



ACTION THIS DAY

THE INTERNATIONAL MUSEUM OF WORLD WAR II

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Fall, 2017

75th Anniversary

AMERICAN TROOPS ENTER WORLD WAR II, LANDING IN NORTH AFRICA

SPECIAL EXHIBITION:

The Real and Reel Casablanca

To commemorate the 75th anniversary of American troops entering World War II, landing in North Africa, November 8th, 1942, the Museum is opening a special exhibition, **THE REAL AND REEL CASABLANCA: AMERICAN TROOPS INVADE NORTH AFRICA.**

The movie *Casablanca* was almost ready when headlines across the country announced the invasion of North Africa centered on Casablanca. No one knew anything about Casablanca and when Warner Bros. released the film a few weeks later, it was a great hit. The home front was desperate for information about where the soldiers were. Of course, what they were seeing was Hollywood's Casablanca but for generations of film goers, the reel version is the real one.

The real version of Casablanca was a baptism by fire for the Americans. There were mistakes and missteps but when they were defeated in their first battle at Kasserine Pass, Lt. General Dwight D. Eisenhower acted decisively by turning to Patton to bring order and success. Patton did both.

From the all-American coded message to begin the invasion – PLAY BALL – to annotated maps used in the invasion, to intelligence reports, to a chair from Rick's Café, more than 75 artifacts are on display. They are drawn entirely from the extensive collections in the Museum.

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EDUCATION ON THE FRONT LINES

Teachers and students are grappling with the events in Charlottesville and its aftermath. We help them better understand the historical connections and the need for vigilance in the face of this intimidation and hatred. During a Museum visit, students see the Nazis' calculated and deliberate attempt to normalize their ideology through propaganda, toys, books, speeches, symbols and regalia. They also see the horrifying consequences of tolerating incremental incidents of hatred, anti-Semitism, and violence. The Museum is on the front lines when it comes to relevancy.

DRAMATIC INCREASE IN SCHOOL VISITS.

More than 3,400 students visited the Museum in the 2016-17 school year, a 170% increase over the previous school year. Available times for school trips for the 2017-18 school year are filling up as schools are making repeat visits.

Thanks to generous donors, 26% of students visiting the Museum were from our Urban Schools Partnership program. These are schools which cannot afford field trips for their students without the Museum waiving admission fees and covering bus transportation costs.

A significant number of schools are incorporating a Museum visit into their curriculum planning. This gives students a common experience for their high school years.

PROFESSIONAL DEVELOPMENT FOR TEACHERS.

Professional development teacher workshops

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A leader of deliberate conduct, Winston Churchill would attach a bright red sticker emblazoned with the words, "Action This Day," to his memos to prioritize and make clear to his subordinates that he expected specific action that day.

ACTION THIS DAY

SPECIAL EXHIBITION

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Highlights of the Exhibition:

The decoded message from Eisenhower to Patton – PLAY BALL – which launched America’s invasion. Patton handed it back to his aide, telling him to keep it as a souvenir.

- Patton’s annotated maps of Casablanca.
- Intelligence reports regarding the Vichy government, circumstances, people and plots impacting, or potentially impacting the invasion.
- Patton’s letter to the Sultan, offering surrender or destruction. The Sultan chose not to challenge the threat.
- Iconic *Casablanca* poster and original movie cards, dis-



Major-General George Patton’s map for the invasion of Casablanca.

the imaginary Rick’s Café.

The reel *Casablanca* was shot in a Burbank studio. The real Casablanca began in Morocco and played out across the towns and deserts of North Africa.

***Real to Reel* opens to the public on Friday, November 10th, 2017.**

played in theaters.

- Daggers given by the Sultan to Patton, in the spirit of friendship.
- Handwritten letters from Eisenhower and the German commander Erwin Rommel, known as “the Desert Fox,” to their wives on how things were going.
- Humphrey Bogart’s handwritten chess moves for the game in

DO STUDENTS CARE? OVERWHELMINGLY, YES.

Our Director of Education, Sue Wilkins, answers this frequently asked question.

Students can be a tough audience to engage. Some might believe that they are apathetic, and that they would never be interested in a World War II museum. This perception could not be further from the truth.

When students explore and engage with Museum artifacts and documents – the actual stuff of history – they are curious, moved, and inspired. The historical narrative taught in the classroom becomes real to them at the Museum.

I have seen students moved to tears reading letters from sons to mothers, husbands to wives, and command-

ers to troops. I have seen excitement over holding guns turn to respect for the young soldiers who went into battle with heavy weapons. I have seen students nearly



overwhelmed by the extensive propaganda all countries produced, much of it aimed at people their ages. I have seen students realize that it was people just about their

age who were told to fire Panzerfausts in a futile attempt to defend the homeland, who penned letters to parents in case they did not survive the War, and who died on the battlefield and had their remains memorialized by simple wooden grave markers.

When students ask, how could this have happened, I think they are really asking: Could this happen again? They live in a complex, interconnected, confusing world, which is frightening. They are searching for a way to feel hopeful. Learning about World War II, especially the stories of heroism, unity, patriotism, and leadership, is relevant to them. The learning that takes place at the Museum is unique and powerful, and continues long after students leave the building.

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last summer increased from one to three, thanks to generous donations from the Foundation for MetroWest, the Middlesex Savings Charitable Foundation and a private donor. See page 3.

Entire high school history departments are devoting a professional development day to the Museum. Their access to the collections enables teachers to discuss with their colleagues ways to incorporate a Museum visit into their curriculum.

NEW CURRICULA.

To supplement our history curricula, we completed narrative guides for more than 20 STEM artifacts in the Museum with funding from a private donor. We also developed lesson plans on young people, women and African-Americans in the War to meet the demands of an increasingly diverse audience.

DISTANCE LEARNING.

We are expanding distance learning, by upgrading our equipment, thanks to an allocation of grant funds from the \$100K for 100 Cummings Foundation grant we received three years ago.

THE WALL STREET JOURNAL.

MAKING PEARL HARBOR PERSONAL

An exhibition at the Museum of World War II commemorates the 75th anniversary of the attack and humanizes a larger-than-life historic event.

By Mark Yost

Dec. 6, 2016 4:09 p.m. ET

Natick, Mass. The Museum of World War II, a hidden gem in this leafy suburb outside Boston, has a new temporary exhibit through Jan. 7, 2017, commemorating the 75th anniversary of the Japanese attack on Pearl Harbor. It features 100 of the museum's best pieces on the subject, displayed in five large cases with the themes "Before the Attack," "The Attack," "The Response," "Internment," and "Remember Pearl Harbor." Using maps, postcards, magazine photos, diaries, letters and a few traditional artifacts, the exhibit manages to take this larger-than-life historic event and both humanize and personalize it for visitors.

In "Before the Attack," we see pieces related to Japan's 1930s conquest of Asia, including a Japanese magazine photo of an Imperial Army column snaking along the Great Wall of China. In the foreground is a group of a dozen or so Japanese soldiers huddled around the rising-sun flag. A nearby panel explains that while these conquests were an affront to the League of Nations and much of the world, "Japanese magazines...celebrated each one." There are also family scrapbooks with candid photos of Japanese sons, husbands and uncles on duty in far-off outposts, as well as Japanese Navy pre-invasion maps of the Hawaiian Islands.

One of the more interesting items is a 1937 report from London insurer Ellis & Buckle, which matter-of-factly details the human and physical toll on Shanghai from the Japanese invasion and occupation.

On the American side, a collection of buttons—"Help Keep U.S. Out of War" and "Stay Neutral"—reflects the strong isolationist sentiment in the country before the Japanese sneak attack. But perhaps the most interesting pre-attack piece of mem-



orabilia is a menu from the Thanksgiving 1941 luau aboard the USS *Oklahoma*. In the next display case, "The Attack," visitors see a photo of the *Oklahoma* capsized and aflame in Pearl Harbor, driving home the point that about two weeks after the shipboard party, many of those same men were dead.

And while the show includes a pair of binoculars from the bridge of the USS *Arizona* and some Japanese pilot's goggles and plane wreckage, most of the artifacts focused on the attack are, again, things everyday Americans would have seen that day or shortly after. Newspaper front pages—both the early and late editions of the Honolulu paper—are on display, as well as the first official Navy photograph, dated Dec. 16, 1941, of a Japanese midget sub that was sunk off the coast of Oahu and later washed ashore. There's the radio message reading "AIRRAID ON PEARL HARBOR X THIS IS NO DRILL," as well as the Dow Jones Newswires transcript of FDR's Dec. 8 address to Congress asking it to declare war on Japan.

As for personal correspondence, the diary of Gen. Douglas MacArthur's public-relations aide in the Philippines, LeGrande Diller, opens "Dec 8th WAR!" And a typed, two-page letter on West Point stationery from Cadet John Eisenhower to his mother and father, the future president and first lady, says "The Corps of Cadets took the shocking news this afternoon very much as a matter of course."

Of course, the Americans and Japanese responded very differently to the attacks. The Japanese issued sets of commemorative postcards and stamps celebrating the event; the government also commissioned lithographs, shown here, of the Japanese dive bombers taking off from carriers, en route to Pearl Harbor.

The Americans not only mobilized for war against the Japanese Army and Navy, but, sadly, against Japanese-Americans. On view is the Missouri Pacific Railroad Company order directing conductors to detain and remove any Japanese and turn them over to "local authorities." A Justice Department "Notice to Aliens of Enemy Nationalities" is written in English, German, Italian and Japanese.

The most moving story—told through letters, postcards and photos—is that of Tom Kasai, a Los Angeles-born Japanese-American whose parents and wife were interned in Poston, Ariz., while he served in the Army in Europe. In addition to his uniform, Purple Heart, Red Cross tickets and the like, we see the telegram sent to his wife in Poston telling her that he'd been wounded in France. A plaque nearby explains that most of the Nisei—American-born children of parents who were immigrants from Japan—were released after the war with nothing more than "\$25 and a train ticket back to their pre-war address."

In short, it's an expertly curated exhibit, culled from the museum's roughly half-million objects, that gives a unique and worthwhile view into this extraordinary event.

WHY WE STILL REMEMBER

The Museum's exhibition commemorating the 75th Anniversary of the attack on Pearl Harbor, *Why We Still Remember*, was extended far beyond its closing date due to the number of visitors and school groups which wanted to see it.



to *Greatness*; in the spring, Marc Wortman, author of *Fighting the Shadow War*.

While there have been many books written about the attack on Pearl Harbor, Nelson's *Pearl Harbor: From Infamy to Greatness*, and Wortman's *Fighting the Shadow War* are two of the best of those published 75 years after the attack.



Dr. Hardy Hendren and Dick Dinning, both World War II veterans



Author Marc Wortman and Trustee Stuart Pratt



Livingston Taylor



Carl Nold



Michael and Cheryl Hines and Zachary Martin



Trustee Jim Joslin and Bill Hicks

ANNUAL FUND

We learn from the past as we make it present in our lives today.

While looking to the future with our Capital Campaign for a new building, which is going in a good direction, we are also thinking about the present. This is the daily operating of the current Museum, preserving and displaying the collections, and educating students and their teachers.

For this we count on your support for the Annual Fund through the Year End Appeal. You will soon be hearing from us about this.

When you do, we hope you will think about what an impact you can have. Many people are concerned about our country, and about the world. We want young people to know about the War and its lessons. We want to give them hope by doing this.

We are in a unique position to be at the forefront of learning about the War and together with our supporters, we will make the most of this opportunity.

CONTACT

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SUMMER EDUCATION WORKSHOPS

Teachers at the Source of History

THREE SUMMER WORKSHOPS ON USING HISTORICAL DOCUMENTS

A hallmark of the Museum's teacher workshops is that we focus on content development rather than on pedagogy. As the Museum overflows with content, teachers in the workshops often exclaim that they need more time. That is why we increased the number of workshops from one to three over last summer.

Two of the workshops had a history focus and one, a STEM focus (Science Technology Engineering Mathematics). This is triple the number of workshops the Museum's Department of Education hosted last year.

Altogether, 30 teachers attended the workshops, with a potential reach of 1,500 students. They were middle and high school history teachers as well as teachers of a foreign language, ELL (English Language Learners), science and math.

These workshops were made possible through grants from the Foundation for MetroWest, the Middlesex Savings Charitable Foundation and the Library of Congress. Speakers included Dr. Nina Tumarkin, Wellesley College, Dr. Michael Geheran, West Point, and Dr. Jeffrey Burds, Northeastern.

Our collaborators were ACCEPT and EDCO for the history



Education Director Sue Wilkins with teachers.

focused workshops, and SEEM and the Library of Congress for the STEM focused workshop. The workshops were led by Education Director Sue Wilkins, along with Museum Staff. The SEEM workshop was led by Wilkins and SEEM teachers trained by the Library of Congress' Teaching with Primary Sources Program.

The teachers at the SEEM workshop are developing lesson plans in which they pair artifacts from the Museum and the Library of Congress. These are some of the lesson plans from

the ACCEPT and EDCO workshops:

- War, toys and children; comparing games in Nazi Germany and America;
- The impact of war on civilians in Germany, Britain, Occupied France, and America;
- The role of clandestine newspapers in the French Resistance;
- The degree to which the War enlarged opportunities for African-Americans;
- A comparison of Allied and Axis wartime propaganda;

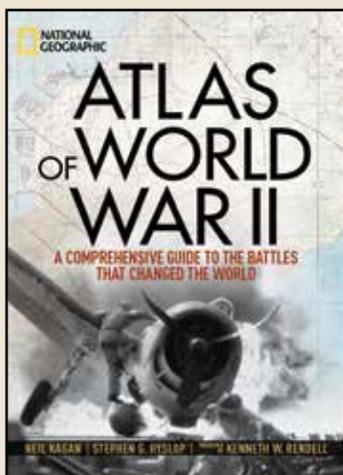


Dr. Nina Tumarkin, Professor of History, Wellesley College.



COMING SOON

ANOTHER NATIONAL GEOGRAPHIC BOOK



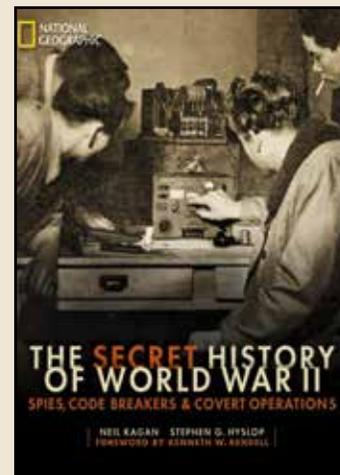
Available SOON

The Museum, an endless source of stories to tell and teach, is again a major provider of material for a National Geographic book. This one is about maps and will be published in 2018.

The map book is the second in a three-part series. The first one, *The Secret History of World War II: Spies, Code Breakers & Covert Operations*, is available, selling well and getting wonderful reviews.

Authors Neil Kagan and Stephen G. Hyslop are assembling and writing *The Atlas of World War II*, with a Foreword by Museum Founder and Director Kenneth W. Rendell. The majority of the archival maps are drawn from the collections in The International Museum of World War II.

Kagan and Hyslop are also the authors of *The Secret History of World War II*, based largely on collections in the Museum. The new book will also be large format, with many illustrations.



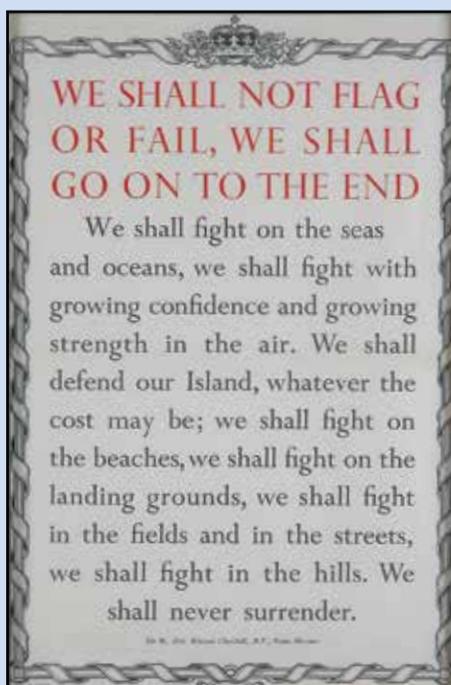
Available NOW

The Founder and Director's Take

On the Movie *Dunkirk*, the Spirit of the British, and Artifacts in the Museum

While there were many turning points in the War, and claims of events, countries, people and new inventions that “won” the War, Dunkirk stands out as the first battle that showed why the Allies would defeat Germany.

In May 1940 when Germany attacked through the Ardennes, Churchill was the new Prime Minister. Immediately he brought his understanding of the British people to the fore. He understood, as Chamberlain never did, that the British people wanted to know *what* to do, not *why* they should do it. He understood that survival depended on the average Brit, and he tapped into their spirit. Germany never expected the resolve he unleashed.



Churchill's famous “We Shall Never Surrender” speech.

The movie *Dunkirk* has received rave reviews. Ty Burr of the *Boston Globe* noted, “*The English Army didn't bring the* boys back home – England herself did, the defining moment of national character.”

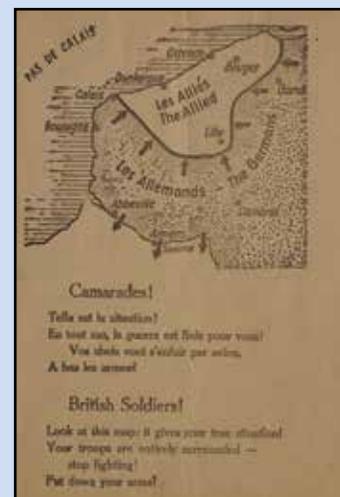
We exhibit every aspect of Dunkirk, with two of many examples here. Especially important, and poignant, in the Museum is a heavily corrected letter from Churchill to the President of France on the last day of Dunkirk. France wanted more British aircraft and Churchill refused:

“You have no right to ask us to deprive ourselves of the sole means of continuing the War by casting away in a single battle the already small forces upon which we rely as the sole sure hope of ultimate victory to us both.”

Ten weeks later these planes would win the Battle of Britain, and ultimately the war. Without

England the United States could not have invaded Europe, and Germany would have occupied it indefinitely. The British people at Dunkirk saved not only 330,000 soldiers, they saved England and Europe from Nazi domination.

Kenneth W. Rendell



German leaflet to the surrounded Allied soldiers at Dunkirk.