

Manitowoc, Wisconsin, WWII Heritage City

A series of lessons from the [World War II Heritage Cities Lesson Collection](#)



Figure 1: The submarine USS Hardhead on December 12, 1943, just after launching at the Manitowoc Shipbuilding Company. This scene was similar for each of the twenty-eight submarines launched by the company. (Credit: P92-5-86, Wisconsin Maritime Museum Collection, copy and reuse restrictions apply.)

Introduction

The three lessons, and culminating fourth lesson, support the development of understanding the significance of [Manitowoc, Wisconsin](#) designated as an American [World War II Heritage City](#). Highlights of the first two listed lessons include defense manufacturing in Manitowoc, such as with the Manitowoc Shipbuilding Company and the increased opportunities for women in work during wartime on the home front. The third lesson shares ways civilians volunteered and contributed to war efforts on the home front. All lessons highlight specific contributions but connect to larger themes and understandings of the U.S. home front during wartime. A mix of primary and secondary sources are used, along with photos and media.

Lessons (with World War II home front topics):

The first three lessons listed can be taught individually or collectively, in any order. The final lesson is to support students in combining learning across the three lessons, and/or comparison to other World War II home front cities in a culminating activity.

1. [The Manitowoc Shipbuilding Company and Defense Manufacturing in Manitowoc, Wisconsin World War II Heritage City \(p. 5\)](#)

- War industries
- Defense manufacturing
- Manitowoc Shipbuilding Company
- Submarines
- Women workers

2. [Women's Contributions to the Home Front in Manitowoc, Wisconsin World War II Heritage City \(p. 17\)](#)

- Women workers
- Defense manufacturing
- Manitowoc Shipbuilding Company
- Aluminum Goods Manufacturing Company
- Nurses' Aide Corps

3. [Volunteerism and Contributions in Manitowoc, Wisconsin World War II Heritage City \(p. 27\)](#)

- Civilian defense
- Volunteerism
- War bonds
- Material drives

- Youth involvement

4. Manitowoc, Wisconsin: Comparing and Connecting WWII Home Front Cities (p. 40)

Positioning these Lessons in the Curriculum:

The standards listed beneath the lesson links are a collection of standards covered in the lesson collection. The lessons have been aligned to national standards and topics, as well as to the Wisconsin Social Studies standards eras for Wisconsin and United States history. Objectives for each lesson, materials, and resources are listed within the lesson.

Time period: World War II

Topics: World War II, women's history, African American history, workforce migration, science and technology

United States History Standards for Grades 5-12

This lesson relates to the following [National Standards for History](#) from the UCLA National Center for History in the Schools:

Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

Curriculum Standards for Social Studies

This lesson relates to the following [Curriculum Standards themes for Social Studies](#) from the National Council for the Social Studies:

- Theme 2: Time, Continuity, and Change
- Theme 5: Individuals, Groups, and Institutions
- Theme 8: Science, Technology, and Society
- Theme 9: Global Connections

Relevant Common Core Standards

These lessons relate to the following [*Common Core English and Language Arts Standards for History and Social Studies*](#) for middle and high school students:

Key Ideas and Details

- CCSS.ELA-LITERACY.RH. 6-12.1
- CCSS.ELA-LITERACY.RH. 6-12.2

Craft and Structure

- CCSS.ELA-LITERACY.RH. 6-12.4

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RH.6-12.7
- CCSS.ELA-LITERACY.RH.6-12.9

Range of Reading and Level of Text Complexity

- CCSS.ELA-LITERACY.RH. 6-12.10

Wisconsin Social Studies Standards

The lessons align to and/or contribute to understandings of the following eras, defined by the Wisconsin Social Studies Standards (as of 2018).

Wisconsin History Era

1922 – 1945: Fascism, Communism, and World War II

United States History Era

1890 – 1945: The Progressive Era, Prosperity and Depression, and World Wars

The lesson series was written by Sarah Nestor Lane, an educator and consultant with the Cultural Resources Office of Interpretation and Education, funded by the National Council on Public History's cooperative agreement with the National Park Service.

Lesson 1: The Manitowoc Shipbuilding Company and Defense Manufacturing in Manitowoc, Wisconsin World War II Heritage City

About this Lesson

This lesson is part of a series about the World War II home front in [Manitowoc, Wisconsin](#), American [World War II Heritage City](#). The lesson contains readings and photos to contribute to learners' understandings about the role of Manitowoc in wartime manufacturing and industry contributions. The readings provide background on Manitowoc and details about the Manitowoc Shipbuilding Company.

Objectives:

1. Explain the impact of the Manitowoc Shipbuilding Company and its contributions to the Allied forces.
2. Explain and reflect on the impact of World War II on the way of life, workforce composition, and industries in Manitowoc.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

Materials for Students:

1. Photos: Figures 2-8 (*can be displayed digitally*)
2. Readings 1, 2, 3 (and optional extension)
3. *Recommended:* Map of Wisconsin and Great Lakes region with Manitowoc marked

Photos



Figure 2: Installation of an engine part in a submarine under construction at Manitowoc, Wisconsin in August 1942. (Credit: Library of Congress)



Figure 3: Shift change at the shipyards in Manitowoc, Wisconsin in August 1942. (Credit: Library of Congress)



Getting Started: Essential Question

How did the city of Manitowoc and its shipbuilding industry support wartime manufacturing efforts?



By the numbers:

- On April 15, 1942, the federal government ordered the construction of an additional 200,000 tons of submarines, valued at \$900 million. This is the approximate equivalent of \$16.36 billion in 2024.
- 28 Gato and Balao-class submarines were built in total by the Manitowoc Shipbuilding Company.
- Approximately 77 Gato-class, and 120 Balao-class, submarines were produced in the US during the war in total.



Quotation to consider:

“Wherever Submariners gather you will always hear the praises, of Manitowoc, her submarines, and her fine citizens, voiced by those of us who had the good fortune to commission a ‘Manitowoc Boat.’

- Captain R.L. Rutter, Commanding Officer, USS Kete, in a letter to Manitowoc on August 20, 1947

“As a crew we came to Manitowoc prepared to argue and wrestle to gain our ends – a ship ready to fight – for that is the way of shipyards. Instead, to our surprise, we found friendship and hospitality from your people, and cooperation and assistance from your boat-builders. For the good ship Guitarro – a job well done – we who fought [with] her salute you who built her.”

-E. D’H. Haskins, Commander, USS Guitarro, in a letter to Manitowoc mayor on August 19, 1947



Read to Connect

Teacher Note: The following background reading provides students with background information that can be used across the other Manitowoc lessons.

Reading 1: Background Reading

Manitowoc in World War II: Industry and Service

By Sarah Nestor Lane

Manitowoc, Wisconsin, is located in northeastern Wisconsin on Lake Michigan. The city of Manitowoc contributed to defense manufacturing during World War II. The city was most notable for the Manitowoc Shipbuilding Company. The company, founded in 1901, originally manufactured ships such as steel ferries and ore haulers. In World War I they manufactured cargo ships.

During World War II, the Manitowoc Shipbuilding Company built submarines. The company also built landing craft tanks (LCTs) and self-propelled fuel barges (YOs). The company built Gato and Balao Class submarines for the US Navy beginning in 1941. The original contract with the government was for the construction of ten submarines. The company produced the first submarine 288 days ahead of schedule.

In April 1942, the US government ordered more submarines. Government contractors constructed submarines in four locations. Two were private yards, Groton (CT) and Manitowoc, and two were Navy yards, Portsmouth (N.H.) and Mare Island (CA). By 1945, the Manitowoc Shipbuilding Company had constructed twenty-eight submarines. This surpassed the original contract. The company also built thirty-six landing craft tanks which the Navy used to land tanks on to beaches, such as at the invasion of Normandy and D-Day in 1944.

To meet the demand, the number of employees continued to increase. In April 1942 there were about 3,800 employees. This rose to more than 6,000 in November 1942. Employment later peaked at about 7,000 employees. The shipyards hired women in increasing numbers to fill the needs as men entered the armed services.

An interesting job at the yards was to be a part of the test crews for the subs. The crews tested the submarines in Lake Michigan. The test dives were different than those taken off Long Island in New York, another testing site. The fresh water of the Great Lakes caused the subs to sink more quickly than in the salty Atlantic Ocean.

Navy sailors did submarine training in Manitowoc as well. Manitowoc had a United Services Organization (USO). Volunteers provided goods and services and recreation to the service members.

Local civilians gathered to watch and celebrate the launching of vessels. The public was not allowed to take pictures of the shipyards or submarines under construction. Placards around the park stated that cameras were banned (The Manitowoc Sun-Messenger, June 5, 1942).

After the shipyard launched the vessels in Lake Michigan, they traveled to Chicago, Illinois. They used the Chicago Drainage Canal to continue to, and through, waterways connected to the Mississippi River. Finally, vessels sailed down to the Gulf of Mexico, where the Navy put them into service in the war.

Other Manufacturers

The Manitowoc Shipbuilding Company was one of several local companies contributing to the war effort. Another large producer was Mirro, known as the Aluminum Goods Manufacturing Company. The company produced millions of canteens for soldiers, brass and steel cartridge casings, fuel tanks for bombers, and more. Women also worked in most roles in their factories.

Another manufacturer was the Invincible Metal Furniture Company. The company produced furniture for the federal government. They also produced benches for Army engineers, water and gas tight doors for merchant ships, safes and lockers for the Navy, and more.

Local Impacts and Service

The increased industry and employment changed other areas of local life in Manitowoc. The population rapidly increased in Manitowoc, causing housing shortages. The federal government built temporary homes, called “Custerdale” homes, made of steel and plywood. These housed shipyard workers and defense plant employees. One housing unit in Manitowoc was 400 units. The government announced construction on an extra 350 units in August 1942. The Manitowoc Vocational School’s home furnishings class even once worked on a housing model in late 1941. They worked to show how to decorate the basic construction houses on a budget.

Not only did locals do paid war work. Their life on the home front also overlapped with volunteerism. Locals volunteered their time and donated to many war efforts. These included volunteering with the Civilian Defense, Red Cross, and donating materials. Locals, and many of these shipbuilding employees, purchased war bonds and donated to war

funds. Children participated in drives, school activities, and at home in family victory gardens.

The efforts of Manitowoc's industries and citizens during World War II show the role communities played in supporting the nation's war effort. In Manitowoc today, local history organizations preserve and share the community's wartime contributions, ensuring their impact is remembered.

Questions for Reading 1 and Photos

1. Where is Manitowoc, Wisconsin located? How was this advantageous to the local war efforts?
2. What was the purpose of the government contracts with the Manitowoc Shipbuilding Company?
3. How did wartime production impact local employment and housing?
4. What were examples of other wartime, local manufacturers?
5. How did civilians contribute to war efforts besides paid employment?

Photos



Figure 4: Three children in the 400-unit federal housing unit in Manitowoc, Wisconsin. This unit continued to expand to house Manitowoc Shipbuilding company employees and other defense workers. (Credit: Library of Congress)

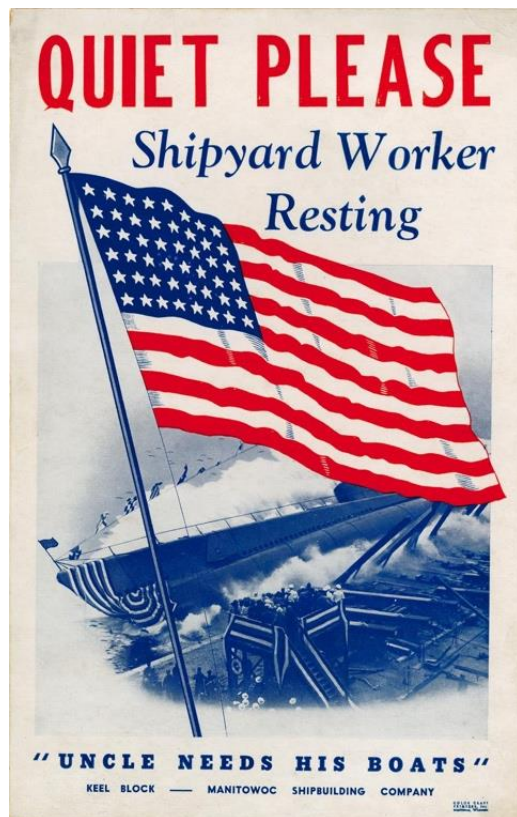


Figure 5: This 1942 cardboard poster could be placed in shipyard workers' homes. As work at the shipyards was 24-7, posters like this especially helped with nightshift workers sleeping during the day. It has the slogan adopted by the Manitowoc Shipbuilding Company: "Uncle needs his boats." (Credit: 2004-140-1 Ms1, Wisconsin Maritime Museum Collection, copy and reuse restrictions apply.)

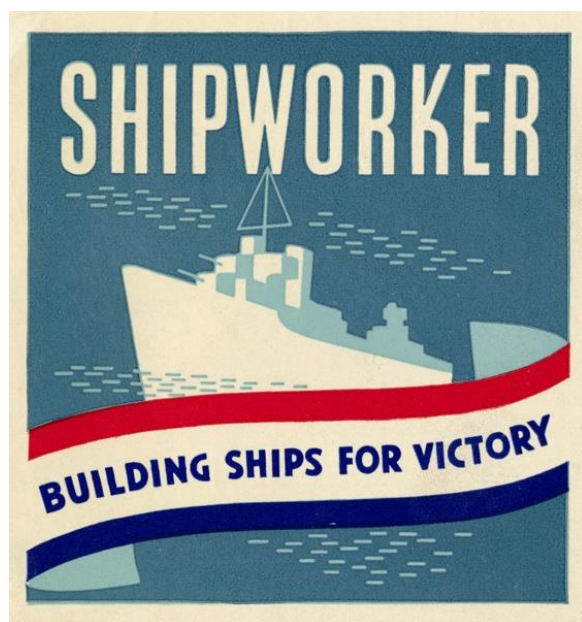


Figure 6: This window decal was distributed by the Manitowoc Shipbuilding Company during the 1940s. It was 4.75 inches x 5 inches. (Credit: M92-1-36-4, Wisconsin Maritime Museum Collection, copy and reuse restrictions apply.)

Reading 2: Newspaper Article

U.S.S. Peto, First of Submarines, ready For Active Service

The Manitowoc Sun-Messenger, November 13, 1942

Now it can be told. History has been made in our fair city. The week marked the completion of the Peto, the first of ten submarines under construction at the yards of the Manitowoc Shipbuilding company. The craft has been completed and is ready for acceptance by the navy to be put into active service as soon as it can be taken to the place it may be needed most. The craft was completed in less than 17 months after the keel was laid, June 18, 1941. It was launched April 30, 1942. Two other submarines, the Pogy and the Pompom, are in the water and several others on the launching ways.

More than 6,000 workers in three eight hour shifts are working hard to give Uncle Sam his boats because all realize that Uncle really needs them. That is about as far as we can go with information on the subject at this time but it goes without saying that local residents will watch all operations of submarines hereafter with a great deal of personal interest.

Questions for Reading 2

1. How long did the construction of USS Peto take? Why was Peto's completion significant?
2. How and why was "Uncle Sam" used to describe the importance of the work of the Manitowoc Shipbuilding Company? (Referenced in the reading, and as "uncle" on the window decal photo.)
3. Why did the author think residents would take personal interest in submarine operations?

Media Connection: Watch Highlights of the Launching of the USS Peto

This [silent film \(5:50\)](#), from the Wisconsin Maritime Museum, shows footage of the launching of the U.S.S. Peto in Manitowoc on April 30, 1942, and of the launching of Patrol Craft Sweeper 1424 in Manitowoc on June 19, 1943.

The video can be used to support students in connecting to news headlines of the time, the contents of the readings, and what it may have been like to be at one of the many launchings that occurred in Manitowoc.

Photos



Figure 7: An African American sailor performing a solo dance at the USS Robalo submarine commissioning party on Sept. 28, 1943 at the Manitowoc Elks Club. (Credit: P81-67-10, Wisconsin Maritime Museum Collection, copy and reuse restrictions apply.)



Figure 8: Shipyard workers were awarded Minute man banners in the town hall of Manitowoc on Feb. 17, 1943. The US Treasury Dept. Awarded banners and certificates to organizations where at least 90% of employees purchased war bonds. (Credit: Manitowoc County Historical Society)

Reading 3: Newspaper Article

Puffer, Fourth of Subs, Is Launched Here on Sunday

The Manitowoc Sun-Messenger, November 27, 1942

With thousands of people lining the banks of the river, the Puffer, the fourth of the submarines to be launched here, took to the water at 12 o'clock noon Sunday, one of the prettiest of the launchings to date. Successful launchings are expected and the crowd was not disappointed. Many high naval officials were here for the occasion and the sponsor was Mrs. Ruth Lyons, Ottawa, Illinois, granddaughter of Christ Jacobson, the oldest employee of the yards. Rear Admiral F.A. Daubin, commander of the U.S. submarines of the Atlantic fleet and himself a veteran in the submarine service, was one of the interested spectators. He had come here on Friday to be present at the commissioning of the Peto, the first of the subs to be launched, completed and fully tested for service. Admiral Daubin offered praise for the wonderful contribution of the local yards to the war effort and said that when he was first in the service never dreamed that he would someday come to the inland Manitowoc to see a submarine launched and to commission another. There was no extra ceremony in connection with the launching Sunday but the large crowd was on hand an hour before the event was scheduled in order to gain vantage points to see the launching.

On Saturday there were special ceremonies in the commissioning of the Peto with many higher up officials of the navy taking part. Lt. Commander W.T. Nelson took over the command of the first modern underseas craft ever to be constructed on the Great Lakes. The Peto was accepted for the navy by Commander R.F. Huns, who represented Rear Admiral John Downs, commandant of the ninth naval district.

The Peto will leave presently, or may have left before this reaches you, for the seaboard to go directly into active service.

Questions for Reading 3

1. Only fourteen days passed between reading 2 and reading 3. What events happened in this two-week time period?
2. Admiral Daubin describes his surprise at coming to "inland Manitowoc." Examine a map with Manitowoc located. How far from water was the city? How was it able to build and launch submarines?
3. What was the significant milestone of the construction of the Peto to be on the Great Lakes?
4. Why do you believe the public took interest in watching the launchings?

Lesson Closing

Answer the essential question: How did the city of Manitowoc and its shipbuilding industry support wartime manufacturing efforts?

Extensions

1) Research the Manitowoc-built Submarines

Your students can read and research one or more of the submarines, built at the Manitowoc shipyards, and their history, by using resources such as the booklet “Manitowoc Submarines” and the article, “Those Stout Manitowoc Boats.”

- a) “Manitowoc Submarines,” a booklet that includes information about each of the twenty-eight submarines built by the Manitowoc Shipbuilding Company, and archived with the Manitowoc County Historical Society -
<https://search.library.wisc.edu/digital/AB2EQBPRWEERO59A>
- b) “Those Stout Manitowoc Boats,” an article by Don Walsh at the US Naval Institute, about the history of some of the submarines, including postwar -
<https://www.usni.org/magazines/naval-history-magazine/2008/october/those-stout-manitowoc-boats>

2) Oral Histories

Oral histories of sailors and submariners can share details of launching ceremonies in Manitowoc or of experiences commissioning, or serving on, vessels built in Manitowoc. These can provide interesting connections between home front production and service abroad. You can use this resource, [Talking with the Past: Explorations in Source Analysis and Media Literacy](#), to support students in learning how to analyze interviews as a primary source.

Examples include:

1. An [interview](#) with Marciene Sullivan, John “Spike” Wallin, and Richard Weber by the Wisconsin Maritime Museum in 1988, recorded by the Wisconsin Maritime Museum. These crew members were present for the launching of the USS Ray (SS 271) submarine by Manitowoc Shipbuilding Company on February 28, 1943 and its commissioning on July 27, 1943. The celebrations and hospitality of Manitowoc,

along with submarine testing, are detailed from around the 14-minute to 26-minute mark. The veterans continue by sharing service experiences.

[Source: "Interview with Marciene Sullivan, John "Spike" Wallin, and Richard Weber, Manitowoc, Wisconsin, 1988," Wisconsin Historical Society Collections]

2. [Interview](#) with Gerry Ernest, Bob Atkisson, and Marion Radziwieski, Manitowoc, Wisconsin, 1988, recorded by the Wisconsin Maritime Museum. Beginning at about the 19-minute mark they share their thoughts on going to Manitowoc and share the details of the launch (August 29, 1943) and commissioning (December 23, 1943) of the USS Guavina (SS 362). The submarine traveled down to New Orleans. They continue by sharing service memories.

[Source: "Interview with Gerry Ernest, Bob Atkisson, and Marion Radziwieski, Manitowoc, Wisconsin, 1988," Wisconsin Historical Society Collections]

3. [Interview](#) with John Henderson Turner, December 13, 1973, shared by East Carolina University. There is a searchable transcript, where you can search for "Manitowoc" or other key words. Turner shares about the building and sending of submarines from Manitowoc, and his service on submarines.

[Source: "John Henderson Turner oral history interview, December 13, 1973," Eastern Carolina University Digital Collections]

You may also use the [Veterans History Project](#) by the Library of Congress as another location to search for veterans' oral histories.

3) Additional Resources

[Collections Resources](#), by the Wisconsin Maritime Museum

[Manitowoc in World War II](#), by The Manitowoc County Historical Society

[Submarines in World War World War II](#), by the National Park Service

Lesson 2: Women's Contributions to the Home Front in Manitowoc, Wisconsin World War II Heritage City

About this Lesson

This lesson is part of a series about the World War II home front in [Manitowoc, Wisconsin](#), American [World War II Heritage City](#). The lesson contains readings and photos to add to learners' understandings about the contributions of, and challenges faced by, women on the home front in Manitowoc.

Teacher Tip: Women worked and served in many ways in Manitowoc during World War II. The lesson does not cover all roles but shares a few through primary sources and photos for students to consider. The first two readings focus on women in industry at the Manitowoc Shipyards, while the third shares about women serving in nursing. You may choose to divide the readings into two lessons to look at the types of work separately or use it to compare, in the same lesson, across the roles of women in Manitowoc. For learning more about volunteer work in Manitowoc, including that of women, refer to [Lesson 3](#).

Objectives:

1. Explain why women entered Manitowoc's industry workforce, and the importance of their work to home front efforts.
2. Describe the experiences of women working on the home front in Manitowoc, with details such as types of jobs, challenges, and benefits.
3. Compare historical perspectives on women in the workforce during World War II to synthesize and connect to larger wartime perspectives and themes.

Materials for Students:

1. Photos: Figures 9-13 (*can be displayed digitally*)
2. Readings 1, 2, 3 (and optional extension)
3. *Recommended:* Map of Wisconsin with Manitowoc marked



Getting Started: Essential Question

How did women in Manitowoc, Wisconsin contribute to home front efforts?



By the numbers:

- By January 1943, 358 women were employed at the Manitowoc Shipbuilding Company Shipyards. At the time, approximately half were office workers, and 177 were welders, painters, machinists, and other roles. This number continued to rise throughout the war.
- Women also worked at the Aluminum Goods Manufacturing Company plant in Manitowoc (and Two Rivers). Over 400 different types of items were produced by the company, such as cartridge cases, radar parts, cooking sets, and droppable fuel tanks.



Quotation to consider:

“Two women welders went to work at the shipyards this week and are employed on the submarine construction job. A number of women machinists started ten days ago. Officials indicated that as fast as the women qualify they will be put to work.”

- *The Manitowoc Sun-Messenger*, October 23, 1942

“(Women were doing) a magnificent job on all war items . . . They are working earnestly, untiringly for their sweethearts, sons, and brothers—for an early peace.”

- June 1943 issue of “Mixing Bowl,” by the Aluminum Goods Manufacturing Company of Manitowoc and Two Rivers, Wisconsin



Read to Connect

Reading 1: Newspaper Article

Teacher Note: For more background on the Manitowoc Shipbuilding Company, [Reading 1 in Lesson 1](#) can be used as a student resource. Although the article highlights women’s work at the Manitowoc Shipbuilding Shipyards, encourage students to incorporate the photos from this lesson that show women working at other factories, including the Aluminum Goods Manufacturing Company, into their analysis.

Shipyards Start to Use Women Workers

The Manitowoc Sun-Messenger, October 16, 1942

In line with other industries the local Manitowoc Shipbuilding Company yards have started the use of skilled women in a number of departments, including the machine shop, tool room and welding. Recently, a large group of women welders from Davenport, Ia., were taken to the yards at Sturgeon Bay for work.

The local women have been taking the training courses at the Vocational school and they will receive the same pay as the men. In view of the change to women workers, because of the expected shortage in man power, Mrs. Irma Krumdick has been added to the staff of the employment office at the yards to make the contacts with the women applicants. Women are taking the welding course at Sheboygan, Two Rivers and other vocational schools in this area with the object of passing the U.S. Navy qualification tests. The men at the yards in a majority of instances are being denied any further deferments.

Questions for Reading 1 and Photos

1. What did women complete prior to working for the shipbuilding company?
2. Which departments did women work in?
3. What caused the shortage of manpower? Why were most men at the shipyards no longer given deferments, and how is this connected to women joining the workforce?

Photos



Figure 9: Group of women welders at the Manitowoc Shipbuilding Company. The photo was originally published in "The Keel Block," the company newsletter, in December 1942. (Credit: 2001.1.2259, Wisconsin Maritime Museum Collection, copy and reuse restrictions apply.)



Figure 10: 1943 Manitowoc Shipbuilding Company's Girls' Softball Team. The women in the picture worked at the shipyards as welders, machinist workers, and in the Navy stores and Riggers Loft departments. (Credit: P2001.1.1460, Wisconsin Maritime Museum Collection copy and reuse restrictions apply.)

Reading 2: Oral History

Teacher Tip: You can use the video [Talking with the Past: Oral History](#) to support students in their understanding of analyzing interviews as a primary source.

Background: The following excerpt is from the Veterans History Project at the Library of Congress. The excerpt below is from approximately the nine minute to past 32-minute mark (9:02 – 32:26). Kaminski was interviewed by her grandchildren. Minor editing and removal of interviewer responses have been done for student readability.

LaVerne Francis Kaminski

[Library of Congress](#), Veterans History Project (December 8, 2007)

LaVerne Francis Kaminski:

. . . I didn't go to high school, so I decided to, instead of high school, I would just go to vocational school one day a week and then get a job. I wanted to take up a welding course at the vocational school. So, I think probably . . . not even a year, and they came and told

me out of a bunch of us girls . . . they were all going to war because the guys . . . were going to war. So, we all wanted to do something for our country.

They came to tell me that I passed all my welding tests. You take two pieces of iron and weld it together, and then they test it in a tester, and I passed my test. I was the only one out of all the girls that passed the test. So, I think there were about twelve of us . . .

Anyway, they said I had a choice. I could go to Manitowoc Shipyards for building submarines, or I could go to Sturgeon Bay where they were building . . . landing barges. So, I picked Manitowoc. And then I didn't know how I was going to get back and forth from Little Chute to Manitowoc.

I asked my mother if I could go and she said well, you can go but we don't have money for you to get a bus ticket. Because they said you just get a bus ticket and then the big bus will pick you up, and it will make stops along the way to Manitowoc and pick up all different people. You know, machinists, painters . . .

And she said, well . . . if you can borrow some money from somebody . . . I went by my aunt and uncles'. I walked over there, and I asked if I could borrow \$5. Now that was for a week to go to Manitowoc, back and forth.

5:00 in the morning the bus came because it had to make all the stops. Then I would get home about 7 o'clock at night. And I would be so tired. . . Couple of times . . . the Green Bay Stages (the bus), it came to Little Chute (they knew where I lived), and picked me up, and I got in the bus with my shoes, my welding shoes, and whatever I had with me. Most of my things were in a locker at the shipyards . . .

I think I got tired of riding the bus, so then I asked my mom if I could room and board in Manitowoc. But I had to come home on weekends to give some of my money for the rest of the kids because when we worked we had to give our money up for them to raise the other kids. So, every weekend when I would go, I would give them most of my money. Just my room and board I had to pay . . . I don't think I needed that much money.

I was 16 years old (in 1943). I must have been 14 when I graduated from 8th grade, making me 16. I was a first-class welder on the outside frames of submarines, and I welded the keels.

Each welder had their own welding machine . . . The second shift, whoever used my machine would screw it up and I would get so mad, because I was a first-class welder . . .

They asked me if I would put oxygen masks on and weld galvanized metal with galvanized rods. So, I did that but I got a little sick from that. It's like sulfur or something. I had a mask on and everything. It was terrible. I didn't want a job where I had to use that all the time . . .

(I worked) eight-hour shifts. I got paid top wages, a dollar and 22 cents an hour, and after the war was over, then I went to (another) store in Manitowoc and got thirty-three cents an hour . . . well, the mill first, I got sixty-six cents an hour at Kimberly Clark.

. . . (I worked at Manitowoc Shipbuilding from 1943) till the war was over. I could have went to Sturgeon Bay . . . but I didn't want to go to Sturgeon Bay.

(During the war) I lived two blocks from the shipyards. I could walk everyday . . . I lived with real nice people, and we called them grandma and grandpa. They were old, but they were real nice. Then they gave us our rent cheaper, because we cleaned the house for them.

Three of us, three welders . . . One was my girl friend. She passed her test. She had to keep going to school till she passed her test . . . She lived with us, and it was nice because she and I were on a softball team for the shipyards, and we did a lot of stuff together . . .

(The Vocational School) was in Manitowoc . . . After I got the job, I still had to keep going to school. I was only 16. I didn't know that, and I didn't tell them. They must not have known I was 16 . . . as soon as they found out, they said you have to go to school one day a week. And I said, 'Oh do I?'

I didn't have to pay any money or anything, but I had to go, because that was the law. You had to go to school till you were 18 . . . I'm a first-class welder. Why do I have to go to vocational school? It was because I was only 16. So, I went to vocational school. I walked...

To me it made me feel so good (to work) . . . That's the reason I didn't go to high school: because I wanted to help my country out."

Questions for Reading 2

1. What challenges did Kaminski face to become a welder and work at the shipyards?
Think about her training, commuting, finding a place to live, and other demands.
2. How does Kaminski refer to and describe her pride in being a first-class welder?
3. How did Kaminski's pay change from the wartime to after the war? What does this tell us about the opportunities that wartime work gave women on the home front?
4. Kaminski started working at 16 and left school early, but later had to go back to school one day a week due to her age.

- a. How did she feel about balancing school and work? What does her story tell us about the difference between learning in school and learning through work?
- b. How does Kaminski's choice to focus on work instead of finishing school show the unique challenges women faced during the war?

Photos

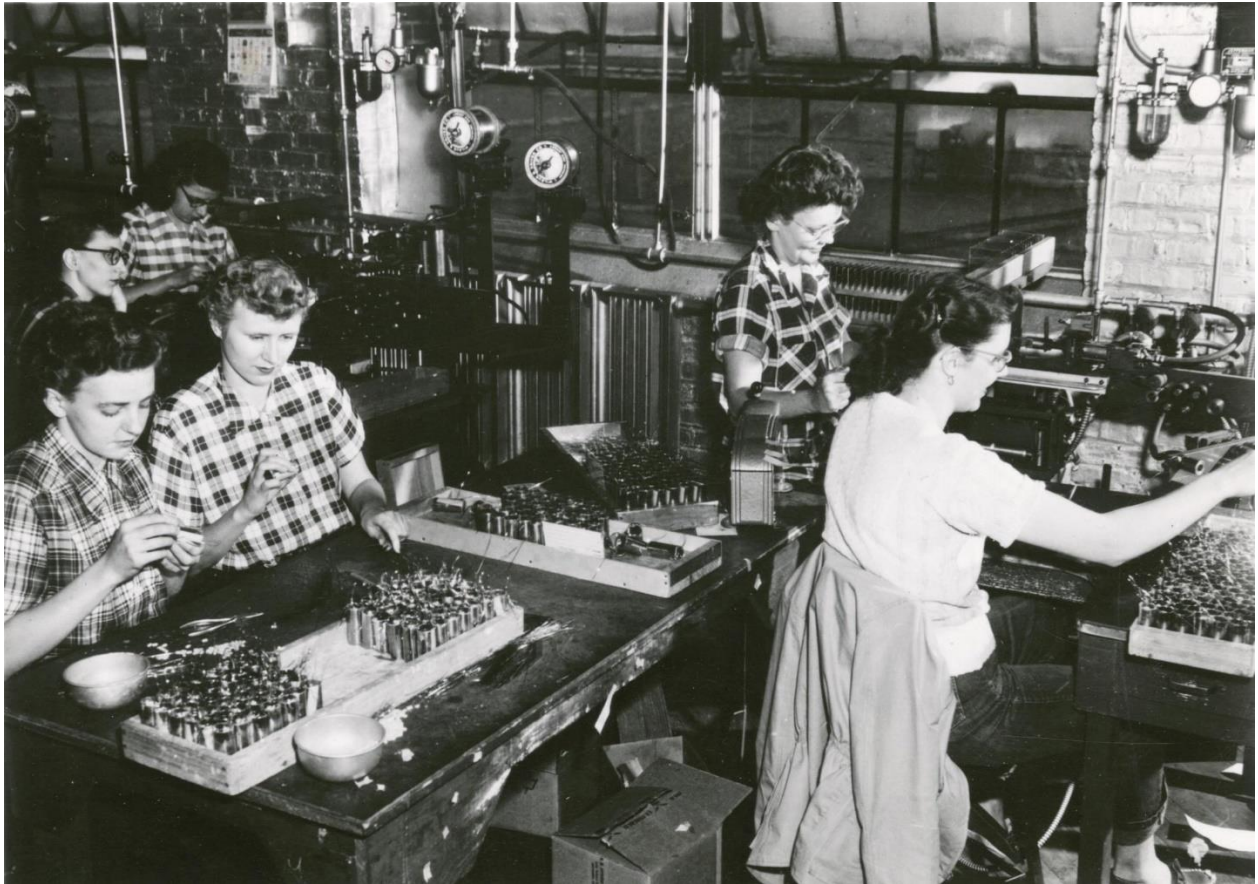


Figure 11: Women working in a factory in Manitowoc County, Wisconsin. It is believed to be at the Aluminum Goods Manufacturing Company; date unknown. (Credit: Manitowoc Historical Society)



Figure 12: Women working on aluminum three-inch shell canisters on an Aluminum Goods Manufacturing Company assembly line. These canisters were used to transport artillery shells. (Credit: P82-64-12, Wisconsin Maritime Museum Collection, copy and reuse restrictions apply.)



Figure 13: Eighteen student nurses from the Holy Family Hospital School of Nursing are inducted into the U.S. Nurse Cadet Corps. Manitowoc Co. Courthouse on May 12, 1945. (Credit: Manitowoc Public Library)

Reading 3: Newspaper Article

“American Red Cross Volunteer Nurses’ Aide Corps”

The Manitowoc Sun-Messenger, February 17, 1942, p.2

The American Red Cross and Medical Division of the Office of Civilian Defense have combined forces to organize the Volunteer Nurses’ Aide Corps throughout the country and have set as their objective the training of 100,000 Aides within a year.

Nurses Aides as the name implies are assistants to nurses and will never be expected to serve independently, but always under a registered nurse as the Red Cross instructions say, the function of the Nurses Aides is ‘to give more hands to the nurse.’

The requirements for application for Nurses Aide Corps are age anywhere from 18 to 50 years, she must be a high school graduate or the equivalent – must pass a physical examination – and be able to stand hard work and be mentally flexible enough to accept directions and supervision.

All work done by the Aide is wholly voluntary which, of course necessitates the aide to have free time and willingness to spend her time when necessary.

The course is 80 hours, taught by a Registered Nurse approved by the Red Cross headquarters – it consists of two units – the first unit is 34 hours consisting of lectures and demonstration and the second unit 45 hours actual practice in the hospital under their strict supervision, then an hour examination. This entire course in Manitowoc County is to be given at the Holy Family Hospital.

After the course is completed the Aide promises to spend 150 hours each year for three years – the first 150 hours in the hospital. . .

The work requires physical stamina and a willingness to sacrifice leisure – and applicants must realize they are enrolling in a service that may require great devotion to duty – the essence of the program is unselfish service. The volunteer aide may be called for duty if necessary in disaster and may work long hours in discomfort, confusion and inconvenience, but here is where she shows her mettle – her only reward will be the satisfaction of making a patriotic contribution. . .

Questions for Reading 3

1. What was the purpose of the Nurses’ Aide Corps?
2. What were requirements for Nurses’ Aides? Consider requirements for joining and for practice.

3. How did women at the Holy Family Hospital in Manitowoc contribute to wartime needs? Use the photo and reading.

Lesson Closing

Use one or more of the following questions to guide reflection and closing to the lesson.

1. Describe the examples in the lesson, using both photos and readings, of women in service and industry in Manitowoc during the war.
2. How did allowing women to work in jobs like welding and machining, which were usually done by men, change the workforce and society during World War II? What challenges do you think women might have faced?
3. Essential Question: How did women in Manitowoc, Wisconsin contribute to home front efforts?

Lesson 3: Volunteerism and Contributions in Manitowoc, Wisconsin World War II Heritage City

About this Lesson

This lesson is part of a series about the World War II home front in [Manitowoc, Wisconsin](#), American [World War II Heritage City](#). The lesson contains readings and photos to add to learners' understandings about the contributions of civilians on the home front to the war efforts. This included many ways of volunteering in civilian defense, purchasing war bonds, and material donations. The readings and photographs include highlighting youth involvement. An optional extension shares examples of local oral histories related to life on the home front.

Objectives:

1. Identify examples of contributions and volunteer efforts made by civilians in Manitowoc.
2. Describe ways youth supported the war efforts on the home front.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

Materials for Students:

1. Photos: Figures: 14-20 (*can be displayed digitally*)
2. Readings 1, 2, 3 (and optional extension)
3. *Recommended:* Map of Wisconsin, with Manitowoc marked



Getting Started: Essential Question

How did the civilians of Manitowoc contribute and volunteer towards the war efforts on the home front?

Photos



Figure 14: Lincoln High School (Manitowoc) students Marjorie Miley, Clarie Baur, and Patricia Bonar show knitting they have done for the Red Cross. This photo was first shown in the 1942 annual high school "Flambeau." (Credit: Manitowoc Public Library)



Figure 15: Manitowoc Lincoln High School seniors, Bob Franz and Bill Woerfel, served as volunteer air raid wardens. They are holding tools in this photo for the 1942 school publication "Flambeau." (Credit: Manitowoc Public Library)



Figure 16: The Clean Plate Club advertised that "Food is a Weapon" and had elementary students pledge to eat all their food as a war effort. The photo shows children in the Manitowoc Town Hall, who participated in the pledge in 1943. (Credit: Manitowoc County Historical Society)



By the numbers:

2,500 registered civilians in the Civilian Defense organization by February 20, 1942. At the time, 4,000 were estimated as needed for volunteers.

In January 1942, 145 tons of waste paper were collected in a salvage drive. In January 1941 this number had been 33 tons of waste paper.

- *The Manitowoc Sun-Messenger*, February 20, 1942

The Fifth War Loan ran from June 12 – July 8, 1944. Manitowoc County residents purchased more than \$5,433,000 worth of bonds. Across eight war loan campaigns, the county raised more than \$44 million for the war effort, which is the equivalent to nearly \$765 million in spending power in 2024.



Quotation to consider:

“The Red Cross, since Jan. 1 has completed almost half as much work in this county as it did during the entire year of 1941. Many have been awarded special pins for their knitting efforts and the rooms in the old armory building on South Eighth Street have various groups busily employed every work day.”

- *The Manitowoc Sun-Messenger*, February 20, 1942

“Everyone in Manitowoc had a Victory Garden. My parents had a garden plot behind their house and also rented another garden plot on the northwest side of town. Our whole family would go and work on this plot after Dad got home from work. . . . There was such a unity of spirit for the war effort . . . By growing our own vegetables more food was available for our troops.”

- Susan Dick, in interview

[This interview excerpt is from the paper [World War II through the eyes of Manitowoc's home front youth](#) (December 2000) written by Barbara Broehm, archived at the Manitowoc County Historical Society and digitally accessible from the University of Wisconsin – Madison.]



Read to Connect

Reading 1: Background Reading and Article

Teacher Tip: Due to the length of the text, you may wish to print and cut the text into strips, allowing individual students or small groups to take notes on the examples of volunteerism in their excerpt to then share or record for the class. Sticky notes or a shared chart paper can note the many unique ways civilians could volunteer in the area.

Background: The local Civilian Defense organization offered formal courses in various phases. Civilian volunteers had to complete set numbers of required hours to receive a designated arm band.

Want to Do Your Part?

The Manitowoc Sun-Messenger, February 20, 1942

There are thousands of persons in Wisconsin who want to do their part in civilian defense. Only those thousands don't know what that part could be, and, many of them undoubtedly have hesitated in enrolling as volunteer defense workers for that reason.

This article is designed to clarify, broadly, those civilian defense activities which will require the services of hundreds of civilians – men, women and youths— in every community and thus make it possible for everyone to volunteer for that duty which he thinks he can best fulfill.

The United States office of civilian defense has grouped volunteers in 14 general classifications as follows: air raid wardens, auxiliary police, bomb squads, auxiliary firemen, fire watchers, medical corps, rescue squads, nurses' aides corps, staff corps, messengers, drivers' corps, emergency food and housing corps, decontamination corps, demolition and clearance crews, and road repair crews. From these designations, any potential volunteer can determine fairly accurately just what would be required and whether he or she could meet the requirements.

A few examples probably would make the possibilities for service even more clearer. A housewife could mend clothes for soldiers or for civilians made destitute by air raids; knit for the Red Cross; take a course to become a nurses' aide; cook at a community kitchen; assist in care of children at schools or refugee homes; do clerical work.

A laborer could be available to repair roads torn down by bombs; serve in demolition of partly wrecked buildings; become an auxiliary fireman; enlist for removal of unexploded bombs. A factory worker could be valuable as an air raid warden or fire watcher; serve as an

auxiliary police or fireman or on a rescue squad or decontamination squad. Taxi, bus and truck drivers could operate ambulances, help in traffic control, drive messenger or supply cars.

Professional workers – lawyers, teachers, office workers, etc.—could assist in administrative duties, lead in morale building activities, serve as air raid wardens or as messengers. Persons employed in the handling of food could assist in emergency mass feeding. Men and women trained as entertainers could prepare programs for keeping morale high, serve as air raid wardens or perform general office duties.

Boys and girls of teen age could serve as messengers, as assistants to administrative officers, as emergency food workers, in the care of younger children and, where qualified, in the more responsible positions.

There are no hard and fast lines governing where any one person could fit into the civilian defense scheme. Those examples given above are merely examples and do not mean that a laborer could not be a air raid warden or an entertainer, an auxiliary fireman. The first objective of defense councils in each of the 71 counties of the state is to get a large body of volunteers enrolled and classified as available for as many types of duties as possible.

Nor do the 11 general classifications include every possible duty. It is planned to enlist several thousand air raid spotters in the state, and several hundred men, and some women, will join the civil air patrol for licensed pilots. Many persons will best serve by remaining at their regular job, which may come to have major importance in the civilian defense setup if it is aiding or protecting the public as a utilities plant workers, building custodian, or some similar capacity. . .

Questions for Reading 1 and Photos

1. How do the first three photos and quotations show ways youth contributed to home front war efforts?
2. Why did the author describe many ways of participating in civilian defense? (Consider the “By the Numbers” statistic on the need for registered civilian defense volunteers.)
3. Describe how the author connects training, or current professions, to how a person may volunteer. Use examples.
4. In what situations does the author write that a person may be best serving by staying at their regular job?

Photos



Figure 17: A group of boys in 1942 from Manitowoc Rapids District 3 School posing with tires and scrap materials for the scrap drive. A small US flag had been placed on the stack in their wagon. (Credit: Manitowoc County Historical Society)



Figure 18: A “Waste Paper Ball” was held at the Manitowoc Town Hall, where scrap paper were tickets to participate in the scrap drive. The local Sea Scouts troop collected the paper. Picture from *The Manitowoc Herald-Times*, December 19, 1941. (Credit: Manitowoc Public Library)

Reading 2: Article

Teacher Tip: You may choose to use more excerpts from the source of this reading, for youth perspectives on other home front topics, such as the [news of Pearl Harbor](#) and its impact, [rationing](#), [victory gardens](#), and the local high school's Victory Corp.

Students may also use this article to support background knowledge: [Material Drives on the World War II Home Front](#).

Youth Involvement in Material Drives

An excerpt from “[World War II through the Eyes of Manitowoc's Home Front Youth](#)” by Barbara Broehm (December 2000), courtesy of the Manitowoc County Historical Society.

. . . Juvenile listeners (to the radio) were implored by these shows to fight the enemy by collecting scrap metal, used fats, tin, rubber, and newspapers. There was also an encouragement to buy war bonds, and plant victory gardens.

‘V FOR VICTORY’ became the motto of everyone in America. Throughout Manitowoc there were Victory banners and a huge ‘V’ was displayed on the Aluminum Goods Building. When young Americans purchased war bonds or participated in the salvage drives, their intent was not to curb inflation. Americans bought war bonds to ‘help a member of the family in the armed services and to preserve the American way of life.’

The principal scrap materials collected were: rubber, rags, fats and greases, tin, and scrap iron and steel. The Wisconsin Salvage Committee of the War Production Board constantly reminded the youth how important the scrap drives were. For example the collection of a pair of roller skates, two door hinges, one door lock, one old spade, one trash burner and one trash basket could supply metal for one 30 caliber machine gun. Ten pounds of window weight could supply iron for a 3-inch 75 mm shell. ‘By collecting scrap metal, I really felt I was doing something to help win the war,’ commented a ten-year-old home front girl.

Collection points for scrap was any place displaying the official salvage depot banner. These places were usually local filling stations, automobile dealers, tire shops, or implement dealers. ‘A huge junk yard was also located on the 1300 block of Franklin Street, and I dreaded walking past that place!’ recalls a 1943 Lincoln graduate. Lincoln High School students often helped in the city-wide scrap drives. ‘Dozens of block chairmen called at homes to solicit scrap. Some of the money raised by the students was used by Lincoln’s war service projects.’

The War Production Board directed several nationwide salvage campaigns. The week of April 25, 1942 was declared ‘MacArthur Week.’ One radio spot went like this: ‘Boys and Girls: Wear your MacArthur button this week and collect scrap iron for making guns, planes, tanks for our soldiers. Your button identifies you as a salvage collector. Win \$25 savings bond for collecting the most.’ The public was informed that the tin was used for such things as bushings for airplane motors and machine gun mounts. Tin was also required for the linings for food cans needed by our troops. The remaining portion of the tin can, after the tin is removed, is used for scrap iron. ‘I can remember washing out the tin cans, removing the labels, cutting out both ends, then flattening the can,’ recalls a home front boy. ‘In fact, I still do it!’ . . .

. . . Local newspapers encouraged farm kids to become ‘special detectives’ by finding articles hidden in ‘high weeds or underneath water.’ A hint to the special detectives: ‘If there’s a road running by your place, the ditches along it may well hold things fallen from automobiles or wagons. Look here, look there; look everywhere; show the grown-ups all the ‘clues’ to waste you can find – to be turned into guns and jeeps for our fighters.’ . . .

Questions for Reading 2 and Photos

1. What were some of the materials collected in material drives? How were these items repurposed?
2. Using the photos and reading details, describe unique ways that youth and adults engaged in finding and collecting scrap materials.
3. Describe how radio shows and public campaigns encouraged children to participate in material drives.
4. How could participating in material drives during wartime have changed how young people viewed their role in society and their sense of responsibility? How would you feel if you took part in these activities?

Photos



Figure 19: Florence Quistorf and Annetta Siebert, Manitowoc Shipbuilding employees, processing applications for the purchase of war bonds by employees. The photo was published in the "The Keel Block" employee newsletter in 1944. (Credit: P2001-1-1461, Wisconsin Maritime Museum Collection, copy and reuse restrictions apply.)



Figure 20: Manitowoc Shipbuilding Company men lined up to buy war bonds in 1942. Several men are carrying lunchpails, and two men hold the war bonds they purchased. Every member of the Staging Builders crew had contributed at least ten percent of their earnings for war bonds. (Credit: P2001-1-1464, Wisconsin Maritime Museum Collection, copy and reuse restrictions apply.)

Reading 3: Newspaper Article

Student Background: The author, Wilferd Arlan Peterson, was an American writer known for his inspirational essays and poems, often focusing on life and personal growth. He wrote many essays during the war that were printed across the United States. This particular essay was printed in The Manitowoc Sun-Messenger and would have been read by people living and working in the area. Consider how it connects war efforts in Manitowoc to national sentiment and actions.

“Civilian Salute”

By Wilferd A. Peterson, *The Silver Lining* - Editor

Published in *The Manitowoc Sun-Messenger*, November 27, 1942

Old Glory, I can't salute you with the snap and precision of a soldier, sailor, or marine. I can only stand bareheaded, with the breeze blowing through my thinning hair, and look up at you with tears in my eyes. I cannot follow you across white-capped waves, or zoom skyward to fight for you in a silver-winged plane, champion your cause by driving an iron monster across burning sands. The flaming salute of roaring guns is not mine to give.

When I come home at night I read the newspaper and listen to the radio. They tell about the deeds of our boys on the far-flung battlefields of the world. This makes me feel blue and discouraged because I am doing so little to help win the war. And then it comes to me that because I can do so little, so very little, compared with what the boys are doing who are fighting and dying for freedom, that it is vitally important that I do every little thing that I can.

I cannot do the mighty tasks, or carry the giant crosses, but there must be thousands of little tasks that I can do. I can make no big shoves toward victory, but I can make little pushes in that direction. I can pile up a stack of War Bonds. I can conserve tires and gas and oil. I can pay my taxes with a smile. I can dig and plant a victory garden. I can refuse to repeat rumors. I can support those organizations that are helping the boys. I can do my daily work with the loyalty and devotion of a soldier. I can keep my chin up and help other people to do the same.

Of course I'd like to be a MacArthur or a Jimmy Doolittle. I'd like to play a heroic roll in the greatest war in history. My little part is very tame and unexciting. But because I cannot do great things is no reason why I should not do small things. After all, it is the millions of little things being done wholeheartedly and enthusiastically by the plain citizens back home that make possible the spectacular deeds of the men in the armed forces.

Old Glory, behind Washington and Grant and Pershing, whose armies carried you to victory in other wars, were the common people working and paying and praying on the home front. Most of them never smelled the smoke of battle, or heard the screech of a shell, or won a medal, but without the combined force of their tiny individual efforts we would have met defeat. And this war, too, will be won by team-work and unity in small things as well as great.

Old Glory, I may be too old to fight, but thank God, I can still serve you in many small and humble ways.

Questions for Reading 3

1. Peterson described feeling unimportant compared to soldiers fighting in the war. Why may civilians have felt this way? How did civilians like Peterson overcome these feelings to help with the war effort?
2. What civilian contributions does Peterson describe?
3. Describe the comparison between civilian contributions and war heroes. How did the “small things” by civilians make a difference, when paired with large actions by the armed forces?
4. Peterson compares the “common people” of WWII to those during the times of Washington, Grant, and Pershing. How do you think civilian contributions in WWII were like or different from earlier American wars?

Lesson Closing

Identify and describe some of the different ways youth were involved with war efforts on the home front in Manitowoc, as detailed in the readings and photos. Which of these may you have wanted to engage with as youth in the community?

Answer the essential question: How did the civilians of Manitowoc contribute and volunteer towards the war efforts on the home front?

Extension

Oral History Connection

The interviews, or excerpts, may be used to connect to home front life, work, and volunteerism in Manitowoc. Both were recorded on May 18, 1992.

[Interview with Marjorie Miley \(Wisconsin Historical Society\)](#)

Description: Marjorie Miley describes the booming growth of Manitowoc, hearing about Pearl Harbor, social life, and what it was like as a high school student (class of 1943). Miley engaged in selling war bonds, scrap drives, and was a rationing issuing agent as a high schooler. She also took night classes at the vocational school.

[Source: "I Interview with Marjorie Miley, May 18, 1992, Manitowoc, Wisconsin," from the collection "Wisconsin women during World War II oral history project interviews, 1992-1994," Wisconsin Historical Society]

[Interview with Frances Rankin \(Wisconsin Historical Society\)](#)

Description: Frances Rankin shares about local perceptions on entering or staying out of the war, and the launch of submarine manufacturing in Manitowoc. Rankin describes rationing books and sugar reporting, volunteering at the USO, and learning motor mechanics. Rankin also participated in recruiting girls for the Marine Corps, engaged in black out drills with her family, and wrote letters to her brother in the war.

[Source: "Interview with Frances Rankin, May 18, 1992, Manitowoc, Wisconsin," from the collection "Wisconsin women during World War II oral history project interviews, 1992-1994," Wisconsin Historical Society]

Lesson 4: Manitowoc, Wisconsin: Comparing and Connecting WWII Home Front Cities

About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Manitowoc, Wisconsin](#) designated as an American [World War II Heritage City](#). The lesson contains photographs, readings and a culminating project. Optional media extensions include a documentary and exploring sources. The first reading shares text highlighting the manufacturing contributions of Manitowoc. The second reading connects the region to the designation of a Heritage City. The culminating project contributes to learners' understandings of the city as a WWII Heritage City, with the opportunity to combine lesson themes from the three other lessons in the Manitowoc, Wisconsin lesson collection. This is to summarize the city's contributions and encourage connections to the overall U.S. home front efforts.

Objectives:

In a culminating product:

- a. Describe World War II home front defense manufacturing in Manitowoc and describe the historical impact to the Allied efforts.
- b. Explain the role of women in supporting war industry and service in Manitowoc
- c. Summarize the contributions and volunteerism of diverse Manitowoc civilians to home front wartime efforts, including that of youth.
- d. *Optional:* Describe similarities and differences of Manitowoc and other Heritage city(s) / World War II home front(s).

Materials for Students:

1. Photos: Figures 21-25 (*can be displayed digitally*)
2. Readings 1, 2
3. Maps, project materials (as needed)
4. Student graphic organizers (See [Figure 25](#) at end of lesson, for reference)

- Create Comparison Matrices for your students to use. To compare two cities, create a one-page sheet with three columns and four rows. Label the left column Theme/Topic and the other columns City 1 and City 2. For a Comparison Matrix for three cities simply add an additional column.
- Create two Single-Point Rubrics to assist students' self-assessment. One is for assessing proficiency in meeting teacher-selected standards. One is for assessing proficiency in meeting objectives.
- For the rubric on standards, create a one-page sheet with three columns and four rows of content. Label the first column "Areas for Improvement," the second column, "Proficient (Meeting Standard)," and the third column, "Areas of Exceeding Standard." Leave the first and third columns blank. In each row of the second column identify a Standard and indicate a space for noting the evidence for meeting the standard. Include a space at the bottom of the page for assigning points for each column.
- For the rubric on objectives, create a one-page sheet with three columns and four rows of content. Label the first column "Areas for Improving toward Objective," the second column, "Proficient (Meeting Objective)," and the third column, "Areas of Exceeding Objective." Leave the first and third columns blank. In the four rows of the second column identify these four objectives:
 - a. Describe World War II home front defense manufacturing in Manitowoc and describe the historical impact to the Allied efforts.
 - b. Explain the role of women in supporting war industry and service in Manitowoc
 - c. Summarize the contributions and volunteerism of diverse Manitowoc civilians to home front wartime efforts, including that of youth.
 - d. *Optional:* Describe similarities and differences of Manitowoc and other Heritage city(s) / World War II home front(s).

Include a space at the bottom of the page for assigning points for each column. See the last photo of this lesson for reference.



Getting Started: Essential Question

Why was Manitowoc chosen as an American World War II Heritage City, and what are its similarities and differences to other home front cities?

Photos



Figure 21: An aerial photo from 1943 looking west across the Manitowoc Shipbuilding Company shipyards, located on the peninsula. In this photo, eleven submarines are in various stages of construction. (Credit: Manitowoc County Historical Society)

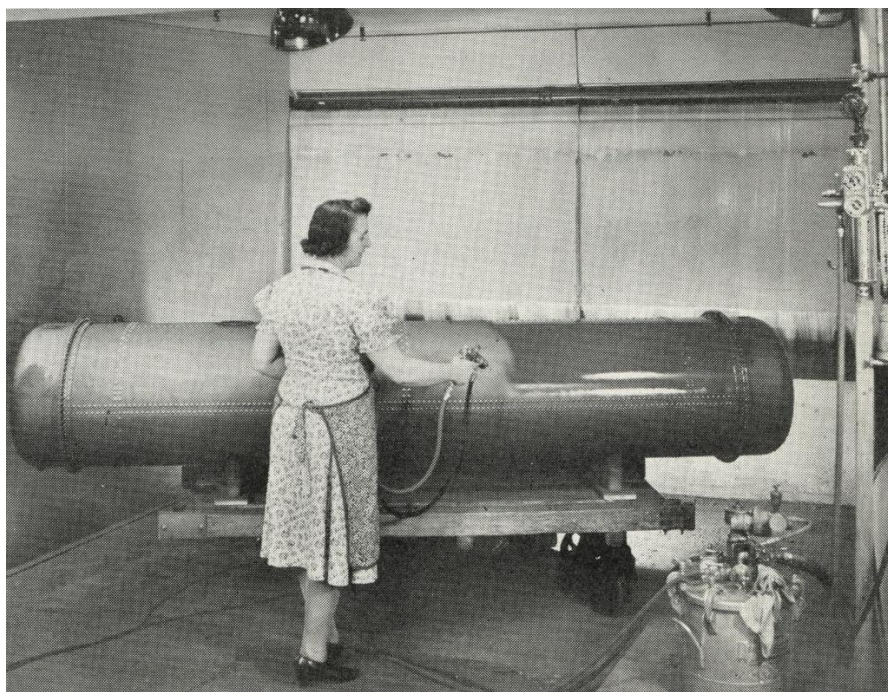


Figure 22: A woman at the Aluminum Goods Manufacturing Company sprays a finish coat on a ten-foot droppable bomber fuel tank in June 1943. (Credit: Manitowoc County Historical Society)



Figure 23: A Victory Garden contest at the Manitowoc County Fair. The contest was sponsored by the Eastman Manufacturing Company, and the vegetables were grown by their employees. Prizes ranged from \$7 for first place to \$1 for eighth place winners. (Credit: Manitowoc Public Library)



Quotation to consider:

“WE MUST WIN THIS WAR. And in order to win the war we will all have to submit to rationing, we will have to accept a reduced standard of living, we will have to pay more and more taxes and will have to invest in war bonds. We ought to work a lot harder too, more hours and faster, in order to back up our men in the services to the last ditch. At home here no matter what happens we are in heaven in comparison with the boys in many of the spots on this war torn earth.

We talk too much without thinking and complain when actually we have little or nothing to complain about under the circumstances. Every one admits that rationing is necessary. Sure, there are bound to be mistakes, but why get angry about it. We ought to pull together and get OUR JOB out of the way first and we can settle all of our differences afterwards. OUR JOB, yours and mind and that of everyone else who has any claim at all to being an American, is to WIN THE WAR. Let’s keep that in mind and perhaps we will not complain too much.”

- “Looking Squarely At the Picture,” *The Manitowoc Sun-Messenger*, June 22, 1943

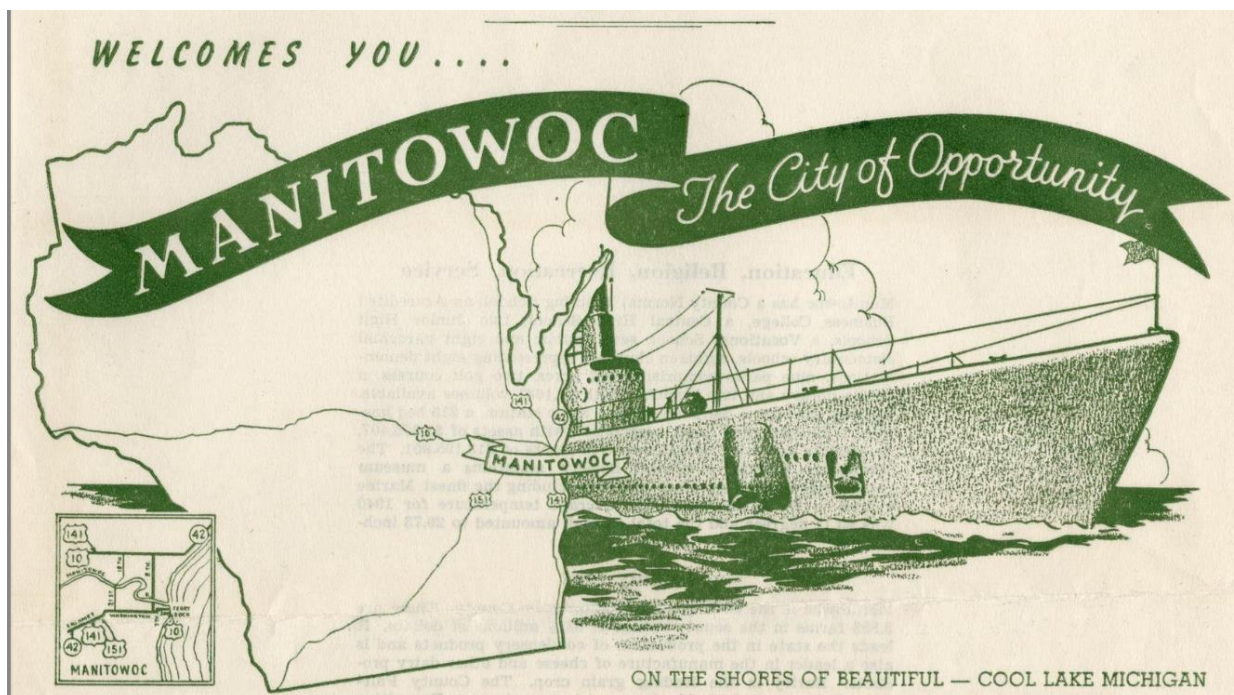


Figure 24: Part of a two-sided flyer about Manitowoc for attendees of the Fox River Valley and Lake Shore Safety Conference in Manitowoc on May 21, 1942. Text from the flyer is used in reading 1. (Credit: Manitowoc County Historical Society)

Reading 1: Primary Source: Flyer text

Teacher Tip: For an overview of the Manitowoc Shipbuilding Company, or as a text to review on the role of Manitowoc in defense industry, use the [background reading in Lesson 1](#) as a summary.

Manitowoc: The City of Opportunity

... Shipbuilding has always been this city's distinctive industry. In the early days, before the river was docked, it was lined with small shipyards. Here were built the graceful, fast-sailing schooners, but, the docking of the river crowded the yards westward to the peninsula, where the citizens with their contributions built the drydock. Then came the change from wood to steel and the present firm now builds the largest and most modern car ferries, coal boats, oil tankers, dredges and tugs on the Great Lakes. This shipyard is now building submarines for the U.S. Navy. On the river opposite the big yards is a shipyard specializing in pleasure yachts and all styles of small craft. They are now constructing mine-sweepers for the Navy.

Manitowoc is sometimes called 'The Aluminum Center of the World.' It has the main offices and two of the four plants of the world's largest manufacturer of cooking utensils. Another large aluminum ware plant and aluminum casting plant is located here.

Most of Wisconsin's concrete highways in recent years have been built of cement manufactured in Manitowoc. Manitowoc's industries send flour and yeast to the baker, paper boxes and corrugated shipping containers to the manufacturer, safe deposit boxes to the banks, steel furniture and files to the world's largest condensery [of milk] to the stores. Most of the tinsel used at Christmas time comes from Manitowoc. Manitowoc made vinegar, beer, ale, cheese, butter and canned vegetables serve the needs of the nation. Manitowoc is the home of the world's largest exclusive producer of patented couplings. The products noted above and clay bricks, concrete building blocks, feed cutters, lacquers, varnishes, chemicals, pea harvesters, special machinery, speed cranes, tools, dies, copper boilers and tanks, steam boilers, mattresses, electric time clocks and equipment, concrete lawn furniture and vaults, sash, doors, cabinets, special furniture, model airplanes, toys, comb cases, novelties, ice, knit-wear, aluminum, brass and gray iron castings, fishing tackle and baits, sausages, bread, yeast, cigars, sheet metal products, ice cream, carbonated beverages, tents, awnings, burlap bags, printing and bookbinding make Manitowoc truly a city of diversified industry.

Questions for Reading 1 and Quotation to Consider

1. Describe the connection of the meaning of each photo to Manitowoc's designation as a Heritage City.
2. How did Manitowoc's historical shipbuilding industry and location contribute to its ability to support wartime production?
3. How did Manitowoc's ability to produce a wide range of products demonstrate its importance as a home front city? Which items do you see as some of the most important during wartime and why?
4. How did home front contributions, both paid and volunteer, in Manitowoc support the US and the Allies? Consider both information from this text and from past lessons.

Reading 2: Heritage City Designation

Excerpt from: "[House Report 115-998](#), *"To Direct the Secretary of the Interior to Annually Designate at Least One City in The United States as An 'American World War II Heritage City,' and for other purposes"* (October 30, 2018)

" . . .PURPOSE OF THE BILL

The purpose of H.R. 6118 is to direct the Secretary of the Interior to annually designate at least one city in the United States as an ``American World War II Heritage City".

BACKGROUND AND NEED FOR LEGISLATION

On December 7, 1941, military forces of the Empire of Japan attacked the U.S. Naval Fleet and ground bases at Pearl Harbor in Hawaii. On December 8, 1941, one day after what President Roosevelt referred to as, “a date which will live in infamy,” the United States declared war against the Empire of Japan. Three days later, on December 11, 1941, Japan's ally, Germany, declared war on the United States. Sixteen million Americans, mostly young working-age men, served in the military during World War II, out of an overall United States population of 113 million.

While an unprecedented number of Americans served in World War II, the country drastically increased its war production on the home front, serving not only the needs of the armed forces of the United States but her allies as well--in what President Franklin Roosevelt called “The Arsenal of Democracy.” The combination of millions serving in the military, during a period of necessary and drastic increases in production, led to significant social changes on the American home front.

The World War II period resulted in the largest number of people migrating within the United States in the history of the country. Individuals and families relocated to industrial centers for good paying jobs out of a sense of patriotic duty. Many industrial centers became “boomtowns,” growing at phenomenal rates. One example, the City of Richmond, California, grew from a population of under 24,000 to over 100,000 during the war. . . .”

Questions for Reading 1 and 2, Photos

1. What was the purpose of the bill (H.R. 6118) according to the report?
2. What contributed to Manitowoc being a “boomtown?”
3. Why do you think Manitowoc was designated as a World War II Heritage City?
Connect details from the bill and evidence from the first reading, and/or other readings from the Manitowoc lessons.
4. Are there other cities you think of when considering home front contributions during wartime? Which, and why?

Media Activities

Documentary

Hear from local voices and see supporting images and videos about the Manitowoc home front (particularly on the Manitowoc Shipbuilding Company) by watching a clip from [“Wisconsin Hometown Stories: Manitowoc-Two Rivers”](#) by PBS Wisconsin (39:13 - 46:04).

You may choose to use this video to review and connect to learning in other lessons.

Primary Source Collection

Explore images and documents connected to the home front in Manitowoc in the collection [“The Home Front: Manitowoc County in World War II”](#) by University of Wisconsin-Madison in partnership with the Manitowoc County Historical Society, the Wisconsin Maritime Museum, the Manitowoc Public Library, and the Lester Public Library in Two Rivers.

Students may also use resources from this collection for their culminating activity / mastery product. Some of the images from within this collection have been used throughout the Manitowoc lesson series.

Culminating Activity/Mastery Product

To demonstrate student understanding, support students in creating a final product that meets the following objectives:

- a. Describe World War II home front defense manufacturing in Manitowoc and describe the historical impact to the Allied efforts.
- b. Explain the role of women in supporting war industry and service in Manitowoc
- c. Summarize the contributions and volunteerism of diverse Manitowoc civilians to home front wartime efforts, including that of youth.
- d. *Optional:* Describe similarities and differences of Manitowoc and other Heritage city(s) / World War II home front(s).

Mastery products should be:

. . . **student-led**; Students work as individuals or in collaborative groups.

. . . **student-directed**: Students are offered a variety of choices for product type.

. . . **student-organized**; Teacher facilitates by providing students with the comparison matrices and/or resource links from throughout the series of lessons.

. . . **student-assessed**; Teacher supports student self-assessment and reflection by providing students single-point rubrics to assess for meeting standards and/or lesson objectives.

Note: Depending on time and scope, the comparison of Manitowoc, Wisconsin to another WWII Heritage or home front city(s) within the mastery product (objectives) may be omitted. However, comparing cities is recommended, as it connects students to a deeper understanding of the WWII home front.

Examples of mastery product choices include, but are not limited to:

- **Written:** Letter (opinion or informative), essay, poem, narratives, biography, articles, class book or children's book, speech or debate (then presented orally), blog / website, plaque or historical displays, pamphlets or rack cards
- **Graphic Organizers:** timeline, flowcharts, mind or concept content maps, Venn diagrams, comparison matrices, posters
- **Artistic Expression:** song, dance, theater (ex. skits), 3-D models, dioramas, photo journal, stamp and coin designs, visual art, architecture/building or monument, museum design
- **Media design and creation:** podcast, historical markers, social media content, interactive virtual maps or tours, infographics, video, comic strips or graphics, game design, slideshows, digital scrapbook

Please view the [NPS Heritage cities lesson collection](#) for information and resources on other cities.

Single-Point Rubric

Areas for Improvement	Proficient (Meeting Standard)	Areas of Exceeding Standard
	Standard: _____ Evidence of meeting standard: •	
	Standard: _____ Evidence of meeting standard: •	
	Standard: _____ Evidence of meeting standard: •	
	Standard: _____ Evidence of meeting standard: •	
Points		

Figure 25: Single-Point Rubric (Standards; Blank) [Teacher selects priority standards for assessment.] Courtesy of Sarah Nestor Lane

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