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
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)
• Full oral history transcript
Henry Mouzon

- **Full oral history video**
- Four oral history transcript excerpts
  - *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)*
- **Full oral history transcript**
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?
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.”