

Connecticut Explored Curriculum Lesson Plan

Title: Waterbury in Wartime: Making Global Connections

Article: “The Brass City Manufactures for Victory,” Raechel Guest, *Hog River Journal*, Vol. 5, No. 4, Fall 2007 (article attached in separate document)

Written by: David Bosso, dbosso@berlinschools.org, (860) 828-6577 ext. 217
Berlin High School
139 Patterson Way
Berlin, CT 06037

Description: Following the 1941 Japanese attack on Pearl Harbor and the subsequent American involvement in World War II, manufacturing demands in Waterbury, Connecticut and elsewhere increased manifold. The city’s industries converted from producing the prosaic—buttons, clocks, screws, toys—to essential war materiel: bullets, cartridge clips, brass rods and tubes, mechanical time fuses, and other munitions components. By doing so, the “Brass City” greatly contributed to the national war effort, and such events highlight local connections and responses to larger historical events. Accordingly, this lesson is designed to encourage students to develop a better understanding of local history as it relates to a broader national and global historical context. Students will use the article to answer associated questions about the main points of the text, which will act as the foundation for further examination into the various aspects of Waterbury’s, and indeed, the nation’s, war effort. Significantly, students will use the article and additional resources to assess social and ethnic developments in the city. Additionally, students will use the images and materials contained within the article as well as external resources in order to complete the associated activities and assessments.

State Standards Addressed:

Standard I – Content Knowledge

- *Strand: History 1* – demonstrate an understanding of significant events and themes in United States History

Grade Level Expectations:

- describe the influence of nationalism on American society
- describe the significance of the evolving heterogeneity of American society

- *Strand: History 2* – describe the importance of significant events in local and Connecticut history and their connections to United States history

Grade Level Expectations:

- use local and state examples to describe how events in Connecticut both reflect and have contributed to developments in United States history

- *Strand: Individual Development and Identity 1* – understand the process of individual development and identity

Grade Level Expectations:

- analyze the impact of family, religion, gender, ethnicity, and socioeconomic status on personal development
- evaluate the role of perceptions, attitudes, and beliefs in the development of personal identity

Standard III – Application

- *Strand: Application 1* – use evidence to identify, analyze, and evaluate historical interpretations

Grade Level Expectations:

- use evidence to form an interpretation of an historical event
 - evaluate primary and secondary interpretations of an historical event
- *Strand: Application 2* – analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view

Grade Level Expectations:

- use a variety of writing formats to portray attitudes in an historical time period

Essential Questions: How do global and national events shape local history and people’s lives? How can local events influence global and national history?

Objectives: Students will be able to: understand the role played by Waterbury’s major manufacturing companies and the city’s residents during World War II; assess local gender and ethnic issues related to the national wartime climate; compare and contrast Waterbury’s war efforts with others throughout the nation; understand the purpose and characteristics of wartime propaganda; evaluate the challenges faced by Waterbury during WWII as part of a larger national and global narrative; and ascertain residents’ and employees’ attitudes and response to the war, work, and life in the city during the era.

Historical Background: As the “Brass Capital of the World,” Waterbury, Connecticut was uniquely situated to drastically increase its brass output in response to wartime demand upon the U.S. entry into the war. Its three main brass manufacturing plants, Scovill Manufacturing Company, Chase Brass and Copper Company, and Anaconda-American Brass, shifted to wartime footing in both their production capacities and workplace culture, thereby significantly affecting the lives of the many Waterbury residents they employed. Waterbury’s companies were faced with many challenges, including the need to considerably increase wartime production, maintain the security and speed of operations, manage an ethnically diverse workforce, and deal with worker shortages despite wartime demands. Nevertheless, Waterbury’s role in the nation’s wartime production was substantial, and the many efforts by the city’s manufacturing companies were duly noted by higher authorities.

Because the companies dominated the social and economic fabric of the city, events abroad resonated at the local level, and many residents living in the ethnically diverse city of Waterbury sought to express their national pride at both home and in the workplace. The manufacturing companies, clearly on war footing in the months leading to the U.S. entry into the war, demonstrated a renewed vigor following the attacks. This included a massive munitions production effort, but also included campaigns to motivate their employees to increase productivity and support the war effort. Advertisements for the purchase of defense bonds, propaganda cartoons, , workers’ pledges of loyalty, and encouragement to plant victory gardens were utilized to foster employee’s patriotism.

Still, there is evidence to suggest that many of the city’s foreign-born workers and residents had a sense of split loyalties, especially those born in Germany and Italy. For example, Italian clubs in the city donated money to and otherwise initially supported Mussolini’s cause; following the U.S. declaration of war, however, many sought to blatantly proclaim their Americanism. Certainly, potentially divided loyalties presented the manufacturing giants with a dilemma regarding its non-native workers. Consequently, Americanization campaigns, propaganda techniques, and warnings about maintaining productivity increased in the months leading up to the U.S. entry into the war, only to grow more pronounced after the Japanese attack at Pearl Harbor.

With thousands of workers at the three companies now fighting abroad, labor shortages ensued, especially given the increased pace of production. Many of those positions were filled by women and African American who were previously denied employment in skilled manufacturing jobs. After the war, many of the women and African Americans who had filled the void were replaced by soldiers returning from the war. Nonetheless, the contributions of the war-time workers were vital to the war effort. Moreover, on a national scale, “women would take advantage of their newly found economic freedom [and] men previously touched by

segregation returned from military service and no longer accepted unequal treatment” (Ken Burns, *The War*, <http://www.pbs.org/thewar/>. Accessed 17 June 2009).

Strategies: This lesson can be utilized as part of a larger curriculum unit on the United States and World War II, especially regarding attitudes from the home front toward the war. Moreover, the lessons can be incorporated into a larger unit related to propaganda techniques or the effects of xenophobia. Each lesson is designed for an extended time block, but can easily be divided into shorter segments. Many of the features of this lesson utilize resources that can be obtained from Web sites identified herein. Before beginning the first lesson, however, it is recommended that the Web sites be examined and that the desired images are selected, copied, and pasted so as to facilitate presentation using PowerPoint or another format. Care should be taken to allow students to discuss the pertinent issues, but discussion questions should be devised so as to maximize the learning objectives and make efficient use of the available time. The article from *Hog River Journal* will be assigned for homework to establish prior knowledge before commencing the lessons. The writing assessment(s) can be assigned as a follow-up homework assignment in the interest of preserving class time.

Authentic Assessment Activities:

Lesson One

- A. As a pre-lesson exercise, use the article, “The Brass City Manufactures for Victory,” by Raechel Guest in *Hog River Journal*, to analyze Waterbury’s significance to the nation’s World War II efforts. Vocabulary will be frontloaded and/or other reading strategies will be used to foster student understanding (please see “Article Vocabulary” at the end of this lesson). Student responses to the questions (please refer to “Article Questions”) and/or graphic organizer (please see “Graphic Organizer”) will serve as the basis for a wider class discussion about Waterbury’s role in the war, propaganda efforts, workers’ attitudes toward work and the war, and other related topics.
- B. Examine other resources, including websites, newspaper articles, and other sources (found in the Materials section and Source 1 through Source 9 of this lesson plan) to ascertain employee and resident attitudes toward the war and other associated issues. Using evidence and ideas from the Web sites and sources, students will write **fictional journal entries** from the perspective of a local “native”, a female worker in the one of the city’s manufacturing plants, or as a member of an ethnic minority. *The teacher should use discretion when selecting the number and type of resources from Web sites and those attached to this lesson plan.* As an alternative to this exercise, students can write a **letter to the editor** from the perspective of any of the aforementioned roles. In either case, refer to the suggested rubric at the end of this lesson.

Lesson Two

- A. Project or otherwise display examples of wartime propaganda posters, which can be found at the Web sites identified in the Materials section of this lesson plan. Ask students to analyze the various features of your selected posters, including overall message; visual imagery; use of ethnic, national, and gender stereotypes; textual cues; use of symbolism; and the broader purpose of such techniques and devices. Have students discuss the validity, value, and consequences of propaganda efforts. Ask students if employers had a right to display such media in the workplace, especially if portions of their workforce were foreign-born. A general understanding of the climate of wartime suspicion towards others, especially non-native Americans, is integral to this lesson. Teachers are encouraged to select from among the Sources located at the end of this lesson plan to supplement this segment of the lesson. (Please note that a number of local propaganda posters were published in the *Scovill Bulletin*, available at the Mattatuck Museum and History Center and the Silas Bronson Library in Waterbury).

- B. Divide the students into four groups, each corresponding with the type of poster they will be responsible for creating. Each group will be assigned a theme on which to **construct a propaganda poster**: home front productivity, American patriotism and nationalism, female contributions, and awareness of a “fifth column”. Students will incorporate many of the various techniques. Students will present their work to the class, explaining their message, style, and imagery (use the suggested rubric at the end of this lesson plan).

Extension Activities:

- A. Interview community members who experienced the World War II either on the home front or in the military. Students can use their background knowledge to generate a set of questions for the interviewee, and present their findings to the class. See the Veterans History Project of the Library of Congress (<http://www.loc.gov/vets/>) for ideas and more information.
- B. Schedule a guest speaker or host a panel discussion with community members who served or otherwise contributed to the war effort.
- C. Obtain copies of local newspapers, focusing specifically on articles related to the U.S. entry into the war, the invasion of Normandy, V-E Day and V-J Day. Letters to the Editor and advertisements should not be overlooked, as they often contain valuable and insightful information regarding local attitudes and perspectives.
- D. Compare and contrast propaganda from World War II with propaganda efforts during other conflicts. This can be especially interesting if students can view propaganda sources about the United States from the perspective of the enemy, either during the war (i.e. Japanese views of the U.S. [see John Dower’s *War Without Mercy: Race and Power in the Pacific War* and *Embracing Defeat: Japan in the Wake of World War II*]), during other military engagements (World War I [see some of the online resources listed below] Vietnam, the Persian Gulf War), or regarding diplomatically sensitive relations (Iran [<http://www.memritv.org/subject/en/356.htm> is an especially good source, which includes short video clips] and North Korea [there are many images that can be “Googled,” but <http://calitreview.com/875> is useful]).
- E. Compare and contrast gender issues related with wartime in the past and today. For information and ideas, see <http://www.militarywoman.org/issues.htm>. Also, see PBS’s Wide Angle episode, “Women, War, and Peace” (<http://www.pbs.org/wnet/wideangle/episodes/women-war-peace/introduction/4093/>).

Materials:

Hog River Journal *Article Support Materials*:

- Article Vocabulary: worksheet to frontload potentially difficult vocabulary found in the article
- Graphic Organizer: to be used during or after the reading of the article so students can better comprehend the article, its main ideas, and supporting evidence
- Article Questions: to be completed during or after the reading of article for the purpose of extracting the major points of the article and serve as a foundation for the lessons
- Examining Newspaper Articles: to be used in conjunction with any of the primary source materials included here

Primary Source Materials: Please note that, given time constraints, student ability, and other variables, teacher should use their best judgment in determining which of the following sources to utilize; they are therefore designated as “KEY” (i.e. critical to the implementation of the lesson) or “SUPPLEMENTAL” (i.e. the lesson can be conducted without using these sources, if necessary).

- Source 1 (KEY): “Waterbury Citizenry Gets Onto Wartime Footing With Alacrity,” from the *Waterbury American*, illustrates the increased production output of the city’s major manufacturing companies and mobilization efforts at the local level.
- Source 2 (SUPPLEMENTAL): “Enemy Aliens Warned to Surrender Radios, Cameras and Firearms,” an article from the *Waterbury Republican* published several weeks after the American entry in WWII, provides insight into fears of a “fifth column” in the city.

- Source 3 (SUPPLEMENTAL): “Chase Workers Get Warning On Espionage,” from the *Waterbury Republican*, highlights fears of sabotage at the city’s manufacturing plants.
- Source 4 (KEY): “Let’s Be Decent,” an op-ed piece in the *Waterbury Republican* published a week after the attack on Pearl Harbor, speaks to the potential xenophobia in such an ethnically diverse city.
- Source 5 (KEY): An advertisement produced and paid for by the city’s industries demonstrates concerns over the loyalties of the city’s residents.
- Source 6 (SUPPLEMENTAL): An advertisement from *La Verita*, one of Waterbury’s Italian-language newspapers, exemplifies the need to express one’s loyalty to the United States through the purchase of war bonds.
- Source 7 (SUPPLEMENTAL): “Scovill Shop Goes 100 Per Cent In Buying of Bonds” demonstrates the patriotism displayed by workers at Scovill.
- Source 8 (SUPPLEMENTAL): “Scovill Plant to Get Army-Navy ‘E’ Thursday,” a short article from the *Hartford Courant* about the Army-Navy “E” Award given to Scovill in 1942 as a result of its wartime efforts.
- Source 9 (KEY): A reproduction of the original letter sent to American Brass informing its management of its reception of the Navy “E” award.

Online Resources:

The following websites contain numerous resources, including oral histories, photographs, and other materials related to women in the Second World War:

- http://www.stg.brown.edu/projects/WWII_Women/Rosie.html
- <http://www.loc.gov/rr/program/journey/rosie.html>
- <http://www.nps.gov/pwro/collection/website/home.htm> (please note that the “Women’s Photos” and “Women’s Artifacts” links are no longer accessible)
- <http://www.womeninwwii.com/homefront/rosietheriveterpropaganda.asp>
- <http://www.rosietheriveter.org/resources.htm>
- <http://bancroft.berkeley.edu/ROHO/projects/rosie/>

The following websites have links to collections of wartime propaganda posters:

- <http://www.library.northwestern.edu/govinfo/collections/wwii-posters/>
- http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html
- http://www.pbs.org/thewar/search_results.php?media_id=19&search_type=media&keyword=Posters
- <http://americanhistory.si.edu/victory/>
- <http://www.propagandaposters.us/index.html>
- http://www.historynow.org/12_2007/historian.html

Rubrics:

- Writing Rubric
- Wartime Propaganda Poster Rubric

Annotated Bibliography

Bosso, David. “The Evolution of Loyalty: The Americanization of Italians in Waterbury, Connecticut from the Turn of the Century to the Fall of Mussolini.” *Connecticut History* 47, no. 1 (Spring 2006): 101-124.

This article examines the challenges faced by the city’s immigrant Italian population and local reaction to events at home and abroad as the ethnic identity of Waterbury’s Italian-Americans evolved from loyalty towards Italy to outright American patriotism.

Brass Valley Ingenuity. Mattatuck Historical Society. <http://www.mattatuckmuseum.org/collections/ingenuity/>. 2005-2007.

This online resource provides an overview of the many neighborhoods of Waterbury, with an emphasis on the ethnic diversity that has played a role in the shaping of the city’s history.

Lesson plans, external links, photo galleries, a searchable database, and interview excerpts enrich this site.

Brecher, Jeremy and Jerry Lombardi, and Jan Stackhouse, eds. *Brass Valley: The Story of Working People's Lives and Struggles in an American Industrial Region*. Philadelphia: Temple University Press, 1982.

From the Brass Workers History Project, this source contains a narrative account as well as oral histories and images of many of the region's residents and workers.

Burns, Ken and Lynn Novick. *The War*. The American Lives II Film Project, 2006.

The seven-episode documentary and accompanying website (<http://www.pbs.org/thewar>) provides a thorough examination of four cities – including Waterbury – during the Second World War. Especially notable is the website, with its “At Home” and “The Witnesses” sections. A special educator's guide and teaching DVD offers additional information and ideas. Teachers should note that *The War* focuses on residents from four geographic areas, including Waterbury, and should therefore use discretion when selecting scenes. For the purposes of this lesson, the following episodes are suggested:

- Episode One, “A Necessary War”, provides an overview of the war and includes interviews with residents, as U.S. involvement in the war becomes a reality.
- Episode Two, “When Things Get Tough”, illustrates the mobilization efforts taking place in the U.S., including the growing employment of women.
- Episode Three, “A Deadly Calling”, reviews the growth of “war towns,” as the rapid output of munitions created a greater need for workers.

Waterbury's Part in World War II. Spec. edition of the *Waterbury Republican*, 14 July 1946.

“[P]rovides the most well-rounded picture we have of how the people of Waterbury aided the war effort and how the war affected the city. Anyone looking for hard data about the massive war-related factory output of the local metals industry will find a wealth of information here as well as photographs of employees engaged in production” (Dana Lucisano, Silas Bronson Library http://www.bronsonlibrary.org/filestorage/163/975/1075/Microsoft_Word_-_WWII_-_bibliography.pdf. Accessed 15 June 2009). This source is available at the Connecticut State Library and the Silas Bronson Library.

Field Trip Options(s):

The *Connecticut State Library* in Hartford houses the Museum of Connecticut History, including the Connecticut Collections exhibit. See <http://www.museumofcthistory.org/> for more details. The library itself has an extensive collection of archival materials, local newspapers, vital records, and other resources. Students should access the various resources to further examine social and ethnic trends in Waterbury during the war era.

The *Mattatuck Museum Arts and History Center* in Waterbury has several permanent exhibits related to Waterbury's history. Specifically, the Orton P. Camp, Jr. Gallery of Community History is designed for participant interaction. See http://www.mattatuckmuseum.org/exhibits_permanent/history/ComingHome.html. The archives of the museum contain numerous related documents, images, and other materials. Interacting with the exhibition allows students better insight into the city's manufacturing efforts, as well as ethnic and socioeconomic issues present at various times during the city's history.

For teachers unable to travel to the Connecticut State Library and/or the Mattatuck Museum Arts and History Center, a class field trip to a local historical society may very adequately suffice. Furthermore, community libraries may contain fascinating sources and information about local contributions and

personal experiences related to the Second World War. Also, arranging a trip to a local nursing home or senior center and scheduling interviews with individuals who experienced the Second World War at home or on the front can be extremely rewarding and can serve as another type of assessment activity.

Additional Materials

Article Vocabulary

Use the following worksheet to ascertain students' understanding of the vocabulary from the article, "The Brass City Manufactures for Victory," by Raechel Guest, *Hog River Journal*, Fall 2007. Have students attempt to define each of the following terms. Review each term with the students, provide a definition, and use the term in a sentence. Students will complete this sheet and use it while reading to assist their understanding of the article.

myriad (adj) _____

institute (v) _____

saboteur (n) _____

exhort (v) _____

absenteeism (n) _____

detriment (n) _____

reclamation (n) _____

morale (n) _____

grievance (n) _____

munitions (n) _____

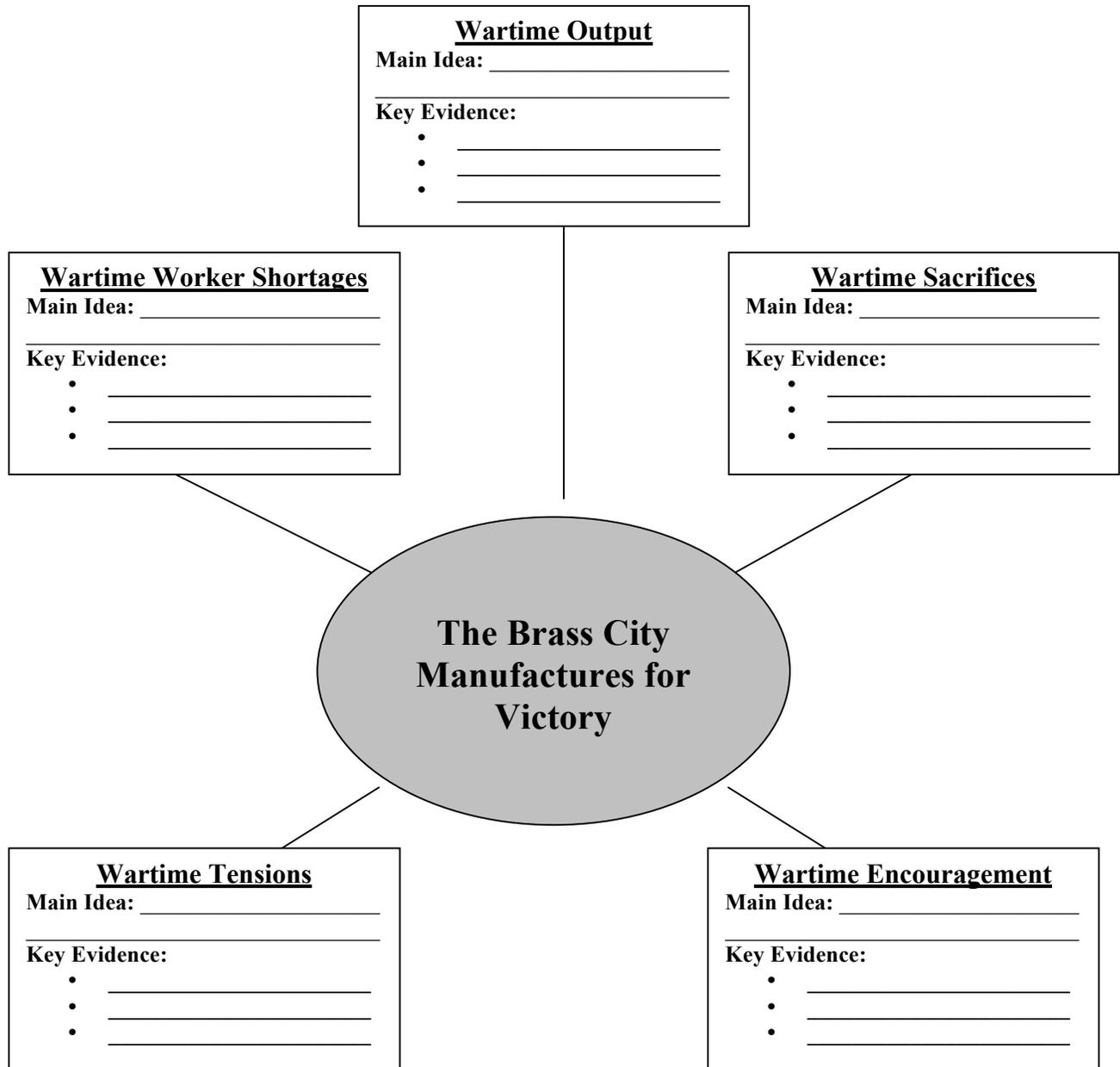
furloughed (adj) _____

impending (adj) _____

restrained (adj) _____

exuberance (n) _____

Graphic Organizer



Article Questions

Using the article, “The Brass City Manufactures for Victory,” by Raechel Guest, *Hog River Journal*, Fall 2007, students will respond to the following questions:

- How did the lives of Waterbury’s residents change as a result of the war?
- Examine the significance of Waterbury’s manufacturing company to the war effort. Research the various components produced by these companies and for what types of military equipment they were used. Where were such weapons and equipment used in the war?
- Other than producing supplies for the war, in what ways did Waterbury’s workers contribute to the war effort?
- How did the companies endeavor to focus their workers’ efforts on the war effort? What concerns did the companies have about their workers? Given Waterbury’s ethnic composition, why might the companies’ concerns have been justified?
- What challenges did Waterbury’s manufacturing companies face, especially related to labor–management relations? In what ways did the companies attempt to “relieve some of the stress of war production”?
- Using Waterbury’s manufacturing companies as examples, how did the war affect women’s labor issues? How was this situation affected by the conclusion of the war?

Examining Newspaper Sources

Use this worksheet in conjunction with any newspaper source. This will help to deconstruct the source for meaning, relevant evidence, main points, and other associated features.

Before reading the source, read the headline or title. What does the headline/title reveal about the story, the event, the issue?

What is the main idea of the source? What piece of evidence from the source best supports the main idea?

What does the source tell you about events in the city and the nation at the time? How do you know?

What is your reaction to the source? Why?

After reading the source, provide an alternative headline/title:

How is the source related to the lesson's themes?

Primary Source Materials from Local Newspapers

(please note that spelling, capitalization, and other elements of the articles have not been corrected so as to maintain the integrity of the original).

Source 1 (KEY)

Waterbury American, December 13, 1941

Waterbury Citizenry Gets Onto Wartime Footing With Alacrity Residents Mobilize For Various Activities Under Leadership of Designated Officials; Mayor Active

Waterbury on a wartime footing.

For more than two years the Brass City's citizenry has wondered how Waterbury would react if and when war came.

A week ago they still wondered. Perhaps no Waterburian could have imagined that in a few days war against the Axis countries would be a grim reality. It is today.

A review of the activities in Waterbury during the first week of active warfare shows that the people – young and grownups – have responded quickly, willingly, and energetically to the nation's mobilization calls for the armed and civilian defense and for the conduct of the war.

The sudden response is accredited, in part, to the speed with which Waterburians have been informed about events since Sunday afternoon when they heard the radio reports of Japan's "treacherous and utterly unprovoked" attacks upon American possessions in the Pacific ocean. Japan had declared war on the United States.

The next day, Waterburians heard President Roosevelt ask for a declaration of war against the Nipponese empire. They witnessed via the radio the record-breaking war vote completed in three and one-half hours.

The fast-moving events brining Waterbury to a wartime basis for World War II are contrast with the events taking place 24 years ago when it took Congress more than three days to pass the war declaration against Germany. In those days radio was in its infancy and news was not flashed with the same rapidity of today's wire and radio services.

"Here in Waterbury and in this area, we are keenly aware of the seriousness of the situation," declared Mayor A. Scully in a radio talk Sunday night.

As chairman of the city's defense council, the mayor has been occupied all hours of each day since Sunday, conferring with leaders of civilian defense, attending state defense council meetings in Hartford, speaking at public meetings, and conducting other affairs of the city. His talks will probably be heavier than those conducted by his father, the late Martin Scully, who was Waterbury's mayor during World war I.

Source 2 (SUPPLEMENTAL)

Waterbury Republican, January 5, 1942

Enemy Aliens Warned To Surrender Radios, Cameras and Firearms Must Comply With Government Order By Tonight; Only Two Cameras Surrendered Here

U.S. District Atty. Robert P. Butler announced last night, according to an Associated Press dispatch, that he was prepared to crack down on enemy aliens who failed to comply with the government order to surrender to police their short wave radios, cameras and firearms by midnight tonight.

Waterbury police, however, according to Capt. Frederick Hickey, at an early hour this morning had received no further contraband other than the two cameras surrendered to Police Supt. William J. Roach last Friday.

Although 12,000 aliens registered here more than a year ago, no estimate could be obtained of the number of German, Italian and Japanese nationals in the city to whom the regulation is applicable.

In addition to the short-wave radios, cameras and firearms owned outright by the enemy aliens, those to which they have access or over which they have control must also be surrendered, Atty. Butler pointed out.

This, he said, means that even American citizens must surrender short-wave radios, cameras or firearms provided enemy aliens boarding with them or otherwise included in the household have access to or control of the contraband articles. The alternative to surrendering short-wave radio sets, Mr. Butler said, "is to neutralize" them by elimination of the short-wave apparatus.

"We are going to be tough about this," Mr. Butler stated.

"All enemy aliens retaining contraband after midnight tonight will do so at their own peril. Their refusal to comply with this order will indicate their unwillingness to obey the laws of the land where they are guests, and they will be taken up and interned."

Source 3 (SUPPLEMENTAL)

Waterbury Republican, May 24, 1940

Chase Workers Get Warning On Espionage Employees Cautioned To Be On Guard Against Sabotage

Employees of the Chase Brass & Copper Co. yesterday received notices in their envelopes warning them to be on their guard against espionage and sabotage.

Similar notices are expected to be issued to workers of other local factories which have been or are handling government orders. With local factories to play an important role in producing supplies and materials for President Roosevelt's rearmament program, factory managements have started to take extra precaution to insure uninterrupted production and protect manufacturing secrets.

The notice contained excerpts from "The Code of Laws of the United States of America" explaining the anti-espionage act.

Workers were warned not to discuss factory matters with outsiders, especially such matters as government orders and the speed at which they are being handled. They were also warned about discussing methods or processes used in the various plants.

The Scovill Mfg. Co. recently posted a notice in all departments asking all employees for their cooperation in guarding against sabotage and espionage. The notice asked all employees to report any attempt by a person to destroy machinery or take pictures on the premises.

The Waterbury Tool Co. had fingerprints of all employees taken Wednesday by Capt. John V. Leary, of the Waterbury police departments, and it is expected that photographs will be taken within the next week. The pictures and prints will be used in making passes to the company's property as a protective measure.

Source 4 (KEY)

Commentary, *Waterbury Republican*, December 13, 1941

Let's Be Decent

We read of enemy alien round-ups and spy arrests with a happy consciousness that the authorities are taking logical and needed action against a potential fifth column. But one thing that every American community should try to avoid is letting its suspicions, most of them wild and improbable, carry it into any excess of vigilant zeal.

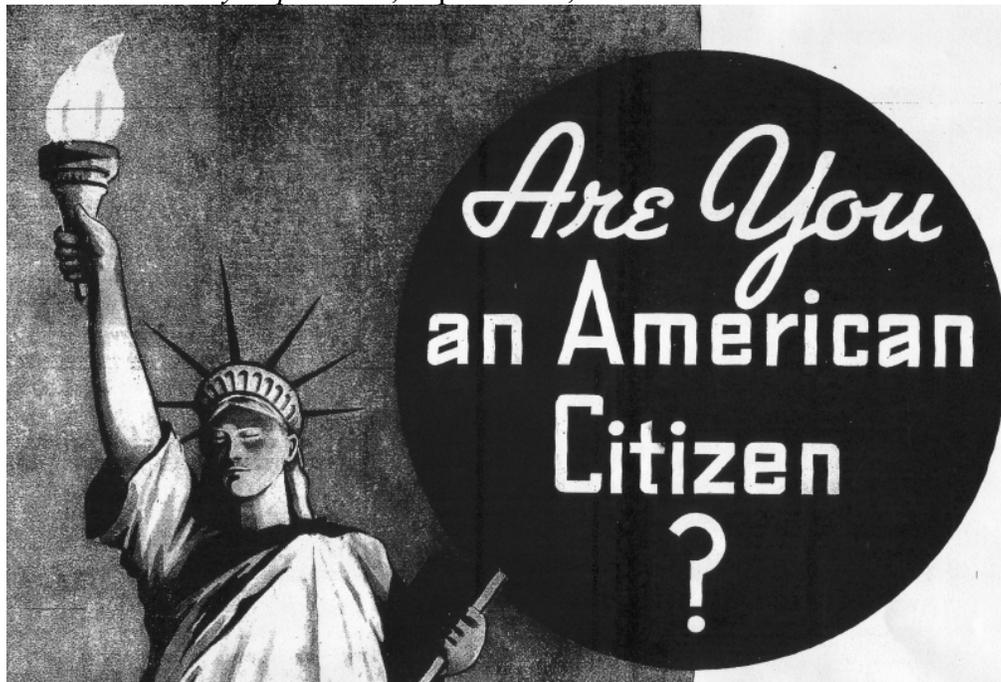
This melting-pot nation has large segments of population derived from the countries with which we are now at war. Ninety-nine out of a hundred of these citizens are loyal Americans whose intensity of gratitude for what this country has given them will often put to shame the pride of a Mayflower descendent. Nothing cheaper and more unfair than to miscall them. We are all quite aware of what any shrewdly aimed monkey wrench can do to the machinery of American defense in the hands of a saboteur, and we wish to avoid any such spectacular mischief. But can't we accomplish that without having thousands or more faithful citizens of this country made victims of which hunts.

War breeds strong passions. In fact they are stronger than a lot of the more feeble minds can bear. And thence comes the whisper against some honest neighbor, the persecution of him for no other reason than the name he bears, the discriminations practiced against his children.

Let's be alert to rebuke this nonsense, especially in this city of mixed population. Let's remember that in the first place the apprehension of spies and saboteurs is properly the work of the duly constituted authorities. Let them do the job. In the case of any suspicion strong enough to be referred to them, refer it. In the case of any weaker degree of suspicion, forget it. And guard your tongue. Remember that the Japs we're fighting are in Japan. The Germans we're fighting are in Germany. The Italians we're fighting are in Italy.

Source 5 (KEY)

Advertisement from the *Waterbury Republican*, September 4, 1938



BEFORE you can answer this question sincerely and truthfully, we must agree on what we mean by an American citizen.

A TRUE American citizen entitled to boast that honor must be an American citizen not alone by accident of birth or privilege of naturalization.

He must be American citizen at heart, proud of his heritage of liberty and opportunity---willing to accept the duty of citizenship to protect American ideals.

You are a TRUE American citizen only when you live as one. Loyal to tried and true American principles....Informing yourself on public issues....Voting and acting according to your convictions....Being constantly on your guard that your own actions may square with what is best in American life....Obeying the laws yourself and supporting law enforcement at tall times.

Today many influences are at work to destroy the real value of your citizenship. They preach violence as opposed to reason. They strive to pit class against class – to gain advantage for the few without regard for the welfare of the many.

Such forces are un-American. They undermine the spirit of cooperation and teamwork among all groups on which this nation has been built. Their success would spell the eventual breakdown of all that has made American mean opportunity for millions.

These influences **MUST NOT** succeed. They **CAN NOT** succeed where Americans are awake to their duty as citizens.

ARE YOU AN AMERICAN CITIZEN?

Consolidated Industries of Waterbury and Surrounding Communities

Source 6 (SUPPLEMENTAL)

Advertisement from *La Verita*, October 8, 1943. (*La Verita* was one of Waterbury's Italian-language newspapers)



Source 7 (SUPPLEMENTAL)

Waterbury Republican, January 11, 1942

Scovill Shop Goes 100 Per Cent In Buying of Bonds

An all-out and spontaneous response, entirely voluntary, in the signing of pledges for the purchase of defense bonds was reported yesterday at case shop No. 2 of the Scovill Mfg. Co. This shop produces cartridge cases by the millions for the men in Uncle Sam's armed forces.

Eleven hours after the pledge forms were distributed by department foremen, all workers on the second and third shifts had signed up. The shop won the honor of being the first to register 100 per cent for payroll deductions in the purchase of defense bonds.

Source 8 (SUPPLEMENTAL)

The Hartford Courant, August 24, 1942

Scovill Plant to Get Army-Navy 'E' Thursday

Waterbury, Aug 23. – (AP.) – Col. F. H. Payne, assistant district chief of the Springfield Ordnance District of the Army, will present the Army-Navy "E" Production award to the Scovill Manufacturing Company main plant and employees Thursday. Colonel Payne will represent Robert Patterson, under secretary of War and James Forestall, under secretary of the Navy.

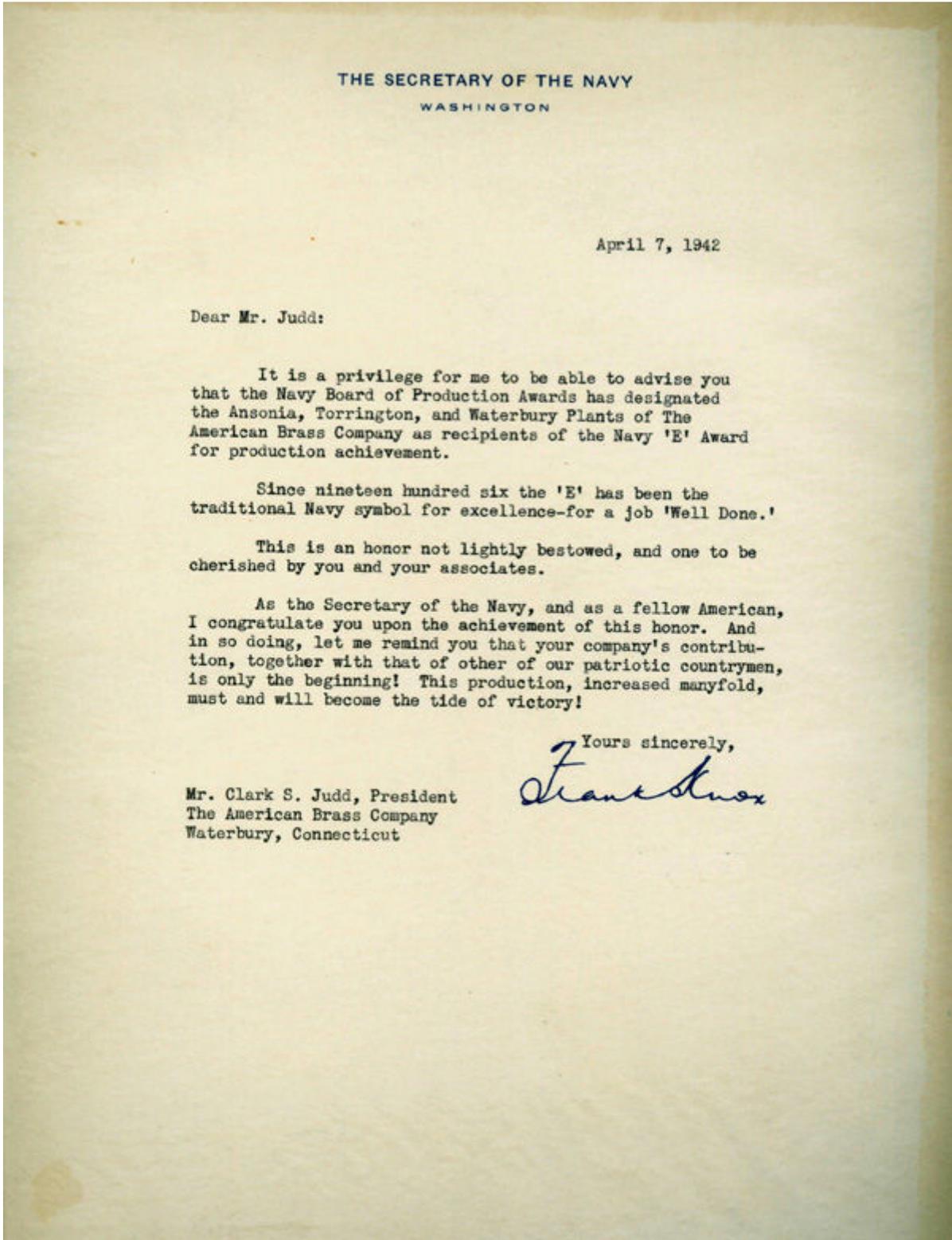
Lowell Thomas, radio news commentator, will be master of ceremonies for the presentation at 2:45 p. m. Thursday, which will be attended by all employees except those who cannot leave their jobs. The program will be broadcast over the NBC network, as well as a hookup of 10 Connecticut stations. Nearly 15,000 are expected to attend the ceremony.

A representative of the Navy will award "E" pins to 14 Scovill employees with 50 years or more of continuous service. All other employees will receive the pins at a later date.

Among those invited to take part in the ceremony are Governor Robert A. Hurley and Mayor Vincent A. Scully of Waterbury.

Source 9 (KEY)

http://www.history.navy.mil/pics/award_letter.jpg



**JOURNAL ENTRY / LETTER WRITING
RUBRIC**

Name: _____

CATEGORY	10 - Advanced	8 - Proficient	6 – Basic	4 - Below Basic	Score
Requirements	All requirements for the selected format are included / presented.	1-2 requirements for the selected format are missing.	3-4 requirements for the selected format are missing.	Requirements for the selected format are not met and / or sufficiently lacking.	
Evidence and Examples	Extensive evidence from multiple source materials is presented. All of the evidence and examples are specific and relevant. Explanations are given to show support of thesis / arguments.	A good amount of evidence from more than one source material is presented. Most of the evidence and examples are specific and relevant. Explanations are given to show support of thesis / arguments.	Some evidence from at least one source is presented. At least one of the pieces of evidence and examples is relevant. Explanation shows support of thesis / arguments.	Amount of evidence is minimal and/or source materials are not used. Evidence and examples are not relevant and/or are not explained.	
Elaboration and Analysis	Excellent analysis of ideas. Supporting evidence is extensively elaborated upon.	Strong analysis of ideas. Supporting evidence is elaborated upon.	Some analysis and elaboration is present and/or analysis and elaboration is ineffective.	Ideas are not analyzed and/or evidence is not elaborated upon.	
Grammar, Spelling, and Punctuation	Author makes no errors in grammar, spelling, or punctuation.	Author makes 1-2 errors in grammar, spelling, or punctuation.	Author makes 3-4 errors in grammar, spelling, or punctuation.	Author makes more than 4 errors in grammar, spelling, or punctuation.	
Overall Effectiveness	Clear and concise; dynamic, effective, and interesting; great effort and excellent preparation evident; solid analysis and elaboration.	Generally clear, effective, and interesting; fairly effective; strong effort and preparation evident; good analysis and elaboration.	Somewhat clear and effective; decent effort and preparation evident; further analysis and elaboration needed.	Information is poorly presented; general lack of effort and preparation evident; extremely limited analysis and elaboration.	

TOTAL:
_____/50

**WARTIME PROPAGANDA POSTER
RUBRIC**

Name: _____

CATEGORY	10 - Advanced	8 - Proficient	6 – Basic	4 - Below Basic	Score
Requirements	All requirements are included / presented (e.g. graphics, slogan, use of thematic elements, symbolism, etc.).	1-2 requirements for the selected format are missing.	3-4 requirements for the selected format are missing.	Requirements for the selected format are not met and / or sufficiently lacking.	
Evidence and Examples	Extensive evidence from multiple source materials is presented / emulated. All of the evidence and examples are specific and relevant.	A good amount of evidence from more than one source material is presented / emulated. Most of the evidence and examples are specific and relevant.	Some evidence from at least one source is presented / emulated. At least one of the pieces of evidence and examples is relevant.	Amount of evidence is minimal and/or source materials are not used.	
Organization / Layout	All textual and graphic evidence is presented in a logical, effective, and visually clear manner that makes the product extremely attractive and interesting.	Most textual and graphic evidence is presented in a fairly logical, effective, and visually clear manner that makes the product is generally attractive and interesting.	Some textual and graphic evidence is presented in a somewhat logical, effective, and visually clear manner, but others are unclear and/or confusing.	Textual and graphic evidence is presented in a unclear, confusing, and/or ineffective manner.	
Thematic Elements	All textual and graphic evidence clearly and effectively correspond with selected / assigned thematic and researched / discussed symbolic elements.	Most textual and graphic evidence clearly and effectively correspond with selected / assigned thematic and researched / discussed symbolic elements.	Some textual and graphic evidence corresponds with selected / assigned thematic and researched / discussed symbolic elements.	Textual and graphic evidence does not correspond with selected / assigned thematic and researched / discussed symbolic elements.	
Creativity and Overall Effectiveness	Original, creative, dynamic, effective, and interesting; great effort and excellent preparation evident.	Mostly original, creative, and interesting; fairly effective, strong effort and preparation evident.	Somewhat original, creative, and effective; decent effort and preparation evident.	General lack of effort and preparation evident.	

TOTAL:
_____/50