



THE HISTORY CHANNEL

WWII: The Lost Color Archives - Volumes I and II



Introduction

Beginning as a European confrontation and escalating into all-out international conflict, World War II is now known as the most destructive war in human history. Until now, our collective recollection of World War II has been composed of exclusively black and white images. Utilizing recent archival discoveries, *WWII: The Lost Color Archives* reveals an entirely new view of the conflict—for the first time exclusively *in color*.

The rare color footage that appears in *WWII: The Lost Color Archives* was only uncovered after years of intense international research. The enthralling color film of the documentary, complemented with diverse first-hand accounts of the conflict, enables the viewer to gain a new perspective of World War II as well as a new appreciation for investigative historical research.

Useful for history, journalism, and media and technology students alike, this two-part documentary provides a vivid account of World War II from the Germany of 1936 to the atomic bombing of Hiroshima, as its never been seen—or heard—before.

Curriculum Links

WWII: The Lost Color Archives would be helpful for American History, Global Studies, Journalism, and Media and Technology classes. It would be an excellent program for interdisciplinary courses and lesson plans. It is appropriate for middle school and high school students and fulfills several National Standards guidelines as outlined by the National Council for History Education including: (1) Values, beliefs, political ideas, and institutions; (2) Conflict and cooperation; and (3) Patterns of social and political interaction.

Vocabulary

Using the dictionary at **www.merriamwebster.com**, an internet resource such as **www.history.com**, or an encyclopedia, students should define or explain the significance of the following terms:

annex
atrocities
blitzkrieg
convoy
coronation

D-Day
fascism
the “Final Solution”
indiscriminate
martial law

Okinawa
Operation Barbarossa
Operation Overlord
propaganda
V-E Day and V-J Day

Discussion Questions

1. In 1982, British film researcher Adrian Wood discovered hundreds of hours of color film footage of World War II that had never been seen before. In your opinion, what is the significance of this discovery? Do you think his findings were valuable? Why or why not?
2. *WW II: The Lost Color Archives* reveals color film footage of WW II for the first time. Compare and contrast the effectiveness and impact of color film versus that of black and white film. Do you think that color images change our view of WW II? Consider the images below of women working at the Naval Air Base in 1942 as an example.



Citation (Right): Library of Congress, Prints & Photographs Division, FSA -OWI Collection, LC-USW361 -78 DLC. **Citation (Left):** Library of Congress, Prints & Photographs Division, FSA -OWI Collection, LC-USE6 -D-006771 DLC.

3. Personal accounts of WW II were a key aspect of the documentary. Explain how the documentary would be different if it had not included these primary sources. What is the importance of personal accounts from a variety of perspectives in the telling and recording of history?
4. Though war-zone reporting, photographing, and filming are particularly exciting and courageous forms of journalism, there are also many dangers involved. Discuss the positive and negative aspects of wartime field reporting. Do you believe that the rewards outweigh the risks?
5. From newspaper articles to history textbooks, the victors overwhelmingly record the history of conflicts and wars. Keeping this in mind, discuss the origins of WW II from the perspective of the German people. What did Adolf Hitler symbolize for them? Use the personal accounts you heard in the documentary as well as additional research.

Extended Activity: Analyzing Primary Sources

PRIMARY SOURCE 1: Joint Address to Congress Leading to a Declaration of War Against Japan (1941)

TO THE CONGRESS OF THE UNITED STATES:

Yesterday, December 7, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with ^{that} the nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ships have been ^{reported} torpedoed on the high seas between San Francisco and Honolulu.

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With confidence in our armed forces -- with the unbounding determination of our people -- we will gain the inevitable triumph -- so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire.

Franklin D. Roosevelt

THE WHITE HOUSE,
December 8, 1941.

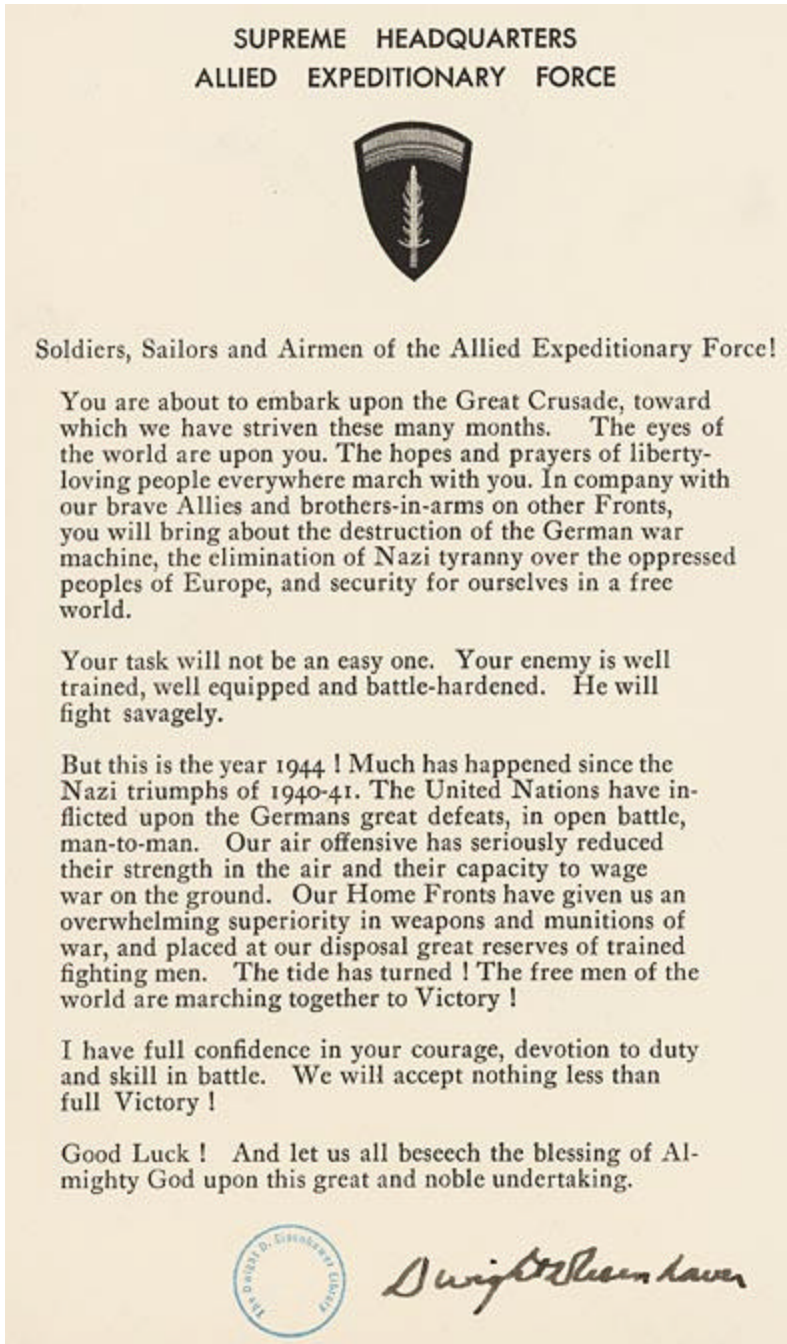
Citation: "Day of Infamy" Speech by Franklin D. Roosevelt, December 8, 1941; SEN 77A-H1, Records of the United States Senate; Record Group 46; National Archives.

Questions

1. What are your initial reactions to this document? Write down a few words that come to mind.
2. Who wrote this speech? Describe the context in which the address was composed.
3. To whom was this address written? Why?
4. What does the address urge in terms of immediate action? What does this tell you about the United States?
5. Do you believe that this speech is convincing? Why or why not? List specific words and phrases that were used to emotionally appeal to the audience.
6. How this address and what followed it impact U.S. involvement and an Allied victory in WW II?

Extended Activity: Analyzing Primary Sources (Continued)

PRIMARY SOURCES 2 &3: General Dwight D. Eisenhower's Order of the Day (1944)



Citation: "General Dwight D. Eisenhower gives the order of the day." 6/6/44; ARC #531217; NWDNS-111 - SC-194399; Records of the Office of the Chief Signal Officer; Record Group 111; National Archives.

Questions

1. Who wrote this document (**left**)? What is the intended purpose of the announcement?
2. List the audience groups that this announcement addresses. How do you think they reacted to the message?
3. What WW II battle does the "Great Crusade" refer to? Explain its significance.
4. How did the battle that followed this announcement impact the remainder of WW II?
5. In what ways does the announcement appeal to its audiences? Do you think that its message is conveyed effectively?
6. Describe this picture (**above**) that illustrates the announcement. How does it add to your understanding and reaction of the message?

Citation: D-day statement to soldiers, sailor, and airmen of the Allied Expeditionary Force, 6/44, Collection DDE-EPRE: Eisenhower, Dwight D: Papers, Pre-Presidential, 1916-1952; Dwight D. Eisenhower Library; National Archives and Records Administration.



Additional Resources

Websites

BBC's "World Wars: World War Two" page:

<http://www.bbc.co.uk/history/worldwars/wwtwo>

Library of Congress "Veterans History Project" with online collections:

<http://www.loc.gov/vets>

The History Channel's *Dear Home: Letters from WWII* primary source mini-site:

http://www.history.com/minisite.do?content_type=mini_home&mini_id=1396

The History Channel's *World War II* mini-site:

<http://www.history.com/minisites/worldwartwo>

The National Archives' "World War II Records" resource:

<http://www.archives.gov/research/ww2>

The United States Holocaust Memorial Museum's "The Holocaust: A Learning Site for Students": **<http://www.ushmm.org/outreach>**

"Women Come to the Front: Journalists, Photographers, and Broadcasters During World War II" Library of Congress exhibit:

<http://www.loc.gov/exhibits/wcf/wcf0001.html>

Books

Adler, Bill. *World War II Letters: A Glimpse into the Heart of the Second World War Through the Eyes of Those Who Were Fighting It* (St. Martin's Griffin, 2003).

Arthur, Max. *Forgotten Voices of the Second World War* (Ebury Press, 2005).

Caren, Eric C. *Pearl Harbor Extra: A Newspaper Account of the United States' Entry into World War II* (Castle Books, 2001).

Evans, Harold. *War Stories: Reporting in the Time of Conflict from the Crimea to Iraq* (Bunker Hill Publishing, 2003).

Mattews, Anne, Nancy Caldwell Sorel, and Roger J. Spiller. *Reporting World War II Vol. 1: American Journalism 1938-1944* (Library of America, 1995).

Samuel, Wolfgang W.E. *The War of Our Childhood: Memories of World War II* (University Press of Mississippi, 2002).

Stolley, Richard B. *LIFE: World War II: History's Greatest Conflict in Pictures* (Bulfinch, 2005).