

The National WWII Museum
The Home Front *Virtual Field Trip* videoconference

TEACHER GUIDE

Before your Virtual Field Trip

1. To better prepare your students for their Virtual Field Trip, please share with them the enclosed **Home Front Fact Sheet, Word Search, and Vocabulary List** the day or week before.
2. On the day of your videoconference, distribute the **Student Hand-outs** (pages 4-5). They do not have to be printed in color, but they look better that way. Make copies for your students. The class will do a close reading of the artifacts depicted.
3. Distribute copies of the **Home Front Student Hand-outs** to each student or each student group before the Virtual Field Trip begins.
4. You must make a **Test Call** to The National WWII Museum at least one day before your Virtual Field Trip. E-mail virtualclassroom@nationalww2museum.org to arrange your test call. The National WWII Museum's IP address: **72.158.213.42**

On the day of your Virtual Field Trip

1. After you have distributed the **Home Front Student Hand-outs**, dial The National WWII Museum's IP address.
2. If there is a loss of connection during the videoconference, hang up and try to re-dial the IP address. The telephone number in the Museum's distance learning studio is **504-527-6012, x 351**.
3. The Museum educator will greet your students and conduct the session. Students will be asked to participate by raising their hands. You will be asked to select students to answer questions or perform certain activities. You will be called upon to distribute hand-outs at the appropriate time. You are required to remain in the room during the entire videoconference.

After your Virtual Field Trip

1. A list of post-visit activities is attached.
2. The Museum will email an evaluation form for you to fill out and email back. By filling the form out, you will help the Museum improve its educational programming.

Program funds provided by



E.L. AND THELMA GAYLORD
FOUNDATION

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LEARNING OUTCOMES

The National WWII Museum in New Orleans has created this Virtual Field Trip videoconference to introduce students to the history and lessons of the WWII Home Front. By participating in this Virtual Field Trip, students will:

- **Explore the following vocabulary:**

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| <ul style="list-style-type: none">○ discrimination○ Double “V” Campaign○ draft/Selective Service○ Home Front○ morale○ isolationism/isolationist○ Jitterbug○ optimism○ Pearl Harbor○ production○ propaganda○ rationing | <ul style="list-style-type: none">○ recruiting○ Rosie the Riveter○ Scrapping○ shortages○ teamwork○ Uncle Sam○ victory garden○ volunteerism○ war bonds○ war-minded |
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- **And, according to the National Standards of Social Studies, apply those standards in World History, American History, Economics, Civics, and Government and sustain the following learning expectations:**

- Understand 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;
- Understand the search for community, stability, and peace in an interdependent world;
- Discern the choices made by individuals, firms, or government officials often have long run unintended consequences that can partially or entirely offset the initial effects of the decision;
- Analyze the patterns of supply and demand as it applies to Homefront rationing;
- Maintain a working environment where the solution is teamwork; and
- Explain the various purposes served by constitutions and the protections guaranteed by civil liberties.

- **Explore WWII Home Front artifacts, gaining insight into history through object-based inquiry**

- **Read primary documents related to the Home Front and:**

- Determine whether a document is a primary or secondary source
- Analyze the contents of documents
- Compare and contrast different type of documents
- Evaluate the strengths and weaknesses of different type of documents for historical research
- Discuss and determine ways of further analyzing documents

- **Gain an appreciation through historical example for the value of teamwork**
- **Gain a knowledge of several career opportunities related to the study of history, including:**
 - Museum curator
 - Museum educator
 - Historical researcher

STUDENT HAND-OUT

THIS IS YOUR Ten-Cent War Savings Stamp Album. Fill it with 187 Ten-Cent Stamps, add 5c in coin, and it will have a value of \$18.75. Exchange it at the post office for a War Savings Bond which, after 10 years, will be worth \$25. Then start filling another Stamp Album. War Savings Stamps are sold in five denominations—10c, 25c, 50c, \$1, and \$5.

With your first purchase of any Stamp, you are entitled to receive, free of charge, an Album for mounting that kind of Stamp. Mount none but 10c War Savings Stamps in this Album. Be sure to affix Stamps securely.

AS YOU FILL this Album with War Savings Stamps it will rapidly grow in value and should be guarded against theft or loss. A precaution is to carry your Album in a self-addressed stamped envelope, with a written request on the envelope to return to you if found.

This Album is the property of—

Name

Address

City State



STUDENT HAND-OUT

Let's Go Scrapping!



The Home Front Word Search

S X B D R P F M S S T J T N G
 C D L N E Z R P J E O D E U U
 R V A O T D O O A J A D B F T
 A X C B E C B M P L R R H F V
 P R K R V D W O I A E H H B R
 D E O A I O C A G T G T O E I
 R E U W R C M Y T O Y A C Z Y
 I T T K E V R I V D S R N F Z
 V N X Y H O J A E X U Q H D W
 E U T S T N U H K I V B G H A
 Z L O C E D W Z T O C I U R K
 Q O I H I G G I N S B O A T E
 X V C T S G N I N O I T A R W
 D O Z G O G U N C L E S A M S
 D I A R R I A X C W I A A J E

Air Raid

Jitterbug

Recruiting

Teamwork

V-Mail

Blackout

Propaganda

Rosie the Riveter

Uncle Sam

Volunteer

Higgins Boat

Rationing

Scrap Drive

Victory Garden

War Bond

HOME FRONT Word Search Vocabulary

Big Bands: 1940s style “swing” music which fostered new rhythms and dance crazes.

Discrimination: treating someone differently than everyone else based upon color of their skin, religion, or political beliefs apart from their merit.

Double “V” Campaign: campaign created by A. Phillip Randolph where he insisted if discrimination was going to be ended at the front in defeat of the Axis Powers, then it also needed to be ended at home in the United States.

Higgins Boat: boats designed and manufactured in New Orleans that delivered American soldiers to the beaches of Normandy and other enemy beaches around the world during World War II.

“Jitterbug”: a dance that became popular on the American Home Front during World War II.

Propaganda: the systematic promotion of ideas and doctrines; an important part of the war effort that introduced figures like “Rosie the Riveter” and “Uncle Sam” to help boost American morale and encourage citizen participation in the war effort on the Home Front.

Rationing: The fair distributions of scarce resources like food, gasoline, and tires during the war.

Recruiting: effort to rebuild the U.S. armed forces by enlisting volunteer soldiers, sailors, and Marines.

Red Cross: benevolent organization that helps families in need, especially those of men serving in the military. During World War II they made sure that captured prisoners of war received packages that gave them basic toiletries while they were in the camps.

“Rosie the Riveter”: a symbol of the six million women who entered the workforce during World War II.

Scrapping: collecting and reusing used or old materials to turn into something new items such as tires, metal, and grease. Today, we would call this recycling.

Teamwork: the effort made by all Americans on the Home Front to cooperate to support the war and the soldiers overseas.

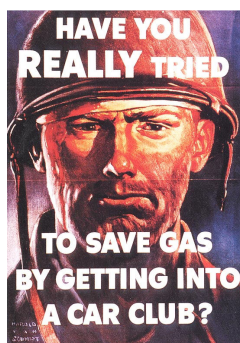
Uncle Sam: American icon who encouraged men to sign-up for the armed forces.

Victory Garden: gardens planted by American families to help stretch their limited food rations during the war.

Volunteer: an American citizen who entered the work force or the armed services in support of the war effort.

War Bonds: certificates sold by the United States government to help pay for the war.

THE HOME FRONT DURING WWII



"We are now at war. We are now in it—all the way. Every single man, woman, and child is a partner in the most tremendous undertaking of our American history." So stated President Roosevelt on December 9, 1941, during his weekly radio address to the nation. With the bombing of Pearl Harbor, America had formally entered the war as a partner of the Allies in the fight for democracy—and life on the Home Front would never be the same.

Total war meant that all levels of the economy and all segments of society dedicated themselves to victory. FDR urged Americans to join the war effort by "out-producing and overwhelming the enemy." While scarcity, rationing, and shortages became regular topics of conversation, so too did talk of duty, patriotism, unity, and victory. The United States, which had the world's 18th largest military in 1939, mobilized itself for total war production almost overnight once the nation entered the war. The immediate conversion of peacetime industries into war production facilities involved companies of all sizes and types. Toy companies began to manufacture compasses. Typewriter companies made rifles and piano factories produced airplane motors. The Ford Motor Company ceased producing cars and began turning out tanks and bombers. And behind each soldier stood hundreds of civilian workers making everything an army needs to fight around the globe. The Depression was over. Full employment was a reality and confidence in victory was strong.

From 1940 until the Japanese surrender, the United States produced more than 300,000 aircraft, 86,333 tanks, and 12.5 million rifles. Its shipyards were just as productive, building 107 aircraft carriers, 352 destroyers, and 35 million tons of merchant shipping. The US also supplied a majority of war materials for its Allied partners. By 1945, the US had produced more than twice the war supplies of Germany, Italy, and Japan combined.

While returning to work and earning more money, Americans on the Home Front also had to learn to ration their food, recycle their scrap, plant "Victory Gardens," and cut back on travel. The government regulated the economy to control inflation, maintaining price and wage controls and instituting tight rationing programs throughout the war. Every family received ration books with stamps and coupons for food items such as meat, sugar, and butter, and other goods, like tires and gasoline. The government further encouraged civilians to collect fabric, scrap metal, and old tires for recycling. Rationing even changed fashion styles. While women's slacks and skirts became slimmer and shorter to save fabric, men's suits became cuff-less and vest-less. Millions of families observed *meatless Tuesdays*, millions more helped fund the war by buying war bonds.

The war permeated every aspect of life on the Home Front. Comic books, popular music, movies, and Broadway shows all had patriotic themes. Propaganda supporting the war effort was everywhere. Slogans like "*Kick 'Em in the Axis*" and "*Can All You Can*" became popular and made people feel that they could play a vital role in producing victory. And the battle on the Home Front changed America in vital ways as the workforce expanded to include women and minorities, people relocated to fill war industries, and the United States fulfilled its role as "Arsenal of Democracy." These changes were not always easy, but Americans made them with the same determination and optimism that they exhibited on the battlefields around the world.

"The principal battleground of the war is not the South Pacific. It is not the Middle East.

It is not England, or Norway, or the Russian Steppes. It is American opinion."

Archibald MacLeish, Director, Office of Facts and Figures, forerunner of the Office of War Administration
The National WWII Museum

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POST-VIDEOCONFERENCE ACTIVITIES
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To re-enforce the lessons learned during your Virtual Field Trip,
do one or more of the following activities with your class:

1. Invite a local person who lived through WWII on the Home Front to visit your school and address your class. Have students prepare question relevant to the Home Front.
2. Have students conduct research and prepare reports on one of the following Home Front topics:
 - The Double “V” Campaign
 - Women in WWII
 - Mexican Americans in WWII
 - Children’s lives on the Home Front
 - Life in a Japanese-American internment camp
 - Civil liberties as they pertained to minorities during WWII
 - Family struggles to make ends meet with rationing
 - Propaganda’s role in maintaining morale of the people
 - Volunteerism on the Home Front
3. Hold a class discussion using one or more of the following questions as starters:
 - Would you be willing to pay higher taxes, as people did during WWII, to keep our country safe?
 - If our country was attacked and you were 18 or older, would you volunteer for the armed forces? Why or why not?
 - When, if ever, is it alright to deny people their civil rights (or human rights) when trying to protect the security of the United States?
 - If you had been on the Home Front during WWII, would you have obeyed all rationing rules, or would you have shopped on the black market or otherwise skirted regulations?
4. Explore the list of **Activities for Today’s Home Front** on the following pages with your students. Discuss the importance of each activity and vote as a class to undertake one or more social action projects. Let The National WWII Museum know how your project goes.

Activities for Today's Home Front

You have seen how people pulled together on the Home Front during WWII. The need was obvious and immediate. The consequences of failure were unthinkable.

The challenges we face today may not seem as immediate as those of 65 years ago. But as a country, a community, a school, we see injustice, poverty, violence, ignorance, destruction of our natural resources, substance abuse. The list goes on. Who will address these concerns? Will our country come together as we did in WWII to overcome these present-day enemies?

Students are often under the impression that they make no difference in the world. But it is these same students who will be facing these challenges as adults in just a few years. Below are some social action activities that students can initiate in their schools and neighborhoods. Pick one or two and see what happens when everyone gets involved to make the world a better place.

The following service project ideas (and hundreds more) can be found in the book, The Kid's Guide to Service Projects, by Barbara A. Lewis, Free Spirit Publishing, 1995.

Improve Your School's Environment

- Clean up litter inside and outside your school
- Erase graffiti and pencil marks from bathrooms and hallways
- Plant trees or a garden at your school
- Research how your school can implement a recycling program; present it to other students and the administration. Design recycling posters and collection bins
- Hold a recycling contest between classes

Promote Literacy and Learning

- Hold a used book sale. Donate the money to a literacy group
- Collect used books to give to a hospital, nursing home, shelter, or preschool
- Read aloud to a person who is visually impaired
- Organize a reading hour for children at your local school or library

Promote Safety

- Create a play that teaches young children how to stay safe at home while their parents are away
- Conduct a natural disaster awareness campaign
- Raise money to buy smoke detectors for all homes in your neighborhood
- Write a rap song for a public service announcement (PSA) on a safety issue
- Write letters to the editor of your local newspaper on a specific safety issue

Fight Hunger

- Collect grocery coupons to give to a local food bank
- Volunteer to help at a food bank
- Volunteer to help prepare and serve meals at a shelter
- Conduct a food drive in your school for a shelter
- Contact restaurants and grocery stores to find out how much produce they throw away each day or each week. Organize a pick-up and delivery service for the produce

Help People with Special Needs

- Visit a rehabilitation center. Learn about patients with special needs. Volunteer to help
- Survey people with special needs who live in your neighborhood. Find out their special needs and lobby local, state, and national government agencies on their behalf
- Tour local shopping malls and see if they are accessible to people with special needs. If they are, contact mall officials and thank them. If they are not, contact mall officials and ask them about plans to make them accessible
- Hold an invention contest to see who can make the best, most creative, and most useful invention for people with special needs

Promote Tolerance

- Make posters, murals, etc. that promote tolerance and understanding of differences. Display them in your school and around your community
- Plan ethnic awareness days. Spotlight each group on its special day with food, readings, plays, etc.
- Start a club to promote tolerance and understanding
- Give awards for the friendliest people in your school
- Hold a contest for the best ideas for promoting tolerance and understanding in your school, neighborhood, or community. Put the ideas into action
- Invite notable people from many different groups and backgrounds to speak to your school

For Further Information:

The National World War II Museum has an excellent website with an abundance of information and activities available to teachers and students. Please let your students know about our website and provide them with the web address:

www.nationalww2museum.org

SUGGESTED READINGS

Bullock, Steven R. *Playing for Their Nation*. Lincoln: University of Nebraska Press, 2004.

Cohen, Stan. *V for Victory: America's Homefront During World War II*. Missoula, MT: Pictorial Histories Publishing Co., Inc., 1995.

Colman, Penny. *Rosie the Riveter: Women Working on the Home Front in WWII*. New York: Crown Publishing, Inc., 1995.

Cooper, Michael L. *Fighting for Honor: Japanese Americans and World War II*. New York: Clarion Books, 2000.

Galloway, Patricia. *Too Young To Fight: Memories from Our Youth during World War II*. New York: Stoddart Kids, 1999.

Hanes, Sharon M. *American Home Front in World War II: Primary Sources*. Farmington Hills, MI: Thompson Gale, 2005.

Honey, Maureen, ed. *Bitter Fruit: African American Women in WWII*. Columbia: University of Missouri Press, 1999.

Houston, Jeanne Wakatsuki and James D. Houston. *Farewell to Manzanar*. Boston: Houghton Mifflin Company, 2002.

Japanese American Internment Camps. Ed. by Bryan J. Grapes. San Diego: Greenhaven Press, 2001.

King, David C. *World War II Days: Discover the Past with Exciting Projects, Games, Activities, and Recipes*. San Francisco: Jossey-Bass, 2000.

Minear, Richard H. *Dr. Seuss Goes to War*. New York: The New Press, 1999.

Nicholson, Dorinda Makanaonalani. *Pearl Harbor Child: A Child's View of Pearl Harbor from Attack to Peace*. Kansas City: Woodson House Publishing, 2001.

Panchyk, Richard. *World War II for Kids: A History with 21 Activities*. Chicago Review Press, 2002.

Winkler, Alan M. *Home Front USA: America During World War II*. Arlington Heights, IL: Harlan-Davidson Publishing, 1986.

Yancey, Diane. *Life in a Japanese American Internment Camp*. San Diego: Lucent Books, 1998.