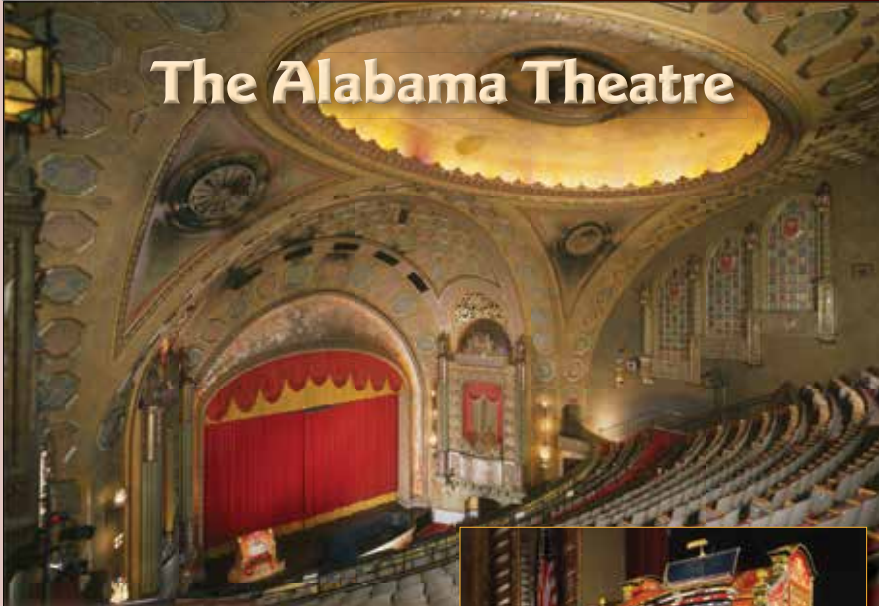
One Hundred Years!

Do students know the meaning of “centennial”? (*100-year period, occurring once in 100 years, a 100-year anniversary celebration*) Can they guess the root word of “centennial”? (*cent – a 100th unit of measure*) What other words can they think of that have the same or related root meanings? (*century – 100 years; cent – 100th of a dollar; centimeter – 100th of a meter; etc.*)

Alabama celebrated its statehood centennial, or 100th birthday, in 1919. Ask students how many years of statehood will the bicentennial celebrate? (*200*) In what year will the bicentennial celebration be held? (*2019*)

Spotlight on Architecture

The Alabama Theatre



During the 1920s, special theater organs provided music for silent films. These early movies were called silent because they did not have a soundtrack (music and people talking). That technology was not widely used until 1928.

In 1927, a special new theater called the Alabama Theatre opened in Birmingham. People named it the Showplace of the South. The theater had valuable art, furniture, statues, and paintings. You can still visit this historic theater.

This lavish (deluxe) theater required many workers to keep it running. There were musicians, stagehands, projectionists, cashiers, doormen, and many others. Air-conditioning



was rare at this time, so the theater also had two air-conditioning engineers on staff.

One outstanding feature of the Alabama is the Mighty Wurlitzer theater organ called "Big Bertha" (inset). This organ has 20 sets of pipes and 4 keyboards. It has a magnificent sound. Big Bertha is on a lift and thrills the audience as the red organ rises out of the orchestra pit.

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Commemorative Coins

Commemorative coins are often issued by the United States Mint to honor and celebrate national events, anniversaries, important places, or notable citizens. Alabama's centennial was honored by a commemorative coin issued by the U.S. Mint. Students can learn more about commemorative and other special coins issued by the mint at usmint.gov.

Have students collect and bring to class quarters from the 50 States Quarters Program issued by the United States Mint. Students can examine and compare the coins. Does each quarter represent or honor something special about that state? What things are shown on Alabama's coin? (*Helen Keller, braille, branches of longleaf pine and magnolia, banner reading "Spirit of Courage"*)

Public Speaking: Women's Suffrage

Place students in collaborative learning groups. Have group members work together to prepare a speech intended to persuade the class to support the movement for women's suffrage. The speech should contain three main points and an appeal for support.

Have each group choose a spokesperson to present the speech to the class. Group members can make signs or posters advocating women's suffrage to hold up during the speech. They can march in together before the speech. Allow students to be creative in involving all group members in preparing for and presenting the speech.

About the Alabama

"Movie palaces" were built to show silent films. Have students go to alabamatheatre.com. Choose About the Alabama to learn the history of the theatre, take a virtual tour of its beautiful interior, or play a song on "Big Bertha." Organs often played sound effects corresponding to the action on the screen, such as the sound of galloping horses for a chase scene in a western movie.

Both "theater" and "theatre" are correct spellings. "Theater" is common in the United States, while "theatre" is more common in other English-speaking countries.

Biographical Research: Notable Women

Have students use the Internet or media center resources to create a biographical outline of one of the women associated with the women's suffrage movement and the 19th Amendment. The outlines should include the woman's name, the years of her birth and death, where she lived, how she contributed to the suffrage movement, and any other notable contributions she made to society. If possible, have students include a picture of the woman they chose to research. Allow students to share their information with the class.

Have students choose from these women:

Susan B. Anthony
Amelia Jenks Bloomer
Dorothea Dix
Margaret Fuller
Angelina Grimke
Sarah Grimke
Patti Ruffner Jacobs
Lucretia Mott
Elizabeth Cady Stanton
Lucy Stone
Harriet Beecher Stowe
Sojourner Truth

Using Photographs and Illustrations

Ask students to study the photograph of the sharecropper on page 305. What words would they use to describe him? What do his clothes and appearance tell students about him? Can they imagine what he is feeling?

Today, the image we have of the Great Depression is formed mainly by the photographs taken throughout the country by many different photographers. One of the most famous was Walker Evans. He spent several months in Hale County, Alabama, taking pictures of the lives and homes of the white sharecroppers. Below is his photo of the post office in Sprott. On the opposite page is his portrait of Floyd Burroughs, one of the sharecroppers.



named for Governor Thomas Kilby was built in Montgomery. Many new roads were built and paved. Laws were passed to help the poor. The State Docks Commission built state-owned docks in Mobile.

The Great Depression

As the 1920s ended, good times began turning into bad ones. Many banks and businesses failed. People lost their jobs. The country fell into a depression. (A **depression** is a time of severe economic problems.) This time is called the Great Depression.

The Stock Market Crash of 1929

A key event in the Great Depression was the crash of 1929. Many Americans had bought stocks. (**Stock** is a share of ownership in a business.) They hoped to make a lot of money when prices went up. Some of them borrowed money to buy stocks.

Prices of stocks started falling on October 24, 1929. By October 29, 1929, people were trying to sell their stocks at any price. As prices kept falling, more and more people lost money.

The nation's economic problems continued with a huge loss in personal wealth. People did not have much money and could not buy goods. Many people lost their jobs, and some people lost their homes and businesses. The stock market crash was the beginning of the Great Depression.

How the Depression Happened

Another major cause of the Great Depression was simply **supply and demand**. This means that American industries and farms were producing more (supply) than they could sell (demand). The needs of the war years were over. During World War I, many countries bought goods from the United States. Those countries now made their own

goods. They no longer needed to import things from America. Most Americans thought they would always have good jobs. They borrowed money to buy houses. Many workers used credit to buy automobiles and other things they wanted.

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FYI

Even before the 19th Amendment passed giving women the right to vote, a woman named Jeanette Rankin from Montana was elected to the U.S. House of Representatives.

For more information on "women's suffrage in the Progressive Era," have students visit the website of the National Women's History Museum at nwhm.org. Search on the topic there, or use a search engine for more sources.

Note:



Factories began to lay off workers or close. The price for farm products dropped. Many people could not earn enough to pay their debts. By 1932, over one-fourth of American citizens were out of work. The years between 1930 and 1940 were called the

Needs and Wants

The use of credit and borrowing to buy things such as homes and automobiles during the economic boom of the early 1920s contributed to the hardship Americans suffered when the economy began to collapse. Help students discriminate between needs and wants using a familiar example such as clothing. Clothing is generally considered a basic need that people have. Ask students to think about their favorite pieces of clothing and what makes those pieces special. Next, ask them which of those pieces they really *need*. Could they live without their favorite piece? Determine what is a real need, rather than a want, by having students pretend that they can pay for only one outfit for everyday and one outfit for dress-up wear. They must choose only the pieces for the two outfits.

Critical Thinking: Supply and Demand

Discuss the law of supply and demand by asking students the following:

- Have you ever wanted an item that was hard to find (for example, a popular toy or video game)?
- How did you try to get the item?
- If you acquired the item, how did you feel?
- If you did not get the item, how did you feel?

Ask students: If you were a manufacturer, would you charge a high price or a low price for a scarce item that everyone wanted to buy? Why?

Notes:

Economics Activity

Tell students to imagine that the class owns 10 shares of stock in a corporation that is listed on either the NYSE or NASDAQ stock exchange. (Information can be found online, in daily newspapers, or on network television daily news.)

Keep track of the price of the stock for a certain period. At the end of that time, have students calculate how much the class gained or lost on their “investment.”

Assign posting the price of the stock, and corresponding gain or loss, on the board or chart in the classroom as a daily task. You can assign each day in advance to a different student, or call on a student at random each day to keep the class involved in the activity.

Do You Know?

During the Great Depression, unemployment rose from 3 percent to 25 percent. Do students know what the unemployment rate is today? Is that number greater or less than last year’s rate?

Help students understand these numbers by converting the percentage into the number of people who would be unemployed. For example, 10 percent of a class of 30 students would mean that 3 students would be unemployed; 20 percent would mean that 6 students would be unemployed, etc. To provide a concrete representation for them, have the number of “unemployed” students stand as you discuss each example.

“hard times.” **Unemployment** (being without a job) was very high in Alabama for both whites and blacks in those years. Alabama’s nonfarm unemployment rate was the highest of all southern states. The Great Depression changed many people’s lives.

Banks were not able to collect their loans. Some banks did not have enough money to operate, so they closed. People who had money in those banks lost all of their savings.



Above: *This father and his family are hoping to get a ride to take them to Alabama. He hopes he can find work there.*

Alabamians Remember the Great Depression

Alabamians who lived during the depression years will never forget what it was like. A woman in Autauga County ran a small grocery store with her husband. They also had a gristmill where they ground corn. The woman remembers that her family often gave food to people who needed it.

One farm family recalled that they did not have much money but always had enough food to eat. They grew vegetables and canned them to provide food for the winter. They smoked pork in the farm’s smokehouse. They often made clothes from the cotton sacks that held flour and sugar. Church picnics and group games were popular. Some of the games people played were hide-and-seek, baseball, and marbles.

One woman remembers living with her aunt and six cousins on a farm near Selma.

Their three-room house did not have electricity, running water, or an inside bathroom. She said that during the depression, the food at many meals was cornbread, buttermilk, and fat pork. But the family had chicken or pork, grits, gravy, and biscuits almost every Sunday. This was possible because they had farm animals to provide milk, eggs, and meat. Mostly, she remembers, “No one had anything.” At the local store, she sometimes swapped eggs for coffee, sugar, candy, or soap.

An immigrant family from Norway settled near Birmingham. The father was working with a steel company. When the depression came, the company closed. After that, the father would do small jobs in exchange for food such as flour, milk, or eggs.

Extra! Extra!

Have students write headlines for articles they imagine would have been found in local newspapers in 1929 and the early 1930s. For example, newspapers would have reported about the stock market crash, bank closures, unemployment, homelessness, President Roosevelt, New Deal programs, etc. Encourage students to be creative in composing attention-getting headlines.

Note:



Every day, railroad detectives removed hundreds of people who were illegally riding railcars. Sometimes whole families were moving to look for work. They were homeless with no money and no jobs.

The Worst Year of the Depression

By the fall of 1932, the depression was at its worst. That year Franklin Delano Roosevelt was elected president. He believed he could help the nation get over the depression. When he became president, Roosevelt said, "The only thing we have to fear is fear itself."



Above: Franklin Delano Roosevelt was the Democratic nominee for president in 1932. Here, he is campaigning in the South. **Left:** As bad as the Depression was for white farmers, it was even worse for blacks. Compare this photo to the pictures on pages 242 and 155. Very little has changed.

Think It Through!

1. What amendment to the U.S. Constitution gave women the right to vote?
2. Why was America so prosperous after World War I?
3. Explain the major causes of the Great Depression.
4. Name some hardships of the Great Depression.
5. Who was elected president in 1932?

Connect to Today: Family Involvement

Have students talk with parents or other family members about current events or circumstances that might seem to correspond to the events of the Great Depression. (*stock market losses, businesses closing, unemployment, homelessness, etc.*)

ASSESS

Answers to "Think It Through!"

1. 19th Amendment
2. Factories and farms were able to sell everything they produced because of the demand during World War I. Everyone had jobs during the war. America's prosperity lasted for a while after World War I ended.
3. The stock market crashed in 1929; supply and demand changed because American farms and industries produced more than they could sell after the war; people lost their jobs and were not able to pay their debts; and banks failed because people could not pay back their loans.
4. Answers will vary, but should demonstrate understanding that people could not buy things because they did not have any money. People only had the food they could grow on the farm, men had to leave home to find jobs, and some people were homeless.
5. Franklin Delano Roosevelt

Note:

Research Using Technology

Below are a few websites that students can visit for more information on topics related to this section.

1. Causes and effects of the Great Depression, pbs.org/fmc/interviews/kennedy.htm
2. The Great Depression, history.com/topics/great-depression
3. The Dust Bowl, pbs.org/wgbh/amex/dustbowl/timeline/index.html

INTRODUCE

Outline

- A. Programs to Create Jobs
- B. Programs to Improve Lives
- C. Financial Safety Nets
- D. Effect of the New Deal

Materials

Textbook, pages 308-311
Teacher Tech CD
Lesson Plan
Visual Aids
Guided Reading, 11-2
mystatehistory.com
Online Textbook
Student Notebook

TEACH

Building Background

Ask students: If our country had another economic depression like the Great Depression, what are some ways that you and your family could make it through? Do you know what older people mean when they say “make do” or “do without”? What are some ways you and your family could spend less money? Have each student make a list of four or five ideas and share them with the class.

FYI

You can find information, activities, and lesson plans at the New Deal network set up by the Roosevelt Institute at newdeal.feri.org/.

The New Deal

About Alabama

DeSoto State Park in Fort Payne has several structures built by the CCC. One of the most interesting is an unfinished stone bridge. It is believed that the project ended when the young CCC workers left to fight in World War II.

As you read, look for

- programs for the unemployed and poor;
- retirement benefits for older Americans;
- what prevents flooding and generates electricity;
- how money deposited in banks is insured;
- terms: New Deal, civilian, Social Security Act.

After his election, President Roosevelt asked Congress to set up several programs to help people during these hard times. Together, these programs were called the **New Deal. Some of these programs are still in existence today.**

New Deal programs employed many jobless citizens. These workers built a large number of public buildings and parks during the depression.



Programs to Create Jobs

The Civilian Conservation Corps (CCC) was the first work program set up by Roosevelt. (A civilian is a person who is not military.) Young men between the ages of 18 and 25 could work with the CCC. They did such jobs as planting trees and building dams. CCC employees built some of Alabama’s state parks.

The Public Works Administration (PWA) provided jobs to thousands of unemployed people. These workers built highways,

Using Technology

Have students go to alabamamoments.state.al.us/sec49det.html, or to the Birmingham Public Library’s website, bplonline.org/resources/exhibits/new_deal, to find information about WPA projects in Alabama. Choose Murals to learn more about the amazing paintings by artists in New Deal programs. The library and Woodlawn High School in Birmingham have WPA murals. At 6 feet high and 200 feet long, the school’s mural is the largest WPA mural in the Southeast. Woodlawn’s murals are being painstakingly restored to their former beauty.



bridges, and dams. Another job-creation program was the Works Progress Administration (WPA). Begun in 1935, WPA workers built many schools and other public buildings in Alabama. The WPA also sponsored projects in the arts.

Programs to Improve Lives

Two programs brought electricity to more areas of the state. The Rural Electrification Administration (REA) supplied electricity to farms and thousands of homes. Having electrical power made life easier for people in the country. They could finally have modern things such as radios and refrigerators.

Congress set up the Tennessee Valley Authority (TVA) in 1933. TVA built dams on the Tennessee River. The dams were to stop floods and allow boats and barges to travel on the river. TVA projects brought electricity to this poor and rural part of the South. The soil in the area was worn out, and new industries were needed to provide jobs. But without electricity, factories would not come to the area.



Opposite page: *The Spring Park bridge in Tusculumbia was built by the WPA. Top: Bunker Tower stands atop Mount Cheaha, the highest point in Alabama. It was built by the CCC. Above: These CCC workers are building a road.*

Note:

FYI

Harry Hopkins, Director of the WPA, believed that it was important to put artists, musicians, and writers, as well as other workers, back to work. The WPA and the Treasury Department Section of Fine Arts commissioned artwork during this time. Some of the best projects sponsored by these agencies can still be seen in Alabama.

Plant a Garden

During the Great Depression, many people did not have money to purchase necessities such as food and clothing. In cities and towns, as well as in rural areas in Alabama, families planted vegetable gardens to grow their own food. Later, during World War II, the gardens were called “victory gardens.” The government encouraged people to grow their own food to supplement items that were rationed during the war.

Collaborate with your school’s groundskeeper to enable students to plant and tend a small vegetable garden. You might also ask for assistance from the 4-H program or the county Master Gardener program.

Alphabet Agency Organizer

Many of the New Deal programs were known primarily by initials rather than the full agency name. Have students create a chart (or give them a template) showing the programs that most affected Alabama, the function or purpose of each, how each helped the economy, and whether it is still operating today. Tell them to list the following down the left side of the chart: CCC, PWA, TVA, REA, SSA, WPA, FDIC, AAA, FSA, and NLRB. Across the top, label the columns: Name (the full names of the agencies in this column), Function or Purpose, Economic Benefits, Today (yes or no in this column to show if the agency still exists). You might wish to have students work in collaborative learning groups to complete the chart.

Writing: “Dear Mrs. Roosevelt”

During the Depression, children struggled to understand what was going on in the world around them. *Dear Mrs. Roosevelt*, edited by Rob Cohen, is a compilation of letters written by children all over the country to First Lady Eleanor Roosevelt. Read some of the letters aloud, or have student volunteers read them to the class.

See these letters online at newdeal.feri.org/eleanor/index.htm.

Discuss with students the feelings expressed in the letters.

Have students compose letters to the current president or first lady. They might express their concerns about issues facing the country or our state today, commend the president on doing a good job, or ask a question about something that will affect their futures, etc. Have students share their letters with the class. You might wish to use a rubric to evaluate student writing.

Researching the New Deal in Alabama

Have students use the Internet or media center resources to research some of the ways the New Deal might have affected their town, community, or county. The CCC, the TVA, the WPA, the CWA, and the AAA or FSA, in particular, were involved in projects in Alabama. City hall or the county seat are often good resources for local connections to New Deal projects. If students are unable to find a local connection to the New Deal, have them expand their search to surrounding counties or statewide.



Above: Wheeler Dam, a TVA dam on the Tennessee River, took three years to build. The dam was completed in 1936.



TVA helped the Tennessee River Valley by supplying low-cost electricity for houses and industries. It also provided jobs. Stopping soil erosion was another TVA project. The work of TVA improved living conditions for people.

TVA is the largest public power company in the country. It generates electricity at seven sites in Alabama.

Financial Safety Nets

The Social Security Act (SSA) had several parts. One of its goals was to provide basic retirement benefits for older Americans. Another part was to give money to workers who had lost their jobs. The SSA also aided needy children. The states received grants to provide medical care for the poor. Social Security helped people who were disabled and unable to work. Many Social Security programs are still in effect today. These plans include retirement benefits and disability payments.

Many banks went out of business during the depression. People lost their savings. The Federal Deposit Insurance Corporation (FDIC) was an answer to the bank closings. The FDIC was set up to make banking safer. It protected people from losing money they had deposited in banks. The FDIC still insures the

Literature Connections

Encourage students to read one of these books written for children about the Great Depression:

- *Potato: A Tale from the Great Depression*, by Kate Lied
- *Rose's Journal: The Story of a Girl in the Great Depression*, by Marissa Moss
- *Rudy Rides the Rails: A Depression Era Story*, by Dandi Mackall
- *Tough Times*, by Milton Meltzer
- *Kit's World: A Girl's-Eye View of the Great Depression*, by Harriet Brown and Teri Witkowski
- *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*, by Jerry Stanley
- *Children of the Great Depression*, by Russell Freedman



money people deposit in banks today. Look for the FDIC sign where your family banks.

Effect of the New Deal

By the late 1930s, President Franklin D. Roosevelt's New Deal programs were helping to lift the country out of the depression. Roosevelt was reelected to the presidency in 1936, 1940, and 1944. He was the only U.S. president to be elected four times. It turned out that a war was in the future. And that war would finally end the depression.

Think It Through!

1. What was President Roosevelt's group of programs called?
2. Which program provided retirement benefits and is still in force today?
3. Which program brought electricity to poor areas?

Above: The WPA sponsored a series of murals by Mobile artist John Augustus Walker for the 1939 Alabama State Fair.



Exploring Diversity in Music

Music was important even during the hard times of the Depression and World War II. Collaborate with the music teacher in your school to expose students to the music of the 1930s and 1940s. Many forms of music were popular, from jazz and the “Big Bands” of Glenn Miller and Benny Goodman, to Hollywood musicals such as *The Wizard of Oz*, *Stormy Weather*, *Pennies from Heaven*, and *Snow White and the Seven Dwarfs*. Popular singers included Marian Anderson, Dinah Shore, Billie Holiday, Ella Fitzgerald, and Judy Garland.

Play selections of the music of this period in the classroom as students work. They can do further research on their favorite singer or musician of this period.

Critical Thinking

Ask students why they think Franklin D. Roosevelt's programs were collectively called the “New Deal.” Did the programs accomplish what was intended? Which of the New Deal programs do they think still has the most impact today? (*Students should recognize the impact of Social Security today.*) Ask students to think of all the ways Social Security affects their lives today. (*retirement, disability, survivors, insurance, etc.*)

Using Photographs and Illustrations

Ask students what the mural depicts.

ASSESS

Answers to “Think It Through!”

1. The New Deal
2. The Social Security Act
3. The Rural Electrification Administration

Notes:

INTRODUCE

Outline

- A. Europe at War
- B. The United States Enters the War
- C. Alabamians in the War
- D. Alabama Works and Sacrifices for the War
- E. President Franklin D. Roosevelt Dies
- F. The War Ends

Materials

- Textbook, pages 312-323
- Teacher Tech CD
 - Lesson Plan
 - Visual Aids
 - Guided Reading, 11-3
- mystatehistory.com
- Online Textbook
- Student Notebook

TEACH

Building Background

Remind students that World War I was said to be “the war to end all wars.” Have students hypothesize what could have caused the world to return to war. Write the following quote from Albert Einstein on the board: “As long as there are men, there will be war.” Ask students for their opinions on this statement.

World War II

Below: Benito Mussolini became the dictator of Italy in 1922. In 1935 his army invaded the independent African country of Ethiopia.



As you read, look for

- which countries fought in World War II;
- what Alabama citizens did for the war effort;
- Alabama military men and women during the war;
- World War II military bases in Alabama;
- terms: **Nazi, Holocaust, Allies, Axis powers, combat, amphibious, posthumous, navigator, bombardier, prisoner of war, ration.**

In the 1930s, there were several wars and invasions taking place in the world. Japan sent troops into the Chinese state of Manchuria in 1931. Then Italy conquered Ethiopia in 1935. At that time, Ethiopia was one of Africa’s few independent nations. Germany, led by Adolf Hitler, took over Austria in 1938. These conflicts were some of the causes of World War II.

Europe at War

Hitler became bolder. His troops grabbed Czechoslovakia, a country that bordered Germany. In his speeches, Hitler began talking about taking over Poland. England and France said they would fight if the Germans moved onto Polish soil. German forces crossed the Polish border in the fall of 1939. England and France declared war on Germany, and World War II began.

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Notes:



Hitler blamed the Jewish people for Germany's problems. Hitler also said that his people were the master race. The **Nazis**, Hitler's followers, put all Jews that they could in prison. Six million of these innocent people were imprisoned and killed. This murder of the Jewish people is called the **Holocaust**.

The Soviet Union (now the Russian Federation) was Germany's ally at first. The two countries agreed not to attack the other. Germany broke the agreement and attacked its ally in 1941. From 1941 to 1945, the Russians fought against Germany.

The United States Enters the War

The United States stayed out of the war for two years. After France lost to Germany in 1940, our country prepared to help England. But in the end, Japan brought the United States into the war.

On December 7, 1941, more than 300 Japanese planes flew over the Pacific Ocean. They made a surprise raid on American ships in Pearl Harbor, Hawaii. The attack killed more than 2,000 Americans. It also destroyed many U.S. ships and airplanes.



Top: German dictator Adolf Hitler celebrated the invasion of France with a motorcade in Berlin. **Above:** The German airforce bombed England for 9 months starting in 1940. In London, 40,000 people were killed. It was called the Blitz.

Allies and Alliances

Explain to students that nations make treaties with each other for protection and assistance in case of foreign interference or attack, and for trade and support in times of peace. Nations that have these treaties are each other's *allies*.

Ask students to think about their personal "alliances." Are there friends or classmates they always turn to for support, assistance, social time, etc.? Do some friends always "have your back" in times of trouble? Are there certain groups in the school recognized for sticking together, or for always being on one "side" or another when there is a conflict? Use these examples to help students better understand the concept of allies and alliances. Ask them to identify nations they think are allies of the United States today.

Maps with Math

The United States entered the war after the Japanese attacked Pearl Harbor. Tell students to use an atlas or a world map to locate Pearl Harbor. Have them calculate the distance in miles from Tokyo, Japan, to Honolulu, Hawaii, and then from Tokyo to San Francisco, California. (*Tokyo to Honolulu: 3,854 miles; Tokyo to San Francisco: 5,139 miles*)

Critical Thinking

Ask students why they think Japan chose to attack Pearl Harbor rather than the mainland United States at San Francisco. (*After calculating distances, students should recognize the impact of distance on fuel, supplies, etc., as a major reason.*)

Notes:

FYI

The attack on Pearl Harbor lasted only two hours, yet resulted in the loss of 2,403 American lives. Another 1,178 people were wounded in the attack.

Julius Elsberry, the first black Alabamian to die in World War II, lived in Jefferson County. He was killed when the USS *Oklahoma* sank in Pearl Harbor, Hawaii, on December 7, 1941.

Using Maps

Let students use an atlas or a world map to locate countries that were important in the European conflicts that led to World War II. If possible, provide a pre-World War II outline map for each student. Have them locate and highlight Austria, Ethiopia, Poland, Germany, England, France, and Italy. Ask them why they think England and France “drew the line” at Poland, and decided to try to stop Germany’s advances after Poland was taken.

Remembering Pearl Harbor

Have students go to pacifichistoricparks.org and choose Pearl Harbor. There they can see pictures of the USS *Arizona* Memorial and find more information about the attack. Point out that the memorial is built in the water over the actual battleship that sank during the Japanese attack. The sunken ship can be seen in the water below the memorial. This part of Pearl Harbor is treated as a cemetery, since it is the final resting place of the American sailors who died when the *Arizona* was hit.

Do You Know?

The U.S. Navy suffered greater losses in the Pearl Harbor attack than it had in all of World War I.

Below: *The United States entered World War II after the surprise attack on the Naval base at Pearl Harbor, Hawaii, by the Japanese airforce.*

Opposite page: *Two heroes of World War II from Alabama were General Holland M. “Howlin’ Mad” Smith (above), called the “father of amphibious warfare,” and General Franklin A. Hart (below) of the United States Marine Corps, who was decorated for his service in the Pacific theater.*

On December 8, President Roosevelt asked Congress to declare war on Japan. In his speech to Congress, the president referred to Japan’s attack as “a date that will live in infamy.” (Infamy means to behave in a shameful way.) We now call December 7 “Pearl Harbor Day.”

Our country was looking west and planning its war with Japan. Then, on December 11, Germany and Italy declared war on the United States. Now America had to fight on two fronts—east (Europe) and west (Pacific).

The United States, England, France, and the Soviet Union were known as the **Allies**. We called our enemies, Germany, Italy, and Japan, the **Axis powers**.

Alabamians in the War

About 288,000 men and women from Alabama served in World War II. Over 6,000 Alabamians lost their lives in the war.



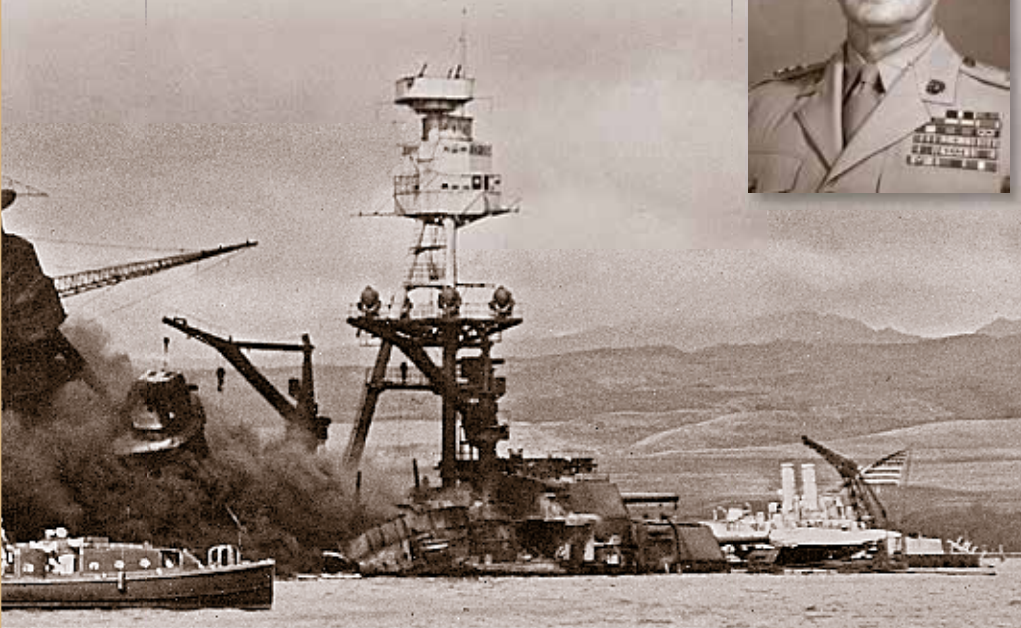
314 Chapter 11: From Prosperity to Poverty and Back Again

Notes:

The Medal of Honor was awarded to 13 men from our state for their courage in **combat** (fighting).

Alabama had many heroes in World War II. One of the most outstanding was General Holland M. Smith. He was born in Hat-chechubbee in Russell County and raised in Seale. A World War I veteran, General Smith's nickname was "Howlin' Mad." He is called the "father of modern amphibious warfare." (**Amphibious** means living on land and in water.) Amphibious troops are trained to fight on land and in water. General Smith commanded the U.S. forces in the invasion of Iwo Jima. A famous battle in the Pacific was fought over control of this small Japanese island. Iwo Jima had two airfields that the United States needed for the war against Japan.

Another hero was General Franklin A. Hart of Eufala. An Auburn University graduate, Hart was also at Iwo Jima and other battles in the Pacific. He was awarded several medals including the Navy Cross. He last served as Commandant of the Marine Corps Schools.



Section 3: World War II 315

Media Connections

The movie, *The Sound of Music*, portrays an Austrian family who fled their country when it was invaded by Germany. You might wish to show excerpts from the movie to the class to help them understand the feelings of people in a conquered nation.

Some good movies about the Holocaust that are appropriate for younger students are *Nightmare: The Immigration of Joachim and Rachel*, *Miracle at Moreaux*, and *Anne Frank: The Life of a Young Girl*.

Rosie the Riveter

Women served in the regular army for the first time during World War II. They served as radio operators, mechanics, office workers, non-combat pilots, nurses, drivers, and in many other roles. However, the jobs women did on the home front were just as important. "Rosie the Riveter" was a campaign used by the government to get women into the jobs left behind by men who were serving in the military. Rosie the Riveter posters depicted women in jobs that had traditionally belonged to men, with slogans such as *WE Can Do It, It's Our Fight Too, American Women Have Met the Test*, and *There's Work to Be Done and a War to Be Won*. Let students design and draw a new Rosie the Riveter poster. Display the posters in the classroom.

Have students research to learn more about the role of Alabama women in the war. Were there factories, plants, or military bases in your area where women worked during the war? What jobs did they do? What is a riveter?

Note:

Using Photographs and Illustrations

Ask students to examine the pictures of the attack on Pearl Harbor on pages 314-315. Can they imagine the feelings of Americans after they learned of the attack? Why do students think the nation was so willing to enter the war after Pearl Harbor?

Day of Infamy

President Franklin Roosevelt called December 7, 1941, the date of the attack on Pearl Harbor, “a date that will live in infamy.” Explain to students that something or someone that is “infamous” is famous or well known for some negative or shameful reason. For example, Adolf Hitler is “infamous.” Do students think this was an accurate description of what we now call Pearl Harbor Day? Can students think of other days in history that they would call “dates of infamy”? (for example, *September 11, 2001*) The attack on Pearl Harbor was said to have changed the United States forever. Have students list reasons why they think this would be true. (*sense of safety and security destroyed, type of warfare changed, women’s roles changed, attitudes toward national defense changed, economic impact, etc.*)

Patriotism

American citizens were very patriotic—loyal and proud of their country—during World War II. They were willing to sacrifice to support the country’s war efforts. Have students work in small groups for about five minutes to brainstorm ideas about how patriotism was demonstrated then, and how it is shown today. When they have finished, write the word PATRIOTISM on the board vertically. Give students a few minutes to write down a patriotism-related word that begins with each letter of the word. (Examples: pledge for P, allegiance for A)



About Alabama

The USS *Alabama* was in many battles in Asia. It proudly led the U.S. naval fleet into Tokyo Bay after Japan surrendered. The ship now sits in Mobile Bay. Visitors can tour it to see what a battleship looks like inside and up close.

Private George Watson of Birmingham received the Medal of Honor **posthumously** (after death) in 1997. Private Watson is the only African American to receive the Medal of Honor for action in the Pacific. He saved the lives of 12 shipmates when their ship sunk. His heroism is honored with a painting displayed in the U.S. Army Quartermaster Museum.

Alabama’s Military Bases

Alabama helped train several fighting groups. More than 200,000 airmen were trained in Alabama for World War II. Maxwell Field in Montgomery had its beginning as the Wright Brothers’ Flying School. It became Maxwell Air Force Base, a military flight center. The base added Gunter Field to train pilots and is now called Maxwell-Gunter Air Force Base. The Southeast Air Corps Training Center trained pilots, navigators, and bombardiers. (**Navigators** find routes for the flight and the targets. **Bombardiers** drop bombs from the planes.)

As more fighter pilots were needed, many were trained at Craig Field near Selma. A huge air base was set up at Brookley Field in Mobile to train glider pilots. Some of today’s regional airports were once military bases. These include Deatsville,

Organizing Information: Alabama’s Military Role

Have students complete a chart to help them compile and analyze Alabama’s military contributions to the war effort. Tell them to list these locations vertically down the left side of the paper: Maxwell Field, Craig Field, Brookley Field, Fort McClellan, Redstone Arsenal, Camp Rucker, Tuskegee, Mobile, Childersburg, Birmingham. Across the top of the chart, label the columns: Location, Type of Training, Products Manufactured, Other Contributions. Let students fill in as much applicable information as they can in each column. You can place students in collaborative learning groups or in pairs to work together on the charts.

Shorter, Elmore, Napier Field near Dothan, and Courtland Field in north Alabama.

Founded in 1917, Fort McClellan near Anniston was a major training center. That facility and the Anniston Ordinance Depot hired thousands of new workers. Redstone Arsenal in Huntsville trained men for the artillery. Nearby in Gadsden, Camp Sibert handled chemical warfare training. Camp Rucker in Dale County was a large training center for infantry.

The Tuskegee Airmen

The Tuskegee Airmen were called “Red Tail Angels” for the red paint on their planes’ tails. But the Germans called them “Black Birdmen.” The Tuskegee Airmen broke the race barrier in the U.S. armed forces by flying in World War II. There was a segregated training program for black pilots. It began at Alabama’s Tuskegee Institute in the early 1940s. Alfred Anderson was a flight instructor at the school. Graduates of the program say he was a major reason for the project’s success.

There were 992 graduates of the Tuskegee pilot training program. These airmen formed the 99th Pursuit Squadron, which was a part of the 332nd Fighter Group. Colonel Benjamin O. Davis Jr., a Tuskegee pilot, was the group commander. Colonel Davis convinced the U.S. Army that the airmen could complete their missions.

The Tuskegee Airmen flew 1,578 successful combat runs over Europe and North Africa. They destroyed enemy railroads, vehicles, and other military targets. African American pilots earned over 800 awards during World War II. After the war, Davis and Daniel “Chappie” James became two of the first black generals in the U.S. Air Force.



Above: Colonel Benjamin O. Davis, commander of the Tuskegee Airmen (left), scans with skies above their base in Italy with pilot Edward Gleed.

Group Fun: Heroes

Place students in collaborative learning groups to find out more about some of Alabama’s heroes in World War II. Assign one of these to each group: General Holland M. Smith, General Franklin A. Hart, Private George Watson, General Benjamin O. Davis, General Daniel “Chappie” James, the Crommelin brothers. You can also include any notable local heroes.

Have students look for specific information about the brave acts of these heroes. They can use the information in the text, but can also search other resources using the Internet or media center. Let the groups report to the class about their hero and his contributions to the war effort. Let each group present an argument for making a dramatic war movie based on their hero.

Dramatize

Have students convene in their “Heroes” groups to prepare a dramatic scene (as in a movie) depicting one of the actual exploits of their hero. Tell students to write the scene with action and dialogue, and play the roles of the characters in the scene. This activity could be done in a class period, or you can extend the activity to allow students to rehearse, prepare props, etc. You might wish to invite parents or guests to see the performances.

Red Tail Angels

Students can go to the interactive website Tuskegeearmen.org to find information about the Tuskegee Airmen. Another excellent source is nps.gov/history/museum/exhibits/Tuskegee/index.htm.

Show students portions of the movie *Red Tails*, which portrays the Tuskegee Airmen, or suggest the movie as an activity for families to do together. Do they know why the heroism of the Tuskegee Airmen is so remarkable? (*Segregation and Jim Crow laws affected – and limited – opportunities, facilities, and recognition.*)

Supporting the Troops: the USO

Americans at home wanted to do all they could to boost the spirit and morale of the men and women serving in the military during World War II. The United Service Organizations (USO) was authorized by Congress in 1942 and is a private, nonprofit organization. It opened over 3,000 recreation clubs all over the world to provide a “home away from home” for soldiers. Over 700,000 volunteers worked in the clubs. The USO is probably best known for sending entertainers, such as Bob Hope, Randy Travis, and Robin Williams, to bases on foreign soil to entertain the troops.

Ask students to think of things they can do today to support and encourage our military service members who are away from home. They might wish to write letters, make care packages, fly the flag, visit veterans, perform a patriotic-themed show, etc.

Women at Work

Call students’ attention to the photograph of women welders on this page. During the war, many women took jobs that had traditionally been held by men. Do students know any women welders today? Can students think of jobs today that are still usually held by men? Jobs that are usually held by women?



Women in the Armed Forces

Women served as nurses in the Army Nurse Corps beginning in 1901. But World War II was the first time that women were allowed to serve as regular members of the U.S. Army. Members of the Women’s Army Corps (WAC) served in many roles including as radio operators, mechanics, and office workers. There were also women in other branches of the military. They served in almost all areas not involving combat. In today’s military, women serve in nearly all roles.



Alabama Works and Sacrifices for the War

Alabama seemed perfect for war training and industry. The warm climate made the state a good place for training soldiers and airmen all year round. TVA provided cheap electricity in north Alabama for industries. There were many people looking for good jobs.



Above: World War II offered many new opportunities for women. They served in the armed forces (top) and were urged to take jobs working in wartime industries (above). **Right:** These three women are working as welders at the Mobile shipyards.

Notes:

Alabamians worked hard in the war effort. The government recruited women to work in war industries. They used slogans such as “The more women at work, the sooner we’ll win.” Women worked in factories replacing men who had gone to war. Women made up one-fourth of the workforce. They ran machinery, drove trucks, and became assembly-line workers in hundreds of factories.

Alabama was asked to fill some of the war needs for steel, iron, textiles, food, munitions, and chemicals. Plants worked around the clock to fill orders. The Muscle Shoals facilities that missed World War I were put to work. They produced over 60 percent of the phosphorus needed for making munitions. Plenty of high-paying jobs meant that money flowed into the state. The hardships of the depression began to go away.

The War Means Growth for Mobile Area

Poor farmers moved by the thousands into Mobile for jobs. The area became crowded very quickly. Workers had to live in tents or other temporary shelters. Shipbuilders in Mobile built 196 new ships. The two largest firms were ADDSCO and Gulf Shipbuilding. More than 2,000 ships were brought to Mobile for repairs during the war years. The Alabama State Docks handled millions of tons of shipping.

Inland Steel Works in Decatur built military landing craft and other ships. Decatur Iron & Steel and Ingalls Iron Works were two of the major builders of boats and ships for the military.

Huntsville and Childersburg Work for Victory

A \$40 million chemical plant was built in Huntsville during the war. Cotton was no longer the main economic driver in the area. Redstone Arsenal made artillery shells and explosives. The area’s 3 textile mills employed 5,500 people. The mill workers made cloth for tents, bags, and uniforms.

Construction workers flocked to Childersburg to build a huge plant for DuPont. The little town grew from a population of 500 to 14,000 almost overnight. The chemical plant manufactured smokeless gunpowder and explosives.



Above: The shipyards in Mobile attracted thousands of men and women looking for work. Almost 200 hundred new ships were built in Mobile during World War II.

Writing

Give students the topic sentence: “World War II created jobs that helped bring Alabama out of the Great Depression.”

Let students work in pairs to find support for, or evidence of this in their textbooks. (Alabama Works and Sacrifices for the War; The War Means Growth for the Mobile Area; Huntsville and Childersburg Work for Victory; Textile, Steel, and Aluminum Plants) After listing at least five facts that support the statement, have each student write a paragraph using the topic sentence and the supporting information they found.

Local Impact

Were there any industries in your local area directly impacted by World War II? Have students interview people in the area to determine what local industries grew or changed as a result of World War II. Did new industries come to the area? Are any still operating there? How important are they to the economy of the area today?

FYI

Charles Richard Drew earned a medical degree and became interested in the study of blood and how to preserve it. In 1939, Dr. Drew used his expertise to assist in the creation of blood banks for the Allied Forces fighting in World War II. Dr. Drew was named the first director of the newly formed American Red Cross Blood Bank. His work helped make blood available on the battlefield and saved countless lives during the war.

Notes:

Word Study

During the war, Birmingham was called the “Great Arsenal of the South.” After reading the passage, Textile, Steel, and Aluminum Plants, let students speculate meanings of the word “arsenal.” Have them search to confirm the correct definition.

Critical Thinking

Enemy soldiers taken prisoner during the war (POWs) were held in camps until the war ended. Allied POWs held in camps in Germany and Japan were often treated harshly and held in very poor conditions. Why do students think the German POWs at Alabama’s Fort McClellan during the war were given privileges and accommodations, such as a theater, an orchestra, a library, zoo, newspaper, and art studio? Would they have expected these prisoners of war to be treated well? Is there a connection between the treatment of the World War II POWs in the United States and the beliefs on which our government is based? (human rights, fair treatment, etc.)

Reporting the News

Have students write a “news-paper” article reporting on the German POWs held in Alabama during World War II. Students might report about the camp at Fort McClellan, or one of the other camps in the state. Articles should include the WWWW facts. Some students might choose to write an editorial expressing their opinions about the camps or the treatment of the POWs.



About Alabama

During World War II, most of the prisoners of war held in Alabama were German. The POW camp at Fort McClellan had a newspaper, a zoo, a theater, art studio, orchestra, camp college, and library. Two of the POWs, Albin Sagadin and Herbert Belau, decorated the walls of the main lounge of the Fort McClellan officer’s club with a series of murals (above).

Textile, Steel, and Aluminum Plants

Textile mills had an important role in war work too. Avondale Mills and Russell Mills made cloth for uniforms, tents, and other military goods.

Birmingham was called the “Great Arsenal of the South.” The entire area worked night and day to produce steel for bombs and other war needs. The area’s industries also produced plated tin from Fairfield and mined ore and coal. Bechtel-McCone Aircraft equipped and modified half of the B-29 bombers used in the war. TCI, Ingalls, O’Neal, and Shorter Mine were also important suppliers of the country’s war needs.

Aluminum was needed for building aircraft. The Reynolds plant at Listerhill and Alcoa in Mobile were two of the nation’s largest aluminum mills.

Prisoners of War

All farmers did not leave their farms to fight in the war. Cotton was needed for the war. More food was needed for the military and war industry workers. The many new buildings called for more timber. There was a shortage of workers to harvest the crops and fell the trees. **Prisoners of war** (POWs) were sometimes contracted (hired out) to help on farms. These POWs were captured military men from the countries of the Axis powers. About 15,000 prisoners were held in Aliceville, Opelika, Anniston, and Camp Rucker.

Notes:

Rationing

Many products needed for the war became scarce (hard to find) at home. Gasoline, tires, meat, coffee, sugar, and other goods were **rationed** (limited). People were issued ration stamps to use when buying these items. Because the supply of goods was limited, the government controlled prices. They did this to prevent inflation.

Other goods were scarce but were not rationed. Cigarettes, stockings, and chewing gum were all hard to find during the war years. When a store received new deliveries of such items, people waited in long lines to buy them. Can you imagine standing in a long line for chewing gum?

The Greatest Generation

The American men and women who served in the military in World War II are called “The Greatest Generation.” But people at home also served their country to help win the war.

People feared another surprise attack. Civilians watched the skies for enemy planes. Birmingham had blackouts where the residents turned off their lights. They did this to protect the steel industry from possible bombing. Lookouts watched the Gulf of Mexico for enemy boats and submarines. German boats were seen in the Gulf. These Germans would have liked to attack Alabama.

Alabama’s civilians worked and its military fought with all their might to win the war. Civilians grew gardens and knitted warm gloves and sweaters. They collected scrap metal and paper to be recycled. Some entertained soldiers with shows. Others gave cookies and coffee to traveling soldiers at train stations. The people at home supported the troops.

President Franklin D. Roosevelt Dies

President Roosevelt was elected to a fourth term as president in 1944. He was loved and admired by most Americans. His New Deal programs had helped many people during the Great Depression. He also led the United States during most of World War II. But President Roosevelt did not live to see America and



Above: Nicknamed after the pilot’s mother, the Enola Gay was a United States B-29 bomber. On August 6, 1945, this plane had a role in history. The Allies were trying to force Japan into surrender. They decided to use a new, powerful weapon called an atomic or nuclear bomb. The Enola Gay dropped one of these bombs on the Japanese city of Hiroshima. The plane took off from Tinian Island in the Pacific. Shown with the Enola Gay is Imogene Speegle Lit. She served in the Army as a physical therapist and was stationed at the U.S. military base on Tinian. Lit was born in Trimble, Alabama, and grew up in Hayden.

Economics Connections

Introduce the concepts of scarcity and opportunity cost to help students understand the need for rationing and allocation of resources during the war.

Scarcity

Students encounter the concept of scarcity in their everyday lives, but might not realize its meaning or application. Write the words “this OR that” and the words “this AND that” on the board. Ask students which phrase best describes how things are in the real world. (“this OR that”) Remind them that they cannot have every toy they want, or all the time they want, etc. Discuss with the class reasons why we cannot have everything we want; for example, because of limitations such as time, money, or resources. These limitations create **scarcity**.

Thinking Further

Americans who lived through the Great Depression and World War II are called “The Greatest Generation.” Tell students to recall what they have learned about the hardships of this period. Let them brainstorm ideas about the characteristics of that generation of Americans. What qualities did they develop in overcoming hardships? What qualities enabled them to win the war? Would students agree that they were a “great” generation? Do they think the title “The Greatest Generation” is accurate?

Notes:

Opportunity Cost

Write the term “opportunity cost” on the board. Explain to students that when they make a choice they have to give up something else, which is the cost of the choice. Opportunity cost is the next best thing they would choose to do. For example, choosing to play a video game might mean giving up the opportunity to ride a bike or play with a friend. Choosing an expensive pair of shoes could mean giving up the opportunity to go to an amusement park. Ask students to think of other examples of “opportunity cost.”

Have students identify five choices they made today while preparing for school. For each choice, tell them to list the opportunity cost. (*possible answers: to wear the red blouse or the blue sweater, to eat cereal or toast, to ride in the car or walk, to take lunch money or bring a lunch to school, to brush teeth or not*)

Franklin Delano Roosevelt

Franklin D. Roosevelt was the only person to be elected president of the United States four times. He served during two of the most significant crises in our country’s history. Have students research to learn more about the life of Franklin Delano Roosevelt.



Above: Like Abraham Lincoln before him, President Roosevelt did not live to enjoy his nation’s victory in war. He became ill while sitting for this portrait, and died soon after.

its allies win the war. He died in April 1945 in Warm Springs, Georgia. Vice President Harry Truman became president. Victory was only a few months away.

The War Ends

In 1945, after years of fighting, Germany and Italy surrendered. A few months later, the war ended in the Pacific. The United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. Japan surrendered and World War II was over on both fronts. Over 400,000 Americans died in World War II.

World War II brought many changes to America. Large numbers of women had jobs for the first time. The women were asked to give up their jobs when the men came home. The war introduced new uses for radios, radar, and sonar. It was also the first use of large-scale aerial bombing campaigns in war. The shortage of workers during the war affected farming too. Farmers began using more machines to help them in their work. There were fewer farms than before the war.

Black citizens fought in the war and worked in the war industries. They were not always welcome in the factories. Segregation in the military did not end until after World War II. African Americans, both military and civilian, filed lawsuits seeking the right to vote.

American military men and women were welcomed home. People hoped the peace would last. Many military people moved after seeing new places during the war. The Alabama black population dropped 4 percent between 1940 and 1950.

Think It Through!

1. Which countries were the Allies? The Axis powers?
2. Name the place in Alabama where a large number of ships were built and repaired.
3. What group was sometimes used as contract workers on farms?
4. How many times was Franklin Roosevelt elected as president?
5. In what year did World War II end?

ASSESS

Answers to “Think It Through!”

1. Allies: the United States, Great Britain, France, and the Soviet Union; Axis powers: Germany, Italy, and Japan
2. Mobile
3. Prisoners of war (POWs)
4. Four
5. 1945

Notes:

Alabama Portraits

The Famous Crommelin Brothers

The Crommelin brothers were World War II heroes. These five men (Charles, Henry, John, Quentin, and Richard) from Wetumpka were outstanding in so many ways. All of them graduated from the U.S. Naval Academy in Annapolis, Maryland—the only time five siblings have done that.

Four of the five brothers became pilots. Henry's eyesight prevented him from gaining his wings. The brothers were very brave and patriotic. *Time* magazine called them "The Indestructibles."

For a time, it seemed that they were. But within three months, Charles and Richard were killed in action in the Pacific. The USS Crommelin was named in honor of the two brothers.

The Crommelins became one of the most decorated families in naval history.



A plaque at Birmingham's Southern Museum of Flight honors the four flying Crommelin Brothers.

Admiral Henry served as Assistant Chief of Naval Personnel. He commanded the cruiser USS Des Moines and was Commander of Battleship Division Two. He was awarded the Silver Star and the Bronze Star with combat "V" for heroism.

Admiral John and Captain Quentin were honored for fighting in the Battle of Midway. Charles earned a Distinguished Flying Cross for a series of victorious attacks against the

Japanese. (Distinguished means the person is especially talented or achieved something special.) Richard received the Navy Cross for bravery for his role in the Battle of the Coral Sea.

The three surviving brothers retired from the Navy to return to their homes in Alabama. A plaque honoring the brothers is near the USS Alabama in Mobile.



Above: The USS Crommelin, a guided-missile frigate, was named for the Crommelin brothers

Section 3: World War II 323

Medals

Have students research to learn more about the medals for military service that were awarded to the Crommelin brothers. (*Silver Star, Bronze Star, Distinguished Flying Cross, Navy Cross*) Tell them to find the criteria for awarding each medal, the significance of each medal, and any unique or interesting facts about each. Let students draw and color pictures of the medals.

Do any students have family members or friends who have been awarded medals for military service? If so, you might let them share information about the medals and reasons they were awarded.

Critical Thinking

Ask students to think about the possible reasons a *Time* magazine article written about the Crommelins called the brothers "indestructible." List reasons on the board as they brainstorm. (*The brothers escaped many close calls in combat during the four years of the war.*) These websites have more information about the exploits of the Crommelins:

Arlingtoncemetery.net/henry-crommelin.htm, alabamaheritage.com/issues/issue46.htm and time.com. If your school media center subscribes to *Time* magazine, you can access the entire article about the Crommelin brothers, published on January 24, 1944.

The United States Naval Academy

The Crommelins were the only family of five brothers who graduated from the U.S. Naval Academy. Students can learn more about the academy at usna.edu. Click Admissions, then Career Opportunities to find information about naval aviation, special operations, the submarine force, and other career opportunities for academy graduates.

Notes:

Section 4 The Cold War Leads to the Korean Conflict

INTRODUCE

Outline

- A. The Cold War
- B. The Korean Conflict

Materials

Textbook, pages 324-327
Teacher Tech CD
Lesson Plan
Visual Aids
Guided Reading, 11-4
mystatehistory.com
Online Textbook
Student Notebook

TEACH

Building Background

Ask students: Have you ever been blamed for something you did not do? Have you ever been picked on by a bully for some unknown reason? If anyone answers yes, then those students might know something of what it is like to be ruled by an unfair dictator. People who live in dictatorships have only the rights and privileges the dictator wants them to have.

Ask students to think about the rights they have now. Are there any rights that they would not give up for any reason? Have them list these rights in their journals or notebooks.

Pair and Share 3-2-1: The Korean Conflict

Let student pairs read together the passage about the Korean Conflict. After reading and discussing what they read, have them fill out a 3-2-1 chart on the passage. Review the charts with students and clarify remaining questions.

Section 4

The Cold War Leads to the Korean Conflict

Below: President Roosevelt (center) met with Joseph Stalin (left), the leader of the Soviet Union, and Winston Churchill (right), leader of Great Britain when the countries were allies during the war. After the war, the United States and the Soviet Union became opponents.

As you read, look for

- why the Cold War developed;
- the differences between democratic and communist governments;
- causes of the Korean Conflict;
- result of the Korean Conflict;
- terms: **democratic**, **communist**, **Cold War**, **truce**.



After World War II, Alabama was changing and growing. At the same time, the political differences between the superpowers (the United States and the Soviet Union) were growing. Although the two countries had been allies in the war against Hitler, they had major differences. America has a **democratic** form of government. That means the people elect their leaders and have a lot of freedom and rights. In a democracy, people can own private property and businesses. The Soviet Union had a **communist** form of government. A communist state owns all property and the government makes all economic plans. The people do not have a say in who governs the country. Citizens in those countries have few freedoms and are often unhappy. China also had a communist government and it became an ally of the Soviet Union.

Notes:

The Cold War

These differences in government and viewpoints turned into a big problem. This was because of actions taken by the Soviet Union and its allies. They began forcing communism on other countries. Sometimes they just took over the government and put in communist leaders. A situation developed that was called the **Cold War**. It was called “cold” because there was no actual fighting. But the United States and the Soviet Union were in a tense situation. They treated each other as enemies and threatened each other with nuclear weapons.

The Korean Conflict

Korea, a country in Northeast Asia, was annexed (taken over) by Japan in 1910. Japan’s loss in World War II freed Korea. The Allies then divided Korea in half. Each part was to be protected by one of the two largest winning countries. The United States protected the southern half of Korea. The Soviet Union was an ally of the country’s northern half.

North Korea had a communist government. Its leaders wanted to make the two parts into one country again—a communist country. The Soviet Union secretly helped North Korea in their plans to do this. A war began on June 25, 1950, when North

Below: Although troops from 17 countries fought against the communists in Korea, most were Americans. Over 35,000 Americans died in Korea, including 771 from Alabama.



Section 4: The Cold War 325

Research and Write: The Cold War

After World War II, many Alabamians thought that the new United Nations would be able to resolve conflicts among nations. However, the nations of the world were soon fighting another kind of war—a war of nerves. The democracies of the free world, led by the United States, opposed the totalitarian dictatorships of communism, led by the Soviet Union. Ask students what the phrase “war of nerves” means to them. Discuss the tensions that Americans lived with during the early days of the Cold War.

Have students identify the main differences between the two superpowers and list at least three facts about each. They can use the information in the textbook or other sources in the media center. As each student presents his or her facts to the class, have the rest of the class take notes on any information that is different from theirs. Have students write a paragraph to summarize how living under communism or another dictatorship would change their lives.

Critical Thinking

Ask students: What if Korea had not been divided by the Allies at the end of World War II? How would life be different there today? Was it impossible to avoid conflict with a communist government in North Korea and a democratic one in South Korea? Why or why not? What would you have done differently?

Setting the Scene

*M*A*S*H*, a movie and popular television series, was set in a mobile army surgical hospital during the Korean War. Have students watch the opening scenes, or other selected scenes, to get a sense of the conditions and circumstances.

Notes:

Critical Thinking: Freedom Is Not Free

The Cold War was the beginning of an era in which American troops often are deployed all over the world in conflicts that do not directly involve United States territory. The Korean War Memorial in Washington, D.C., is inscribed with the words, “Freedom Is Not Free.” In front of the monument is a marker that reads, “Our nation honors her sons and daughters who answered the call to defend a country they never knew and a people they never met.” What do students think about the statement, “Freedom Is Not Free”? Have them write a paragraph expressing their thoughts.

Map Skill

Have students locate Korea on a map, atlas, or globe. Can they find the dividing line between North and South Korea? (39th parallel)

ASSESS

Answers to “Think It Through!”

1. A war with no actual fighting
2. To keep their communist government from taking over South Korea
3. The Allies divided Korea in half at the end of World War II. The southern half was a democracy and the northern half was communist.
4. The Soviet Union and China
5. Training for chemical warfare



Above: For many years, the Korean Conflict was called the “forgotten war.” The many veterans of the war were finally honored with a monument in Washington, D.C. in 1995.

Korea made a surprise attack on South Korea. China soon joined North Korea’s side in the fighting.

Military forces from 17 countries of the United Nations were sent to help South Korea. Even with international support, American soldiers, sailors, and aviators did most of the fighting. The Alabama National Guard was called into service as part of the Dixie Division. Training for chemical warfare was held at Fort McClellan. Maxwell Air Force Base and Brookley Field trained pilots for the war. New ways of doing things came out of the Korean Conflict. These ideas included Mobile (moveable) Army Surgical Hospitals (MASH) units and the use of jet airplanes in combat.

In 1952, Dwight Eisenhower was elected president of the United States. New Soviet leaders also came into power. Both countries agreed to stop fighting in Korea. The war ended with a **truce** (agreement to end the fighting) signed on July 27, 1953. Over 35,000 Americans lost their lives in combat in the Korean Conflict. Among the casualties were 771 Alabamians. American troops have remained in South Korea to protect it from North Korea. North Korea is still a communist government, but it no longer receives the support of the former Soviet Union.

Think It Through!

1. Why was the Cold War called that?
2. Why did the United States fight to help South Korea?
3. How was Korea divided?
4. What countries were allies of North Korea?
5. What type of training did Fort McClellan provide?

326 Chapter 11: From Prosperity to Poverty and Back Again

Research Activity: Biographies

Have students use the Internet or media center resources to prepare brief biographical profiles of the major American figures of the Korean Conflict: President Dwight D. Eisenhower, President Harry S. Truman, and General Douglas MacArthur.

You might have students do this as a group activity, or divide the class into three groups and have one-third of the class report on each person. Let them share their information with the class.

Note:

Spotlight

A Military Base's Effect on the Community

The Anniston Ordnance Depot opened in 1941 with storage igloos, magazines (storage places for explosives), and 20 warehouses. In September 1941, there were only 4 employees. Just 14 months later, there were 4,339 employees.

In 1963, the mission expanded from mainly storage to include maintenance. (Maintenance is working on equipment to make it run like new.) The name was then changed to Anniston Army Depot.

Now the depot stretches over 15,000 acres and its mission includes

- support of the world's largest combat vehicle, the M1 Abrams tank;
- overhaul and repair of all combat vehicles, bridge systems, artillery, and small caliber weapons;

- partnerships with public and private projects at local, regional, and global levels;
- maintenance of combat vehicles worldwide.

Over 7,000 employees work around the clock to provide the best service to our military. These skilled employees live in the area around the depot. The depot workers and their families are an important part of the area's economy and quality of life.

High school students can train for jobs at the depot. It is a huge part of the community. Would Calhoun, Etowah, St. Clair, Talladega, and Cleburne Counties be the same without the Anniston Army Depot? No, because it would mean those 7,000 workers and their families would be living, going to school, and shopping somewhere else.



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Cause and Effect

In September 1941, there were only 4 employees at the Anniston Ordnance Depot. Just over a year later, there were 4,339 employees at the depot. Ask students to determine what caused the rapid, tremendous increase in personnel at the base. Tell them to think about the events in this chapter that could be related to the rapid growth of the base. (*The attack on Pearl Harbor in December 1941 led to the United States entering World War II. The need for increased military personnel, supplies, and equipment caused the rapid increase of employees at military bases throughout the country.*)

Research

Have students identify and learn about the military base that is closest to your town or city. What is its mission? How large is the base? How many members of the military are stationed at the base? How many civilian employees work there? Who is the commander or ranking officer at the base? Invite an officer from the base to speak to the class about the base's mission, work, and personnel.

Using Photographs and Illustrations

Do students know why military equipment, such as the tanks on this train, would be painted in camouflage?

Critical Thinking

Let students brainstorm ways that the military base closest to you affects its surrounding community. Have them try to identify its economic impact on the community. How would your community be different if it were not there?

Notes:

REVIEW

Remember

1. Suffrage
2. Civilian
3. Allies
4. Social Security
5. Amphibious
6. Depression

Reviewing the Facts

1. Pattie Ruffner Jacobs
2. The stock market crash of 1929
3. Serve as regular members of the army
4. Hiroshima and Nagasaki in Japan
5. The United States was a democracy and the Soviet Union was communist.
6. Answers will vary.

Chapter Review

Chapter Summary

The end of World War I brought many changes to Alabama and the nation. Women gained the right to vote in 1920. Most houses in towns had electricity. With electricity came household items such as refrigerators, electric stoves, and radios.

In the 1920s, jobs were easy to find and pay was high. But factories produced more goods than could be sold. Then industries closed or cut back on their work forces. Banks failed and stocks were worth little money. Many people could not find jobs.

Franklin Roosevelt was elected president of the United States in 1932. He offered Americans a New Deal to help them out of the Great Depression. Some of the New Deal programs that helped Alabamians were the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Tennessee Valley Authority (TVA).

What the New Deal did not bring about, the need for war goods did. The United States entered World War II in December 1941. Alabama again sent many men and women to war. Most Alabamians worked hard and did without luxuries to help the war effort. They also welcomed home troops when the war ended in 1945.

After World War II, the United States and the Soviet Union were no longer allies. The two countries entered a period called the Cold War. Our country was again at war in 1950, this time in Korea. The Korean Conflict ended in 1953.



Remember

On a separate piece of paper, match the words or terms from the list below with the definitions that follow. Be careful! There are extra words in the list.

Allies	Communist
Amphibious	Depression
Axis powers	Social Security Act
Civilian	Suffrage

1. The right to vote
2. A person who is not in the military
3. Countries that fought on America's side in World War II
4. Federal program to help retired and disabled people
5. Works or lives on land and in water
6. A low condition like a downturn in the economy, factory closings, loss of jobs



Reviewing the Facts

1. What Alabama woman began the Birmingham Equal Suffrage Association?
2. What event was the beginning of the Great Depression?
3. What were women allowed to do in the U.S. Army for the first time in World War II?
4. Where did the United States drop atomic bombs during World War II?
5. What was the major difference between the United States and the Soviet Union?
7. Name one of Alabama's war heroes from this chapter. Write a fact about the hero

Notes:

such as the medal he won or the battle he fought in.



Using Critical Thinking Skills

1. If you saw a building with “CCC 1937” on it, what would that tell you? Do you think something like the CCC is needed today? Why or why not?
2. Put these events in the order in which they occurred: (A) World War II, (B) Civil War, (C) Roaring Twenties, (D) Korean Conflict, (E) Great Depression, (F) Spanish-American War, and (G) World War I.



Making Decisions

In the Roaring Twenties, electricity was brought to many neighborhoods for the first time. What electrical appliance would you have chosen first? Why?



Projects

1. Design a coin for Alabama’s 200th birthday. Remember a coin has 2 sides. Explain your coin to the class.
2. Pretend that you are an out-of-work artist during the Great Depression. Draw or paint a mural that illustrates the depression. (This may be a class project.)



Writing

You are Pattie Ruffner Jacobs. Write a speech or a letter to the editor of a newspaper. In it, try to convince people that women should have the right to vote.



Preparing for Tests

Multiple Choice—These questions are like those you may see on tests. Write your answers on a separate sheet of paper.

1. During World War II, America fought

closely with its Allies. We depended on each other. Read the proverb and choose the answer that most correctly tells what it means.

A sorrow shared is but half a trouble, but a joy that’s shared is a joy made double

—Old Proverb

- A. Joyfulness makes you smile.
 - B. Greed is a sin.
 - C. Do not look for trouble.
 - D. Sharing life with friends is good.
2. During the Korean Conflict, which of the following statements might be said by North Korea?
 - A. The United Nations is wrong about this war.
 - B. America is a great country.
 - C. South Korea and America are right.
 - D. North Korea is wrong in this war.



Using Technology

Using the Internet, you are going to learn more about World War II and Alabama’s part in it. Go to encyclopediaofalabama.org and under History, choose 1929-1945. Go to World War II and find World War II and Alabama. Read the sections Fighting Alabamians and The Home Front, then answer the questions below.

1. The Alabama National Guard and other states formed the _____ Division.
 - A. Dixie
 - B. Rainbow
 - C. German
 - D. English
2. Rubber, sugar, shoes, meats, and coffee were in short supply. They were _____ to the people of Alabama.
 - A. Drafted
 - B. Rationed
 - C. Reported
 - D. Stored

Using Critical Thinking Skills

1. The building was constructed by the Civilian Conservation Corps in 1937. Answers will vary.
2. (B) Civil War, (F) Spanish American War, (G) World War I, (C) Roaring Twenties, Great Depression, (A) World War II, (D) Korean Conflict

Making Decisions

1. Answers will vary.
2. Answers will vary.

Projects

1. Coin designs will vary.
2. Murals will vary. This could be a class project.

Writing

Letters to the editor will vary. You might want to use a rubric to evaluate students’ writing.

Preparing for Tests

1. D. Sharing life with friends is good.
2. A. The United Nations is wrong about this war.

Using Technology

1. A. Dixie Division
2. B. Rationed

Notes: