

Tempe, Arizona, WWII Heritage City

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



Figure 1: An airplane view of the north area of Tempe, Arizona. The postcard was mailed in June 1943. (Credit: Phoenix Public Library of Arizona Memory Project; Susan Arreola Postcard Collection)

Introduction

The three lessons, and culminating fourth lesson, support the development of understanding the significance of [Tempe, Arizona](#) designated as an American [World War II Heritage City](#). Highlights of the first two listed lessons include military training and education in Tempe, along with civilian contributions and volunteerism. The third lesson shares on the Papago Park prisoner-of-war camp in Tempe, which held mostly German service members and became well-known for a large prisoner escape. 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. [Military Training and Impacts on Higher Education on the Home Front in Tempe, Arizona, World War II Heritage City \(p. 6\)](#)

- Military training
- Army Air Corps
- higher education
- Wartime Careers

2. [Civilian Contributions and Volunteerism in Tempe, Arizona, World War II Heritage City \(p. 21\)](#)

- Agriculture
- military service center
- volunteerism
- war bonds
- youth involvement
- civilian defense

3. [Papago Park Prisoner-of-War Camp in Tempe, Arizona, World War II Heritage City \(p. 33\)](#)

- Prisoner-of-War (POW) Camps
- POW escape
- oral histories
- civilian perspectives

4. [Tempe, Arizona: Comparing and Connecting WWII Home Front Cities \(p. 48\)](#)

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 English Language Arts and Social Studies standards and topics, as well as to the Arizona English Language Arts and

History and Social Science standards. 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

Writing

Text Types and Purposes

- CCSS.ELA-LITERACY.W.9-10.2

Research to Build and Present Knowledge

- CCSS.ELA-LITERACY.W.6-12.7
- CCSS.ELA-LITERACY.W.6-12.8
- CCSS.ELA-LITERACY.W.6-12.9

Range of Writing

- CCSS.ELA-LITERACY.W.6-12.10

Arizona English Language Arts Anchor Standards

The lessons align to and/or contribute to understandings of the following grades 6-12 anchor standards, defined by the Arizona History and Social Science Standards (as of 2016):

Reading

- Key Ideas and Details [R.1, R.2, R.3]
- Craft and Structure [R.4, R.5, R.6]
- Integration of Knowledge and Ideas [R.7, R.8, R.9]
- Range of Reading and Level of Text Complexity [R.10]

Writing

- Research to Build and Present Knowledge [W.7, W.8, W.9]
- Range of Writing [W.10]

Arizona History and Social Science Standards

The lessons align to and/or contribute to understandings of the following standards, defined by the Arizona History and Social Science Standards (2018):

7th Grade Integrated Global Studies

- Disciplinary Skills and Processes [7.SP1 - 7.SP4]
- Civics [7.C2.1, 7.C4.1, 7.C4.4]
- Geography [7.G2.1, 7.G2.2, 7.G4.1, 7.G4.4]
- History [7.H1.1-2, 7.H2.1-2, 7.H3.2-5, 7.H4.1-2]

8th Grade – Citizenship and Civic Engagement in Today’s Society

Although World War II is not listed as a specific example within standards, themes of citizenship and civic engagement from [Lesson 3](#) and [Lesson 4](#) can be tied to making connections to how historical issues have resulted in civic engagement, changes in society, and social movements.

High School Social Studies [Civics / Government, United States / Arizona History, Geography, World History]

- Disciplinary Skills and Processes [HS.SP1-HS.SP4]
- Civics [HS.C1.4, HS.C2.4, HS.C2.6, HS.C4.5]
- Geography [HS.G3.2, HS.G3.5, HS.G4.2]
- History [HS.H1.6, HS.H2.1-4, HS.H3.1, HS.H3.4, HS.H3.5, HS.H4.1-4]

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: Military Training and Impacts on Higher Education on the Home Front in Tempe, Arizona, World War II Heritage City

About this Lesson

This lesson is part of a series about the World War II home front in [Tempe, Arizona](#) American [World War II Heritage City](#). The lesson includes readings, such as newspaper articles, an oral history, and photographs, to help learners understand the role of stateside army aviation training and its impact on a local college in Tempe. It also explores the effects of wartime on careers and higher education, examining how societal shifts influenced educational and career opportunities, including for women, and contributed to changes in the broader educational landscape.

Objectives:

1. Describe the wartime impact on military and civilian experiences at colleges, such as the Arizona State Teachers College in Tempe.
2. Explain how career and training pathways during the war were shaped by both wartime demands and the anticipated needs of the postwar period.
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 Arizona, with Tempe marked*

Photos



Figure 2: Army aviation students in class with female instructor at AZ State Teachers College, 1943. (Credit: Arizona Memory Project)



Figure 3: Aviation students marching to class at AZ State Teachers College, 1943. (Credit: Arizona Memory Project)

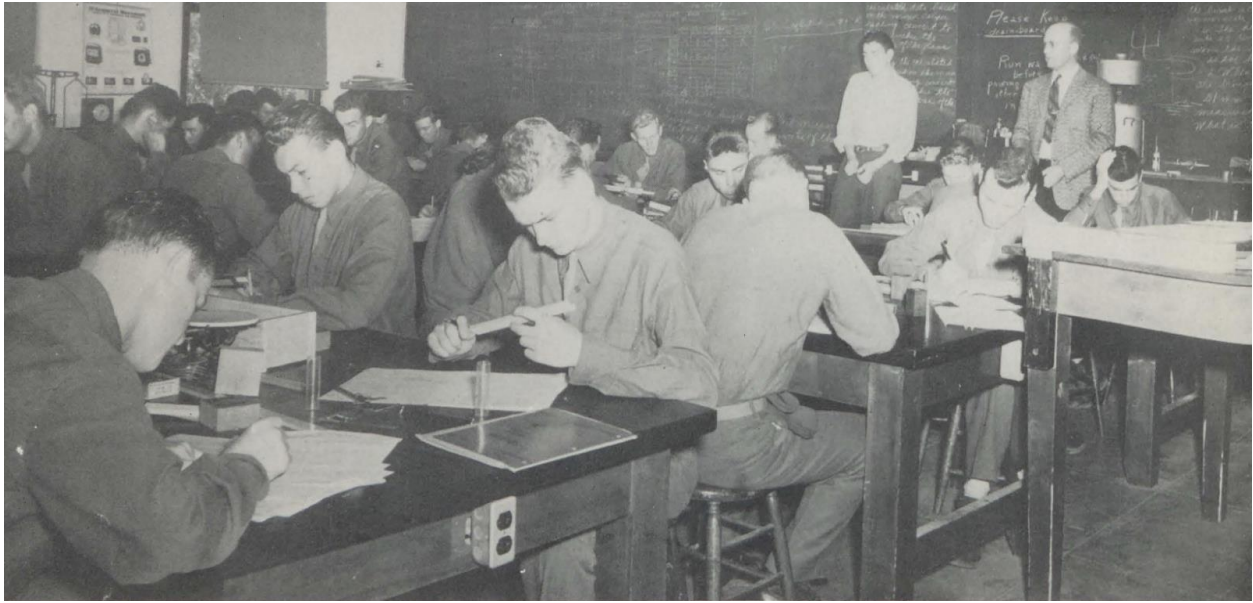


Figure 4: Aviation students in class at AZ State Teachers College, 1943. (Credit: Arizona Memory Project)

Getting Started: Essential Question

How did wartime demands shape the home front educational experiences and career opportunities of military personnel and civilian students in Tempe?



By the numbers:

As of October 16, 1940, one-fourth of the male students (183 individuals) at Arizona State Teachers College had registered for the Selective Service. (*The Arizona Republic*, October 17, 1940)

Within five days of this initial report, over 300 students and ten faculty members between the ages of 21 and 36 had registered for the draft. (*The Arizona Republic*, October 22, 1940)

In 1940, 18,633 were inducted in the Selective Service nationwide. The single highest year for Selective Service inductions during the war was 1943 with over 3.3 million men drafted. World War II had a total of over 10.1 million draftees from 1940 to 1946 out of 45 million registered.



Quotations to consider:

“September brought an innovation to the Arizona State Teachers College Campus. Late-going coeds returning with their escorts were startled with the unfamiliar ‘Halt, who goes there’ of a military guard system initiated with the approval of (University) President Gammage to halt all civilians passing through areas designated as military grounds.

The coming of the new year brought no little confusion to the campus at Tempe when Governor Osborn announced the change of time for the state of Arizona to Mountain Standard. Since the War Department had declared all military installations would operate under War time, the detachment and the college found themselves facing different working hours, with civilian eleven o’clock classes being scheduled simultaneously with ten o’clock Army classes in the same room, the same professor, etc. From New Year’s to January 5th, at which time the Army rescinded its decree and ordered military installations to follow the state time, the academic coordinators at the college and the detachment again had their hands full, ironing out these conflicting schedules.”

- [“3052 AAFABU Air Crew CT at Arizona State, Tempe,”](#) printed after May 1944, exact date unknown



Read to Connect

Reading 1: Newspaper Article

Air Students Get Rigorous Army Course

The Arizona Republic (Phoenix), August 25, 1943

That favorite air corps preflight classroom joke - “You stoop over to pick up your pencil and miss a year of college algebra” - might well apply in describing the academic work of aviation students in the 315th College Training Detachment, stationed at Arizona State Teachers College at Tempe.

It is here that potential second lieutenants and flight officers receive rigid preflight courses of military and academic nature, under direction of Lt. John D. Hardie, who recently replaced Maj. James D. McWilliams as the post commanding officer. Major McWilliams was transferred to the Coe College Training Detachment in Cedar Rapids, Ia.

The 315th and similar training detachments throughout the United States were established to furnish future pilots, bombardiers, and navigators, who had little or no college

education, with necessary courses, and to 'refresh' those men fortunate enough to have had college training.

Fast Training

Here, aviation students entrain for a three- to five-month period, academically receiving the equivalent of 22 college hours which is much more than the amount of credits taken by the average pre-war college student in the same amount of time. During their last month the students concentrate upon learning to fly; each man receives 10 hours of dual instruction at Sky Harbor.

The pre-flighters receive courses in mathematics, physics, English, history, geography, first aid, and physical education from members of the college faculty, while they get instruction in military indoctrination and flying from army air corps officers and Civil Aeronautics Administration personnel.

Arizona State still conducts classes for college students, as well as for the air corps trainees. But there is no intermingling. The aviation students live in the campus dormitories and are organized in flights which march to and from classes in formation.

Military Procedure

A completely military procedure is maintained by officers of the post. Among other things, students stand at attention when entering the classroom until asked to be seated. The entire class period is conducted in a military manner.

A full program for the students has been planned for each day. Beginning with reveille at 6:30 a.m., the men eat breakfast at 7, attend classes from 8 to 1 p.m.; eat from 1-2; return to classes until 6; eat from 6:15 to 7; attend class until 9; study until 11, then retire.

During the day the student receives one or more free periods.

Student officers are selected after the first month of training. During that month, the squadron and flight leaders are rotated and the student officers finally selected are those who have shown themselves to be efficient leaders and outstanding students.

Aviation students are allowed passes from 3 p.m. Saturday to 1 a.m. Sunday and from 8 a.m. to 4 p.m. Sunday. Those men who have commenced their last month receive overnight passes from 3 p.m. Saturday to 4 p.m. Sunday. These passes may be canceled and replaced by duty tours if a student receives more than five demerits in any one week. Gigs (or demerits) are given on poor inspection results, class conduct, personal appearance, and general attitude.

Program Well-Rounded

A complete and well-rounded program of military indoctrination, academic work, exercise, and brief leisure time activities is scheduled for the army students.

The men have movies or stage shows once weekly. A dance is given once a month in the Moeur Activity building. The post has an orchestra and a band. The men put out a printed biweekly newspaper. A canteen has been established where aviation students can get their personal articles, cigarettes, soda water, and ice cream at reduced prices.

Civilians have the opportunity of watching retreat ceremonies at 6 p.m. daily except Saturday in front of the Liberal Arts building on the college campus, and a wing review, alternately on the lawn behind the women's and men's gymnasiums, on the campus at 5:30 p.m. Sunday afternoon, followed immediately by retreat.

Questions for Reading 1, Quotations to Consider, and Figures 2-4

1. Examine the photos. How do they align, or differ, from what you think may be seen in college classrooms and living spaces?
2. What types of courses did the aviation students take at the college?
3. Describe the aviation students' schedules.
4. Why would leisure programs and activities help create a "well-rounded" program for aviation students?
5. Consider the two quotations. What challenges did the college face in balancing the needs of both military and civilian students at the college?

Photos

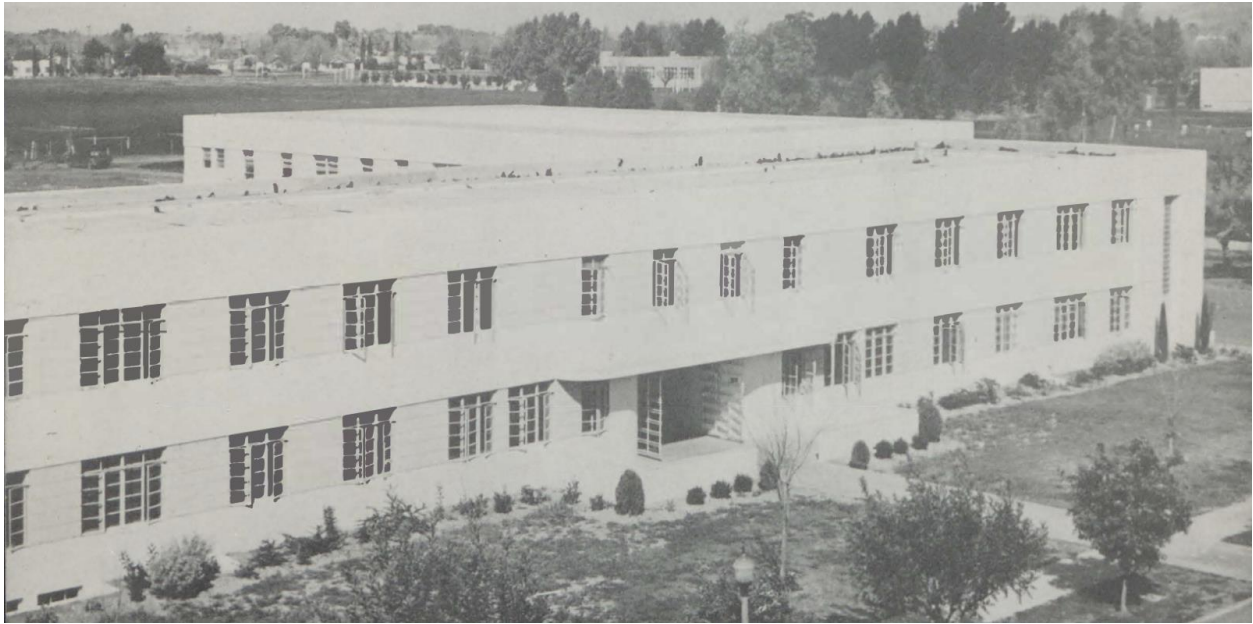


Figure 5: Building at AZ State Teachers College, 1943. (Credit: Arizona Memory Project)



Figure 6: Sleeping quarters for aviation students at AZ State Teachers College, 1943. (Credit: Arizona Memory Project)

Reading 2: Oral History

Richard J. Dominguez - Oral History

Background: *Richard J. Dominguez (1924 – 2018) served in World War II and the Korean War. Dominguez wanted to join the Air Corps, but after a short time in training was moved to be a paratrooper in the 11th Airborne. He served as part of General MacArthur’s bodyguard detail on the USS Missouri for the Japanese surrender. The [full oral history](#) is archived with the Veterans History Project by the Library of Congress. The following excerpt is to share of his experience at the Arizona State Teachers College in Tempe, Arizona.*

Richard J. Dominguez: . . . I got transferred into the Air Corps. . . It was part of the Army and not the Air Force. It was the Air Corps. So, we got sent to Texas to a base, and then assigned to a school. They had these college training detachments which... the men, there weren’t any women at the time, we didn’t have any women in our group...

The men that were going to be going to the Air Corps training or to be a flyer, or a bombardier, or an engineer, or meteorologist, or whatever you’re going to do, they were sent to college to take college courses. And they had several of these - these colleges all over the United States where they sent these groups of men.

And I was sent to Arizona State Teachers College in Tempe. And you know, it was all new. We were in uniform, we had a barracks. Well, we lived in the dorms actually, but there was a small squadron, small groups of men. We were the last ones in.

But the Ladies – it was all ladies in those days. I don’t think there were many men becoming teachers in those days. It was all ladies, young ladies. So that was a good part of it. We went to some of their dances they had.

But we go to class every day. Go to class in the morning. Take a break for lunch. Go back to class.

(What year was this?) This was in ‘44.

They were regular college courses and professors from there and then the idea was to prepare you for your future. Whatever you were going to do. You didn’t know what you were going to be. ...

You didn’t know what role you play in the Air Corps.

But we also had, I also did - We all had 10 hours of flying instruction in a Piper Cub a little one prop little thing out of Phoenix. There was an airport in Phoenix. I got to have 10 hours.

I still have my log that the instructor writes down one hour at a time. And we learned to... I never flew solo, but we learned to fly and land and take off, and it was good.

But, So what happened?

I guess they had too many of these classes going on. They needed people, they needed men in Europe. The war in Europe was escalating. So, they pulled out, out of all these schools.... The first ones that were there stayed.... They pulled out the last couple of classes out of there. Our class was one of them. So, we had to go back to the regular Army stuff. That's when I got sent to Texas to the Armored Infantry. . .”

Questions for Reading 2

1. Why was Dominguez sent to Tempe? What was the purpose of these schools?
2. What were some ways the training at Arizona State Teachers College may have been different than training at a traditional military base? Use details from Dominguez's narrative.
3. What factors led to Dominguez being pulled from the college program and reassigned to the “regular” Army?

Photos



Figure 7: "Save his life. . . and find your own. Be a nurse." Office of War Information poster from 1943 (Credit: Tempe History Museum)



Figure 8: "History Made" picture of Nancy Frew, who became the first woman elected president of the AZ State Teachers College, "brought about by the war's drain of man power from the campus." *The Arizona Republic*, August 25, 1943

TEXT: Nancy Frew. For the first time in the history of Arizona State Teachers College at Tempe a woman has been elected president of the Associated Student Body, a circumstance brought about by the war's drain of man power from the campus. Nancy Frew will hold the top student office for the coming year.

Reading 3: News

College Offers Wide Scope of War-Geared Curriculums

The Arizona Republic, August 25, 1943

The United States Office of Education has estimated that in September 100,000 schools will be without competent teachers. The administrative faculty members of Arizona State Teachers College at Tempe, as they announce the war-geared curriculums for the 1943-44 year, are urging students to continue their education and enter teaching as a patriotic service.

In addition to the usual courses offered, Tempe College has planned new courses to meet the needs of the war emergency. . . .

A few of these special curriculums:

Commerce

Wartime demands have created a multitude of new positions in government agencies, business and industry which require specially trained and competent personnel. To prepare persons for high-grade clerical, stenographic, secretarial and accounting positions, the commerce department has developed, in addition to its regular four-year curriculums, intensive curriculums designed to prepare students in a single year for work as typist-clerks, machine operators, stenographers, bookkeepers and general office workers. . . .

There is a great shortage of nurses both in civil life and the armed services. The college offers a one-or two-year course designed to give a thorough basic training to those wishing to answer the government's call for nurses. A second purpose is to train students who plan to go directly into civilian jobs where such scientific knowledge is an essential.

Courses stressed are chemistry, botany, nutrition, zoology, human physiology, bacteriology, hygiene, anatomy, foods and sociology.

Forrest E. Ostrander, professor of biological science, is adviser for students in this curriculum.

Industrial Arts

In all government work, as well as in private industry, men and women skilled in the trades are in great demand. This demand promises to continue for a long time after the close of the war.

The industrial arts department aims to furnish young men and women the basic education and the

skilled technical training demanded in modern industry and in war service. One-, two-, three, and four-year courses are offered according to the needs of the student. Students may specialize in machine shop, woodworking, drafting, radio, sheet metal, welding, aeronautics and civilian pilot training. L.S. Neeb, head of the industrial arts department, is adviser.

Home Economics

Wartime living is characterized by new problems in home management, care of children, selection and preparation of foods under rationing and economic use of existing household equipment and furnishings. Throughout the offerings of the home economics department special consideration is given to preparing young people to meet these immediate problems of wartime living as well as to prepare for teaching and other attractive types of work by completing the four-year degree curriculums with a general major in home economics or an extended major leading to the Smith Hughes Vocational Certificate. . . .

Questions for Reading 3

1. What shifts in student populations were seen at the college? (Ex. Gender, civilian and service members)
2. How did wartime affect women's educational paths and opportunities at the college?
3. What new types of jobs were in demand due to wartime needs?
4. How did wartime job demands impact the structure and offerings of higher education, such as at Arizona State Teachers College?
5. Why did the college also connect to postwar needs? What would be some of these needs in the postwar United States?

Lesson Closing

Answer the essential question:

How did wartime demands shape the home front educational and career experiences of military personnel and civilian students in Tempe?

Resources

[“3052 AAFABU Air Crew CT at Arizona State, Tempe,”](#) Archived by the Arizona Memory Project

[Selective Service System Historical Timeline](#)

[World War II Navy Education at Flagstaff's Arizona State Teachers College](#) by Intermountain Histories

Lesson 2: Civilian Contributions and Volunteerism in Tempe, Arizona, World War II Heritage City

About this Lesson

This lesson is part of a series about the World War II home front in [Tempe, Arizona](#) American [World War II Heritage City](#). The lesson contains readings and photos to contribute to learners' understandings about the role of civilian contributions on the home front in Tempe: in agriculture, volunteerism, and financial support of the war efforts. An extension reading supports further connections to the importance of agriculture to wartime efforts in the region.

Objectives:

1. Describe examples of volunteerism, financial support, and agricultural contributions to the home front efforts.
2. Identify ways youth contributed to the war effort and their community.
3. Compare local, historical perspectives on service 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 Arizona, with Tempe marked*

Photos



Figure 9: Date farm – Date palms by Baseline and Rural in Tempe (c. 1940) (Credit: Tempe History Museum)



Figure 10: University of Arizona (UA) Citrus Farm – Men Inspecting Oranges (c. 1940) (Credit: Tempe History Museum)



Figure 11: Rows of cotton with mountains in the background in Maricopa County. Although the picture was taken after the war, this view would have been like those seen by students in Reading 1. (Credit: Tempe History Museum)



Getting Started: Essential Question

How did civilians in Tempe contribute to the war effort and their community in areas such as volunteerism and agriculture?



By the numbers:

Examples of civilian contributions:

By December 15, 1941, the Tempe Red Cross garment production unit had doubled attendance since the start of the war. Over **1,000 garments** and yarn work had been produced.

- “Garment Production Told by Tempe Unit,” *The Arizona Republic*, December 16, 1941

On May 8, 1942, the Tempe Junior Red Cross donated \$18 to the war fund.

- “Donations Announced,” *The Arizona Republic*, May 9, 1941

During one war loan drive, Tempe had **sold \$449,566.50 in war bonds**, going over the quota of \$409,000.

- “Tempe Exceeds War Loan Quota,” *The Arizona Republic*, October 3, 1943



Quotation to consider

“Coxswain Gilmer Godbold who recently returned from 15 months duty in the Pacific, spoke to pupils of the Tempe Grammar School at a special V E Day assembly held this morning. . . . The assembly concluded with a bond rally, and school will be dismissed early this afternoon to allow the pupils to sell bonds for the Seventh War Loan drive.”

- “Tempe Students Told About War,” *The Arizona Republic*, May 9, 1945



Read to Connect

Reading 1: Newspaper Article Excerpts

A. Tempe Students to Pick Cotton

October 1, 1942, *The Arizona Republic*

Tempe, Sept. 30 – Students of Tempe Union High School are registering this week for part-time cotton picking. They will work after school hours and on Saturdays and Sundays, I.F. Nichols, jr., head of the agriculture department, said.

Farmers in the community who need cotton pickers have been ask(ed) to report to E.A. Row, principal of the school, so arrangements may be completed.

B. Collegians Pick Cotton

October 4, 1942, *The Arizona Republic*

Tempe, Oct. 3 – Many Arizona State Teachers College students volunteered their services and picked cotton in the valley today. They worked all day, eating lunches packed by members of Pleiades, women’s honor society.

Also doing their part in the defense program, in a social way, Miss Margaret Walsh, head resident, and the women of West Hall, last Sunday afternoon in their hall, entertained the naval cadets who are taking preliminary flying officer training on the campus.

Shuffleboard courts were placed on the front patio of the hall and other games were played in the lobby. Late in the afternoon, a musical program was presented and refreshments were served. . . .

Questions for Reading 1

1. List examples of how ways students in Tempe contributed to war efforts. What other ways may youth have contributed that were not described?
2. Why might there have been a bigger need for workers and volunteers in farming during this time?
3. How was the role of schools and colleges complex during wartime?
4. How might youth efforts have changed people's views of young people and their responsibility to help the country in the 1940s?

Reading 2: Newspaper Article

Teacher Tip: *Volunteers operated a local service center for service members. To learn more about service members training in Tempe, use [Lesson 1](#). Papago Park, mentioned in this text, also served as a Prisoner-of-war camp, described in [Lesson 3](#).*

Center is Aid to Army Men

November 22, 1942, *The Arizona Republic*

Tempe was one of the first of the smaller cities to offer hospitality to servicemen when the local service center was opened with open house and dedication services November 22, 1941.

The center provides informal homelike advantages for recreation, music, reading and rest. Mrs. Sonstegard King of Phoenix is official hostess and Floyd Anglin is the recreational director.

They are assisted by local women's organizations that furnish hostesses and refreshments through a co-operative program supervised by Mrs. Garfield Goodwin, chairman of the woman's division of the Tempe defense recreation committee. Coffee and fruit drinks are served with cakes and cookies to men who visit the center.

Varied Attractions

There is a reading and lounging room and general recreation room furnished with radio, piano, ping pong table and card tables and a kitchen. On the grounds adjoining the building there are courts for horseshoes, badminton, shuffleboard and croquet where local men and boys often join servicemen for games. The grounds are planted with flowers and grass.

The peak of activities at the center was last January and February when cavalry and infantry were stationed at Papago Park and approximately 100 men visited the center every night. Mrs. Miriam Beam was hostess at that time and worked with Mr. Anglin.

Hahn is Contributor

Wilson Hahn, who was chairman of the Tempe Defense Council at the time the center was organized, helped establish the center.

The building was secured from the government. It originally was purchased for the site of the new post office building, but the project was canceled in favor of the war program.

Servicemen from various valley fields now frequent the center, including British boys from Falcon Field, Chinese from Williams and Thunderbird fields, as well as American boys.

A girls' service organization was organized to furnish hostesses on various occasions. It is under a separate committee composed of Mrs. Charles Olson, chairman; Mrs. Lewis S. Neeb and Mrs. Irene Wilkie.

College Active

The local college was host to servicemen at dances given under the direction of Dr. Blanche Carrier, counselor of women.

Local tennis courts, the college football ground, the gymnasiums and showers were all made available to servicemen.

British men from Falcon played rugby and soccer ball, traditional games of their country, providing much interest and entertainment locally.

The Rev. Cecil L. Prior is present chairman of the council, composed of Mrs. Goodwin, the Rev. Berlyn V. Farris, Max Connolly, R. H. Lavik, Lester Ater, the Rev. Bernard L. Gordon, and E.A. Row.

Through their combined efforts, organizations and individuals made donations for the furnishings of the center.

The council also secured donations and equipped a day room for soldiers at Papago Park.

Questions for Reading 2

1. How did the Tempe service center support service members during their visits?
2. What role did local women's organizations and the college play in running the center?
3. What might have been the impact of the provided recreational opportunities?
4. How did the Tempe service center show relationships between local schools, the community, and the military?

Photos



Figure 12: "Even a little can help a lot - NOW. Buy U.S. War Stamps/Bonds" by U.S. Govt Printing Office in 1942 (Credit: Tempe History Museum)



Figure 13: Governor Sidney P. Orborn at a War Bond Rally in Maricopa County, Arizona, 1944. (Credit: Arizona Memory Project)

Reading 3: Newspaper Article Excerpts

Tempe Drills for Defense

November 22, 1942, *The Arizona Republic*

Tempe has a well-organized civilian defense program that operates from a control center set up in the council chambers of the city hall.

More than 500 persons in the community volunteered service when the project was being instituted and many were given training. All requirements for personnel and materials have been more than doubled in each department.

Mayor W.W. Cole, commander of the local district of the citizens defense program, said the program was set up as quickly as possible for emergency. Now the local council is working in cooperation with offensive measures in the war program.

The sale of war bonds, salvage drive, rationing measures and farm labor relief are important offensive measures to which every citizen should give volunteer contributions, he said.

Kenneth Zeigler is chairman of the defense council and the control center staff includes Dilworth Baird, communications officer; Joseph T. Birchett, transportation; E.W. Daley, utilities; Dr. R. J. Hight, emergency medical; Tom Harter, air-raid warden; A.G. Nolte, auxiliary police, and Carl Spain, fire.

Wilson Hahn, first defense chairman, working with Mayor Cole and the defense council, set up the program for emergency. Maps of the city were drawn for each division.

Questions for Reading 3

1. Why would the number of personnel and material requirements be doubled in each department?
2. What types of contributions does Mayor W.W. Cole encourage from community members? Why do you think they are described as “offensive measures?”
3. What were the benefits of having a well-organized civilian defense program? How does this connect to civic responsibilities during wartime?

Lesson Closing

Answer the essential question: How did civilians in Tempe contribute to the war effort and their community in areas such as volunteerism and agriculture?

Include examples of youth efforts in your response.

Extensions

Reading: Agriculture

Teacher Tip: The reading can be used to expand knowledge on agriculture in Tempe from Reading 1 to consider the importance of the industries during wartime.

Background: A "No. 1 crop" during the war (mentioned in last sentence of text) referred to crops that were considered essential for the war effort due to their high demand for both military and civilian use. These crops were prioritized because they were crucial for feeding soldiers or supporting rationing programs. Examples included wheat, as a staple to making bread and other foods, and carrots, due to their high vitamin content to support nutrition at home and abroad.

Tempe Farms Boost Industry

November 22, 1942, *The Arizona Republic*

Industries in Tempe are largely the outgrowth of the prosperous farm areas which supply local and eastern markets.

The Hayden Flour Mills and the Arizona Rose Flour Mills provide grain markets and warehouse facilities for local growers and produce dairy, stock and poultry feed, and supply seed.

The Borden Creamery, distributor of evaporated milk, stepped up production to meet the increased demand for milk this year. Women have been employed at the plant to replace men called to the service.

The Vogel Hatchery, east of Tempe on a six-acre tract on the main highway, is modern and electrically equipped. It has supplied valley poultrymen with approximately 500 chicks a week in the past year. V. A. Vogel, manager and owner, developed a high-grade strain of Rhode Island Reds from his own breed stock.

The Desert Citrus Products plant provides a market for juice grapefruit that are small or off shape and are not used by packers. The plant is comparatively new and has been increased in capacity each year.

The Cole Refsnes Date Company and the Guthrie Date Gardens are principal packers in the community and many other growers distribute their fruit individually or through co-operative packers.

The Tovrea and McCreight packing companies provide principal markets for local meat producers.

Local lettuce growers have not yet made arrangements to operate lettuce-packing sheds because of government restrictions. Much of the lettuce acreage, locally, has been turned over to the production of No. 1 crops, such as carrots.

Questions for Reading

1. List examples of crops and production in Tempe. Why was the agricultural industry critical during wartime?
2. Why were women employed at the Borden Creamery?
3. Why was much of the lettuce acreage turned over to No. 1 crops, such as carrots?

Lesson 3: Papago Park Prisoner-of-War Camp in Tempe, Arizona, World War II Heritage City

About this Lesson

This lesson is part of a series about the World War II home front in [Tempe, Arizona](#), American [World War II Heritage City](#). The lesson contains readings and photos to contribute to learners' understandings about the Papago Park Prisoner-of-War (POW) Camp.

The length of the lesson can be shortened, or readings selected based on objectives and interests. Each reading shares distinct information surrounding the camp but together show a more complete picture of the complexities and challenges at the camp. The first reading set includes oral history excerpts that share prisoner and guard experiences from the camp. The second reading shares details on the capture of prisoners who escaped Papago Camp in the largest escape from a POW camp in the United States during the war. The final reading, an opinion piece, could also be considered an extension reading. The reading can be used to analyze a set of beliefs and some of the home front controversies surrounding the POW camps in the US, including Papago Park.

Objectives:

1. Describe the conditions and social dynamics of the Papago Park prisoner-of-war (POW) camp using primary sources.
2. Explain benefits and obstacles of the POW camp to the local Tempe community, including the implications of the largest POW camp escape during the war.
3. Synthesize local, historical perspectives on the complexities and ethical questions surrounding POW camps on the U.S. home front.

Materials for Students:

1. Photos: Figures 13-18 (*can be displayed digitally*)
2. Readings 1, 2, 3 (and optional extension)
3. *Recommended: Map of Arizona, with Tempe marked*

Photos



Figure 14: Papago Prison Camp buildings (Credit: Salt River Stories)



Figure 15: Papago Park Compound (Courtesy of Steve Hoza)

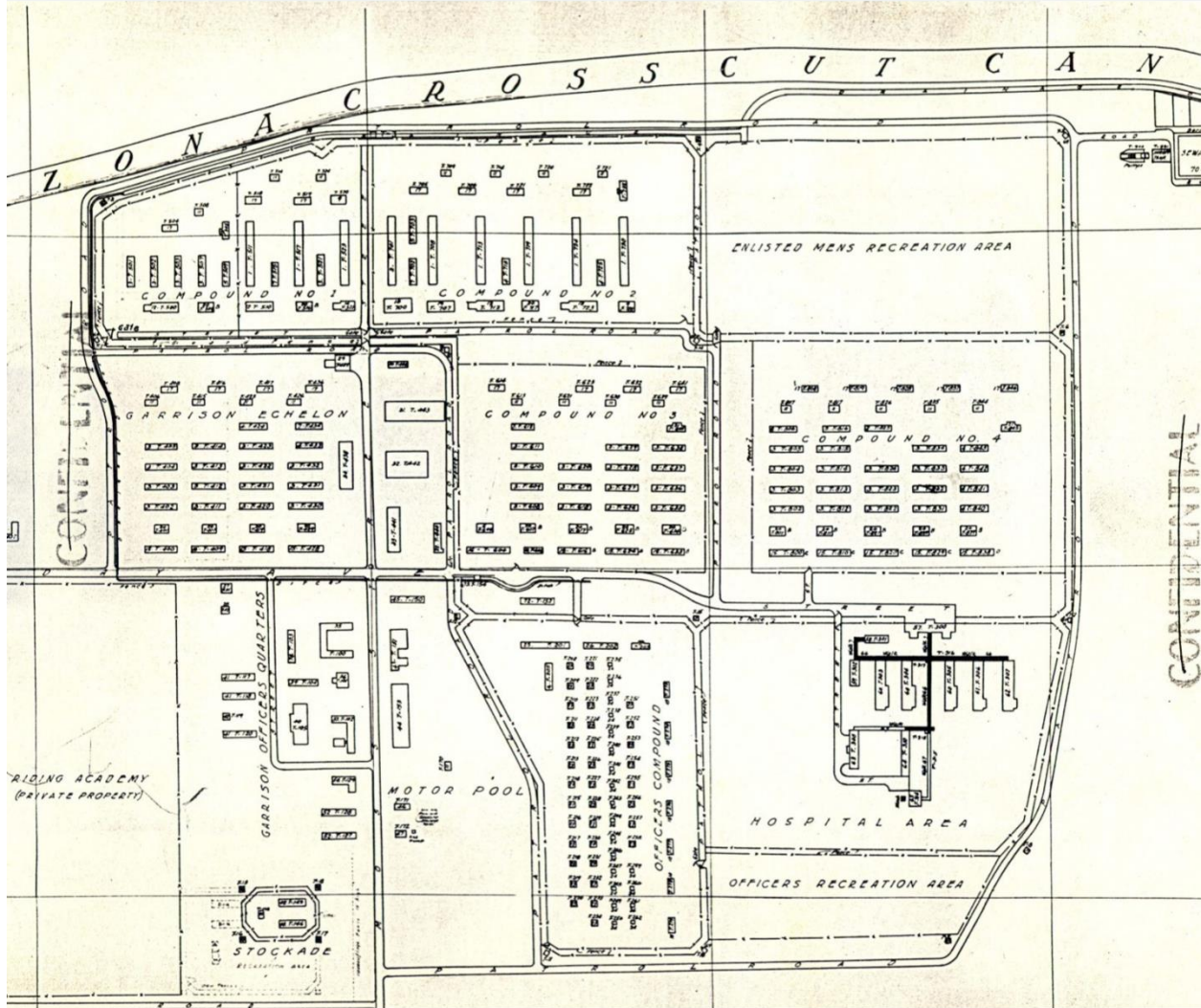


Figure 16: Papago Park Camp layout map (Courtesy of Steve Hoza)

Getting Started: Essential Question

How did the presence of the Papago Park prisoner-of-war camp affect the city of Tempe?



By the numbers:

- There were more than 500 Prisoner-of-War camps for over 400,000 Prisoners of War in the United States (mostly German).
- Example of German POW labor: In September 1944, approximately 200 German POWs from Papago Park began picking cotton. It was estimated that by October there would be 5,000 POWs available for work in cotton fields across the state.



Quotation to consider

“Colonel Barber’s answer to the problem (unrest and dissatisfaction among the prisoners) was, first of all, discipline – a German understands that probably better than any other man in the world – respect for the vanquished foe’s rights; creation of activities to take his mind away from his predicament and good meals. . . . Germany, our Army has learned, likewise is doing better by her American prisoners of war because of the reports neutral representatives are sending back on such camps as Papago Park. There is a method to this ‘madness.’”

- Fort Worth Star-Telegram, May 7, 1944



Read to Connect

Background: *The Papago Park Camp was located on the ancestral lands of the Papago Tribes. The federal government used the land for a Civilian Conservation Corps encampment then a location for US Army combat training. In October 1943 the center was converted into a prisoner-of-war (POW) facility, first for Italians, then Germans. The first group of Germans arrived in January 1944.*

The camp had multiple facilities, including barracks, recreational areas, and workstations where prisoners were employed, mainly in local agriculture and camp facilities. US service members were stationed there to guard and oversee the prisoners and camp security. Despite this, the camp became well-known for a mass escape in December 1944. 25 POWs dug a tunnel out of the camp, though all were eventually recaptured.

Reading 1: Oral Histories

Voices of the Papago Park Camp

The following interview excerpts are courtesy of Steve Hoza, from the book “PW: First-person accounts of German Prisoners of War in Arizona” (1995). Hoza spent nearly four years interviewing and corresponding with former prisoners, camp guards, and civilians in

Arizona. The book provides a comprehensive look at life in Arizona prison camps, and highlights stories from the Papago Park Camp, including the escape.

Teacher Tip: Consider dividing narratives among students. In a jigsaw format, each student or group can read a different narrative, then come together to share key insights, helping the whole class build a comprehensive understanding of the varied experiences within the camp. There are not specific questions for each narrative, as students will be expected in general to note and share details about their pieces, but there are questions to synthesize and summarize across the excerpts.

Bill Pederson, US Guard

The site of the camp was extremely barren. There was no grass. There were no lawns. In fact, any little piece of growth that would come up was pulled to keep it looking neat, but it was an extremely barren place. We were really impressed with the possibility that they were going to do some terrible things. I don't know how long it was after they were in the camp that all these concerns seemed to go by the wayside and they were soon working in the kitchens doing KP (kitchen patrol) and things like that. . . .

The enlisted men [prisoners] all received good food and medical care. We had a large hospital there. Their clothing was GI clothing with the stencil 'PW' on the back. The German officers were treated exceptionally well. If you were a company-grade officer, they would put two of you in a little two-bedroom cabin. A field-grade officer such as Captain Wattenberg had a cabin to himself and had a German prisoner as an errand boy. . . .

I never saw any particular problems with the prisoners except for the fact that they were so cocky and sure that they were going to win the war and everything we said to them was propaganda and they didn't believe us.

Hans Lammersdorf, German Navy

" . . . On the train from Houston to Camp Hearne [Texas] to Papago Park, they had separated the Whites from the Blacks. We prisoners of war were in the White compartments. We were not with the Blacks. They had their own compartments. In the railroad station in Houston we saw the separated facilities. The restrooms, Black and White. We looked at it and thought 'By golly, what's going on here?'

The Blacks had their place. We talked to them in North Africa. We saw them here and there. We felt they were completely separated. I saw the division in Texas in Camp Hearne. They were mainly Blacks. We could see that they were not accepted. We felt close to the Blacks. Closer than you did because we were at the mercy of the military. We had not many rights, neither did the Blacks. In a way we felt closer to them and those [POWs] that could speak a

little English would talk to them. I would, too. We knew their position was no better than ours. We could tell that. But again, we were amused that Americans could criticize us for the racial prejudice when they had some of their own. . . .”

Karl-Hans Friederich, German Navy

In the beginning we did not have to work, but later we were given work assignments. I did many different kinds of work. At first we shoveled canals that irrigated cotton fields. After that we removed the weeds from these fields. For a few weeks we were assigned to an onion harvest. In January or February 1945, a detachment of prisoners to which I belonged was brought to the outcamp Eleven Mile Corner. The camp lay directly by a canal where the water for the cotton fields would come. We lived in 6-man tents. Only the kitchen and washroom were solid buildings. On the other side of the canal there was nothing but desert. We were brought to work in a big cotton wagon and you couldn't sit down. Each day we had to pick 80 pounds of cotton. Whoever did not produce had to work on Sunday.

For a short time I worked on a small farm. The farmer and his wife were both teachers. I remember that he always used the expression 'chicken and ice cream.' As our work for him came to a close, he asked us all what we would like to eat on our last day. At the same time we all said 'chicken and ice cream.' That is exactly what we had for lunch. That family was very friendly to us.

Josef Mohr, German, submarine U-513

We were awakened at six in the morning. After roll call and a good breakfast, the work teams organized at the main gate. Then the trucks and other vehicles arrived and took us to our work sites. In the evening, when we were led back into the camp, we were frisked to make sure we weren't bringing anything illegal into the camp.

There was another roll call before dinner. We were then free for the evening. The most popular activities were soccer and handball. In Compound Four we built a sports field in a corner near a guard tower. We played soccer here every evening. The guards in the towers enjoyed watching our games. If someone was injured we would signal to the guard who would telephone for an ambulance. We had a good rapport with the guards.

The prisoners liked to build flower gardens in front of the huts. We would take wood from the spars in the hut ceilings to make benches or canopy shades. We also used the wood to make ship models and other beautiful things. . . .In the summer, it was too hot to sleep in the huts so we slept outside.

Other POWs had pens for little animals like dogs, chickens, duck and pigeons. This was quite a common, everyday sight in the camp. The American administration in the camp was very tolerant of the things we did. They were mostly concerned with keeping order.

Ray Radeke, Guard:

One thing I could never understand was the civilian curiosity and fascination with the POWs. Civilians, mostly young women, would hang around and walk around places where the POWs were working such as the laundry in Phoenix. The civilians would not go away and leave it alone and we would have to call the local police who would chase them off. The civilians would go up in the high places around Gunsite Pass near the camp and watch the Germans with field glasses. They would tease the POWs by sunbathing, etc., which was just asking for trouble. I could never understand the fascination with these ‘supermen’ who were killing Americans by the thousands in Europe and on the oceans!

Heinrich Palmer, German Navy

Once the Americans distributed a large questionnaire throughout the camp filled with a lot of questions. Maybe they thought that there would be a fool among us that would answer all the questions correctly. They wanted to know, for example, where our boat had been stationed in Germany or France, when did we leave port and which ships did we attack or sink. They wanted to know what our stations and functions on board ship had been and a lot more. We answered the questionnaire. An entire U-boat crew, for example, under the question about their function on board, wrote ‘cook,’ so that the entire crew were cooks. One man who had been on a ship over Christmas wrote that he had been the Christmas tree decorator.

The food at Papago Park was very good. We received the same food as the US soldiers who guarded us. The food was brought in raw on trucks to the different compounds. In each compound was a kitchen barrack where a fellow POW who was a cook prepared the food. There was, for example, fresh milk that came in bottles. The cook would collect the cream from these bottles and each prisoner on his birthday would have a cream cake baked for him with a few friends along to help him eat it. Cream cakes as a prisoner of war! We sometimes thought we were in Schlarafenland [‘the land of milk and honey’].

Friedrich Riedel, German Army (Located nearby, Camp Florence)

I have many good memories about my captivity. I honestly feel that, despite the barbed wire, I was freer during my imprisonment in America than after my return to civilian life. In America we lived in a democratic society which was a real education.

I have many lasting memories. The great, wide land. The advanced technology. Our fair treatment. The importance of the individual. That was far from the accustomed German government system. The vastly better food. I felt more like a guest than a captive in a distant country.

Questions for Reading 1, Quotation to Consider, By the Numbers, and Photos

1. **Summarize:** Describe what aspect of life at the camp is being described by the narrative piece(s) you read, along with details on their memories.
2. Prisoners mention many positive memories, such as activities and food served, or at least fair treatment. How do their oral histories challenge or confirm your understanding of life in a POW camp?
3. **Focus on a narrative:** Analyze Hans Lammersdorf's reflections on the segregation they observed when arriving in the US. How does Lammersdorf describe the irony of American viewpoints and moral standings?
4. **Synthesize:** Use Reading 1, Quotations to Consider, and By the Numbers to describe the conditions at the Papago Park Camp, examples of work done by the prisoners, and relationships among prisoners, guards, and civilians.
5. What were some benefits and challenges faced by the local community of Tempe because of the camp?

Photos

Page 6
PHOENIX GAZETTE
 PHOENIX, ARIZONA
 Thursday, December 28, 1944

Wily Germans Elude Chase

The greatest man hunt in Arizona's history continued to baffle authorities Thursday as they pressed the search for the 19 escaped German prisoners of war.

Each tip received by authorities is being checked, but so far all have been without results.

Twenty-five Germans, many of them officers, escaped from the Pajago Park camp last Sunday evening. Within a short time six had been captured or had surrendered. The remaining 19 have since remained at large.

The search is being concentrated in the desert area between Phoenix and the Mexican border, 191 miles to the south and extending to points near the Gulf of California.

Military personnel, agents of the Federal Bureau of Investigation, sheriff's deputies and other police officers, in addition to interested citizens, are taking part in the search.

Officials are authorized to pay up to \$25 to the person or persons capturing a prisoner of war. They will pay \$25 if the man is captured and returned to the camp. If the army is called to return a captured man, \$15 will be paid.

Pictures of the 19 escaped Germans have been released to newspapers by the FBI in a hope that their publication will help lead to apprehension.

Slate Election On

\$25 REWARD FOR EACH OF THESE MEN

					
Kurt Mohrdieck	Capt. Jurgen Quast Faslem	Reinhard Mark	Second Lt. Martin P. Reese	Johann Kremer	Heinrich Palmer
					
Walter Kozur	First Lt. F. Utzolino	Capt. Hans Werner Kraus	Capt. Wilhelm Gunther	First Officer Jurgen Schroder	Second Lt. Helmut Drescher
					
Capt. Fritz Guggenberger	Second Lt. Hans Zundorf	First Lt. Wolf Clarus	Friederich Sternberg	First Lt. Otto Hoferichter	Artur Karstens

National Income Booms To \$159 Billion Peak
 WASHINGTON, Dec. 28—(AP)—Wartime economic activity zoomed the national income to \$159,000,000,000 in 1944 to smash all previous records.

Inseparable Four Scattered By War
 The "four horsemen" of Southeast Phoenix, once an inseparable group of boys, are now scattered to the far corners of the earth.

Boston Judge Gets Tired Of Books Being Banned
 BOSTON, Dec. 28—(AP)—Judge Elijah Adlow Thursday acquitted E. Margaret Anderson, a saleswoman at the Dartmouth book stall, of...

Figure 17: Picture of a local newspaper sharing a \$25 reward for each of the 25 escaped German prisoners. (Courtesy of Steve Hoza)



Figure 18: Tunnel exit used by the escaping German prisoners (Courtesy of Steve Hoza)

Reading 2: Newspaper Article and Oral History

Teacher Tip: Both Part A and Part B are used to share about the escape of 25 German prisoners. Part A was published in Buffalo, New York, and shows the far reach of the story across the country. The text can also be used to connect to today's understandings of the displacement of indigenous peoples from their native land and will share their interactions with the events of the escaped prisoners. All 25 escapees were eventually found. Part B shares the much later recorded perspective of one of the escapees.

Note: The term Native American is typically used in political and academic matters. When Native Americans refer to themselves, they may use terms such as Indian, American Indian, First American, First Peoples, or Indigenous Peoples instead of Native American. At the time this text was written, the term Indian was commonly used, often without regard for individuals' self-identification.

Question of Gestapo's Part in POW Escape is Studied

February 1, 1945, *The Buffalo News* (New York)

By Oliver Pilat, *Special to the Buffalo Evening News*

Phoenix, Feb. 1 – Indians proved to be the nemesis of many of the 25 Nazi naval officers and submarine technicians who escaped Christmas Eve from the Papago Park prisoner-of-war camp near here.

The Indians, after whom the camp is named, occupy a reservation of 3,000,000 acres of largely desert land between Phoenix and the Mexican border.

Since it was assumed the escapees would head for the border, 200 miles away, the FBI tipped off the Papago chiefs that if they located a missing Nazi, they could collect \$15 from the U.S. Army; if they captured one, it was worth \$25.

A Papago woman, on Jan. 2, was the first to claim bounty for trapping two sturdy young submarine technicians.

Trackers Get Two

They were Henrich Palmer and Rheinhard Mark, near Sells, Ariz. Two days later near the same place, two more Nazis were recaptured by Fred Claymore and Dewey Jose, veteran desert trackers of the U.S. Indian Service.

Papagoes on Jan. 6 led U.S. Customs guards to two of Germany's outstanding submarine aces. Senior Naval Lieut. Frederich Guggenberger, who sank the Ark Royal off Gibraltar, and Senior Naval Lieut. Jurgen Quaet-Fastlen.

Since Arizona is a place where native white trackers often excel the Indians themselves, it was appropriate that the outstanding feat of the manhunt fell to Lieut. Theodore Stockton, an Arizona boy attached to the Florence POW camp.

Limp Aided Pursuer

He trailed Senior Naval Lieut. Otto Hoferichter and First Lieut. Hans Zundorf almost 100 miles through the desert.

Unlike the other escapees, Lieuts. Hoferichter and Zundorf wore recaptured shoes. But Lieut. Hoferichter had been reported limping before his escape: when Lieut. Stockton saw that limp on the ground he followed it all the way to Sasabee, near the border.

Everybody in Arizona joined the manhunt, from the highway patrol to the Civil Air Patrol, and from the woman sheriff's men to the ordinary citizen.

Once, when a couple of the fleeing Nazis blundered into a railroad section house west of Buckeye, a state hospital got bloodhounds on the trail, only to pull them off again under the mistaken impression that using such dogs was barred by the Geneva convention governing treatment of war prisoners.

Captured as Result of Slip

The story is still told in Arizona how two burly, travel-stained strangers, who spoke excellent English, went into a store in a small Arizona town and ordered a great quantity of groceries. 'That will be 272 points,' said the grocer.

The strangers looked at each other. 'What are points?' said one. Of course, they were escaped Nazis and were captured. Another strange slip was made by Martin Peter Reese and Jurgen Schroeder. When captured by Messrs. Claymore of the U.S. Indian Service they had 12 cans of milk, a slab of bacon, all stolen from the camp commissary, and a dozen cartons of chewing gum, which they had mistaken for rations.

All Surrendered Peaceably

None of the prisoners resisted when caught. Naval Lieut. Frederich Utzolino had been at liberty more than two weeks when he paused alongside an irrigation canal near the Gila Bend, Ariz., to strip and start washing his underwear.

A farmer looking for his hound, made the capture. Then Lieut. William Hill and some other men from a Papago Park patrol arrived and scoured the neighborhood until they picked up two more Nazis.

The three Germans were planning to go down the Gila River on a raft to the border, not knowing that at the time of the year the river is dry and its bed nothing but deadly quicksand.

So it was, in twos and threes, that 22 of the 25 escapees were picked up, somewhat the worse for desert wear, and returned to Papago Park.

Did They Have Help?

Three weeks after the most serious break from a U.S. POW camp in this war, only the former camp spokesman and leader of the Nazis, Capt. Jurgen Wattenberg, one-time navigation officer of the Graf Spee, and two young Nazi zealots, Walter Kozur and Johann Kremer, still were uncaptured.

One question to be settled is whether the escapees had any important help from the Gestapo outside camp. Papago Park officials deny reports that some of the prisoners carried lists of addresses of people who might help them if contact, or had large quantities of genuine U.S. currency.

Several groups of escapees did have maps, Army maps and railroad timetable maps, but only those of the sort that might have been reclaimed from camp waste baskets, Papago Park officers declared.

Part B: Quotation from Heinrich Palmer, German Navy, Prisoner of War

Courtesy of Steve Hoza, from the book "PW: First-person accounts of German Prisoners of War in Arizona" (1995)

"At Papago Park, the US officers and the guard personnel always treated me fair and correct despite the trouble that our escape caused. From the things I've read, I have learned that our march through the desert was a real feat. My escape was an adventure for me. At that time I did not think about the dangers and what could have happened to me. As a youth, one is always optimistic and positively-oriented. I would like to add that none of us ever thought of sabotage or of harming any American citizens during our escape. It was pure youthful desire for adventure. I just wanted to leave the everyday life of a POW and try to reach a desired goal. What amazes me is that even 45 years later my escape is still of interest."

Questions for Reading 2

1. Who were different people and groups involved in the capture of the escapees? What skills did they have? What interests and incentives did they have to help?
2. Describe how the geography impacted the escape attempt.

3. What types of mistakes did the prisoners make that led to their capture? Why were they not prepared for some of the situations?
4. Use Henrich Palmer's quotation. How did he reflect on his experience nearly 50 years later? What was the motivation for Palmer to escape?

Reading 3: Opinion-Newspaper Column

Teacher Tip: Mature content is included in the opinion piece. Some language and descriptions may need to be discussed in advance with students. Encourage connections from this text to what was described in the oral histories in Reading 1.

We Pamper War Prisoners While Germans Neglect, Starve Them

From "The Other Fellow's Opinion" column in the Casa Grande Dispatch (April 13, 1945)

American armed forces now are getting far enough into Germany to begin finding Nazi prisoner of war camps. The Seventh Army came to the first one – a prison hospital somewhere near Heppenheim. The hospital was described by a war correspondent as a 'living hell of starvation and filth – a factory of slow death for American prisoners of war.' The correspondent further said records of the prison revealed 53 American soldier prisoners out of a total of 309 sent to the hospital in the last four months had died of starvation, infection, and lack of medical care. The others were described as walking skeletons

This press dispatch about the first German prisoner of war camps to be found by the western front forces reveals a situation of which every American should take cognizance. Especially should they take note of the fact that the wounds of prisoners of war or other nationalities were well cared for and they received adequate medical attention while our own boys were neglected – neglected and abused because of German hatred of Americans.

Contrast this picture of the first prisoner of war camp uncovered – no one knows what will be developed in other prison camps as they are located and American prisoners of war liberated – with the prisoner of war camps in this country. Serious thought should be given to charges that German prisoners of war are being pampered. But one conclusion can be reached and that is that we are again plain, unadulterated suckers of the first water.

As our armed forces find more of these Nazi hellholes, misnamed prison camps, Americans will realize more and more, the oft-repeated statements, that unless we treat

German prisoners of war well our boys who are prisoners in Germany will be mistreated, are only excuses for pampering Nazi prisoners of war in this country.

German prisoners of war in this country have received the best of foods, equivalent to that which we supply for our own boys in service, and far better than the average American family has, what with rationing and shortages. Residents of this area will remember the 25 Nazis who escaped the prison camp in Papago Park last Christmas Eve who had supplied themselves with slabs of bacon, cigarettes and other hard-to-get items. We have never heard a satisfactory answer to the question where these Nazis obtained the things they had when they crawled through a tunnel in the Papago park camp. No one is so asinine as to believe they had them when they entered the camp. It never has been explained why the Nazis could dig this tunnel which took many weeks.

Americans are told German prisoners of war are well treated in this country because the Geneva convention requires it. That may be true, but certainly the Geneva convention doesn't contemplate such excellent treatment as we have given to the Nazis. Actually, what has happened is that those to whom the job of caring for these prisoners of war was delegated, have been leaning backward in their interpretation of the convention rules under guise of the erroneous belief our boys will receive rough treatment. It is quite patent from this first prisoner of war camp found in Germany that the Germans haven't paid any attention to the Geneva convention rules or any other rules except those dictated by hatred of Americans.

And what does this excellent treatment and pampering of German prisoners of war gain us? Belief, of all things, on the part of the arrogant, egotistical sneering Germans that we are afraid of them. A pretty kettle of fish. - Arizona Republic

Questions for Reading 3

1. According to the text, what was the condition of the American POWs discovered by the Seventh Army?
2. How did this compare to the description of the treatment of German POWs in the US?
3. Look back at the reading 1 oral history excerpts. From these examples, would you say the piece was based on fact, myth, or a mix of both?
4. What assumptions were made about German attitudes toward Americans, and how did this shape the writer's argument?

5. How might the content and tone of this piece have influenced the American public opinion during the war? Discuss the potential impact of such articles on attitudes toward POWs.

Investigating Further:

6. Evaluate the ethical considerations behind how both the Germans and Americans managed their POW camps during the war. Consider the treatment of prisoners, adherence to the rules of the Geneva Convention, and the potential motivations behind each country's actions. To what extent do you think each upheld ethical standards, or were influenced by wartime biases? Support your response with evidence from the lesson readings.
 1. *Extension:* Research perspectives, histories, and conditions at other United States and German POW camps to contribute to your response.

Lesson Closing

Answer the essential question: How did the presence of the Papago Park prisoner-of-war camp affect the city of Tempe?

Additional questions to consider:

What benefits and obstacles arose from housing POWs at Papago Park?

How did ethical standards guide the treatment of prisoners of war at Papago Park?

Additional Resources

Hoza, Steve. *PW: First-Person Accounts of German Prisoners of War in Arizona*. E6B Publications, 1995.

[“Papago Camp Prisoner of War Camp” Map and History](#) by Arizona State University

[Tour of Papago Park POW Site](#), Document archived by Arizona Memory Project

Lesson 4: Tempe, Arizona: 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 [Tempe, Arizona](#) 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 an oral history from a civilian who lived in Tempe, that connects to several home front themes and life at the time. 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 Tempe, Arizona 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:

1. Describe World War II home front military training in Tempe and impacts on higher education.
2. Summarize the contributions and volunteerism of diverse Tempe civilians to home front wartime efforts, including that of youth.
3. Explain the role and impact of the Papago Park prisoner-of-war (POW) camp in Tempe.
4. *Optional:* Describe similarities and differences of Tempe and other Heritage city(s) / World War II home front(s).

Materials for Students:

1. Photos: Figures 19-23 (*can be displayed digitally*)
2. Readings 1, 2
3. Maps, project materials (as needed)
4. Student graphic organizers (See Figure 23 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 military training in Tempe and impacts on higher education.
 - b. Summarize the contributions and volunteerism of diverse Tempe civilians to home front wartime efforts, including that of youth.
 - c. Explain the role and impact of the Papago Park prisoner-of-war (POW) camp in Tempe.
 - d. *Optional:* Describe similarities and differences of Tempe 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 Tempe chosen as an American World War II Heritage City, and what are its similarities and differences to other home front cities?

Photos



Figure 19: Dairy herd in Maricopa County, Arizona, May 1940 (Credit: Library of Congress)



Figure 20: Drawing of Post Office with WWII Poster reading "I Need your Help! Buy War Bond Stamps" and a drawing of Uncle Sam. The drawing illustrates the extent to which home front efforts were woven into daily life. (Credit: Tempe History Museum)



Figure 21: Army aviation students in class at AZ State Teachers College, 1943. (Credit: Arizona Memory Project)



Figure 22: Papago Prisoner-of-War Camp escapees (Courtesy of Steve Hoza)



Quotation to consider:

“The Tempe Old Settlers Association sacrificed the pleasure of meeting for the 40th annual reunion in October to give full co-operation to the war effort.

“Many of the association members and their families are engaged in farming, and the increased agriculture programs, shortage of labor for harvesting cotton, and the curtailment of transportation were important factors which necessitated the postponement, G.R. Finch, president, announced. It is typical of the early pioneers who developed this country to realize the value of their combined labor for a day and be willing to forego the reunion with early friends and neighbors.”

- “Settler Meet is Sacrificed,” *The Arizona Republic* (Phoenix), November 22, 1942

Reading 1: Oral History

Teacher Tip: The following oral history excerpt can be used to connect to themes from all three lessons prior to this lesson: *The Arizona State Teachers College / Falcon Field* ([Lesson 1](#)), *agricultural contributions* ([Lesson 2](#)), and *the Prisoner of War Papago Camp* ([Lesson 3](#)).

The excerpt can be used to show the variety of home front topics connected to Tempe. Have students consider what it would be like to work and live in the area as a civilian or service member at the time using Dorothy Webb's narrative.

Dorothy Webb: Oral History

This excerpt is from "Dorothy Webb Oral History, Part 1/2," from an interview on February 15, 2011. The interview's full recording is available through the [Arizona Memory Project](#) (Arizona State Library, Archives and Public Records) The following transcript excerpt highlights living in and around Tempe during the war.

Dorothy Webb, Interviewee: . . . Then the war came nearer and nearer, and ROTC boys were being called up. The draft was on; friends, fellows were volunteering and leaving.

So, we decided we'd better get married, because we didn't know what was coming. And we got married in June 1941 and lived in Tempe, because he was working for Tovrea (Meatpacking Company). So, ASU was just down the street from where we lived, and I always knew... In fact, I had made application to go back to Tucson (at the University of Arizona) and graduate with my class the second semester. But I didn't want to leave my husband for one semester. So finished at Tempe and got my teacher's degree. And then we went to the ranch in Globe, his family ranch, and lived there... I graduated in '42... lived there for one year. Except I lived in Globe and taught school, and he was on the ranch, and I would drive out every weekend.

Then at that time, they were encouraging ranch people to stay on the ranch because they needed the beef for the army. They were building up herds, and the help was short, so, he stayed on the ranch until he was drafted, and then he came to Phoenix and they put him at Falcon Field. He always felt kind of bad about it, but he spent the rest of the war at Falcon Field. We lived in Tempe, and I taught one year in Phoenix.

Kathleen Garcia, Interviewer: Which school did you teach at?

Webb: Balsz, and it's no longer there. There's still a Balsz District... but this was... I can't remember whether it was Forty-fourth and Washington, or Forty-fourth and Van Buren, but it was an elementary school. The superintendent lived in Tempe, and I had known him through... Rotary or Lions Club or something, and I had met him. And so I taught 7th grade and coached the girls' softball team, and that was the most fun of all. I don't know how long the school was there, but it was an old school. The greatest part that I remember about teaching that year at Balsz...

The first year I taught in Globe I got twelve hundred dollars a year, a hundred dollars a month. The next year I got a little over twenty-four hundred a year to teach at Balsz. That

was a big raise. But my roster of students, I never could get them all on one roster, because the beginning of the year they wouldn't be there; they were picking cotton. Well, they were there: when their parents moved here to pick cotton, they would come to school. Then when the cotton picking was done, the family would move to California pick oranges or grapes or something else. So, I had this wave of students all through the year, coming and going. Very few of the children were the same ones during the whole year. And that was difficult for the teacher and I'm sure was much harder on the child. . . .

Garcia: Dorothy, could you tell us a little more about when your husband was at Falcon Field during the war and what it was like to live in Tempe and the valley at that time?

Webb: Well, it was wartime, and we were rationed on sugar and meat and gasoline and tires and cars. You couldn't buy a new car unless you had a really good reason for doing it. My husband was at Falcon Field, and he made a lot of good friends out of the English pilots, who, it was an English training school there. In fact, he took several of them to the ranch at Globe when they would have a long weekend. And he found a couple of them who were from farm families in England and we enjoyed their company very much. The internment camp at Scottsdale had an officers' club and we used to – we could go...

Garcia: This was the German prisoners of war?

Webb: German prisoners of war, yes.

Garcia: At Papago park, right?

Webb: That's where it was. We often went there for Friday night parties or Saturday night parties. It was a nice club. And the German waiters would wait on us in their dining room. I don't remember what I thought about that.

The war was still going on, and we were losing a lot of friends, and we were always looking to see what was going on. I just don't remember all the details.

We had our first child in '45 but that was right after the war was over. During the war, my husband, when he had time would still go back to the ranch in Globe, where his father was trying to hold things together, and help. I didn't work except for teaching that one year at Balsz school, because I was having ...

Well, I've forgotten something. We also at that time were trying to think about what we wanted to do after the war. And we didn't think the ranch in Globe was big enough to have maybe two boys come back to and make a living on. So, we bought a dairy – we bought 80 acres of land south of Tempe and bought some dairy cows. And my husband had a man who knew dairy business, and so we formed a partnership and had the dairy farm until we bought a ranch later. But my husband was always thinking about ranching – cattle ranching.

So finally, when the war was over and he was discharged, and we had the dairy, a man approached him to go into the real estate business selling farms and ranches, which my husband knew from the ground up.

Garcia: About what time was this?

Webb: That was 1947. That's two years after the war ended in 1945. . . .

We had put all my school teaching money into U.S. bonds. We cashed those in. And we bought this little ranch in Skull Valley. . .

Questions for Reading 1

1. What impact did seasonal labor migration have on Webb's teaching experience?
(Optional: Connect to the role of agriculture on the home front in [Lesson 2](#))
2. Training at Falcon Field was connected to the training at Arizona State Teachers College in [Lesson 1](#). What was Webb's husband's experience?
3. What does Webb remember about the Papago Prisoner-of-War camp?
(Optional: Connect her recollections to information in [Lesson 3](#))
4. How did U.S. war bonds support the Webb family in their postwar pursuits?
5. Describe the connection of each photo to Tempe's designation as a Heritage City.

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. How did home front training and contributions, both paid and volunteer, in Tempe, support the US and the Allies? Consider both information from this text and from past lessons.
3. Why do you think Tempe was designated as a World War II Heritage City? Connect details from the bill and evidence from other readings from the Tempe lessons.
4. Are there other cities you think of when considering home front contributions during wartime? Which, and why?

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 military training in Tempe and impacts on higher education.
- b. Summarize the contributions and volunteerism of diverse Tempe civilians to home front wartime efforts, including that of youth.
- c. Explain the role and impact of the Papago Park prisoner-of-war (POW) camp in Tempe.

- d. *Optional:* Describe similarities and differences of Tempe 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:

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

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