

Pascagoula, Mississippi, WWII Heritage City

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

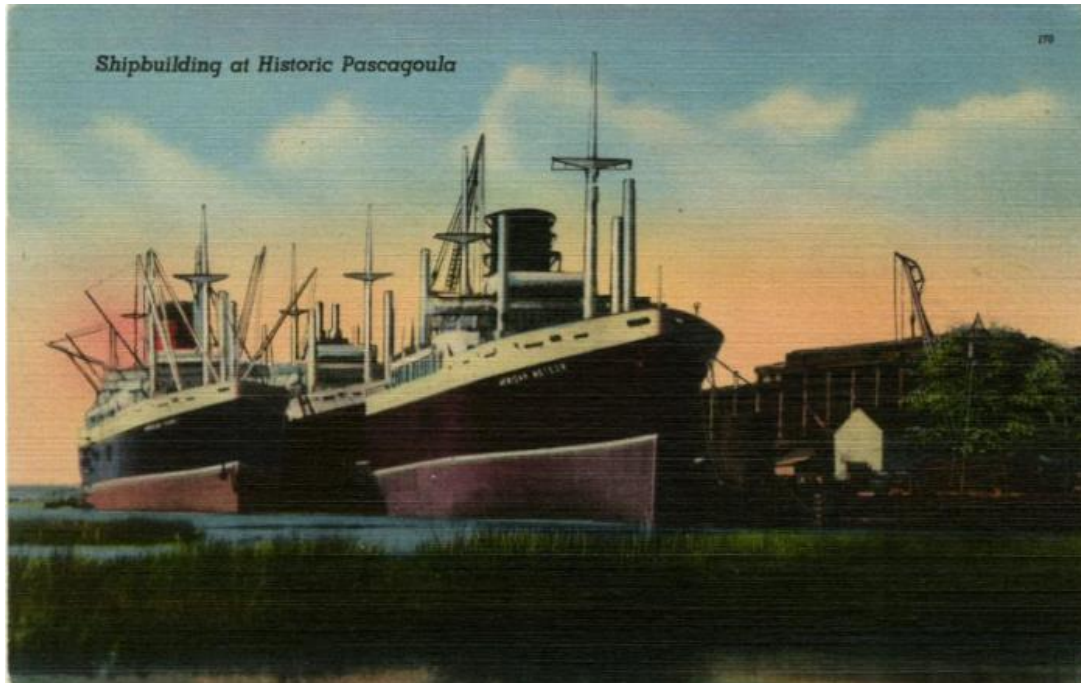


Figure 1: "Shipbuilding at Historic Pascagoula. On the banks of the famous Pascagoula River, known as the 'Singing River' of Indian legend fame, and near the Gulf of Mexico is located the great plant of the Ingalls Shipbuilding Corporation. Here, were built America's first all-welded ocean-going ships. Post-war luxury liners and modern cargo ships are being built here now." View of ships. Side 1; 1950. (Credit: Mississippi Department of Archives and History)

Introduction

The three lessons, and culminating fourth lesson, support the development of understanding the significance of [Pascagoula, Mississippi](#) designated as an American [World War II Heritage City](#). Highlights include contributions to the wartime industry and workforce, such as with the large presence of the Ingalls Shipbuilding Corporation, and volunteerism and contributions made by many civilians and service members. The lessons highlight specific contributions but connect to larger themes and understandings of the U.S. home front during wartime.

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. [Ingalls Shipbuilding Corp. Workforce and Labor relations in Pascagoula, Mississippi, World War II Heritage City \(p. 5\)](#)

- War manufacturing
- Labor relations
- Union
- Home front workforce

2. [Civilian Volunteerism and Contributions to the Home front in Pascagoula, Mississippi, World War II Heritage City \(p. 17\)](#)

- Junior American Red Cross
- Victory gardens
- War funds and bonds
- Civilian home front efforts
- Service member recreational center

3. [Civilian Defense and Volunteer Contributions in Pascagoula, Mississippi, World War II Heritage City \(p. 25\)](#)

- Citizens defense corps
- Civilian contributions
- Air raids and safety
- Women's service recruitment

- Harbor patrol

4. [Pascagoula, Mississippi: Comparing and Connecting WWII Home Front Cities \(p. 34\)](#)

Positioning these Lessons in the Curriculum:

The standards listed beneath the lesson links are a collection of standards covered in the lesson collection. Objectives for each lesson, materials, and resources are listed within the lesson.

Time period: World War II

Topics: World War II, women's 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

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

Lesson 1: Ingalls Shipbuilding Corp. Workforce and Labor relations in Pascagoula, Mississippi, World War II Heritage City

About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Pascagoula, Mississippi](#) designated as an American [World War II Heritage City](#). The lesson contains readings and photos to contribute to learners' understandings about the development of the home front city connected to the Ingalls Shipbuilding Corporation. The lesson contains readings to learn about the growth in the labor force and its impacts in the area. These impacts include both benefits and challenges, including labor challenges that led to a strike. An extension reading provides more information on the strike.

Objectives:

1. Explain the impact of the war on the growth of Pascagoula and its labor force.
2. Describe the contributions of, and challenges faced by, the workforce at Ingalls Shipbuilding Corporation in Pascagoula.
3. Compare local, historical perspectives to synthesize and connect to larger wartime perspectives and themes.

Materials for Students:

1. Photos: Figures 2-5 (*can be displayed digitally*)
2. Readings 1, 2, 3 (and optional extension reading)
3. *Recommended:* Map of Pascagoula, Mississippi



Getting Started: Essential Question

How was Pascagoula, Mississippi impacted by shipbuilding and labor relations on the home front?

Photos



Figure 2: Mrs. Jennie Mae Turner, welder at the Ingalls shipyard, Pascagoula, Miss., 1943. (Credit: Library of Congress)



Figure 3: The title of the photo is "Everybody's Hat's In the Ring at Ingalls!" A sign amongst the crowd reads "My Hats in the ring with Rick's." The inset photo is Captain Eddie Rickenbacker, a flying ace from the first World War who visited the Hat-in-Ring rally. The rally was to pledge effort for increased ship production in 1943. Ingalls Shipbuilding workers with 100 percent attendance in January 1943 would be awarded a 'Hat in the Ring' medal to wear. (The Pascagoula Chronicle-Star, January 8, 1943; p.1)



By the numbers:

- **Population:** Pascagoula was first classified as “urban” for surpassing a population of 5,000 in the 1940 census. In 1930, the population was 4,339, and in 1940, 5,900. In the 1950 US census, the population had increased by 83% to 10,797.
- **Business statistics for Pascagoula in February 1943:** Bank debits increased 134.2%; postal receipts by 70.5%, money orders 141%, and telephones in service up 39%. (*Pascagoula Chronicle-Star*, Feb. 9, 1943, p.2)
- **From 1943-44 to 1944-45,** there was an increase in enrollment of approximately 1,000 students in the local school district. (*Pascagoula Chronicle-Star*, Feb. 9, 1945, p.1)



Quotation to consider:

“The Federal Public Housing Authority made public here last week a program that called for the construction of a total of 1,340 new homes and a 400-unit dormitory in Pascagoula to take care of an influx of almost 3,000 new defense workers between now and December.”

-*Pascagoula Chronicle-Star*, May 15, 1942, p.1



Read to Connect

Reading 1: Newspaper Article

A Noted Editor Writes of Pascagoula

February 4, 1944, *Pascagoula Chronicle-Star* and *Moss Point Advertiser*, p.2

Editor’s Note: The following editorial appeared in the Saturday, January 29th issue of the New Orleans Daily States, and was written by Major James E. Crown, it’s editor. Major Crown visited Pascagoula last week and was guest speaker at a meeting of the Rotary Club. In addition to being editor of the Daily States, Major Crown is widely known and considered one of the outstanding newspaper men of the country.

Pascagoula, Gulf Coast city, has growing pains. Some call it a boom town, and in many respects it resembles one. Streets are crowded, schools are overtaxed; merchants in some instances are unable to supply the demand for necessities and luxuries. Thousands have to

be satisfied with cramped quarters, and building can't keep up with the demand for homes and business places.

Pascagoula is beautifully located, and the climate of the Gulf Coast makes it a healthy and pleasing place in which to live and do business. The situation in the town at present is due almost entirely to the war. Everything is bustle and confusion. The citizens of the town, as well as the thousands who have flocked there, are rapidly adjusting themselves to conditions. The great Ingalls Shipbuilding Company, which has done so much toward supplying the government with vessels of several types so necessary to the conduct of the war, is now, we believe, employing from 10,000 to 15,000 workers. Many of these have families. So it can be seen why Pascagoula typifies an American boom town.

Don't think, however, that this progressive city is satisfied with the situation. Already it has started postwar planning providing for a city of substantial size and accommodations. It doesn't intend to be a 'ghost' city. It intends to be a city of homes and schools and churches: a city of wide streets and playgrounds and parks; a city where industry can prosper in a happy, prosperous community where people love to live and labor. Its businessmen have already established an Association of Commerce, which will act as a clearing house for all of the civic enterprises fostered by organizations such as the Rotary and other clubs.

Right now, the Ingalls shipbuilding plant, rushed as it is with orders for ships so necessary for the conduct of this war, is making plans for permanency. This great concern has no idea of any let-up in production. It may not employ 15,000 men, but it will employ probably half this number. Industry begets industry, and other plants and factories will take advantage of the opportunities afforded by Pascagoula and locate there. When the war is over, men and women workers who remain will need permanent and attractive homes; they will need to surround themselves with all the necessary comforts, and the city will become a permanent and happy home for perhaps 25,000 or 30,000 people.

We have made these predictions on the expanded judgements of men like Robert I. Ingalls, head of great steel plants and ship building plants in several other cities besides Pascagoula; W.R. Guest, executive vice-president of the Ingalls plant at Pascagoula, W. B. Herring, banker of Pascagoula, and many other businessmen and citizens of that city.

We do not think that we break any confidences when we quote Mr. Ingalls as saying: 'The Ingalls shipbuilding plant was here before the war; it will be here in the days to come after this war is over; we already have plans for carrying on our enterprises to a surprising degree of magnitude. We will continue to build ships, and many of them at Pascagoula. The world will need our vessels more than it did before the war. I believe other industries will come

here. I have visioned this city as a city of fine streets, and beautiful homes. We are preparing here for finer schools, and we must have more of them and more churches, because the church, the school and the home are the essentials of a prosperous and happy community. . . .”

. . . Pascagoula has already become a city of schools, and Mr. Thomas R. Wells, their superintendent, has plans for greater expansion of the school system. Right now, several of the schools have to operate on a two-shift system in order to accommodate all of the children of the community. The new school buildings are commodious and substantial. Others will soon be erected.

Pascagoula has a magnificent newspaper and newspaper plant. Easton King is the good editor and publisher of the Chronicle-Star and Moss Point Advertiser, and his wife, Mrs. Irene King, is his able assistant. Pascagoula will soon have all the conveniences possessed by any modern community. We could write columns about this Gulf Coast city, about its people, about its hopes for the future, but space will not permit. . . .

- *Pascagoula Chronicle-Star*, May 15, 1942, p.1

Questions for Reading 1

1. Why does the Reading 1 author label Pascagoula as an American boom town? How did the war contribute to this growth? (Use statistics from the reading and “By the numbers” to support your answer.)
2. What challenges is Pascagoula currently facing as described in the passage? What is the main reason for these challenges?
3. Why would citizens of Pascagoula be concerned with becoming a ‘ghost’ city after the war?
4. What evidence does the author provide as to why Pascagoula would continue to thrive?

Photos

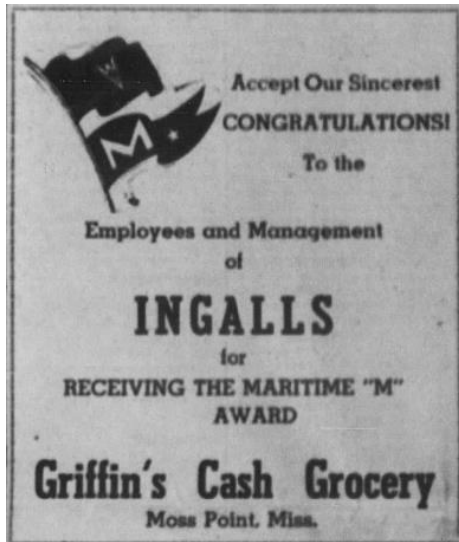


Figure 4: This congratulatory ad was one of several from local businesses congratulating the workers at the Ingalls Shipyard for their accomplishment. (Pascagoula Chronicle-Star, April 2, 1943, p.8)

Jobs after the War?... Why ask me?

You've got the answer to jobs after the war. You and every other American worker. Before it's late. Start now you're working hard for ships. A good job. Plenty of overtime when you want it - and sometimes when you don't. You're good at your job. You know what you're doing. And you've got that job because someone wants what you can do - much it had enough to pay cold cash for it.

Think it - that's what it WAS. And maybe some day you'll - it will be, if we need and fight plenty - here'll be as well. And so you like it.

That's the time when you were getting ships for war and sold ships for paper... and when you'll be making cars and airplanes and machines - OF THE CONSTRUCTION THAT YOU AND YOUR SACRIFICING HAVE SAVED IN ENOUGH CASE TO GET THERE.

Why wait? Why your membership? Because you're the only kind of person one hasn't enough of. All the men and women and children the houses and the world's have a history reaching it back. It's the one that makes you and makes the you could long would have been working from Pittsburgh to Portland.

Today you're making good money. Dig down and buy War Bonds.

For every three dollars you put into War Bonds now you'll get back four dollars. They'll award these four dollars for always your own. And so you get paid for making things you know they will have money to buy when you wish. Then you will get paid. The one keep the best value.

You don't have dollars today so to work in purchasing making like for you and your neighbors. The more dollars you save now to get it done - the longer it'll be the purchase properly and the better the purchase any conditions.

Think it over. How it's tough to go with you - especially now when you've got it in mind. But it's the one sure way - not only to win the war - but to win the things we need afterwards... the houses we need... the schools we need.

Ingalls Shipbuilding Corporation
Pascagoula, Mississippi

Figure 5: A full-page newspaper ad by the Ingalls Shipbuilding Corporation encouraging the purchase and long-term benefit of war bonds. The bold text reads: "Jobs after the War? . . . Why ask me?" Ingalls Shipbuilding Corporation (Pascagoula Chronicle-Star, November 24, 1944, Section 2, p.7)

Reading 2: Newspaper Excerpt

Background: The article was written after Ingalls received the honor of the maritime ‘M’ Award, an award for excellence in shipbuilding. This article was written in April 1943 and shared the positive relationships among leadership and union members. However, in February 1945, Ingalls workers voted to strike. Continue to Reading 3 to learn about the shift in labor relations and opinions on this action.

Labor’s Representatives Keep Their Shoulders to Wheel for Tiptop Output

Pascagoula Chronicle-Star, April 2, 1943, p.8

Of the thousands of workmen who hop in their overalls every day to clock their time card at the Ingalls Shipbuilding Corporation, there are 12 names which stand out as the organized labor in the yard. It is these men who have kept their shoulders to the wheel to keep production to the point where it merited the ‘M’ award from the Maritime Commission. . .

Men from this group are the voice of the men and women who are turning out ships which are playing such a proud part in the winning of the war. They are members of the Labor-Management committee at the yard and they form the well-oiled skids for ideas to be passed between the ‘boss’ and the man in the yard.

It is the consensus of opinion of these men that the shipbuilders will do everything in their power to keep up the rate of production which won for them the blue and white pennant and the right to wear a production merit badge. And at the ceremonies which marked presentation of these awards the voices of labor and management lended in pledges to double the output of the yard in 1943.

Mr. Shifalo declared that the achievement which merited national recognition is a direct result of real cooperation between the men at the desk and the men at the welding torch, a thing that is difficult to achieve.

‘To me, more than men, money or materials, it has been this fine spirit between labor and management that has made it possible for us to win this great honor,’ he said. . . .

‘We were grateful for the award,’ Mr. Stone said, ‘and to prove it organized labor has three aims for this year. First, increased production; second, buying more bonds; third, reducing absenteeism to an absolute minimum.’

Mr. Stone is proud of the record of the Carpenters union which has purchased about \$10,000 worth of war bonds and is buying more every month. In addition, 96 percent of the membership of the union is investing ten percent or more of their earnings in bonds.

‘Why there is one man who buys a \$100 bond every two weeks,’ Mr. Stone said.

And there they are. Too many to speak for individually, the thousands of workers who are laboring daily from a giant background, a sharp, not unmusical chorus of chipping, welding and hammering against which the drama of the answer to the need of Uncle Sam’s boys in uniform for ships and still more ships is unfolding.

Questions for Reading 2

1. What were the three aims given by Mr. Stone?
2. How do these aims contribute to the overall war effort?
3. Describe the workers’ contributions to the war, in work and war bond efforts.

Reading 3: Newspaper Article

Teacher tip – define and describe the following with students:

- *Labor movement: when a workforce (labor) campaigns or advocates to improve the rights and working conditions*
- *Closed shop: membership in union is condition of employment*
- *Smith-Connally Bill, also known as the War Labor Disputes Act: It was passed on June 23, 1943, over President Roosevelt’s veto. It aimed to address labor disputes that could potentially disrupt war production. It authorized the federal government to take control of private industries if strikes or labor issues were seen as jeopardizing the war effort, providing a means to ensure uninterrupted production of essential goods and services for the war.*

The newspaper excerpts have been broken into three parts, with inserted, non-original subheadings of “Introduction,” “Ingalls Corporation stance,” and “Metal Trades Council stance” to support students in readability.

Asks Strike Vote at Ingalls: Metal Trades Council Files with NLRB to Take Strike Vote at Ingalls Shipyard under Smith-Connally Bill

Company President Denies Causes and Claims ‘Union Shop’ only Issue Involved; Vote Due 30 Days after filing of Intention

Pascagoula Chronicle-Star, January 12, 1945, p.1 & 6

Introduction

Notice of intention to take a strike vote at the Ingalls Shipbuilding Corporation plant here has been filed with the National War Labor Board (NWLB) by the Pascagoula Metal Trades Council, representing A. F. of L. Craft Unions at the yard.

The notice of intention was filed with the NWLB on January 2nd under provisions of the Smith-Connally bill and, unless arbitrated, a strike vote will take place 30 days after filing.
Monro B. Lanier, president of the Ingalls Corporation, in a statement issued Wednesday said that the issues involved in the Council's application 'have no basis of fact and are denied in toto.' . . .

Ingalls Corporation Stance

Mr. Lanier's statement in answer, follows:

. . . 'I reiterate the statement made at the time of the last strike vote that interference with war work in the yard would be in violation of the solemn pledge of the A.F. of L. to the government and also of our labor contract and the Gulf Zone Standards that there shall be no strikes or work stoppages during the National Emergency.

It appears unthinkable that the men and women of this plant would take this unjustifiable action, much of which appears to be instigated by radical and ill-advised local labor leaders, contrary to the announced policy of their International officers.

We are engaged in the building of vitally essential ships for the War Program and interruption of the work in this yard at this time would cause irreparable damage to the production of ships and also imperil the lives of men and women on the fighting fronts in Europe and the Philippines. It would be particularly unfortunate at this time when, perhaps, we are facing the greatest need in the war to date for transports and supply ships to support our armed forces.

Even the application for the strike vote and the publicity given it will undeniably result in creating unrest which will mitigate against the war effort and it is sincerely hoped that the proper government authorities and the Union officials will take steps to withdraw the petition for an unwarranted strike vote.'

Metal Trades Council Stance (addressing Lanier's statement above)

The statement by E.L. Mancil, president of the Metal Trades Council, in answer to Mr. Lanier, follows:

. . . Mr. Lanier asks that the petition be withdrawn on the grounds that it is unpatriotic action taken by the labor unions. The unions ask Mr. Lanier if it is more unpatriotic to take a strike vote during these times than it is for the Company to discharge mechanics making

\$1.20 per hour, who are trained to build the ships so badly needed at this time, and hire trainees at a rate of 75 cents for the sole purpose of cutting wages. Since the Company started this practice about two weeks ago the Metal Trades Council has tried repeatedly to get the Company to meet them on this issue but has been denied a meeting to date.

Mr. Lanier states that on Nov. 29, 1943, a petition for a strike vote was withdrawn. This shows the unions are doing all they can to prevent a stoppage of work during the present emergency . . . Further, Mr. R. I. Ingalls Sr once made the statement that before he would sign a union shop agreement he would blow his plant up. Thus the unions in 1943 withdrew their petition for a strike vote in an effort to contribute everything they could to the war effort, while company officials in such statements as those quoted here indicate that the Company is not interested in the war effort or the welfare of its employees, but only in the welfare of Ingalls, itself.

With reference to the condition of the canteens in the yard, Mr. Lanier made the statement to a group from the Metal Trades Council that he was not interested in feeding people, but solely in building ships. The Metal Trades Council endeavored to the utmost of its ability to place the canteen outside the yard inside the plant so that facilities for feeding could be and would be adequate. Since their installation in the yard the men have found that very unsanitary conditions exist and these canteens do not begin to serve the employees.

In reply to Mr. Lanier's statement that there is no basis for a strike vote, the unions wish to call attention to some of the conditions that exist. It is a matter of record that the Ingalls Shipbuilding Corporation agreed to pay \$1.25 per hour for welding galvanized materials, which is very bad for the health of those engaged in this work. This agreement was to have become effective August 1, 1942, and to date the Company has failed to pay for this work at the rate of \$1.25 and has paid only \$1.20 per hour.

. . . . It is also a matter of agreement that employees in the special apprentice classification are to receive 4 ½ cents per hour increase for each 500 hours worked, and the Company fails to re-rate apprentices at the proper time, necessitating in many instances the union grievances committee handling these matters when they should be working to build ships.

. . .

Mr. Lanier states that this action is taken by radical and ill-advised labor leaders. If it is radical to ask that men be given clean food, that they be paid according to agreement, that they receive raises as scheduled, and that working conditions be upheld for the men overseas to come back to when the war is over, then we as local labor leaders are glad to be called radical.'

Questions for Reading 3

1. What factors led to the strike vote at the Metal Trades Council?
2. Compare and contrast Mr. Lanier's (Ingalls) and E.L. Mancil's (Metal Trades Council) perspectives on the strike vote. How do their statements reflect their respective views on patriotism, worker treatment, and the war effort?

Tip: Create a T-chart and list the details shared by both sides in the text.

Lesson Closing

Using details from across the readings and lesson, what positive contributions and obstacles emerged from the large labor presence at Ingalls Shipyard Corporation?

Extension

Additional Reading: The Strike

On Wednesday, February 7, the union voted to strike: 3,774 For, 1,428 Against, in an election conducted by the National Labor Relations Board under provisions of the Smith-Connally Bill (*The Chronicle-Star*; Feb. 9, 1945, p.1). Mediation did not result in a reversal. In the *New York Times*, on February 25, 1945 (p.32) there was the following headline: STRIKE OF 10,000 CRIPPLES SHIPYARD; WLB Calls Mississippi Union's Action 'Direct Interference With the War.'

The strike lasted five days. WLB officials ordered striking workers to return to work, and “the action of draft boards in reclassifying of many striking workers to 1-A status.” 1-A status meant the person was qualified and available for the draft.

The Ingalls company reported that approximately 200,000 hours of work had been lost, and Mr. Lanier was quoted saying, ‘The strike was useless, served absolutely no purpose and was continued in the face of repeated and emphatic warnings.’ A hearing by the Shipbuilding Commission of the War Labor Board was set for March 13 to inquire on grievances. (*The Chronicle-Star*; March 2, 1945, p.1).

Questions

1. As quoted in the *New York Times* headline, why did the WLB (War Labor Board) consider the strike at the Mississippi Union's shipyard a 'Direct Interference With the War'?
 - a. How do you think this headline could have impacted public opinion?

2. What would you anticipate the union leaders' response to Mr. Lanier would be?
3. Considering the events leading up to the strike, the order to return to work, and the reclassification of striking workers to 1-A status, describe the impact of the strike on both the immediate situation at the shipyard and the broader wartime context.

Lesson 2: Civilian Volunteerism and Contributions to the Home front in Pascagoula, Mississippi, World War II Heritage City

About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Pascagoula, Mississippi](#) designated as an American [World War II Heritage City](#). The lesson contains three primary reading sources and photos to contribute to learners' understandings about volunteerism and contributions of civilians at the home front in Pascagoula, such as children volunteering in the Junior Red Cross, local war fund drives, and victory gardens. The lesson closes with a reading about a recreation site built by the Civilian Conservation Corps for service members as another unique way the community contributed and partnered to support U.S. troops and Allies.

Objectives:

1. Identify examples of contributions and volunteerism by civilians in Pascagoula.
2. Evaluate the impact of civilian contributions on the city of Pascagoula and to home front efforts in supporting U.S. and Allied troops.

Materials for Students:

1. Photos: Figures 6-7 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended:* Map of Pascagoula, Mississippi



Getting Started: Essential Question

How did civilians volunteer and contribute to home front efforts in Pascagoula?

Photos



Figure 6: Father's Day War Bond advertisement paid for by the Ritz Theatre in Pascagoula, from *The Pascagoula Chronicle-Star* on June 16, 1944. Bolded text reads: "The Strongest of Bonds - Your Dad and Your Country. Boy! Do I Feel Good! . . . I've just bought that Extra Bond for Father's Day."



By the numbers:

One example of a successful War Fund drive in Pascagoula, ending in November 1943 included these contributions:

- "Pascagoula area, E. L. Mancil, chairman: Pascagoula business establishments, M. L. Funkhouser, chairman, \$4,670.00; house to house canvass of Women's committee, Mrs. Katie Daniel, as chairman, \$1,101.44; Pascagoula schools,

\$711.95; Coast Artillery, \$93.85; Pascagoula colored, \$65.00; Ingalls Shipbuilding Corporation, \$500.00; Ingalls Shipyard employees, \$3,728.00.”

- This totals to \$9,870.24, or approximately over \$170,000 today.

- Source: *The Chronicle-Star*, November 12, 1943, p.1



Quotations to consider:

Three newspaper quotations, highlighting volunteerism and contributions:

“The colored women of the Nightingale Bridge Club presented a silver tea last Sunday at Carver Village auditorium. The entire proceeds, amounting to \$25.00, was donated to the American Red Cross. F. S. Titus, chairman of the 1944 War Fund drive, thanked the colored citizens of Pascagoula for their support of the drive, and urged them to continue to contribute to the Red Cross.”

- *The Chronicle-Star*, June 16, 1944, p. 8

“A group of colored women is being organized to sew in the colored school building on Market Street. Annie Wimbs, county demonstration agent, will be in charge. Their first assignment will be slides [slippers] used by patients in Army and Navy hospitals on the coast.”

- *The Chronicle-Star*, Aug. 25, 1944, p. 4

“The Jackson County division of the State Salvage for Victory Program will meet in the office of A. P. Megebee. . . The object of this meeting is to inaugurate a program of salvaging material principally rubber and metals, for war defense purposes.”

- *The Chronicle-Star*, March 24, 1942, p.1



Read to Connect

Teacher Tip: In Reading 1, ‘By the Numbers,’ and ‘Quotations to Consider,’ there is the use of the term ‘colored’ in describing segregated schools and volunteerism in Pascagoula. Discuss the wrongful [segregation](#) by race in the South at this time prior to reading and acknowledge this term is not used today.

Reading 1: Newspaper Article

Junior Red Cross Members Are Active in Jackson County

The Chronicle-Star, Nov. 24, 1944, p.12

Numbered among those who are too young to make war headlines, those not quite old enough to wear uniforms, are 6,000 children in Jackson County who are members of the American Junior Red Cross, according to Miss Mary O'Keefe, chairman of the Junior Red Cross in the county.

In classroom groups they are actively backing their brothers, sisters and fathers in the Armed Forces, devoting time, energy and imagination to the tasks of turning out millions of comfort and recreational articles for camps and hospitals. They are working hard within their own communities to carry out service projects and relieve critical manpower shortages. In the classrooms of Jackson County under the leadership of teacher-sponsors they are making slippers, holiday tray favors, lapboards, lap robes, menu covers, toys for the blind, and supplying Christmas stockings and gifts for hospital shut-ins.

In Pascagoula, Mrs. Karl Wiesenburg is achieving splendid results with her large corps of Juniors, and in Moss Point Mrs. Juanita Hull is supervising an enthusiastic group. Mrs. Emily Davis of Wade Public school and Mrs. C. Wilson of Daisy-Vestry report 100 per cent enrollment and at Our Lady of Victories school Sister Mary of Lourdes has completed a most successful enrollment and service projects which resulted in the collection of over 1000 Christmas cards for Army hospitals.

The Pascagoula Colored school was the first school in the county to report 100 per cent enrollment.

Questions for Reading 1, Numbers, and Quotations

1. In "By the Numbers," who were contributors to the November 1943 War Fund drive in Pascagoula?
2. What were contributions by the American Junior Red Cross? How is this an example of civilians of all ages contributing to home front efforts?
3. Identify evidence of volunteerism and contributions by the African American community in Reading 1, Numbers, and Quotations.
 - What challenges may African American community members have faced in supporting home front efforts? How does this make their contributions even more significant?

Photos

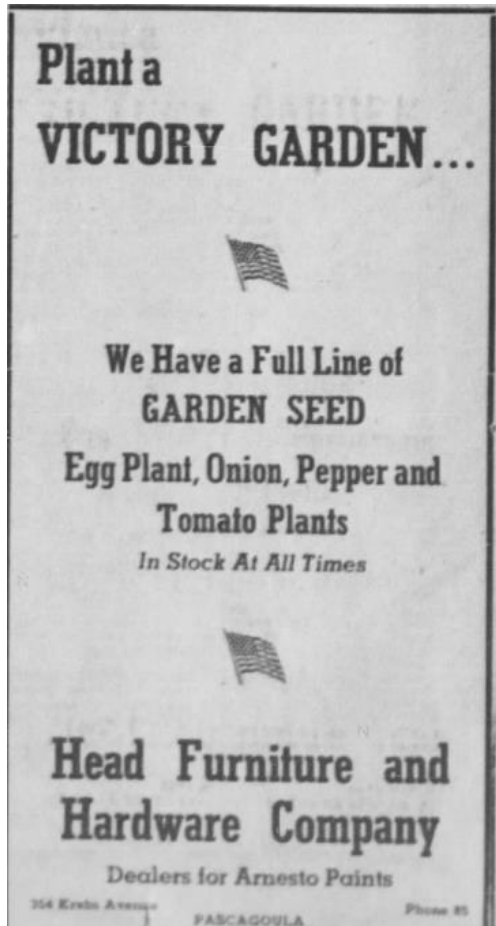


Figure 7: Victory Garden supply advertisement paid for by Head Furniture and Hardware Company in Pascagoula, from *The Pascagoula Chronicle-Star* on March 12, 1943. Bolded text reads: “Plant a Victory Garden . . . We have a full line of Garden Seed. Egg plant, onion, pepper and tomato plants . . . in stock at all times.”

Reading 2: Newspaper Article

Tip for reading: The definition of lagniappe is something given as an extra gift, or bonus.

Six Pound Turnip Grown by Adkins in Victory Garden

The Pascagoula Chronicle-Star, June 1, 1945, p. 5

They said it couldn't be done, but S.A. Adkins, 916 Williams Street, showed 'em-- and threw in a six pound turnip for lagniappe.

A farmer at heart, Mr. Adkins moved to Pascagoula two years ago to go to work at the Ingalls Shipyard. At first he listened to the neighbors who said nothing would grow in this sandy soil but this year he couldn't resist trying a garden in what was left of his yard after he

fenced off one part for his four-year-old son and another part for chickens. And for one bag of commercial fertilizer and considerable work with a hoe, he has a garden full of ripening watermelons and cantaloupes, running and butter beans, tomatoes and turnips, plus one pumpkin for a jack o' lantern for his little boy next Hallowe'en.

The turnip which he pulled out of the ground Thursday is 26 inches in circumference and weighs six pounds. And Mr. Adkins has a right to be proud.

'Shucks,' he said modestly, 'they asked me to talk before some garden group and tell how I raised my garden but all I can tell is just put some seed in the ground, work hard with the hoe and water every day.'

Questions for Reading 2 and Photos

1. Why did Mr. Adkins move to Pascagoula?
2. Pascagoula was one of many communities advocating for the use of [Victory Gardens](#). What were some challenges or limitations that Mr. Adkins overcame with his garden?
3. Why do you think this story would be of interest for others to read at the time?

Reading 3: Newspaper Article

Teacher Tip: CCC is the [Civilian Conservation Corps](#). Give a brief overview of the CCC to connect to the first paragraph of the reading and to connect to how civilians contributed to home front projects in a variety of ways and roles.

Pascagoula Chosen First Recreational Center for Trainees

CCC Starts Work on Camp Under Direction of Major Breth, As First Project Of Its Kind In County

The Chronicle-Star, March 7, 1941, p. 1

The first recreational area for U.S. Army troops training in this country will be established in Pascagoula, it was announced by Major Breth, who is here to supervise the construction and establishment of the recreational base. The work was started Tuesday and will be carried out by the CCC trainees at Ocean Springs. The center will be located at the Pascagoula Municipal Beach Park grounds.

Pascagoula has the distinction of being the first place in the entire United States where such a project will be completed and where such a project will be completed and where the men in training at Camp Shelby near Hattiesburg, those at Mobile and other nearby training center may spend the weekends in relaxation.

Other camps are to be established in the Coastal area and will be located at Biloxi, Gulfport, New Orleans, Mobile, Pensacola and Panama City, Fla.

The camp at Pascagoula will have accommodations for approximately 500 men at a time, it was announced by Major Breth, following a tour of the city, with Mayor Walter R. Gulley, and selection of the recreational site. . . .

The tents will have wooden floors, and screened sidings with regulation tent tops. The camp will be in charge of a corporal and detachment of eight men, who will be here permanently to take care of this property.

Major Breth stated that the U.S. Army officials recognize the need for recreational facilities for the men in training and that they felt it would be an imposition on the various communities to bring the men to any one of several communities and deposit them, leaving them on the hands of the residents. Therefore the camps are being established.

They will be housed at the recreational camps but will be fed by concessionaires at the points where the camps are located. Contracts for meals to feed the soldiers will be let to local agencies.

The soldiers will be brought here, as well as to other recreational centers by trucks, which will furnish them transportation. While here they will be privileged to enjoy golf, sail boating, swimming, fishing and other recreation.

Questions for Reading 3

1. What is significant about the center being built in Pascagoula?
2. What reasons did Major Breth give for establishing recreational camps for U.S. Army troops? How did he address the potential impact on local communities?
3. How might the presence of this recreational center impact a.) local service members, and b.) the community of Pascagoula?

Lesson Closing

- How did civilian contributions and volunteerism impact Pascagoula and overall war support?
- Using primary source details, how would you describe Pascagoula's resilience and spirit on the home front?

Additional Resources: Pascagoula City Nomination

The city of Pascagoula has made available the [documentation from their successful designation](#) as a World War II Heritage City. Not all civilian contributions have been detailed in the lesson's readings. For more examples, you may read the sections titled:

- Production of foodstuffs and consumer items for Armed Forces and home consumption
- War bond drives
- Volunteer Participation

Lesson 3: Civilian Defense and Volunteer Contributions in Pascagoula, Mississippi, World War II Heritage City

About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Pascagoula, Mississippi](#) designated as an American [World War II Heritage City](#). The lesson contains primary source readings and photographs to contribute to learners' understandings about the civilian defense and volunteer contributions of Pascagoula community members. Efforts included sharing information about air raids and safety, organizing civilian defense corps training, and a harbor patrol.

Objectives:

1. Describe the purpose of the Civilian Defense Corps and its impact in Pascagoula
2. Explain why Pascagoula needed to take extra safety precautions, based on geographic location and wartime assets
3. Identify ways women contributed to civilian defense and volunteer efforts

Materials for Students:

1. Photos: Figures 8-10 (*can be displayed digitally*)
2. Readings 1, 2, 3 (and optional additional reading)
3. *Recommended:* Map of Pascagoula, Mississippi



Getting Started: Essential Question

How did citizens of Pascagoula contribute to civilian home front defense efforts?

Photos



Figure 8: "Home safety is front line defense Conserve – protect // Wagner." The poster promotes safety at home as a civil defense measure. N.Y.C.: N.Y.C. W.P.A. War Services, between 1941 and 1943. (Credit: Library of Congress)

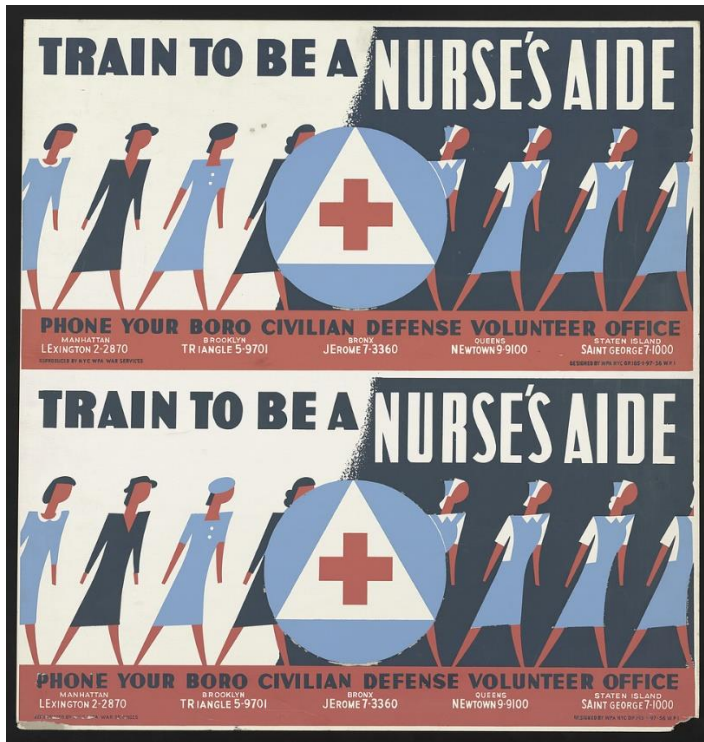


Figure 9: "Train to be a nurse's aide" poster – The poster was made by NYC WPA War Services between 1941 and 1943 to encouraging women to become nurses' aides for the Civilian Defense Volunteer Office, showing women in civilian dress and nurse's uniforms. (Credit: Library of Congress)



By the numbers:

- Over 500 citizens of Pascagoula attended a program to learn about Civilian Defense at a community meeting on Thursday, December 11, 1941. This was four days after the attack on Pearl Harbor. (Shared in *The Pascagoula Chronicle-Star*, Dec. 19, 1941, p.16)
- 200 volunteers were needed for decontamination and road repair squads for the civilian defense unit in Pascagoula, to prepare for any bombing or gun fire. (Shared in *The Pascagoula Chronicle-Star*, April 14, 1942, p.1)



Quotation to consider:

“Mrs. L. K. McIntosh, chairman of the Woman’s Civilian Defense Organization of Jackson County, is urging every woman of Jackson County who has not enrolled for Civilian Defense to enroll now and start training for their part in this important program. Every loyal American woman of the country should volunteer her services for the duration of the war, Mrs. McIntosh said. . . . Jackson County must not lag behind in preparing for Civilian Defense. We are on the Coast. Our position is definitely vulnerable. Enrollment facilities are within the reach of every patriotic man and woman.”

- “Women Requested to Register for Civilian Defense,” *Pascagoula Chronicle-Star*, January 23, 1942, p.8)



Read to Connect

Reading 1: Newspaper Article

What to Do in An Air-Raid

(Official – by U.S. Office of Civil Defense)

The Pascagoula Chronicle-Star, December 19, 1941, p.1

1. KEEP COOL. Do not lose your head.
2. STAY HOME. The safest place in an air-raid is at home.
3. PUT OUT THE LIGHTS. If planes come over, put out or cover the lights at once.
DON'T WAIT FOR THE BLACK-OUT ORDER.
4. LIE DOWN. If bombs start to fall near you, lie down.

5. STAY AWAY FROM WINDOWS. Do not go to windows and look out. It is a dangerous thing to do, and helps the enemy.
6. YOU CAN HELP by volunteering for the following services:
 1. Air-Raid Wardens (men and women)
 2. Auxiliary Firemen (men)
 3. Auxiliary police (men and women)
 4. Fire watchers (men and women)
 5. Nurses aid (trained women)
 6. Emergency medical forces (men and women with Red Cross first aid certificates)
 7. Rescue Squads (men)
 8. Road Repair United (strong husky men)
 9. Demolition and Clearance Squads (strong husky men)
 10. Electrical Repair Units (trained electricians)
 11. Decontamination Squads (strong men and women)
 12. Emergency Food and Housing Units (women who can cook and serve)

The above common sense practical rules have been laid down by the Office of Civil Defense for our protection. Please cooperate with your local Civil Protection Unit, by insisting that every member of your family and your neighbor and neighbor's family carry out these rules to the letter. If you cooperate and put out your lights, while your neighbor leaves a light burning, then the entire neighborhood is exposed. Therefore, it is your duty as an American citizen to insist on your neighbor's compliance and it is likewise your duty to report to the proper authority in our Civil Protection Unit such failure or failures to observe these plain, common-sense rules and regulations. . . .

WE NEED VOLUNTEERS NOW – Regular drill periods Monday, Wednesday, and Friday nights, beginning at 7:30 sharp at Pascagoula High School Grounds (If raining, at High School Gymnasium).

L.L. Stigler, Captain

Civil Protection Unit, Pascagoula, Miss.

Questions for Reading 1

1. Look at a map and the location of Pascagoula, Mississippi. Consider the location and industries there. What risks were there for attack?

2. The attack on Pearl Harbor was on December 7, 1941. This article was published on December 19, 1941. Why would air raid safety information be distributed in the newspaper?
3. What were some of the volunteer roles needed for the civilian defense corps?
 - a. Notice the designation of men and/or women for specific roles. How do you think these traditional gender designations were challenged during the war, and into postwar society? Why is this important to carefully consider when looking at historical sources?
4. Connect to the quotation to consider: Why would women be a targeted audience for civilian defense recruitment? What angles are used to convince women to volunteer?

Photo

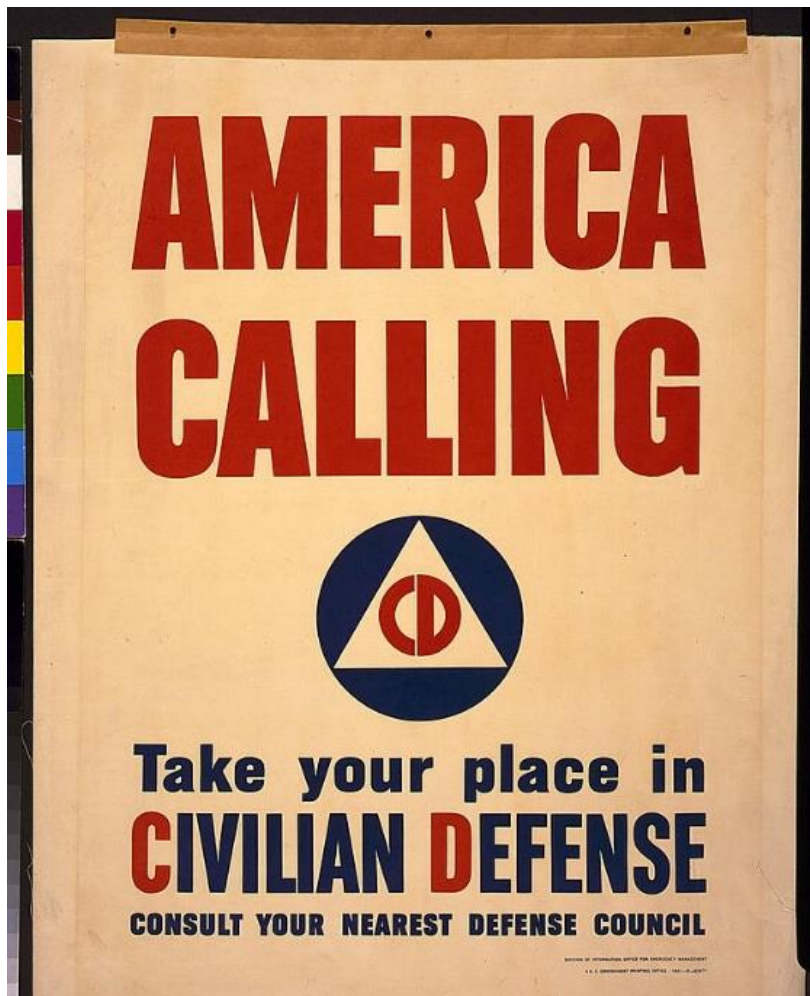


Figure 10: "America calling--Take your place in civilian defense--Consult your nearest defense council." The poster contains a civil defense symbol. Government Printing Office, 1941. (Credit: Library of Congress)

Reading 2: Newspaper Article

People Must Prepare Civil Protection or Bow to Japanese

Where Citizens Are Organized There is Less Danger of Losing War or Suffering Damage Says Officer

The Pascagoula Chronicle-Star, March 24, 1942, p. 6

General Douglas MacArthur was able to withstand continued assaults on Bataan Peninsula in the Philippines, only because he has previously prepared his positions before withdrawing there, the leaders of the Pascagoula Citizens Defense Corps were told by Major J. E. Breth, at their meeting held last Thursday night in the Firemen's Hall. Speaking on the necessity of every leader having his defense unit, well-trained alert and well-organized, Major Breth told his listeners that if we in the United States prepared ourselves, we will be able to protect ourselves against enemy attacks.

Major Breth told his listeners that the shores of the United States from one end to the other are open to attack. It is foolish to believe that we cannot and will not be attacked by the Japanese and its Axis partners. These enemies of ours are out to win the war and they will stop at no means to do so, and unless we are prepared to meet these attacks we may find ourselves ruled by the Axis . . .

He stated that Pascagoula and other ports of the Mississippi Coast are among the most vulnerable spots of the American shore line for an attack. . . . He stated that it would be easy for a submarine to approach the shores of the Mississippi Coast and send six-inch shells screaming through the air to strike their defense objectives or perhaps miss their marks and land in the residential or business sections.

He stated that if the civilian protection organization is functioning there will be less danger of loss of life and property when one of these attacks takes place. The danger will be lessened because the citizens will be organized and will know what to do and as the result, we will be able to recuperate and readjust ourselves easier and much quicker. That was one of the secrets of MacArthur's success at Bataan, the ability of his men to snap back after withering attacks.

Speaking of the possibility and likelihood of Pascagoula being attacked he stated that not only could a submarine come in close to shore for shelling, but ships can bring planes in the near vicinity, and release them to bomb the shipyard and other objectives of military importance here.

He stated that ship construction program and the manufacture of supplies and instruments of war must be rushed at top speed. We need the ships to get the supplies and equipment to the men on the front. Everything to fight this war with must come from this country. . . . It will take all of us to accomplish something in the way of winning the war and we must see that the men keep up their work. Everybody and every job ties in to help win this war. . . .

Questions for Reading 2

1. What arguments did Major Breth have for why Mississippi Coast cities such as Pascagoula may be vulnerable to attack?
2. How could civilian protection organizations help with safety, according to Major Breth?
3. Why did Major Breth also share about ship construction? How did the timely production of ships tie into the broader goal of supporting the military and home front safety?

Reading 3: Newspaper Article

Big Response to Block System, Survey Job Call

The Chronicle-Star, May 5, 1944, p.1

Pascagoula women responded of the call to take part in a joint recruiting service for the Women's Service Corps of the U.S., which includes WAC, WAVE, Marine and SPAR corps, at the USO Monday evening, in such force that it was necessary to move the session from the club room where it was started, to the lounge in order to accommodate the crowd.

The meeting was opened by Mrs. J.O. Cole, president of the Civic Council, who had been appointed by Mayor W.R. Gulley to start a woman-power survey in Pascagoula, and by Mrs. T.T. Justice, who had been appointed leader, or over-all chairman for the district and block chairmen who will conduct the survey with the assistance of volunteer women of the city.

As was stated in the *Chronicle-Star* of last Friday, Mississippi is the first state to carry out a woman-power survey for the purpose of finding prospects for the women's division of the armed forces.

This will function as a Prospects committee for the Women's Service Committee. The system under which it will work is known as the OCD, and will greatly minimize the work of individual volunteers, and should be valuable not only during the present survey, but in future campaigns.

Literature and application blanks were distributed.

In connection with the survey, a strong appeal was made by Mrs. S. B. McIlwain for nurses for the U.S. Nursing corps, which is vitally in need of trained women.

Mrs. Cole also called attention to the coming blood-donor bank and urged that volunteers help the Pascagoula unit in passing the 1000th pint quota which should be filled by Friday afternoon. It was announced that the bank was to be held Thursday and Friday of this week at the USO. Thursday was known as Ingalls' Day, and was open only to employees of the shipbuilding corporation. The hours Friday will be from 10 until 3 o'clock. Volunteers are called for blood donations. These may contact Mrs. Cole at the USO on that day for an appointment.

Questions for Reading 3

1. What is the purpose of a woman-power survey for the women's division of the armed forces? What was its significance to Mississippi?
2. How may this survey have impacted future surveys and women in the armed forces?
3. What other needs were described in the article that women, and workers from Ingalls shipbuilding corporation, may contribute to?
4. What would be the impact of recruitment efforts and the blood-donor bank on a.) the community of Pascagoula, and b.) home front efforts to support U.S. and Allied troops?

Extension: Learn more about the [Cadet Nurse Corps](#) and [Military Nurses During World War II](#).

Lesson Closing

Answer the essential question: How did citizens of Pascagoula contribute to civilian home front defense efforts?

Extension

Additional Reading: Harbor Patrol

An additional way civilians volunteered in Pascagoula was with a Harbor Patrol.

Naval Recognition Given to Pascagoula Harbor Patrol

Local Civilian Defense Unit is First of Its Kind in Nation to be Considered as U.S. Navy Auxiliary.

The Chronicle-Star, March 13, 1942, p. 1

In a letter received from Lieutenant-Commander McKeen of the Eighth Naval District, the newly reorganized Pascagoula Harbor patrol was endorsed by the United States Navy and asked to serve as an auxiliary unit to the United States Coast Guard during emergencies.

The Pascagoula Harbor Patrol was organized in November 1941 with eighteen members under the leadership of Police Chief A.W. Exell, and thus became the first organization of its kind known to be active in the country. It was reorganized on Monday night at a meeting in the high school with an approximate number of forty. . . .

Through the courtesy of the Ingalls Shipbuilding Corporation, a portable fire unit is to be purchased for use by the Patrol or Coast Guard boards in fighting possible river front fires and to protect boats on the river.

All members of the Harbor Patrol will be registered by the Federal Government and are asked to attend all meetings which will be devoted to the study of harbor conditions, boating, and complete first aid instruction. Meetings will be held each Monday night at the City Hall, beginning March 16th, from 8 to 9 P.M.

Lesson 4: Pascagoula, Mississippi: 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 [Pascagoula, Mississippi](#) designated as an American [World War II Heritage City](#). The lesson contains photographs, two readings, optional documentary extension, and a culminating mastery project. The first reading shares excerpts of letters highlighting the heritage of Pascagoula and its connections today, and the second connects the region to the designation of a Heritage City. There is a media activity to watch local news clips highlighting the city's designation. 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 Pascagoula 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. Identify important World War II home front locations, industries, and organizations in Pascagoula, Mississippi and describe their historical significance
- b. Summarize the contributions of Pascagoula civilians and service members to home front wartime efforts
- c. Describe challenges faced by the city of Pascagoula and its wartime workforce
- d. *Optional:* Describe similarities and differences of Pascagoula and other Heritage city(s) / World War II home front(s).

Materials for Students:

1. Photos: Figures 11-13 (*can be displayed digitally*)
2. Readings 1, 2, & media activity links
3. Maps, project materials (as needed)
4. Student graphic organizers (See Figure 14 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. Identify important World War II home front locations, industries, and organizations in Pascagoula, Mississippi and describe their historical significance
 - b. Summarize the contributions of Pascagoula civilians and service members to home front wartime efforts
 - c. Describe challenges faced by the city of Pascagoula and its wartime workforce
 - d. *Optional:* Describe similarities and differences of Pascagoula 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 Pascagoula chosen as an American World War II Heritage City, and what are its similarities and differences to other home front cities?

Photos



Figure 11: "Line up of some of women welders including the women's welding champion of Ingalls [Shipbuilding Corp., Pascagoula, MS]." 1943. Local Identifier: 86-WWT-85-35, National Archives Identifier: 52289

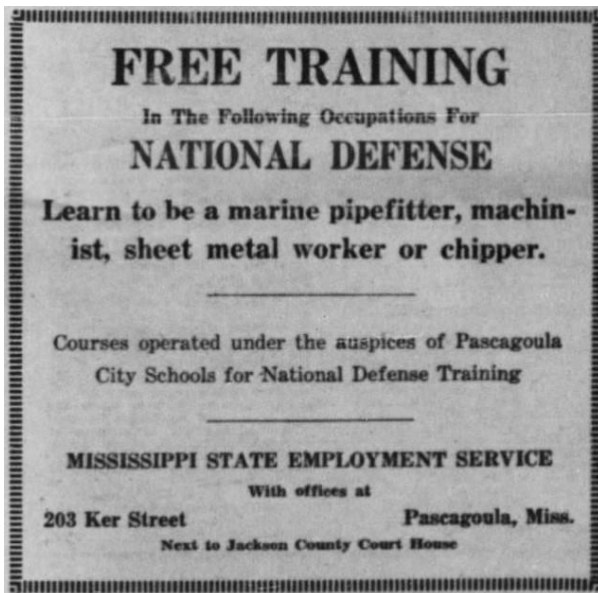


Figure 12: A newspaper ad in the Pascagoula Chronicle-Star, October 24, 1941 (p.9). The ad encouraged taking courses offered for National Defense Training that was held at the Pascagoula City Schools. Text: Free Training in the following occupations for National Defense. Learn to be a marine pipefitter, machinist, sheet metal worker or chipper. Courses operated under the auspices of Pascagoula City Schools for National Defense Training. Mississippi State Employment.



Quotation to consider:

“The rich heritage of Pascagoula is inextricably linked with the city's important role in World War II. That legacy remains strong today, as Pascagoula produces more U.S. Navy warships than anywhere else in the nation.”

- *From July 29, 2021 letter from US Senator Roger F. Wicker, in [Pascagoula's application](#) to be Mississippi's designated American WWII Heritage City*

Reading 1: Pascagoula's application to be Mississippi's designated WWII Heritage City

Teacher Tip: The [full application](#) can be referenced and contains topics with summaries of Pascagoula's contributions. The following excerpts focus on the transformation of the home front city, and the connections to its heritage today. You may wish to divide students between the two parts and have students report findings.

Part 1

Excerpt from August 12, 2021 letter by Dr. Willis, Mayor of Pascagoula

From the very start, Pascagoula embraced the war effort. We went into debt to build a shipyard when America was not yet at war. We opened our homes to the strangers flooding into town. We built streets, schools, utilities, and recreation facilities to handle the sevenfold explosion in population.

We welcomed the soldiers and sailors. We kept diligent watch to keep the home front safe. We assumed non-traditional roles in which women became welders, sharecroppers traded hoes for pipe wrenches, and farm boys worked at steady jobs for good wages. And our efforts paid off for the entire country; the nearly one-hundred ships we launched played a major role in the Allied victory.

In doing all this, we became a changed city. In most towns, soldiers and sailors, WACs and WAVEs, returned home to comfortable and familiar surroundings. Not so in Pascagoula. In four years the little shrimping and boatbuilding town had become a major industrial power and today we are the nation's premier military shipbuilding center. World War II transformed Pascagoula on a fundamental level and that is our true World War II heritage.

Part 2

Excerpt from August 10, 2021 letter by then members of congress, Steven M. Palazzo, Michael Guest, Trent Kelly, and Bennie Thompson

World War II transformed Pascagoula from a Depression era fishing village into the powerhouse it is today, and this transformation has had a powerful impact on the entire state of Mississippi. The shipyard built in 1938 by Robert Ingalls under the Mississippi's Balance Agriculture with Industry Plan gave thousands of Mississippians – male, female, black, white, and Native American – their first real chance to move into the manufacturing sector of our economy, get a steady, good-paying job, and provide a good life for their families. These individuals came not only from the coast, but from all parts of the state and from all over the Nation. Once they arrived, Mississippi was never the same again.

The effects of the Second World War resonate to the present day. From a pre-war population of 3,800, Pascagoula swelled to over 30,000 at its peak. Today, Pascagoula is one of the state's largest cities and the growth continues as more and more jobs are being added to meet the nation's naval military needs. This industrial base that sprang from the World War II era gives a young person graduating today from any Mississippi high school a chance to find a high paying job in the state. The jobs and tax revenues thus generated help all Mississippians, and this can be traced back to the wartime shipbuilding boom of 1939-1945.

Pascagoula's designation as an 'American World War II Heritage City' would preserve the heritage and legacy of the city's contributions to the war effort and serve as a reminder for future generations of Mississippians.

Questions for Reading 1

1. How was the economic and social landscape of Mississippi impacted in World War II?
2. How did the wartime efforts impact the long-term identity and role of Pascagoula in the post-war period into today?
3. How might the designation as an American World War II Heritage City impact the understanding of history for future generations of Mississippians?

Media Activity

Heritage City Local News Coverage

Video 1: Watch this [local news clip](#) (2:38) about Pascagoula's Heritage City designation.

- How was Elvis Presley's family connected to Pascagoula and the shipyard?
- What type of ship did Martin Hegwood describe as an important contribution from the Ingalls Shipyard for the war?

Video 2: Watch the [local news clip](#) (1:54) sharing about the celebration of the designation.

- What details did you notice about events happening at the celebration and its attendees?
- Based on your observations from the videos and reading, how do you see the designation impacting the community?

Photo



Figure 13: AP Caption: "The cool waters of Pascagoula's famous "Singing River" recently gave the S. S., Exchequer, American Export Lines newest cargo-passenger ship constructed under the supervision of the U.S. Maritime commission as part of the national defense, her first bath..." July 3, 1940. Credit: Press photo created by the Ingalls PR dept for the AP/UPI news services.

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 2 and Photos

1. What was the purpose of the bill (H.R. 6118) according to the report?
2. Why do you think Pascagoula, Mississippi was designated as a World War II Heritage City? Use details from the bill and from the lesson(s) information.
3. 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. Identify important World War II home front locations, industries, and organizations in Pascagoula, Mississippi and describe their historical significance
- b. Summarize the contributions of Pascagoula civilians and service members to home front wartime efforts
- c. Describe challenges faced by the city of Pascagoula and its wartime workforce
- d. *Optional:* Describe similarities and differences of Pascagoula 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 Pascagoula 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 14: Single-Point Rubric (Standards; Blank) [Teacher selects priority standards for assessment.] Courtesy of Sarah Nestor Lane

Acknowledgment

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