

# A Better World



**“ I’M GOING TO SEE THAT YOU GROW UP IN A BETTER WORLD YOUNG FELLOW!”**

## A Better World

At the beginning of World War II, over 2.5 million black men registered for the draft and one million served in all branches of the military, as either volunteers or draftees. The Army posted most of these men into segregated combat support groups. The 99<sup>th</sup> Fighter Squadron, known as the Tuskegee Airmen were the most famous of all the black servicemen in the US Army Air Force.

Black women also enlisted to serve the country; in fact 10% of the women recruited for the Women's Auxiliary Army Corps (WAAC) were black, totaling over 6,200. They also served in segregated units, and the issue of racial inequality would soon spark an increased push for civil rights. African American newspapers like *The Providence Chronicle* promoted what they called the *Double V Campaign* "Democracy: Victory at home, Victory Abroad".

### Standards

#### RI K-12 GSEs for Civics & Government and Historical Perspectives/RI History GSEs for Grades 7-8

##### HP 1: History is an account of human activities that is interpretive in nature.

###### HP 1–1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

- a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity
- b. drawing inferences from Rhode Island History about the larger context of history
- c. asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness

###### HP 1–2: Students interpret history as a series of connected events with multiple cause-effect relationships, by

- a. investigating and analyzing historical and visual data in order to draw connections between a series of events
- b. developing, expanding, and supporting an historical thesis, based on a series of events

###### HP 2– 1: Students connect the past with the present by

- a. determining the cause(s) and effect(s) of specific historical events that impact RI today
- b. analyzing the impact of RI's ethnic development on local, state, and national history
- c. analyzing and evaluating how national and world events have impacted RI and how RI has impacted world events

###### HP 2 – 2: Students chronicle events and conditions by...

- a. identifying key events and people of a particular historical era or time period
- b. correlating key events to develop an understanding of the historical perspective of the time period in which they occurred

###### HP 2– 3: Students show understanding of change over time by...

- a. establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative

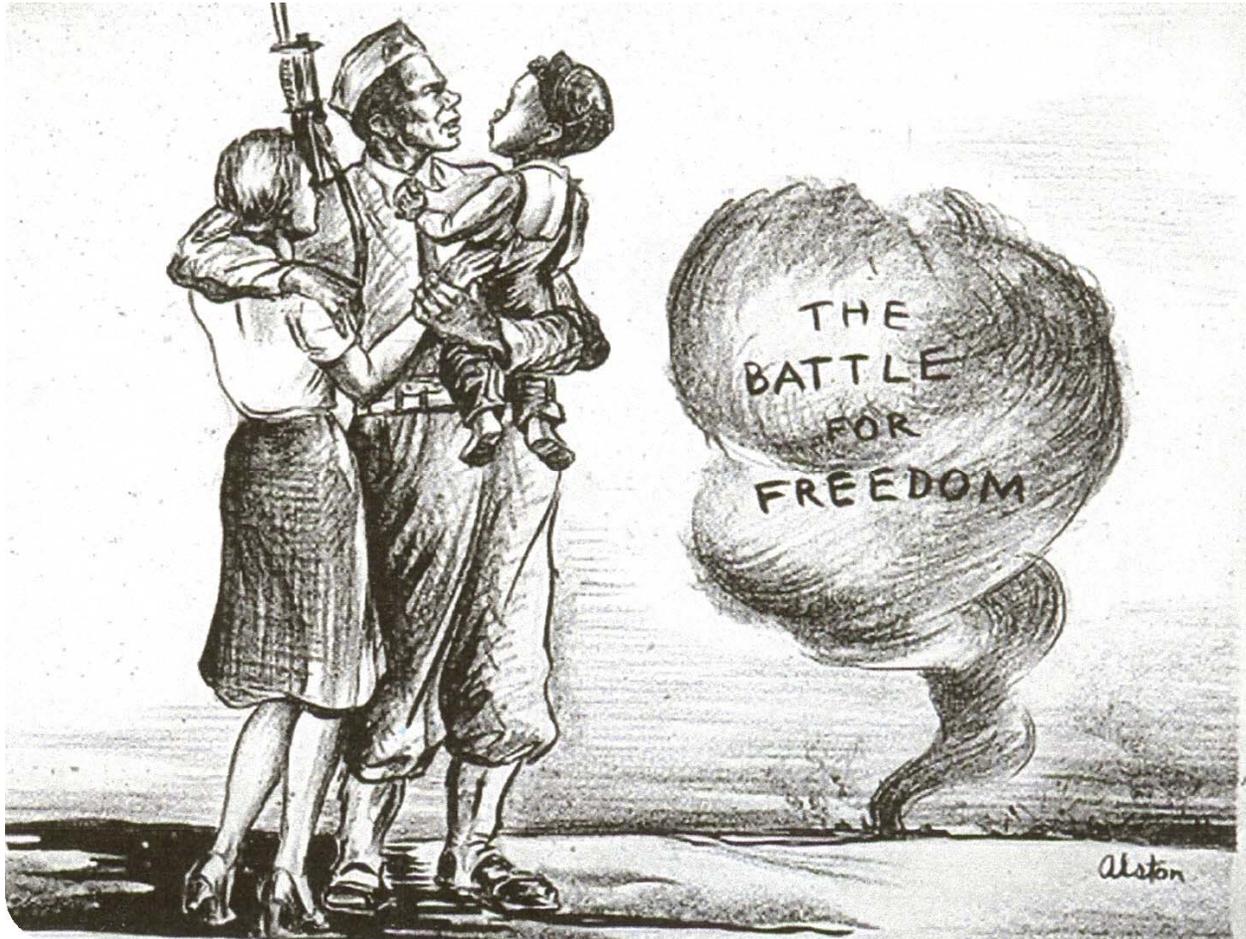
###### HP 3–1: Students demonstrate an understanding of how the past frames the present

- a. and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future

###### HP 3 – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

- a. recognizing and reflecting on how the similarities of human issues across time periods influence their own personal histories
- b. comparing and contrasting the cultural influences that shape individuals and historical events

Grades 7-8  
**A Better World**



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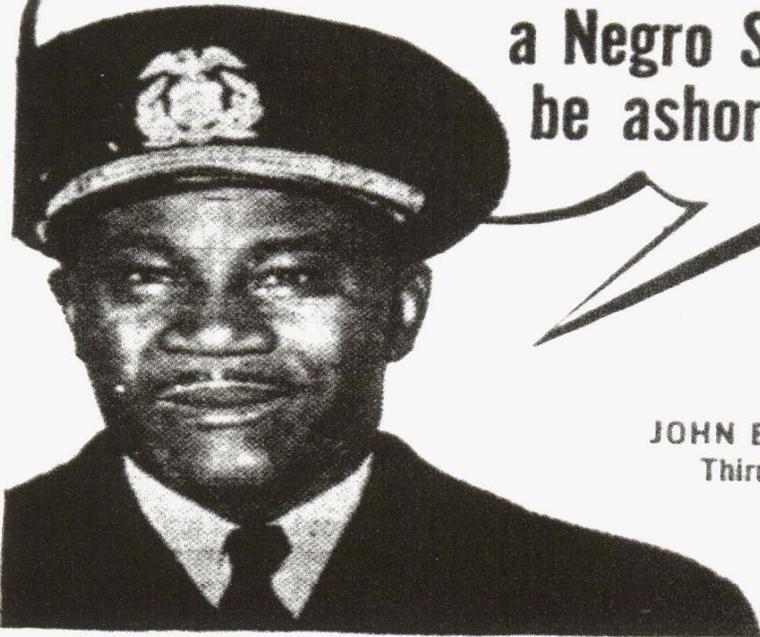
*THE PROVIDENCE CHRONICLE*  
November 28, 1942

Document #1

## A Better World

### Cartoon Analysis Worksheet

1. List the objects or people you see in the cartoon.	2. Identify the cartoon caption and/or title.
3. Which of the objects on your list are symbols?	4. List adjectives that describe the emotions portrayed in the cartoon.
5. What do you think each symbol means?	6. What is the date of the cartoon and why is it a key to understanding the message?
<p>A. Describe the action taking place in the cartoon.</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>C. Explain the message of the cartoon.</p>	



*"I'm Shipping out again*

**This is no time for a Negro Seaman to be ashore . . ."**

**JOHN B. CLARK,**  
Third Mate

**T**HE Merchant Marine needs experienced men to run supplies to our fighting men. Mates, Engineers, Radio Officers, Able Bodied Seamen, Cook-Bakers and Messmen can serve their country now as never before.

It's a wonderful chance for Negro Seamen. Negroes have become Skippers of supply ships. Up-grading is faster than ever before in the entire history of the Merchant Marine.

If you have Sea experience—sign on today. You can make years of progress in a few short months. Your Merchant Marine has no postwar conversion problem. It's all set to go and grow after the war. Get in now. Serve your country, while you're building your own future.

*To sign up with the Merchant Marine, report to your nearest War Shipping Administration office, your maritime union, U. S. Employment Service, or wire collect to Merchant Marine, Washington, D. C.*

*THE PROVIDENCE CHRONICLE*  
January 13, 1945

## **A Better World Advertisement Analysis Worksheet**

1. What is the purpose of this advertisement?

2. Why are they sending this message?

3. What advertising techniques are used to attract a viewer's attention and to make the advertisement believable?

4. Who is the anticipated audience of the advertisement?

5. What does the advertisement say to the viewer?

6. What lifestyles, values, opinions, and points of view are represented?

7. Is there bias in this advertisement? What has been included or left out of the advertisement?

8. Would someone be likely to believe this advertisement? Why or why not?

## ARM YNURSE



MISS BARBARA FARROW, R. N.

Miss Barbara Farrow, R. N., recently enlisted in the U. S. Army Nurse Corps, and will leave soon for training. She is the daughter of Mr. and Mrs. George Farrow of Scituate Ave., Cranston, and has been spending a short time with her family before leaving for the service.

A native of Cranston, Miss Farrow is a graduate of Cranston High School. In September, 1941 she entered the Lincoln Hospital Nursing School in New York City, from which she was graduated in May, 1944. Last fall Miss Farrow passed the examination of the New York State Nursing Board, becoming a Registered Nurse. She has worked at Lincoln Hospital, and also at the Goldwater Memorial Hospital, Welfare Island, New York.

Miss Farrow enlisted in the Army Nurse Corps on February 17, and became the first colored graduate nurse from Rhode Island to enlist in the corps in World War II. She expects to have at least six weeks of training, perhaps at Camp McCoy, Wisconsin; with further training at Fort Huachuca, then probably overseas service.

*THE PROVIDENCE CHRONICLE*

March 3, 1945

Document #3

## **A Better World**

### **Newspaper Article Analysis Questions**

Date of the document:	Who is the subject of this article?
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1. Briefly explain why this person is worthy of a news article.
  - a. Who is she and what has she done?
  - b. What will she be doing?
  - c. What role did the war play in her life
  
2. Does the author's word choice or spelling reflect the historical period? Give specific examples from the document.
  
3. Why do you think the editors of this newspaper chose to publish this article? Give specific reasons for this answer.
  
4. What does this article teach you about the time in which the article was written?
  
5. What generalization(s) can you make about life in the United States during this time period from reading this article?

# Providence Gets Its First Negro Fighter Pilot

When William P. Armstrong was graduated from Tuskegee Army Air Field on Sept. 8 as a Flight Officer, he became Providence's Negro fighter pilot, and the second colored man from Rhode Island to win his wings in this war. Lt. Hill of Narragansett lost his life in advanced training.

Flight Officer Armstrong, who was born in Washington, D. C., has spent most of his life in Providence, and is a graduate of Central High School, in the class of January, 1943. He will not be 20 years old until next month.

Armstrong was inducted into the Army July 16, 1943, and was at Keesler Field, Miss., until Aug. 31, when he went to Tuskegee Institute as a member of the Collegiate Training Detachment. In December, 1943, he became an Air Cadet at TAAF. F-O Armstrong has had 230 flying hours, and has soloed many times. He is trained as a fighter pilot.

Back in Tuskegee AAF now, Bill expects to fly P-40's, the ships used by the 99th Air Squadron. Later he perhaps will go to Eglin

Field for gunnery, and then to Waterville, N. C., for transition to combat fighter craft. His ultimate assignment will perhaps be with the 99th or the 332nd Air Squadrons, the two groups of Negro flyers.

F-O Armstrong is the son of Mrs. Evelyn Venter of 93 Coddington St., this city, and grandson of Mr. and Mrs. Fred Cozzens of Lester St. Mrs. Venter, and her daughter, Miss Evelyn Armstrong, a student nurse at Lincoln Hospital for Nurses, New York City, attended the graduation of their son and brother at Tuskegee, arriving there on Labor Day, and remaining until the exercises on Sept. 8. F-O Armstrong accompanied his mother and sister back to Providence, and remained here on leave for a week, leaving on Sept. 15.

Armstrong, who was formerly a member of the CHRONICLE delivery staff, visited the Chronicle Office during his stay home. He likes flying, and said that many of the fellows at TAAF hope to go into commercial aviation after the war, and they believe that South America will offer the best field for colored pilots after the war. A great many of the fellows will only fly for their own pleasure once back in civilian life, he ventured. As a youngster, and in High School Armstrong was a fine singer, and still likes to sing. At Tuskegee he was a member of the Glee Club, until the heavy schedule at the Air Field made it necessary for the Club to disband.

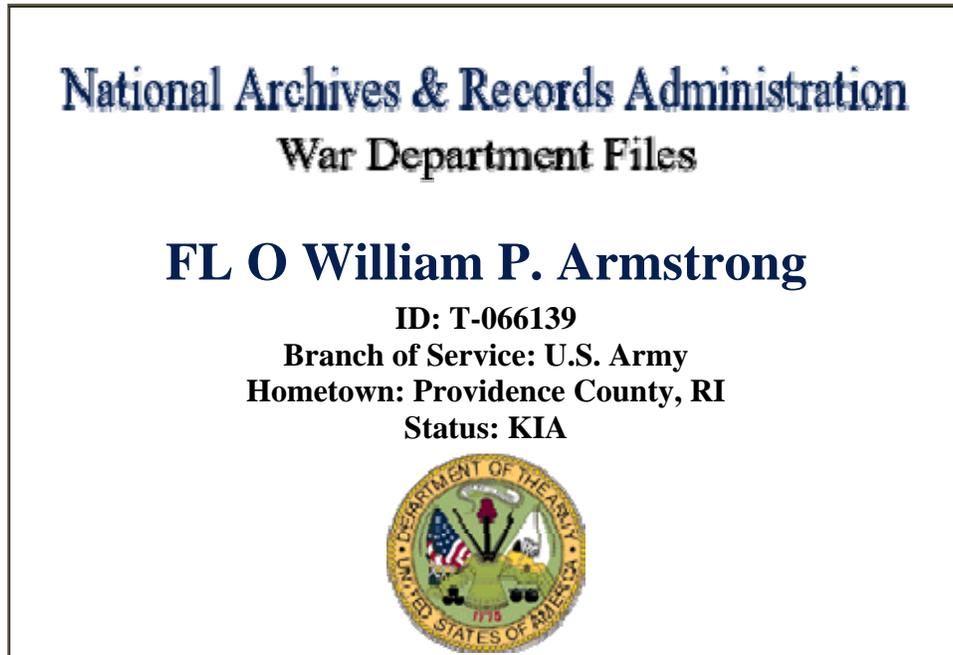
There are no colored youths from this area taking pilot training at TAAF at present, Armstrong said. There are at the field several Rhode Islanders, however, in various capacities. Lt. Walter Gladding is tactical officer in charge of cadets; "Moe" Adams is a link instructor, teaching instrument flying; Ted Metts is a member of a ground crew, working on P-40's, and Harold Hazzard is in the weather bureau.

F-O Armstrong enjoyed his stay home very much. He is anxious to do his bit to get the war over as soon as possible, so that he, and other young men may return to normal life in the kind of world of which they dream, and for which they fight.

Grades 7-8

## **A Better World**

Flight Officer William P. Armstrong was killed during a battle over Austria on April 1, 1945. According to military records, Armstrong was awarded a Purple Heart. He is buried at the Grace Cemetery in Providence, R.I.



### **NATIONAL WORLD WAR II MEMORIAL REGISTRY**

Document #5

Write an obituary for William P. Armstrong that would complete this memorial. Use the information from documents #4 and #5. The author of document #4, the newspaper article, used words that reflected the historical period. You will need to update some words to current usage.

## A Better World

**BROWN** Alumni Magazine

September / October 2015

### An Officer and a Gentleman

By Justin Elliott '07



Courtesy George Lima

April 1945, as a member of the U.S. Army's 477th Bombardment Group, George S. Lima was one of sixty black Air Corps officers arrested for trying to enter a white officer's club at Freeman Field, in Indiana. Lima, now eighty-six, described the incident during an interview at his home in East Providence this summer.

"When you're a commissioned officer you get a notice from the president that you're an officer and a gentleman, and you think that, presumably, you're entitled to everything an officer is entitled to," he recalled. "And we go to the club and try to get a Coca-Cola—they tell you they can't serve you—then you react, you know." As a result of the incident at Freeman Field—an embarrassing name, under the circumstances—the army ordered the base to integrate its clubs and replaced the unit's commanding officer. Three years later Harry Truman ordered all the armed forces integrated.

A lifelong political and labor activist, Lima, the son of immigrants from Cape Verde, moved to Fall River, Massachusetts, after the war with his new wife and daughter. From there, Lima commuted to Brown—except during football training, when he lived in Hegeman Hall. He helped found the University's chapter of Omega Psi Phi, a black fraternity, and he studied sociology partly "to get my head straight about this business about segregation and discrimination," he says.

## A Better World

Base your answers on Document #6

<p>Briefly summarize the content of the article.</p>	
<p>The article is based on an interview. Did the person interviewed experience the events as a participant or a spectator?</p>	<p>What was the purpose of the interview? How do you know?</p>
<p>What affects the way the person being interviewed remembers the event? Cite specific evidence from the source to support your answer.</p>	<p>What is the most important historical information this source provides? Be sure to cite specific evidence from the source.</p>

## A Better World

Base your answers on Document #6

Study the photograph, what is your overall impression of the photograph.

Based on what you have observed from the photograph, list three things that you have inferred from the photograph.

Why did the author entitle the article *An Officer and a Gentlemen*?

Grades 7-8

## **A Better World**

### DBQ Question

The title of this unit is based on the caption from the first document:

**“ I’M GOING TO SEE THAT YOU GROW UP IN A BETTER WORLD YOUNG FELLOW!”**

The statement is not as simple as it may seem; for the African-American father and the other individuals portrayed in the documents, it had multiple meanings. Using prior knowledge and the documents found in this unit, construct an argument about the battle for freedom on the home front.