

Name: _____ **Period:** _____

WWII Essay Prompt

WWII influenced many American lives. Whether fighting on the battlefield or working at home this conflict changed the way people thought, acted, and behaved.

Using information from the documents and your knowledge of the United States history and government, answer the following question:

How did World War II affect the social and economic life of Americans living in the United States during the war?

Use the outline at the end of this packet to help you map out your answer. Refer to the AFHS writing rubric to ensure you cover the essay in it's entirety.

DOCUMENT A

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression everywhere in the world. The second is freedom of every person to worship God in his own way everywhere in the world. The third is freedom from want, which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants everywhere in the world. The fourth is freedom from fear—which translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.

Source: Franklin D. Roosevelt, The Four Freedoms, January, 1941

DOCUMENT B



**Source: Westinghouse for the War
Production Co-Ordinating
Committee, c.1943**

DOCUMENT C

We know that our fate is tied up with the fate of the democratic way of life. And so, out of the depths of our hearts, a cry goes out for the triumph of the United Nations. But...unless this war sounds the death knell to the old Anglo-American empire systems, the hapless story of which is one of exploitation for the profit and power of a monopoly capitalist economy, it will have been fought in vain. Our aim then must not only be to defeat nazism, fascism, and militarism on the battlefield, but to win the peace, for democracy, for freedom and the Brotherhood of Man without regard to his pigmentation, land of his birth or the God of his fathers.... White citizens...should [not] be taken into the March on Washington Movement as members. The essential value of an all-Negro movement as the March on Washington is that it helps to create faith by Negroes in Negroes. It develops a sense of self-reliance with Negroes depending on Negroes in vital matters. It helps to break down the slave psychology and inferiority-complex in Negroes which comes and is nourished with Negroes relying on white people for direction and support.

Source: Source: A. Philip Randolph, 1942, proposing a march on Washington

DOCUMENT D

I do know one thing, this place was very segregated when I first come here. Oh, Los Angeles, you just couldn't go and sit down like you do now. You had certain places you went. You had to more or less stick to the restaurants and hotels where black people were. It wasn't until the war that it really opened up. 'Cause when I come out here it was awful, just like be in' in the South.... The war helped some people because they come back, they took trades, learned to do things. My brother come back and now he is very successful. I think the army really made a man out of him. He works at Rockwell in the missile department and he's a supervisor. He wouldn't have known what to do if he hadn't gone in the army.... They didn't mix the white and black in the war. But now it gives you a kind of independence because they felt that we gone off and fought, we should be equal. Everything started open in' up for us. We got a chance to go places we had never been able to go before....

Source: Opportunities for Women and Blacks, ca. 1942-1945

DOCUMENT E

On June 3, 1943, a number of sailors claimed to have been beaten and robbed by Mexican *pachucos*. The following evening, a mob of about 200 sailors, tired of boredom and fired up with bigotry, hired a fleet of cabs and rolled into East Los Angeles to beat up and strip the clothing off any young Latino male they could find. The authorities seemed to approve. Police made a few initial token arrests of sailors, but they were quickly released. This emboldened the sailors. For several subsequent nights, the swelling mobs of sailors were joined by soldiers and some civilians as they invaded the *barrio*, marching abreast down streets, invading bars and movie houses, assaulting and humiliating any and all young Latino males, many not attired in "zoot suits."

Source: "Zoot Suiters Learn Lesson in Fight with Servicemen," *Los Angeles Times*

DOCUMENT F

Dear Sirs:

Of course I'll come. I've packed my galoshes and three packets of tomato seeds. Denise calls them love apples. My father says where we're going they won't grow. I am a fourteen-year-old girl with bad spelling and a messy room. If it helps any, I will tell you I have always felt funny using chopsticks and my favorite food is hot dogs. My best friend is a white girl named Denise—we look at boys together. She sat in front of me all through grade school because of our names: O'Connor, Ozawa. I know the back of Denise's head very well. I tell her she's going bald. She tells me I copy on tests. We're best friends. I saw Denise today in Geography class. She was sitting on the other side of the room. "You're trying to start a war," she said, "giving secrets away to the Enemy. Why can't you keep your big mouth shut?" I didn't know what to say. I gave her a packet of tomato seeds and asked her to plant them for me, told her when the first tomato ripened she'd miss me.

Source: "In Response to Executive Order 9066" by Dwight Okita

DOCUMENT G



**Source: Records of the Office of
Government Reports
Archival Research Catalog**

DOCUMENT H

A Message to Every Ration Book Holder

For your protection -- your Government has taken several important steps to eliminate unjustified increases in prices and to assure everyone a fair share of food.

Many essential foods have been rationed. Legal prices have been established on practically every food item in the family market basket.

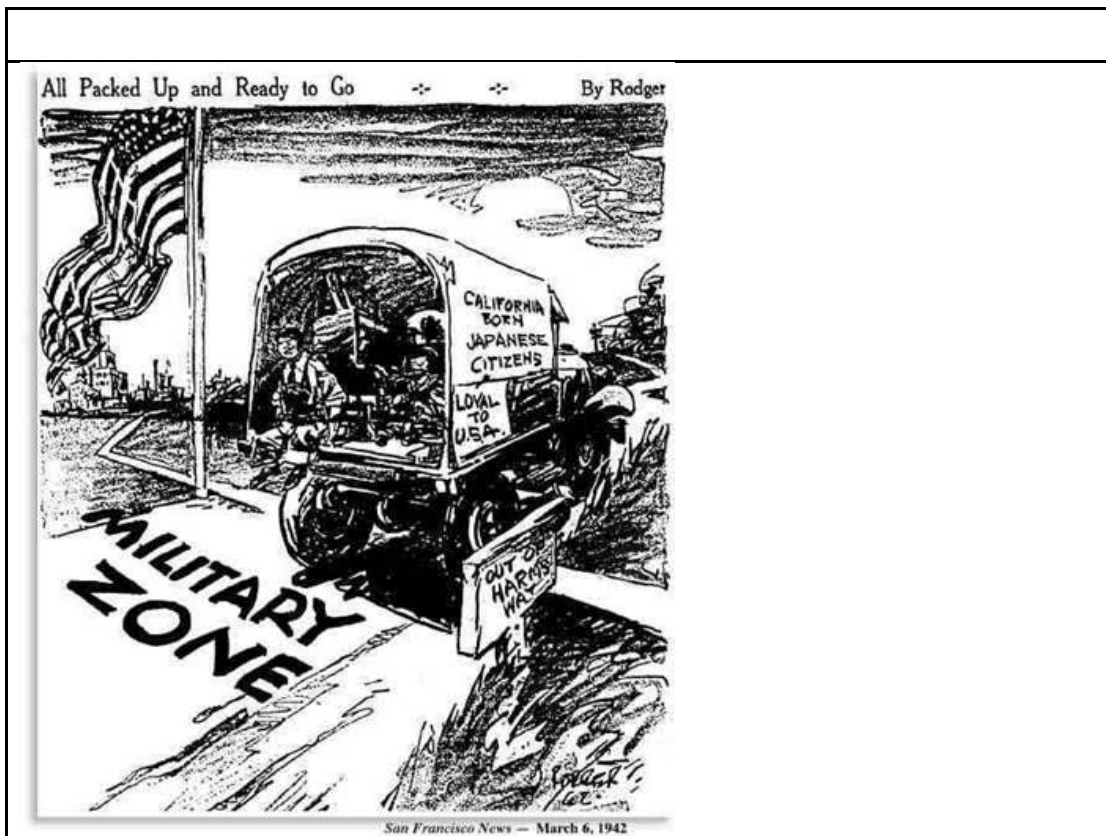
Your Government is counting on your to help enforce the new regulations by making and keeping this simple *pledge* –

I will accept no rationed foods without giving ration stamps.

*I will never pay more than **legal prices**.*

Source: Government Printing Office; order 16-34533-1

DOCUMENT I



Editorial cartoon in the San Francisco News shows California-born Japanese citizens on back of Army truck as they go to internment camp.

Source: "All Packed Up and Ready to Go"- San Francisco News, March 6, 1942

Essay Prompt:

“Were the Roosevelt Administrations and the New Deal programs effective in overcoming the Great Depression and rebuilding the U.S. economy?”

Claim (one sentence):

Counter-claim:

Reason 1: Name a reason/fact to support the claim (from the documents)

Write an explanation of how this reason supports your claim:

Reason 2: Name a reason/fact to support the claim (from the documents)

Write an explanation of how this reason supports your claim:

Reason 3: Name a reason/fact to support the claim (from the documents)

Write an explanation of how this reason supports your claim:

Conclusion:

Score	Weaknesses	Writing Element	Strengths
____/5		Main Claim/Thesis: A statement that asserts the writer's position on the given prompt, question, or topic	
____/5		Organization: Structure that includes an introduction, body paragraphs, transitions, and conclusion	
____/5		Evidence: Specific facts, quotations, paraphrasing, data, etc., used to support the author's claim	
____/5		Explanation/Analysis: Writing that explains how the evidence relates to and supports the claim	
____/5		Academic Voice & Style: Language that is sophisticated, structured, assertive; uses elevated diction and maintains clarity	
____/5		Extension: Ideas, evidence, or other relevant material that contextualizes, relates, or synthesizes ideas, themes, etc.	
____/5		Other:	

Total: ____/30