

Making Invisible Histories Visible Presents

DOUBLE VICTORY



VICTORY OVER OUR ENEMIES ABROAD AND
RACISM AT HOME

WRITTEN BY TUNETTE POWELL AND ILLUSTRATED BY REBECCA HERSKOVITZ

DEVELOPED BY CHERIE SCHOLTEN

ABOUT THE BOOK

During the summer of 2013, eight Omaha Public Schools teachers each produced an iBook on a topic of Omaha and Nebraska history as it relates to African American History. The four 3rd grade books are: Then and Now: A Look at People in Your Neighborhood; Our City, Our Culture; Civil Rights: Standing Up for What's Right to Make a Difference; and The Great Migration: Wherever People Move, Home Is Where the Heart Is. The four 4th grade books are Legends of the Name: Buffalo Soldiers in Nebraska; African American Pioneers; Notable Nebraskans; and WWII: Double Victory.

Each book was written by a local Omaha author, and illustrations were created by a local artist. Photographs, documents, and other artifacts included in the book were provided by local community members and through partnership with the Great Plains Black History Museum.


These books provide supplemental information on the role of African Americans in Omaha and Nebraska history topics. It is important to integrate this material in order to expand students' cultural understanding, and highlight all the historical figures that have built this state. Each book allows students to go beyond the content through analysis activities using photos, documents, and other artifacts. Through these iBooks, students will experience history and its connections to their own cultures and backgrounds.

HOW TO USE THIS BOOK

This book will help you learn more about African Americans during World War II. You will see many pictures, articles, and videos. If you tap on the pictures and articles, they will become full screen and you will be able to see them a little better. There should be an “X” on the upper left side of the screen that you can click on when you are finished with the document.

You will also see vocabulary words in this books that are darker than the rest. You can tap on these words to see the definition. Here are all the vocabulary words in this book:

- Ammunition
- Barracks
- Civilian
- Curfew
- Equality
- Military
- Oppression
- Reconnaissance
- Segregated
- Veterans

This iBook can be viewed horizontally  only

Tap on the speaker below to hear the vocabulary terms read out loud.

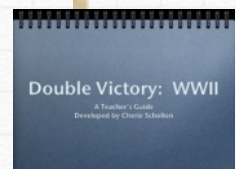


Special thanks to Mrs. Adrienne Higgins who provided the video documentaries and many photos and articles for this book. She has provided personal insight on our history in Nebraska.

Please take our survey by clicking on this link:

https://ops.col.qualtrics.com/SE/?SID=SV_diBncGgPTCsGMTz

Tap for Teacher's Guide



HOW TO USE THIS BOOK

You can use the iBook's **Speak Selection** function to listen to it being read aloud.

To enable **Speak Function**:

- * Launch the **Settings** app from the Home screen of your iPad.
- * Now tap **General**.
- * Scroll down towards the bottom and tap on **Accessibility**.
- * Tap on the **Speak Selection** option and turn it **On**.

You can customize the speed at which the selection is spoken.

You can also choose to have each word highlighted as it is spoken.

To use **Speak Selection** in the iBook:

Highlight the text and in the text edit pop-up, select **Speak**.

Your iPad will now speak the text back to you.

• Dreamland Ballroom •



The crowd paraded the dance floor, shoulder-to-shoulder, rocking back and a fair-skinned black woman shouted out, “Play that!”

With the building filled well over its capacity, men and women dressed in their Sunday’s best moved like puppets each time Duke Ellington’s fingertips hit the piano keys. Ellington pounded the keys hard enough to drown out World War II **curfew** whistles.

Critical Thinking

Compare the Pictures

Compare Angelo Meriwether's pictures on pages 5 and 7. Look at his face. How is he feeling? Does he look happy? Worried? Scared? What about the people with him? How do you think they are feeling?

Act It Out

Look at the people that Angelo Meriwether is sitting with at the table. What is the general feeling from the people at the table? Your teacher will assign roles for each of you. There should be four people in a group. One person should be Angelo Meriwether, one person should be the woman next to him, and the other two people can be your choice. Talk about how you are feeling about being at the Dreamland Ballroom and about the war.



Angelo Meriwether and friends relaxing and having a good time at the Dreamland Ballroom.

(Photo courtesy of Adrienne Higgins.)

Mrs. Adrienne Higgins remembers her parents and other family members going to the Dreamland Ballroom when she was a young girl.



This is a photo of Adrienne Higgins when she was in elementary school. Her father, Angelo Meriwether, carried a copy of this photo with him when he was touring England and France in the army during WWII.

(Photo courtesy of Adrienne Higgins.)

The crowd danced long enough to forget what awaited them outside the Dreamland Ballroom, located on the second floor of the Jewell Building on

North 24th street in North Omaha. The ballroom was open to the public, including military troops.

- USO (United Service Organization) •



From left: J.B. Crumbley and Angelo Meriwether . . .
Club Rumboogie — Chicago, July 1942.

Angelo Meriwether (on the right)
helped to run the USO.
(Photo courtesy of Adrienne Higgins.)

Just below the ballroom was the United Service Organization (USO), an organization which provided entertainment to soldiers who were on

leave and stationed in the community. The USO was one of the few resources open to African American troops.

On the Home Front



There were many troops working at home to help with the war effort. There was a new problem facing our community: What would all these people want to do in their free time? The Dreamland Ballroom and the USO (United Service Organization) were two ways that people were able to find entertainment while helping with the war effort.



• Things Started to Look Much Different At Home •

Examples of what barracks looked like during World War II.

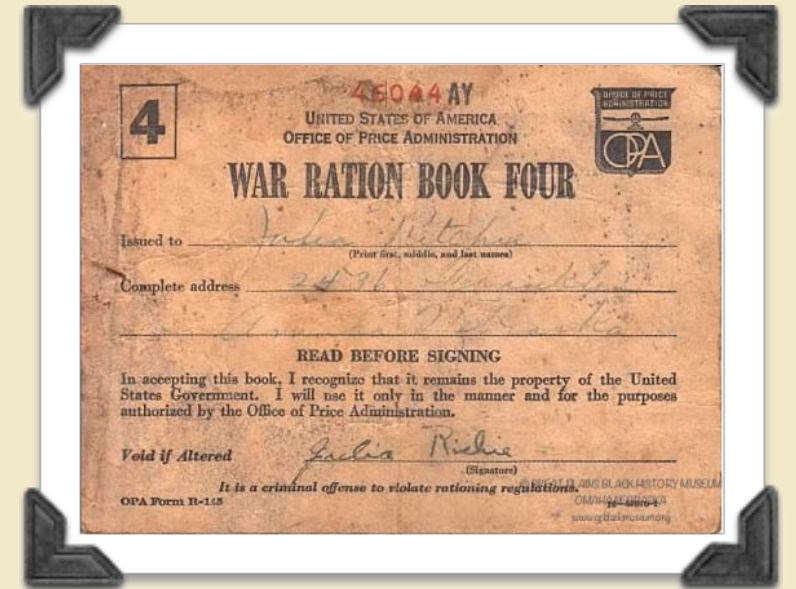


Front view of the barracks.
(Photo courtesy of the National Archives.)



In North Omaha the troops were praised, but outside the community they were treated like second-class citizens. African American soldiers were housed in **barracks** separate from the white soldiers. They were denied leadership roles and skilled training. The black troops were fighting two wars – one for their country and the other for equality.

Mrs. Adrienne Higgins talks about rationing.



This is an example of what a
Ration Book looked like during
World War II.
(Photo courtesy of the Great Plains Black History
Museum.)

While black troops were away
defending the country in
hopes of earning acceptance,
African Americans who
supported the war effort from
home also faced rough
conditions.



• Alfonza W. Davis •



One of those troops was Omaha native Alfonza Davis. Davis grew up just a few blocks from the Dreamland Ballroom and attended Omaha Technical High School, which now serves as the Omaha Public Schools'

central office on Cuming Street. After graduating at the top of his class and serving in the U.S. Army for one year, Davis was accepted to the Tuskegee Airmen. This was an Army Air Corps program in Alabama created in 1941 to train African Americans to fly and maintain combat aircraft. Before the creation of the Tuskegee Airmen, blacks were barred from flying for the U.S. military.

Alfonza W. Davis Newspaper Articles

group commander, Negro of the 15th AAF made separate strafing assaults on Rome just outside Oradella, a, August 30, destroying oil tank cars on nearby and leaving many parked blazing, according to an ed Press dispatch from

Davis, 24, son of Mr. and John T. Davis, 2118 North-ninth street, was valedictorian of the March, 1937, class of Central High school, winning



Click on the image and read each article. Then complete one of the Critical Thinking activities.

(Article courtesy of the Douglas County Historical Society.)



Davis was the first African American from Omaha to receive his wings from the Tuskegee Field. He was one of six Nebraskans who served as Tuskegee Airmen. Roughly 450 Tuskegee Airmen were sent overseas. Davis and other African Americans broke color lines as they served in Europe during World War

Critical Thinking

Alfonza W. Davis is a very important person. Read the articles and then choose an activity. The activity you choose will contain information about Alfonza W. Davis' life and highlight some of his accomplishments.

Write a song.

Create a memorial plaque.

Write a speech that could be read at the opening of Davis Middle School.

Create a commemorative stamp.

Create a headstone.

Remember to be creative!

II. Sixty-eight of the airmen were killed or went missing in action. Davis went missing during a **reconnaissance** mission in Italy on October 29, 1944. He was never found.



As the Tuskegee Airmen broke color lines, another group of black troops struggled for **equality**. During World War II, sixteen young men from Omaha, later nicknamed the “Sweet Sixteen,” served together in

the all-black 530th Quartermaster Battalion. The men operated out of Africa, Europe and East Asia. They handled the supply side of the war, from loading and unloading equipment and material to feeding and clothing the troops on the frontlines. While serving in World War II under white officers, the men experienced harsh treatment, which was sometimes worse than enemy troops who surrendered.

Tap on the title to learn more information about the topic.



Defending Trainees

Generals

German Bombers

Eleanor Roosevelt

Photo courtesy of History Harvest.

• Shortages •

Mrs. Adrienne Higgins talks about her experience during World War II and the rubber shortage.



During the war, the country saw rubber and labor shortages. To combat the rubber shortage, clothing and shoe makers removed the rubber from

underwear and shoes. Instead, Americans wore underwear with buttons and put cardboard in the soles of their shoes.

• Martin Bomber Plant •

Mrs. Higgins had several family members that worked at the bomber plant.



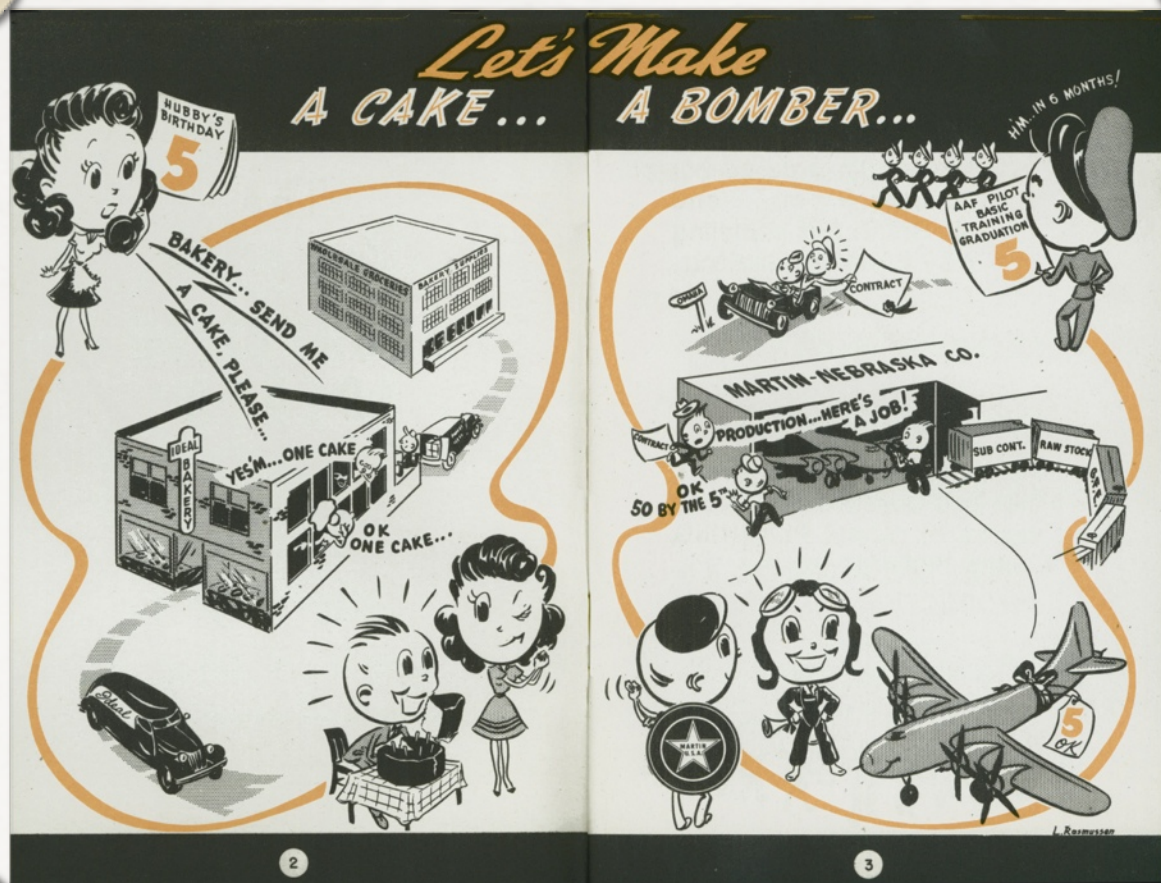
Despite the fear of attacks, African Americans in Omaha had better job opportunities during the war. They worked for the railroad, the packing plants and the Glenn L. Martin Bomber Plant in Bellevue. A large portion of the workers were women since most of the men were away at war.

During WWII there was a serious labor shortage. People who were previously excluded from jobs because of their race or gender were encouraged to come to work.



Women came to work at the bomber plant.
(Photo courtesy of the Great Plains Black History Museum.)





Posters courtesy of the Douglas County Historical Society.



Critical Thinking

Script It Out

Everyone has a different role/job at home. (Examples: Who mows the lawn? Who does the dishes? Who feeds the pets?) Your teacher will put you into groups of five and you will have different roles. One person will be the newscaster. Everyone else in the group will choose a part of the picture to describe. Here are some examples: woman, car, cake, man, airplane, building. Your job is to think about your assigned role and come up with 2-3 sentences explaining why you are important. Then the newscaster will come and “interview” you so you can describe to the class what your job was during this time period. When coming up with your sentences for the newscast, here are some things to think about:

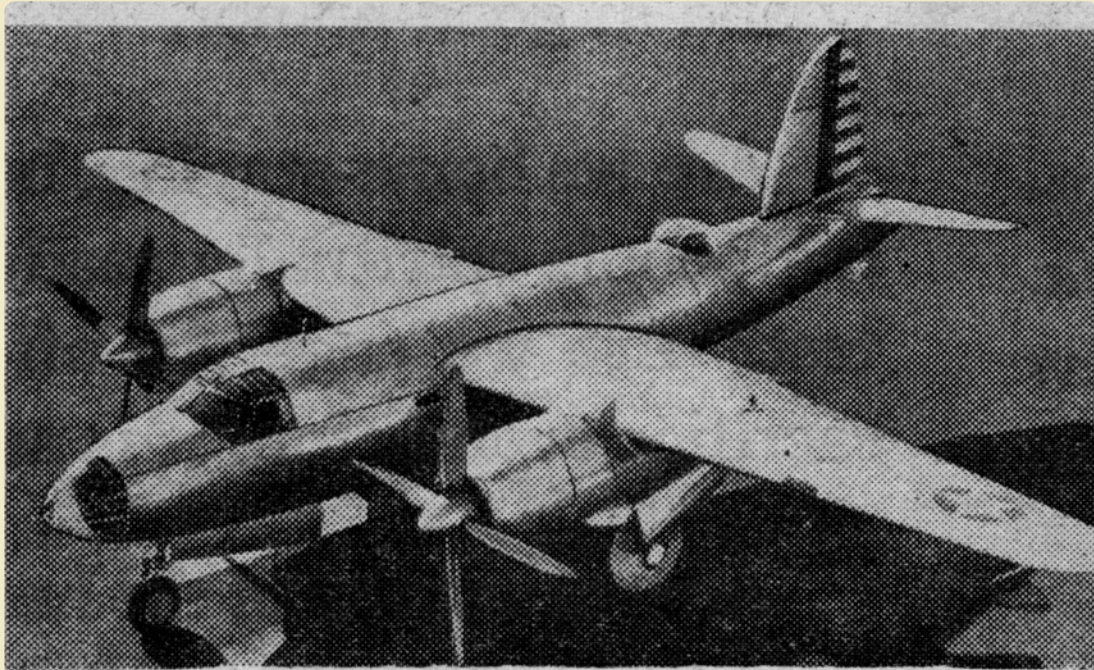
Who do you think is the intended audience for this poster?

What is the government’s purpose for making this poster?

Describe the most effective part of the poster.

Why is it so effective?

Tap to read the articles, then answer the questions on the right.



The Martin bomber . . . an Omaha product.

manufacturers had started.

The B-26 being built here is probably the finest bomber of its type in the world. It is be-

lieved to be the world's fastest bomber—fast enough to fly away from most enemy pursuit planes. It is a sleek, deadly machine.

Article courtesy of the Douglas County Historical Society.



Question 1 of 4

Why was the Midwest chosen as the site for the Martin Bomber Plant?

- ☒ A. The Midwest was chosen for its safety.
- ☐ B. It was chosen because more people were moving here for jobs.
- ☐ C. The Midwest was chosen because it was primarily a farming region.
- ☐ D. It was chosen because there was nothing else in the area.

Check Answer

World War II Ammunition Plant Locations



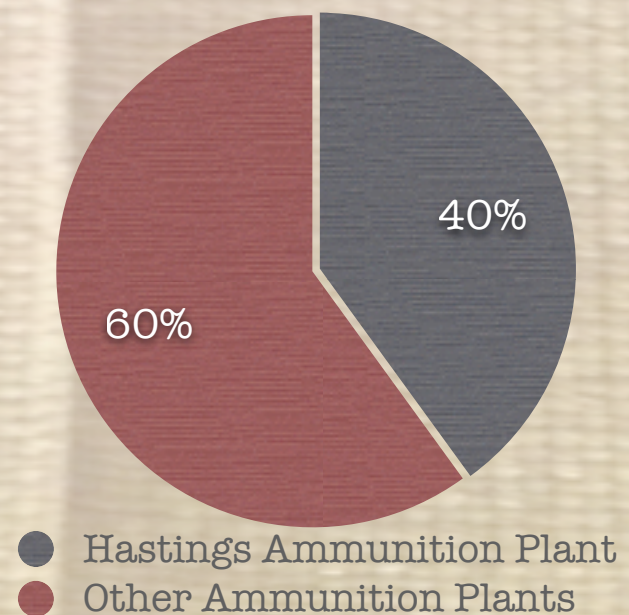
The Hasting Ammunition Plants and the Martin Bomber Plant made great contributions to the war effort.

• Hastings Ammunition Plant •

Some who could not find work in Omaha traveled nearly 150 miles west to a small town called Hastings, Nebraska. During World War II, the U.S. Navy built an **ammunition** depot in Hastings that supplied forty percent of its ammunition. The Hastings community, made up of mostly white people, did not welcome black workers. Like the troops overseas, blacks and whites at home were **segregated**. They had separate housing and recreational facilities. While the city offered many attractions for whites, very few were offered for blacks. So, on Friday afternoons, many black sailors and **civilian** workers traveled 150 miles from Hastings to

Omaha in search of acceptance and belonging. After more than two hours of riding on cattle trucks, they found themselves on North 24th Street, which housed several African American boutiques and movie theaters. Eventually, a separate USO for African Americans was opened in Hastings.

**Amount of Ammunition Made by
the U.S. Navy During
World War II**



• Coming Home •



As World War II ended, the surviving black troops abroad and African Americans at home were hopeful change was coming. They longed for the days where freedom would ring beyond North 24th Street. But as the black and white troops got off the

ships, they were met with a sign pointing white troops one way and black troops the other. As the battle against **oppression** abroad ended, African Americans continued to fight for equality at home.



Angelo Meriwether used the G.I. Bill to attend the University of Nebraska-Omaha after returning from WWII.
(Photo courtesy of Adrienne Higgins.)

Programs such as the G.I. Bill, a veteran's bill offered educational and home loan opportunities to returning troops, excluded many African Americans. When the G.I. Bill was first

introduced after WWII, there was an increase in college admissions. Approximately 30-40% of college students were WWII veterans. But, few were African Americans.

Tuskegee Airmen Articles

3-11-2003



Click on the image to read each article. Then discuss the similarities and the differences with a partner.
(Article courtesy of the Douglas County Historical Society.)



ACTIVITIES

Making Invisible Histories Visible Presents

DOUBLE VICTORY



VICTORY OVER OUR ENEMIES
ABROAD AND RACISM AT HOME

Critical Thinking

Double Victory was a campaign that started at the beginning of World War II. During World War I, many Americans wanted to unite to win against their enemies overseas and avoided raising the issue of racism and segregation which divided them at home. When many African American soldiers came back after World War I, they were treated even worse than before they left. So, at the beginning of World War II, the campaign for Double Victory began: **victory over our enemies abroad and racism at home.** This poster was made to support the Double Victory campaign. Think about the following questions:

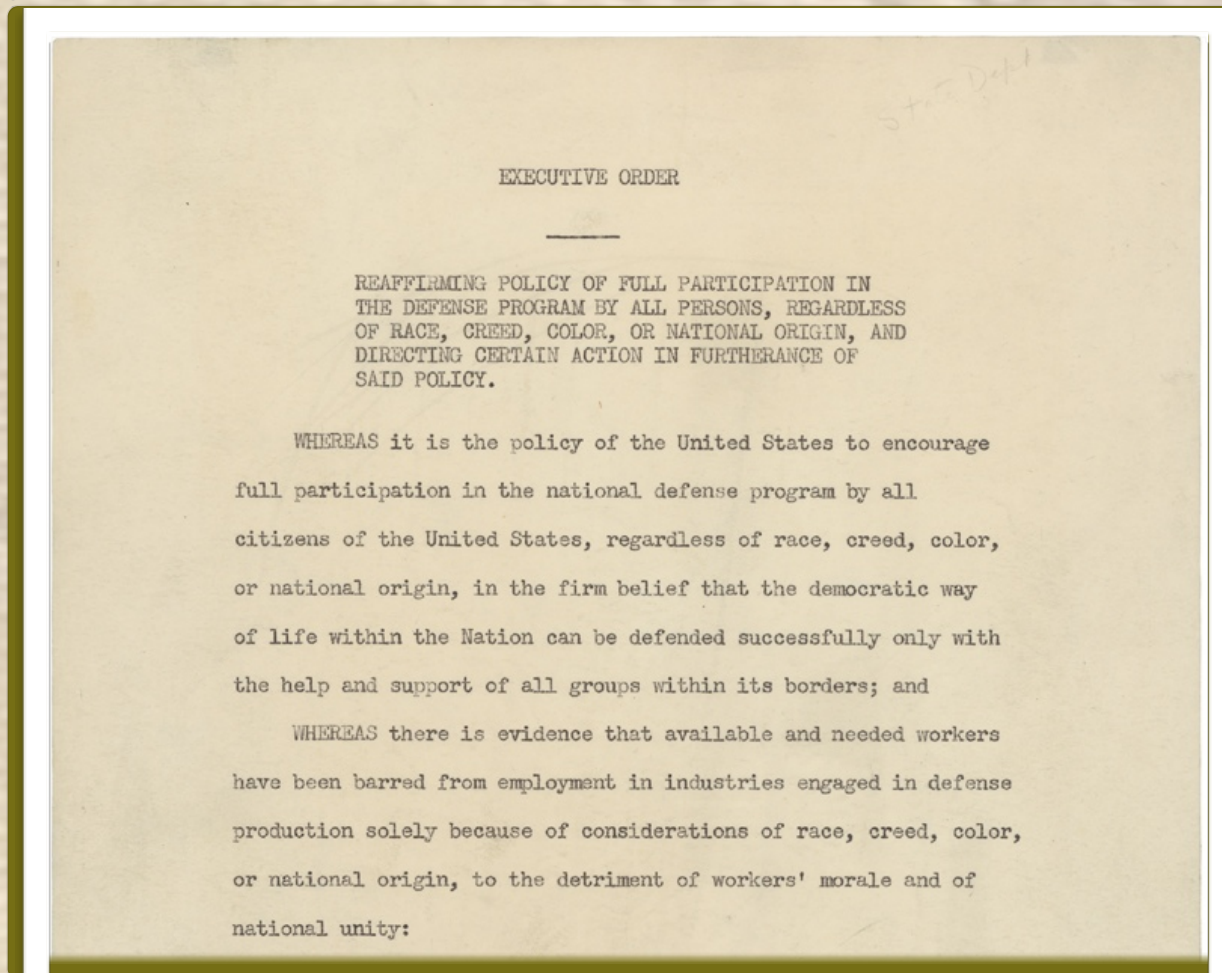
Why do we need to be united as a nation?

Does this poster show what was really going on at home? Why or why not?

What kind of feelings does this poster show?

• Executive Order 8802 •

Scroll down to view the entire document.



Document courtesy of the National Archives.

At the beginning of World War II there was a serious labor shortage. Many people went overseas to fight in the war, but people were still needed to make supplies for the troops. Many African Americans thought they would be able to get better jobs, but were turned away because of their race. A huge cry went out from the black community and people were very angry that they could not work. In response, Executive Order 8802 was put into place by President Roosevelt in June of 1941. It said employers who received money from the government to run their business had to allow anyone to work for them regardless of color.

• Designing a Board Game •

Scroll down to see more of the Board Game activity.

Designing a Board Game

Working in your groups, your task is to design ONE board game based on one of the following topics:

- Dreamland Ballroom
- USO (United Service Organization)
- Tuskegee Airmen
- Home Front During World War II
- Life After World War II

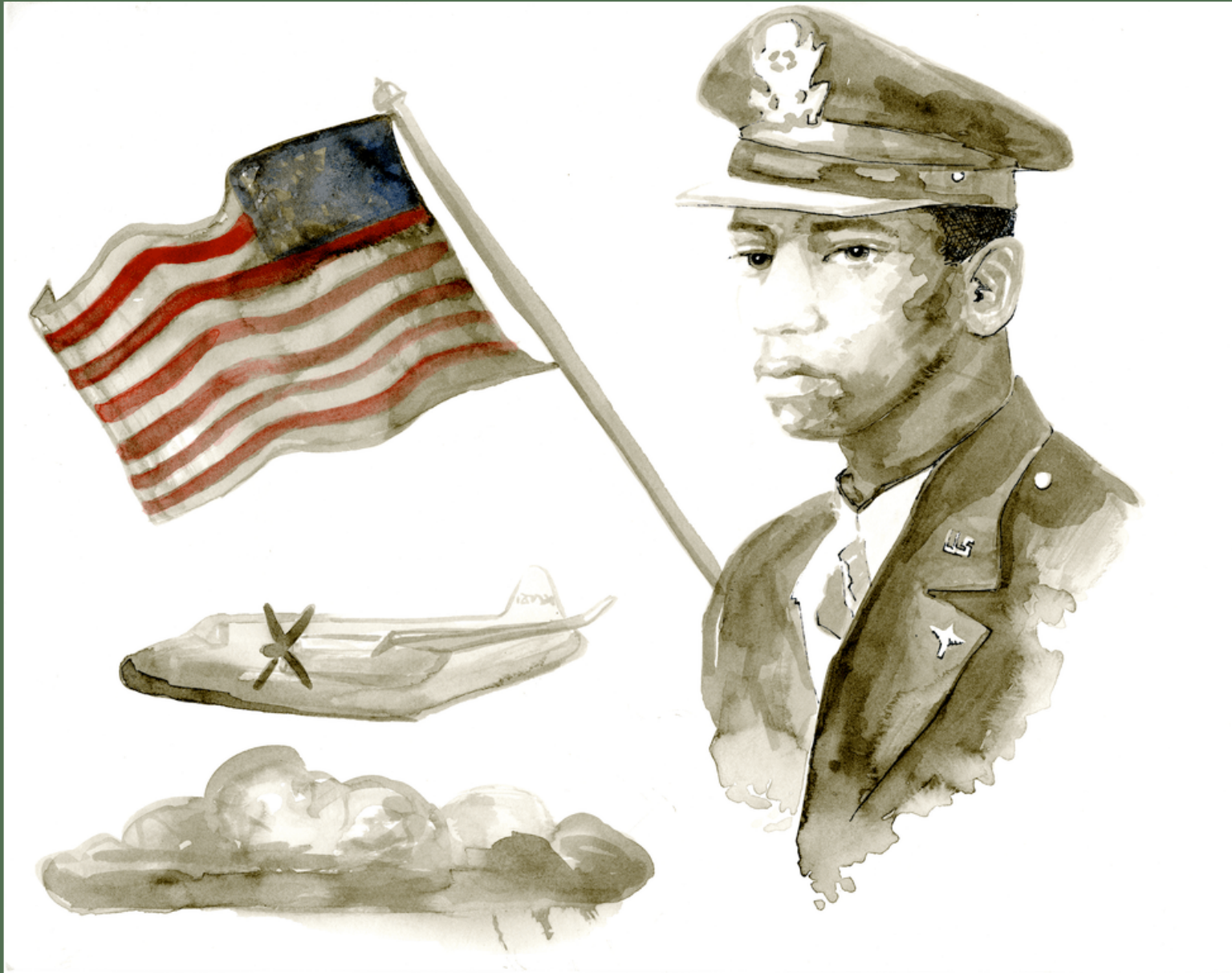
This will be an in-class project, meaning that you will be given time in class to work on your board game. However, you may be responsible for completing a portion of the project outside of class.

Each group member will be assigned a specific job. The four jobs are listed below:

Planner: Responsible for writing up the Planning Sheet (See Step 1)

Ruler: Responsible for writing up your board game's rules. (See Step 2)

• World War II Word Search •



Tap on the image to begin the word search.

MEET THE AUTHOR



Tunette Powell is a nationally-known author and public speaker. She has received a host of prestigious public speaking awards as she has traveled the country motivating and encouraging people not to give up on those that the world has deemed no good. Powell published her first book, “The Other Woman,” in December 2012.

“The Other Woman” is a bold and emotional memoir written by the daughter of an addict. This raw and gritty memoir provides a glimpse into the lives of the children of addiction and a lesson in forgiveness, growing up and going on.

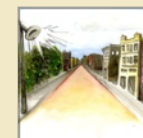
MEET THE ILLUSTRATOR



Rebecca Herskovitz is a Special Education teacher and artist. Rebecca is originally from Massachusetts, and attended Clark University, earning a B. A. in Visual Arts and an M.A. in Teaching. She later moved to the Omaha community where she taught at the Integrated Learning Program and earned an M.S. in Special Education from the University of Nebraska at Omaha. Rebecca currently resides in Western Massachusetts with her husband, and will be teaching at Amherst Regional High School.

These are some of the illustrations that Rebecca Herskovitz drew for “Double Victory.”

Davis was the first African American from Omaha to receive his wings from the Tuskegee Field.



MEET THE DEVELOPER



Cherie Scholten is a fourth grade teacher in the Omaha Public Schools. She is originally from Iowa and attended Northwest Missouri State University where she received her Bachelors of Science in Education. She received her Masters of Education from Graceland University while living in Lee's Summit, Missouri. In July 2007 she moved to Omaha where she currently resides with her family. She believes that being a technology literate educator is imperative to helping students prepare for the world they are living in. In her spare time she loves to read and spend time with her family.

THIS BOOK CREATED IN PARTNERSHIP WITH



Making Invisible Histories Visible



Directed by Emily Brush

Edited by Dr. Jared Leighton

Historical Consultant, Dr. Patrick Jones

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Making Invisible Histories Visible is an initiative of the Omaha Public Schools.

Ammunition

am mu ni tion |,amyə'niSHən|

noun

1 a supply or quantity of bullets and shells.

2 considerations that can be used to support one's case in debate: these figures provide ammunition to the argument for more resources.

ORIGIN late 16th cent.: from obsolete French ammunition, alteration (by wrong division) of la munition ‘the munition’ (see munition) .

Related Glossary Terms

Drag related terms here

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Chapter 1 - Hastings Ammunition Plant

Barracks

bar racks |'barəks|

pluralnoun [often treated as sing.]

a building or group of buildings used to house soldiers: the troops were ordered back to barracks.

- a building or group of buildings used to house large numbers of people.

ORIGIN late 17th cent.: barrack from French baraque, from Italian baracca or Spanish barraca ‘soldier's tent,’ of unknown origin.

Related Glossary Terms

Drag related terms here

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Find Term

Chapter 1 - Barracks

Civilian

ci vil ian |sə'vilyən|

noun

a person not in the armed services or the police force.

adjective

of, denoting, or relating to a person not belonging to the armed services or police: military agents in civilian clothes.

ORIGIN late Middle English (denoting a practitioner of civil law): from Old French civilien, in the phrase droit civilien ‘civil law.’ The current sense arose in the early 19th cent.

Related Glossary Terms

Drag related terms here

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Find Term

Chapter 1 - Hastings Ammunition Plant

Curfew

cur few |'kər,fyOO|

noun

a regulation requiring people to remain indoors between specified hours, typically at night: a dusk-to-dawn curfew | the whole area was immediately placed under curfew .

- the hour designated as the beginning of such a restriction: to be out after curfew without permission was to risk punishment.
- the daily signal indicating this.

ORIGIN Middle English (denoting a regulation requiring people to extinguish fires at a fixed hour in the evening, or a bell rung at that hour): from Old French cuevrefeu, from cuvrir ‘to cover’ + feu ‘fire.’ The current sense dates from the late 19th cent.

Related Glossary Terms

Drag related terms here

Equality

e qual i ty |i'kwälitē|

noun

the state of being equal, esp. in status, rights, and opportunities: an organization aiming to promote racial equality.

- Mathematics a symbolic expression of the fact that two quantities are equal; an equation.

ORIGIN late Middle English: via Old French from Latin aequalitas, from aequalis (see equal) .

Related Glossary Terms

Drag related terms here

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Military

mil i tary |'milə,terē|

adjective

of, relating to, or characteristic of soldiers or armed forces: both leaders condemned the buildup of military activity.

noun (the military)

the armed forces of a country.

DERIVATIVES

militarily |,milə'te(ə)rəlē|adverb

ORIGIN late Middle English: from French militaire or Latin militaris, from miles, milit- ‘soldier.’

Related Glossary Terms

Drag related terms here

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Find Term

Oppression

op pres sion |ə'preSHən|

noun

prolonged cruel or unjust treatment or control: a region shattered by oppression and killing.

- the state of being subject to such treatment or control.
- mental pressure or distress: her mood had initially been alarm and a sense of oppression.

ORIGIN Middle English: from Old French, from Latin oppressio(n-), from the verb opprimere (see oppress) .

Related Glossary Terms

Drag related terms here

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Chapter 1 - Coming Home

Reconnaissance

re con nais sance |ri'känəsəns, -zəns|

noun

military observation of a region to locate an enemy or ascertain strategic features: an excellent aircraft for low-level reconnaissance | after a reconnaissance our forces took the island | [as modifier] : reconnaissance missions.

- preliminary surveying or research: conducting client reconnaissance.

ORIGIN early 19th cent.: from French, from reconnaître ‘recognize’ (see reconnoiter) .

Related Glossary Terms

Drag related terms here

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Segregated

seg re gate 1 |'segri,gāt|

verb [with obj.] (usu. be segregated)

set apart from the rest or from each other; isolate or divide: hazardous waste needs to be segregated from ordinary trash.

• separate or divide (people, activities, or institutions) along racial, sexual, or religious lines: blacks were segregated in churches, schools, and colleges | (as adj. segregated) : segregated education systems.

• [no obj.] Genetics (of pairs of alleles) be separated at meiosis and transmitted independently via separate gametes.

DERIVATIVES

segregable |-gəbəl|adjective,

segregative |-,gātiv|adjective

ORIGIN mid 16th cent.: from Latin segregat- ‘separated from the flock,’ from the verb segregare, from se- ‘apart’ + grex, greg- ‘flock.’

Related Glossary Terms

Drag related terms here

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Find Term

Chapter 1 - Hastings Ammunition Plant

Veterans

vet er an |'vetərən, 'vetrən|

noun

a person who has had long experience in a particular field.

- a person who has served in the military: a veteran of two world wars.

ORIGIN early 16th cent.: from French *vétéran* or Latin *veteranus*, from *vetus* ‘old.’

Related Glossary Terms

Drag related terms here

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Find Term