

# Double Victory and Black Americans in World War II: Previsit Materials and Guiding Questions

- What is happening on the American homefront during World War II? In particular, what is happening in all four of these images?
- Compare the Dr. Pepper image and Dining Room image. In what ways are they similar?
- Describe your reaction to the two bus images. What feelings come up when you view these two images?
- What more can we learn about these lived experiences?





Negro going in colored entrance of movie house on Saturday afternoon, Belzoni, Mississippi Delta, Mississippi, 1939

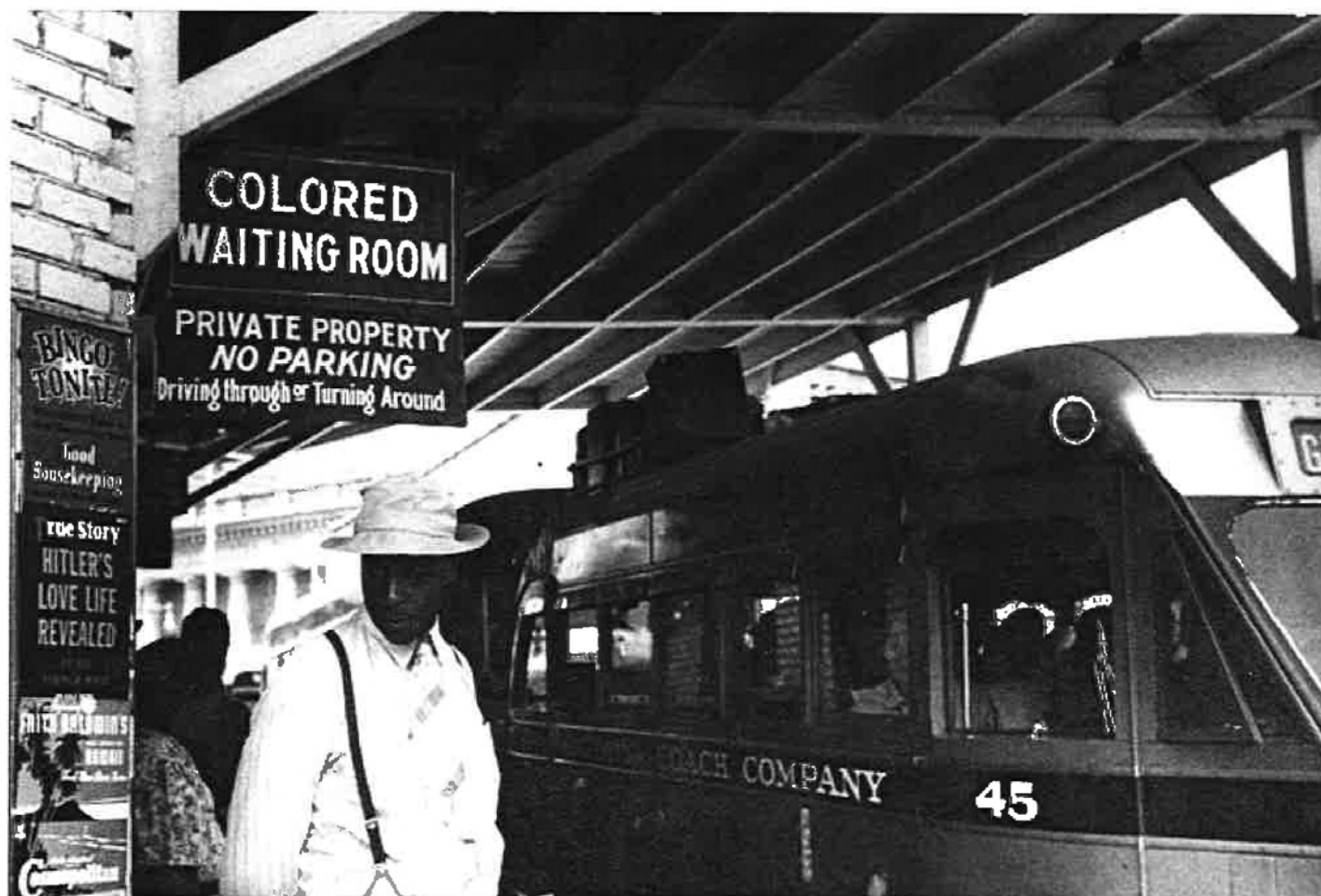
Photo: Library of Congress



A rest stop for Greyhound bus passengers on the way from Louisville, Kentucky, to Nashville, Tennessee, with separate accommodations for colored passengers, 1943  
Photo: Library of Congress



A Greyhound bus trip from Louisville, Kentucky, to Memphis, Tennessee, and the terminals. Waiting for a bus at the Memphis station, 1943  
Photo: Library of Congress



Sign for the "colored" waiting room at a bus station in Durham, North Carolina, 1940

Photo: Library of Congress

# Double Victory and Black Americans in World War II: Post visit Activities and Extensions

1. Have students work in breakout rooms and provide a different set of materials to each group:

a. Eugene Smith

- Cleaning Staterooms – Smith OH excerpt (12:50 to 14:55)
- Discrimination – Smith OH excerpt (14:57 to 16:38)
- Segregation – Smith OH excerpt (27:22 to 30:05)
- Southerners – Smith OH excerpt (35:05 to 37:32)

b. Henry Mouzon

- Boot Camp and Steward's Mate – Mouzon OH excerpt (5:26 to 8:40)
- Segregation – Mouzon OH excerpt (11:20 to 13:15)
- Kitchen – Mouzon OH excerpt (28:43 to 32:40)
- Gunner and Medals – Mouzon OH excerpt (52:16 to 57:23)

# Eugene Smith

- [Full Oral History Video](#)
- Four oral history transcript excerpts
  - [Cleaning Staterooms – Smith OH excerpt \(12:50 to 14:55\)](#)
  - [Discrimination – Smith OH excerpt \(14:57 to 16:38\)](#)
  - [Segregation – Smith OH excerpt \(27:22 to 30:05\)](#)
  - [Southerners – Smith OH excerpt \(35:05 to 37:32\)](#)
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# Henry Mouzon

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2. Ask students to listen to their excerpts and discuss the following in their room with the rest of their group:

- How do Smith and Mouzon's experiences compare to each other?
- What word(s) does Eugene Smith use to describe his experience as a kid and in the Navy? What do you notice about his use of the word 'southerner'?
- Describe the relationship between both men's jobs and race onboard Intrepid.
- What do both men have to say about discrimination during and/or after the war?
- How do these men feel about the Navy Cross? What do you notice them saying in regards to the process?

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## 3. Thumbs up/Thumbs down (Wrap-up)

- Share Thumbs Up/Thumbs down activity with students in which they give a thumbs up which represents a point they agree with, discuss why they agree, then share out to the rest of the group, and a thumbs down represents a point with which they disagree.
- Ask students to participate in a trial run in which one side represents “Preferring Cold Weather” and another side representing “Preferring Warm Weather”
- Once students understand the activity, have students participate in a round in which the two corners represent “agree” and “disagree” and the statement is “Citizens of a country should set aside other issues in times of war”
- Once that round is completed, have students participate in a round in which the two corners represent “agree” and “disagree” and the statement is “Attitudes toward people of color have changed between World War II and today.”