



UNDERSTANDING
SACRIFICE

Activity: The Challenges of Deployment: Interactions with Allies in the Pacific



Guiding question:

How were the needs of deployed American troops met by the Allies?

DEVELOPED BY ELLEN DAVIS

Grade Level(s): 6-8, 9-12

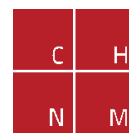
Subject(s): Social Studies

Cemetery Connection: Manila American Cemetery

Fallen Hero Connection: Technician Fifth Class Salvador M. Ybor, Jr.



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Overview

Using interactive technology from the American Battle Monuments Commission, maps, and primary and secondary sources, students will analyze some of the challenges faced by American troops while being deployed in the Pacific and their host nations. Students will work together to create a guide for deployed troops in New Zealand to better navigate local customs.

Historical Context

The United States faced major geographic challenges in the Pacific Theater. American troops deployed to the Pacific needed support from Allied nations in the region to help supply food, fuel, and rest and relaxation (R&R). Allied nations who hosted American troops, including New Zealand, Australia, and India, were instrumental in the success of the American war effort. These host nations both supported and voiced concerns about American troops in their nations. Despite relatively amicable relations between Americans and European New Zealanders and Australians, some Americans tried to impose their segregationist views on the darker-skinned Aboriginal people (like the Māori), while staying as guests of the host country. This led to riots in the streets of New Zealand (Battle of Manners Street) and Australia (Battle of Brisbane).

“The relationships between Allied nations in the Pacific was a key to success during World War II. The deployment of American troops into the Pacific would not have been possible without the reliance on local Allies. Despite being guests of our Allies in the Pacific, American troops were not always respectful of local customs and ideas. Deployment abroad was a very new experience for these American troops. For many troops, time spent in Australia, New Zealand, or India opened their eyes to new customs, traditions, and experiences.”

— Ellen Davis

Davis teaches at Ramblewood Middle School in Coral Springs, FL.

Objectives

At the conclusion of this lesson, students will be able to

- Locate Allies and significant geographic positions on a Pacific map;
- Analyze the conditions, treatment, and interactions of American troops in New Zealand; and
- Analyze selected primary and secondary sources, photographs, videos, and documents to write a guide for soldiers stationed in New Zealand.

Standards Connections

Connections to Common Core

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Connections to C3 Framework

D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12 Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Documents Used ★ indicates an ABMC source

Primary Sources

Dean Cornwell, *Have a "Coke" = Kia Ora*, c. 1943-1945
War Art Collection, Archives New Zealand (AAAC 898 NCWA Q392)
<http://warart.archives.govt.nz/node/1089>

Department of the Army, Provost Marshal General (DAPM), Report on the Disturbance at Allied Services, Club, April 5, 1943
Archives New Zealand

https://commons.wikimedia.org/wiki/File%3ABattle_of_the_Manners_St_1.png

Newsreel, *Leatherneck's Diary*, 1943

New Zealand National Film Unit Weekly Review No. 76

Archives New Zealand

https://www.youtube.com/watch?v=j_gXJpnd_M

Photograph Collection, *U.S. Forces in New Zealand*

Archives New Zealand

https://nzhistory.govt.nz/media_gallery/tid/44

U.S. War Department, *Instructions for American Servicemen in Australia*, 1942 (excerpt)

Australian Army

https://www.army.gov.au/sites/g/files/net1846/f/instructions_for_american_servicemen_in_australia_1942_0.pdf

Secondary Sources

"Battle of Manners Street"

Archives New Zealand

<https://nzhistory.govt.nz/battle-of-manners-street>

"Challenges: The Second World War at home"

Archives New Zealand

<https://nzhistory.govt.nz/war/second-world-war-at-home/challenges>

Map, *General Strategy in the Pacific, 1942-1945* ★

American Battle Monuments Commission

Map, *Supply Routes Across the Pacific Ocean, 1941-1945* ★

American Battle Monuments Commission

World War II: A Visual History ★

American Battle Monuments Commission

https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html

Materials

- World War II Outline Map
- Colored pencils
- Ruler or string to calculate distance using scale.

- Document Collection Organizer
- U.S. Military in New Zealand Guide Assignment and Rubric
- Computer with internet capability, projector, and speakers to access *World War II: A Visual History*

Lesson Preparation

- Activity One:
 - Make one copy of the World War II Outline Map for each student.
 - Project the maps *General Strategy in the Pacific, 1942-1945* and *Supply Routes Across the Pacific Ocean, 1941-1945*. If preferred, make a class set.
 - Gather colored pencils, rulers and/or string to calculate distance using scale.
- Activity Two:
 - Divide students into groups of three or four students each.
 - Set up classroom seats to facilitate small group work.
 - Make one copy of the Document Collection Organizer for each student.
 - Make one copy of each of the following documents for each group of three or four students (or make available electronically):
 - Dean Cornwell, *Have a "Coke" = Kia Ora*, c. 1943-1945
 - Department of the Army, Provost Marshal General (DAPM), Report on the Disturbance at Allied Services, Club, April 5, 1943
 - Photograph Collection, *U.S. Forces in New Zealand*
 - U.S. War Department, *Instructions for American Servicemen in Australia*, 1942 (excerpt)
 - "Battle of Manners Street"
 - "Challenges: The Second World War at home"
 - Test the clip (or offer students electronic access to) of the Newsreel, *Leatherneck's Diary*, 1943.
- Set up classroom technology and test all online resources before class.

Procedure

Activity One: Geography Prep (45 minutes)

- Give each student a copy of the World War II Outline Map and the Document Collection Graphic Organizer.
- Distribute rulers and/or string and colored pencils.
- Ask students to identify and label the following places on their maps:
 - United States, Hawaii, Australia, New Zealand, the Philippines, Japan, China, and India

- **Teacher Tip:** You can project the maps *General Strategy in the Pacific, 1942-1945* and *Supply Routes Across the Pacific Ocean, 1941-1945* or print a class set for students to use.
- Ask students to code Axis and Allied powers and create a key.
- Review the method for determining distance on a map (i.e. using scale).
- Ask the students to measure the shortest, safest route between San Francisco, California, Honolulu, Hawaii, and Manila, Philippines. Draw and label the estimated distances on the map.
 - **Teacher Tip:** Students can use rulers or string to help estimate distances. Approximate distances are:
 - San Francisco, California, to Honolulu, Hawaii - 2,400 miles
 - Honolulu, Hawaii, to Manila, Philippines - 8,500 miles
- Ask the students to measure the distance between the Philippines and New Zealand (approximately 8,300 miles). Draw and label the estimated distance on the map.
- Ask the students:
 - *What could alter the travel routes through the Pacific?*
 - *Are there factors that would make you want to go closer to, or further away from, the islands and landmasses nearby?*
 - *In the grand scheme of a war in the Pacific, how important do you think moving troops and supplies to battle would be?*
 - *How important would R&R (rest and relaxation) be? How long do you think someone can stay in active combat before they need an extended rest period?*
 - *When you are visiting someone, and you are their guest, how important do you think it is to follow the customs of the place you are visiting?*
- Project the *World War II: A Visual History* Interactive Timeline. Click “enter,” then “1942.” Guide students to familiarize themselves with the locations of battles and events in the Pacific. Key battles to examine should include: Guadalcanal Campaign, Papua Campaign, Northern Solomon Islands Campaign, Air Offensive Japan Campaign, and the Luzon Campaign.

Activity Two: Document Discovery (45 minutes)

- Divide students into groups of three or four students each and set up the room to facilitate small group work.
- Distribute (or make available electronically) one set of documents to each group and one Document Collection Organizer to each student.
 - **Teacher Tip:** *Leatherneck's Diary* is a newsreel video. Consider showing it to all students at the same time.
- Direct students to examine the various sources. Students should complete the Document Collection Organizer as they progress through the documents.

Assessment

- Assign U.S. Military in New Zealand Guide Assignment. Review instructions and answer any questions.
 - **Teacher Tip:** This task could be assigned individually or in small groups at teacher discretion.
- The U.S. Military in New Zealand Guide Rubric can be used to score the map and guide.

Methods for Extension

- To extend the lesson, students may increase the background research and create a deeper guide for American servicemen in New Zealand, modeled after the *Instructions for American Servicemen in Australia, 1942*.

Adaptations

- Teachers can adapt the project to younger learners by working through the documents and completing the Document Collection Graphic Organizer as a class. Students can create a guide for American servicemen individually, or in small groups.

World War II Outline Map



Map, *General Strategy in the Pacific, 1942-1945*

American Battle Monuments Commission



Map, Supply Routes Across the Pacific Ocean, 1941-1945

American Battle Monuments Commission



Dean Cornwell, *Have a "Coke" = Kia Ora*, c. 1943-1945

War Art Collection, Archives New Zealand (AAAC 898 NCWA Q392)



Department of the Army, Provost Marshal General (DAPM), Report on the Disturbance at Allied Services, Club, April 5, 1943

Archives New Zealand

Southern Cross Bldg.
Brandon Street, Wgtn.
5th April 43.

Memorandum for:-

Hedd Quarters,
Central Military District,
Buckle Street,
Wellington.

Re: Report on Disturbance at Allied Services Club,
Manner Street, on the 3rd April 1943.

On Saturday evening, the 3rd inst, at approximately 1800 hrs, a general disturbance took place in the vicinity of the Allied Services Club, Manner Street.

The disturbance was caused in the first place by four or five Merchant Seamen who had been drinking, and they made no secret of their intention to "clean up" the visiting servicemen. Naturally, this was resented and led to a series of fights, in which U.S. Marines and Sailors, Merchant Seamen, N.Z. Forces (Army and Air) became entangled. The Civil and Military Police no sooner got one disturbance settled, than it broke out in a fresh place. It was finally decided to close the above Club. Some difficulty was experienced in this, but eventually at approximately 2000 hours the Club was cleared and barricaded on the inside. The melee continued at intervals nearly all over the Town and it was not until the Leave trains began to depart that some semblance of quiet was restored.

Information reached this Office during the day that there was likely to be trouble abroad on Saturday night and in consequence, the whole Staff of Military Police were on duty. Damage to furniture etc in the Club was caused, but to what extent is not known.

It is considered appropriate at this juncture to mention the conduct of the above Club.

It is essentially a rendezvous for U.S. Servicemen and the N.Z. Forces get a very "thin hearing" from those in charge. For too much distinction is shown between the different Forces by those in charge of the Club. Visiting servicemen seem to be able to conduct themselves as they choose and a considerable amount of drink is carried into the Club and consumed in the ablution rooms downstairs.

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Department of the Army, Provost Marshal General (DAPM), Report on the Disturbance at Allied Services, Club, April 5, 1943 cont.

Archives New Zealand

From reports received and also from personal observations, it is very respectfully suggested that the control of the Club leaves a good deal to be desired.

The outbreak on Saturday night last is not likely to recede, but will flare up again at any moment and in view of this, it is earnestly requested that this Unit be brought up to its full strength by the transfer of a least twelve (12) more personnel.

Forwarded for information please.

[Signature]
Major,
D.A.P.M.
Central Military District.

[Handwritten Table]

| | Off. | O/R |
|-----------------------------------|------|-----|
| Within City of Wellington | 2 | 20 |
| Actual strength | 2 | 8 |
| On duty on Sat night instructs | 2 | 2 |
| in Office 1 Doc 1 Clerk | | 2 |

NOTED ON FILE

Photograph Collection, *U.S. Forces in New Zealand*

Archives New Zealand



Marine Corporal Norman Hatch is taught how to dance by Peggy Kaua at Gisborne, 1942



U.S. Marines Private William Kelliher and Corporal Ray Rodgers are taught how to dance by Gisborne Māori, 1942



Guy meets gal: A Texan Marine throws 'a mean line' to a New Zealand helper at the Allied Services Club in Wellington



Private Arlen Olson (left) and Corporal Al Cartwright pose for a photograph with New Zealand 'land girls' Dorothy Penny and Lindsay Horwell (right), who they are helping harvest crops at Patumāhoe, near Pukekohe

U.S. War Department, *Instructions for American Servicemen in Australia, 1942* (excerpt), p. 3

Australian Army

—THE OTHER SIDE OF THE WORLD—

YOU and your outfit have been ordered to Australia as a part of a world-wide offensive against Hitler and the Japs – a drive that will end in Tokyo and Berlin.

You're going to meet a people who like Americans and whom you will like. The Australians have much in common with us – they're a pioneer people; they believe in personal freedom; they love sports; and they're out to lick the Axis all the way. But there are a lot of differences too – their ways of living and thinking on all sorts of things – like tea, central heating, the best way to spend Sunday, or saluting officers and such. You'll find out about all those, but the main point is they like us, and we like them.

Since American troops first landed in Australia, the Australians have gone out of their way to welcome them and make them feel at home. Australian newspapers have used up newsprint (and it's scarce) to print baseball scores and major league standings and home town news – and even American cooking recipes for housewives. The Government has made American money legal tender in the country and set up special exchange rates for American soldiers. And Australian audiences, at theatres and concerts, honor our national anthem by rising when the Star Spangled Banner is played.

U.S. War Department, *Instructions for American Servicemen in Australia, 1942* (excerpt), p. 4

Australian Army

No people on earth could have given us a better, warmer welcome and we'll have to live up to it.

There is one thing to get straight, right off the bat. You aren't in Australia to save a helpless people from the savage Jap. Maybe there are fewer people in Australia than there are in New York City, but their soldiers, in this war and the last, have built up a great fighting record. For three years now, they've fought on nearly every battle front of the war; they've suffered heavy losses in Crete, Libya, Greece, and Malaya; and they're still in there pitching. The Australians need our help in winning this war, of course, but we need theirs just as much. You might remember this story when you get into an argument about "who's going to win the war": Not so long ago in a Sydney bar, an American soldier turned to an Australian next to him and said: "Well, Aussie, you can go home now. We've come over to save you." The Aussie cracked back: "Have you? I thought you were a refugee from Pearl Harbor."

But this isn't supposed to be an Emily Post on how to get along in Australia. It's simply a short guide book to give you a quick picture of what the Australians and their country are like, and what you may meet there.

U.S. War Department, *Instructions for American Servicemen in Australia, 1942* (excerpt), p. 15

Australian Army

—THE PEOPLE “DOWN UNDER”—

EXCEPT for the 70,000 or so primitive “Abos” who roam the waste lands, the Australians are nearly 100 percent Anglo-Saxon stock – English, Irish, Scotch, and Welsh who through courage and ingenuity made a living and built a great nation out of a harsh, empty land. They built great cities, organized a progressive democracy and established a sound economic system, for all of which they’re justly proud.

And they’re proud too of their British heritage and to be a member of the British Commonwealth but they still like to run their own business and they take great pride in their independence. They resent being called a colony and think of themselves as a great nation on their own hook, which they are. And it’s natural that they should find themselves drawn closer and closer to Americans because of the many things we have in common. They look at the swift development that has made the United States a great power in a few generations, and compare our growth with theirs. Nearly 40 years ago, an Australian statesman said of the United States: “What we are, you were. What you are we will some day be.” And just a short time ago Australian War Minister Francis Forde said: “We feel that our fate and that of America are indissolubly linked. We know that our destinies go

U.S. War Department, *Instructions for American Servicemen in Australia, 1942* (excerpt), p. 18

Australian Army

or anyone else. He doesn't miss a chance to spar back and forth and he enjoys it all the more if the competition is tough.

Another thing, the Digger is instantaneously sociable. Riding on the same train with American troops, a mob of Aussies are likely to descend on the Yanks, investigate their equipment, ask every kind of personal question, find out if there's any liquor to be had, and within 5 minutes be showing pictures of their girls and families.

One Aussie, a successful kid cartoonist, who got himself transferred to an American unit for a week, could have run for mayor and been elected after 2 days in camp. He knew the first name and history of every man and officer and had drawn portraits of some of the officers.

Being simple, direct, and tough, especially if he comes from "Outback", the Digger is often confused and non-plussed by the "manners" of Americans in mixed company or even in camp. To him those many "bloody thank you's" and "pleases" Americans use are a bit sissified. But, on the other side of the fence, if you ask an Australian for an address in a city you happen to be, he won't just tell you. He'll walk eight blocks or more to show you.

There's one thing about Americans that delights him. That is our mixed ancestry. A taxi driver told an American correspondent about three soldiers he hauled about one night: "One was Italian, one was Jewish, and the other

U.S. War Department, *Instructions for American Servicemen in Australia, 1942* (excerpt), p. 20

Australian Army

told me he was half Scotch and half soda,” said the hacker, roaring with laughter.

There’s one thing you’ll run into – Australians know as little about our country as we do about theirs. To them all American soldiers are “Yanks” – and always will be.

Australians, like Americans again, live pretty much in the present and the future, and pay little mind to the past.

If they are still in effect, you might get annoyed at the “blue laws” which make Australian cities pretty dull places on Sundays. For all their breeziness, the Australians don’t go in for a lot of drinking or woo-pitching in public, especially on Sunday. So maybe the bars, the movies, and the dance halls won’t be open on Sundays, but there are a lot of places in America where that’s true too.

There’s no use beefing about it – it’s their country.

IT’S THE SAME LANGUAGE TOO. We all speak the same language – the British, the Australians, and us – our versions of it. Probably the only difficulty you’ll run into here is the habit Australians have of pronouncing “a” as “i” – for instance, “the trine is lite todi”. Some people say it sounds like the way London Cockneys talk, but good Australians resent that – and it isn’t true anyway.

Thanks to our movies, the average Australian has some working knowledge of our slang, but it’ll take you

U.S. War Department, *Instructions for American Servicemen in Australia, 1942* (excerpt), p. 39

Australian Army

Queensland and Tasmania, have had Labor governments continuously for the last 20 years.

AUSTRALIA'S DEMOCRATIC TRADITIONS. In many respects Australia is the most democratic *government* in the world. Certainly in the short space of 150 years, it has made many notable contributions to social legislation in which it has pioneered. It developed the famous Australian Ballot; it set up one of the first central banks in the world. Incidentally, much of the credit for its founding – it's called the Commonwealth Bank – goes to an American immigrant to Australia, King O'Malley, a bearded Californian who became one of the nation's political leaders early in this century. Australians like him for his impatience with ceremony and remember him for his phrase about stuffed-shirt officials – “gilt-spurred roosters”. Also the nation pioneered in social security and workmen's compensation laws and developed a unique and workable system of industrial arbitration courts which have helped to reduce strikes and disputes to a minimum.

Education in the lower schools is furnished by the state authorities and nearly everyone goes to the same government school – education being free and compulsory between the ages of 6 and 14. The present Prime Minister, John Curtin, was educated through what we would call

"Battle of Manners Street"

Archives New Zealand



Hundreds of soldiers and civilians slugged it out on the streets of Wellington during the 'Battle of Manners St', the most infamous clash between New Zealanders and American servicemen during the Second World War.

Allies fighting each other was not good publicity, and news of the three-hour brawl was hushed up at the time. The incident may have begun after white soldiers from the southern United States insulted local Māori. American sailors and New Zealand merchant seamen also became involved.

At any one time during the two years after June 1942, between 15,000 and 45,000 American soldiers and sailors were based in New Zealand (see 12 June), either before or immediately after experiencing the horrors of war in the Pacific.

The 'American invasion' led to a clash of cultures. Romantic liaisons developed between American troops and New Zealand women, and about 1500 New Zealand women married Americans during the war.

Many New Zealand men, especially soldiers serving overseas, resented the popularity of these American 'bedroom commandos'. Tensions erupted into large-scale fights in Auckland and Wellington.

“Challenges: The Second World War at home”

Archives New Zealand

Feeling threatened

From early in 1940, New Zealanders began to live in fear of attack or invasion, first by the Germans and later by the Japanese.

By May 1940 the Germans occupied Norway, the Netherlands, Belgium and France, and Britain faced the direct threat of invasion. Although appalled by events on the other side of the world, New Zealanders still felt far from the danger zone. But the sense of security was short-lived. German raiders, or armed merchant cruisers, were active in New Zealand waters, laying mines and attacking Allied ships. Their targets were the vessels that sailed to or from the country, transporting troops, freight and passengers. The raiders had some success: in the second half of 1940 they sank four ships in the seas around New Zealand, with the loss of more than 50 lives.

The Germans had other targets in the Pacific. The tiny island of Nauru, a British Commonwealth territory north of the Solomons, exported thousands of tons of phosphate each year to New Zealand, Australia and Britain. The chemical was essential to fertilise farms and grow much-needed food. But German raiders had the phosphate ships in their sights, sinking five of them in early December. The prisoners they took brought the total captured in the Pacific to nearly 700 in the space of six months.

Then, on 27 December 1940, the German raider Komet bombarded Nauru Island itself, destroying the phosphate plant. The attack provoked a stir in New Zealand. The Defence Force galvanised the Home Guard into action, and civilian authorities also prepared for the worst. Before the war began, the government had devised the Emergency Precautions Scheme (EPS), later to be renamed as Civil Defence, to cope with disasters. 'Enemy action' was one of the possible dangers listed in a 1939 EPS booklet, sent out to local authorities. Now, it was decided, the time had come to confront that menace.

The blackout began in coastal areas of New Zealand in February 1941. Black curtains, paper, or even paint, covered windows in most homes. Outside, street lighting was dimmed, making life difficult through the winter nights that followed.

On 7 December 1941, the tension rose dramatically. The Imperial Japanese Navy's planes bombed Pearl Harbor, an American naval base in Hawaii, killing more than 2400 people and sinking five battleships. It was an act of aggression that caused the United States to join the war, to the relief of many New Zealanders, but the Pearl Harbor attack was also unsettling.

Historians have since revealed that the Japanese threat was slight.

Japanese strategists at no time gave serious consideration to an invasion of New Zealand ... New Zealand just did not figure as a Japanese priority at this stage of the war; it was a long-term objective that would depend on the development of the situation.

“Challenges: The Second World War at home” cont.

Archives New Zealand

Those who lived through that period, however, recall genuine fear. Speculation was rife about where the Japanese would land, and what they would do to New Zealanders. People in exposed coastal areas felt especially vulnerable. Trench digging, air raid practices and complex emergency planning were under way in every city. Hospitals were ready for casualties.

There was a belief that no real defence of the country would be possible. Some regarded the precautions against attack sceptically. But others remember taking them very seriously. Joyce Harrison recalled that the air raid practices in trenches at her school 'brought it home to us that something might happen to us'.

Invasion fear did not last for the entire war, as two crucial events brought some relief to New Zealanders. In May 1942, the United States Navy got the upper hand in the Battle of the Coral Sea, turning back Japanese forces attempting to seize Port Moresby in New Guinea. The following month, in the Battle of Midway – named after an island in the Central Pacific – further American success turned the tide in the Allies' favour. United States forces destroyed four of Japan's aircraft carriers and the 'cream of the Japanese naval air crews'.

In short supply

Rationing of essential goods began early in the war, and books of coupons became common possessions. The first place consumers felt the pinch was at the petrol pump, following government fears that disruption to shipping would block supplies of 'motor spirits'. Private motorists were hardest hit. At the beginning of 1940, the limit on petrol was 8 to 12 gallons (36 to 54 litres) a month, depending on the size of the car. By 1942 this amount looked generous, when the most petrol a private motorist could buy in a month was just 2 gallons (9 litres). It remained at this level for most of the war.

Car owners had no choice but to accept restrictions on their mobility. Some, like the Maclean family in Paraparaumu, abandoned their vehicles for the duration. They parked their Dodge under a tree, and reverted to horse and cart for transport on the farm until the end of the war. Those who kept their cars running were on the alert for fuel. When Japan joined the conflict, motorists rushed to use all their petrol coupons. In Wellington:

Califonts [water heaters], kegs, kettles, demijohns [large bottles], vinegar and whiskey bottles, tins of all descriptions, and even a new dustbin were produced to hold petrol as all available coupons were handed in.

The rationing of petrol outlasted the war and did not come to an end until May 1950.

Because of the petrol shortage, the attack on Pearl Harbor also resulted in good business for bicycle dealers. By midday on 16 December 1941, in the capital and the Hutt Valley:

“Challenges: The Second World War at home” cont.

Archives New Zealand

it was a matter of extreme difficulty to purchase either a man's or a woman's bicycle. One determined suburbanite visited five shops in Lower Hutt and Petone before he succeeded in making a purchase, and he was told it was the last machine in that shop.

Rubber was also scarce and after Malaya and the Dutch East Indies fell to the Japanese, at the beginning of 1942, the shortage became critical, with 90% of the world's supply of raw rubber in enemy hands. Tyres were reserved for priority use, and private motorists were again the last in the queue. The rubber shortage affected other daily necessities too. To get a pair of gumboots, dairy farmers had to prove they owned at least 12 cows.

In their homes, New Zealanders also learned to do without – or at least with less. From early in 1942, the regular cuppa had to be reconsidered, as first sugar and then tea were rationed.

Keeping the people of Britain fed, with dairy and meat exports, was the impetus for a further round of rationing towards the end of 1943. From October, each person was allowed 8 ounces (225 grams) of butter a week. Despite this being four times the British ration, there was grumbling. West Coast timber workers wanted twice the rationed amount of butter, and threatened to strike for it. They got their way, and within a fortnight an extra 4 ounces a week was granted to them and their coalmining counterparts.

Shopping at the butcher's came under government control from March 1944. Shiploads of meat were steaming to the people of Britain at the same time as United States forces in the Pacific needed feeding. Again, to keep up with these essential supplies, New Zealanders were rationed to about 2½ pounds (just over 1 kg) per week – two-thirds of what they were used to.

The Americans in the Pacific also put a strain on vegetable supply. In the last four years of the war, they ate 137,000 tons of them from New Zealand. Mass production was increased and the Department of Agriculture did its bit too, starting a Services Vegetable Production Scheme. Farmland was taken over to grow potatoes and greens. Dehydration plants were built and canning factories and packing sheds extended. In communities and back gardens, growing vegetables became part of the war effort. In 1943, the Dig for Victory campaign persuaded citizens to get their hands dirty. Radio stations offered practical advice on vege gardening and there were record sales of seeds and seedlings.

Most New Zealanders adapted to wartime shortages without fuss. They stretched their dairy and meat supplies, saved food coupons for special occasions, travelled less and made do.

“Challenges: The Second World War at home” cont.

Archives New Zealand

From the front

The distance between those at home and their loved ones at war was vast. And in the days before instant communication, getting news was often trying.

Newspapers brought some information about the war into New Zealand homes. Most of what was published came to the telegraph office by overseas cable. But not all the news was considered fit to print. Government censors filtered the information before it was passed on to the Press Association, and there was tension between newspaper editors and the Director of Publicity, J.T. Paul, who had been appointed by the government at the beginning of the war. A powerful man, Paul often 'advised' newspapers about how they should react to wartime events, directing against any copy that might affect morale.

The media men working in the army's Public Relations Service, stationed with 2NZEF in the Middle East and later Italy, were government employees, and their work was subject to the same censorship as other international reports. George Kaye, the official stills photographer with the 2NZEF through the Italian campaign, was 'his own boss' and was given no instructions about what to shoot. He stayed with the troops and went as close to the front line as he could each day. However, all his work was censored, both in the field and in New Zealand. The same applied to film cameramen with the unit, who were not always near the action and sometimes reconstructed events.

In terms of media history, the Second World War can be seen as the 'radio war', with news provided directly from the BBC in London on the shortwave service. 'For the first time, New Zealanders were hearing about a war at first hand!' Many people listened to the BBC bulletins at the time of broadcast, on shortwave radio, while local YA stations recorded the bulletins for those without shortwave radio sets, and either rebroadcast or transcribed them, depending on the sound quality. Local news and other broadcast programmes were subject to strict controls, in case they contained hidden messages for the enemy. Radio censorship was so tight that from December 1940 even weather forecasts were banned until the end of the war.

The only personal contact possible with New Zealand men and women overseas was through letters. Again, censorship interrupted any intimacy, but the mail still provided a vital link. The army recognised its effect on the morale of troops, and the head of the Postal Corps was told, 'in words that were not meant to be entirely jocular, that he was the only officer in 2NZEF who could at all times have all the men he wanted'. At home, mail was equally important for morale.

“Challenges: The Second World War at home” cont.

Archives New Zealand

Not only letters left home for overseas. New Zealanders were aware that their 'boys' were living a relatively Spartan life in the forces. Within a month of war being declared, the government set up the National Patriotic Fund Board to co-ordinate efforts for welfare of those serving overseas and at home. A complimentary booklet, Comforts for the men in the armed forces, gave advice about what to send, and how to wrap goods, along with a few knitting patterns and recipes. The government provided some money, but provincial councils were also expected to raise funds. Local committees ran concerts and carnivals and, in a precursor to the telethon, radio got in on the act when 17 stations in the ZB network ran a telephone appeal that netted a massive £75,000 (equivalent to more than \$6 million in 2011 money).

Bad news

Of all the Commonwealth countries, New Zealand lost the highest proportion of its population in the Second World War. The chilling casualty figures speak for themselves: nearly 12,000 dead, more than 15,000 wounded and 8000 captured.

Those at home usually learned the fateful news by telegram, often hand delivered. But communication was not always smooth. Immediately after the campaigns in Greece and Crete, the first battles in which New Zealand troops had fought, 2NZEF had some administrative problems. Lost records meant that there were delays before casualties could be confirmed. As a result, airmail letters of condolence from mates reached next of kin before the official telegram. After this, the army ruled that condolence letters were not to be written until the casualty appeared in the NZEF Times, the troops' newspaper. It is, however, 'doubtful the order was ever observed'.

Marian Beech's brother, Edgar, was killed while serving with the RAF in England. Her family heard of his death from a friend, clergyman Jasper Calder. The following morning, Marian recalls jumping out of the bath because the noise the water heater made reminded her of an aeroplane.

Document Collection Organizer

| Document Name | Type of Document (Primary/ Secondary) | Source of Document | What is the purpose of the document? | How does this document help you to understand the time period? |
|---|---------------------------------------|--------------------|--------------------------------------|--|
| <i>Have a "Coke" = Kia Ora</i> | | | | |
| Report on the Disturbance at Allied Services, Club, April 5, 1943 | | | | |
| <i>Instructions for American Servicemen in Australia, 1942</i> | | | | |
| Newsreel, <i>Leatherneck's Diary</i> | | | | |

Document Collection Organizer cont.

| Document Name | Type of Document (Primary/ Secondary) | Source of Document | What is the purpose of the document? | How does this document help you to understand the time period? |
|--|---------------------------------------|--------------------|--------------------------------------|--|
| Photograph Collection, <i>U.S. Forces in New Zealand</i> | | | | |
| "Battle of Manners Street" | | | | |
| "Challenges: The Second World War at home" | | | | |

U.S. Military in New Zealand Guide Assignment and Rubric

It is May 1943. You are a liaison officer with U.S. military in New Zealand. Using what you know of behavior and activities of U.S. troops in New Zealand, draft a guide for servicemen in New Zealand. In this guide, you should address four major challenges faced by the U.S. military in New Zealand and how those problems can be addressed.

Your two-page (minimum) guide must cite specific textual evidence when explaining challenges, and justifications for the guidelines.

Submit your World War II Outline Map as part of your assessment

| | Advanced | Proficient | Basic | Emerging |
|-----------------------------|---|---|--|---|
| Geography | <ul style="list-style-type: none"> -The map correctly identifies all required locations. The map contains a key that identifies Allied and Axis Powers. -The map contains labeled and correctly estimated distances between the U.S., Hawaii, the Philippines, and New Zealand. -The map reflects detailed work (no spelling mistakes) and precise measurements. | <ul style="list-style-type: none"> -The map correctly identifies most required locations. The map contains a key that identifies Allied and Axis Powers. -The map contains labeled and correctly estimated distances between the U.S., Hawaii, the Philippines, and New Zealand. -The map reflects solid work (few spelling mistakes) and/or careful measurements. | <ul style="list-style-type: none"> -The map correctly identifies some required locations. The map contains a key that identifies Allied and Axis Powers (but may contain errors). -The map contains labeled distances between the U.S., Hawaii, the Philippines, and New Zealand. -The map reflects work (some spelling mistakes) and/or some measurement errors. | <ul style="list-style-type: none"> -The map correctly identifies few required locations. The map lacks a key that identifies Allied and Axis Powers. -The map does not include labeled distances between the U.S., Hawaii, the Philippines, and New Zealand. -The map reflects minimal effort (significant spelling mistakes) and/or major measurement errors. |
| Purpose of Guide | The guide includes a clearly defined purpose. | The guide includes a defined purpose. | The guide includes a weak attempt at a purpose. | The guide is more summary and does not include a defined purpose. |
| Historical Evidence | The guide contains four or more identifiable primary or secondary source documents integrated into the narrative. | The guide contains three identifiable primary or secondary source documents integrated into the narrative. | The guide contains two identifiable primary or secondary source documents integrated into the narrative. | The guide contains one or no identifiable primary or secondary source documents integrated into the narrative. |
| Accuracy | The guide reveals a deep understanding of the challenges facing the U.S. military in New Zealand. There are no factual errors or major omissions. | The guide reveals a solid understanding of the challenges facing the U.S. military in New Zealand. There are few factual errors or major omissions. | The guide reveals some understanding of the challenges facing the U.S. military in New Zealand. There are some factual errors | The guide reveals a poor understanding of the challenges facing the U.S. military in New Zealand. There are significant errors and |
| Professional Product | The guide is coherent and convincing with no spelling or grammatical mistakes. | The guide is coherent and convincing with few spelling or grammatical mistakes. | The guide is generally coherent and convincing with some spelling or grammatical mistakes. | The guide is not coherent and contains significant spelling and/or grammatical mistakes. |