

**5 POINTS****LESSON PLAN:**

# GET IN THE SCRAP! INTRODUCTION

*(Image: NARA, 196331.)*

## INTRODUCTION

During World War II, Americans answered the call to serve their country. Whether joining the military or working on the Home Front, young and old across the country mobilized for war. People on the Home Front contributed in a variety of ways, from rationing and buying war bonds to working in defense factories and growing victory gardens.

One important way students banded together in this common cause was through scrapping materials. Through a nationwide campaign, schools were encouraged to organize school-wide salvage drives. Recycled steel, rubber, paper, nylon, and even kitchen grease became critical materials for factories to produce heavy equipment, weaponry, aircraft, vessels, and the multitude of other items necessary for victory.

Students were a key part of collecting scrap as they scoured their neighborhoods and filled their wagons with old tires, worn-out bed springs, broken garden hoses, dented pots and pans—all to be recycled for the war effort. Although people living in the United States were far from the battlefronts, they felt they were in aiding their country in a time of great need.

## OBJECTIVES

By analyzing primary source materials and artifacts, students should critically assess the roles and perspectives of students who lived during World War II. This assessment should help the students to see in specific ways how children of all ages contributed to the war effort and also how their actions bettered their community.

## TIME REQUIREMENT

1 class period

## KEY THEMES

**HISTORY****SCRAPPING****TEAMWORK**

## COMMON CORE STANDARDS

### CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

### CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

### 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.

## NATIONAL STANDARDS FOR HISTORY

### HISTORICAL THINKING STANDARD

Historical Content Era 8, Standard 3C: Explain how the United States mobilized its economic and military resources during World War II.

### HISTORICAL THINKING STANDARD 2

The student is able to identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.

The student is able to describe the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; to consider the historical context in which the event unfolded – the values, outlook, options, and contingencies of that time and place; and to avoid “present-mindedness,” judging the past solely in terms of present-day norms and values.

Draw upon the visual, literary, and musical sources including: (a) photographs, paintings, cartoons, and architectural drawings; (b) novels, poetry, and plays; and, (c) folk, popular and classical music, to clarify, illustrate, or elaborate upon information presented in the historical narrative.

### HISTORICAL THINKING STANDARD 3

The student is able to consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

## PROCEDURES

1. Have your students as a class read the Home Front Fact Sheet to themselves.
2. Divide students up into five groups. Each group will receive a different Primary Source worksheet about the Home Front/scrapping and will need to answer questions about the artifacts.
3. Once the students finish answering the questions, select one student from each group to share their artifact and what it is about with the entire class.
4. Facilitate discussion as a class around the following question: How did students help out during World War II? Create a word cloud surrounding this question on your whiteboard and have your students come up to the board and write their responses.
5. Tell students that just like children during World War II, they too can make a big difference in the world around them. Make sure they understand that scrapping and recycling are the same thing. Introduce students to the Get in the Scrap! project, where they will work together as a class to learn about and improve their environment through completing certain activities. They will receive prizes for the work that they do. You can find details about the project and register your class at [getinthescrap.org](http://getinthescrap.org).
6. Students will then create a team name, and the class will complete the Get in the Scrap! Project Pledge.

## ASSESSMENT

Through written and verbal responses, students should demonstrate an understanding of specific ways children living during World War II aided the war effort and of why they were interested in doing so. In thinking about ways students living during World War II took actions to support the war, your students should then apply that thinking to actions they can take today to better their community. They can detail these examples in either a written format or verbally during the class discussion.

## EXTENSION/ENRICHMENT

1. Have your students explore the variety of Home Front activities they took part in through the “See You Next Year! High School Yearbooks from World War II” digital collection, available at [www.ww2yearbooks.org](http://www.ww2yearbooks.org). Have your students browse the yearbook from their home state or a state of their choosing to answer the following question: How did the war affect the lives of students?



**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.**

*PRESIDENT FRANKLIN DELANO ROOSEVELT*

President Franklin Delano Roosevelt (FDR) made this statement 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 would have to dedicate 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. Once the nation entered the war, the United States, which had the world’s 18th largest military in 1939, mobilized itself for total war production. 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. The Depression was over. Full employment was a reality and confidence in victory was strong. Behind each soldier stood hundreds of civilian workers making everything an army needs to fight around the globe.

From 1940 until the Japanese surrender, the United States produced more than 300,000 aircraft, 86,000 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 United States also supplied a majority of war materials for its Allied partners, producing by 1945 more than twice the war supplies of Germany, Italy, and Japan combined.



Propaganda encouraged Americans to do their part and preserve rationed items, like gasoline.

(Image: Northwestern University, 9969586164202441.)



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 backyard "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 led to changes in fashion styles. Women's slacks and skirts became slimmer and shorter to save fabric and men's suits became cuffless and vestless. Millions of families observed Meatless Mondays, and 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. This 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 "the 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.



Home front workers played a critical role in both production and government loans called war bonds. (Image: Northwestern University, 9969588164202441.)



PRIMARY SOURCE 1: PROPAGANDA POSTER



(Image: NARA, 515347.)

**NAME:****DATE:**

---

**WORKSHEET FOR PRIMARY SOURCE 1**

**Directions:** Answer the questions below about your artifact.

**Primary Source:** Original items or records that have survived from the past and were part of a direct experience of a time or event. Examples of primary sources can include the following: photographs, letters, speeches newspapers, journals, artifacts, works of art, film footage, and oral histories.

1. What kind of primary source do you have? What sort of information can this kind of primary source provide to us?

2. Describe what you see happening in the poster. What do the tin cans turn into?

3. In the poster, who is saving the cans? What evidence from the image can you provide to support your answer?

4. How does the artist create a direct connection between the Home Front and the battlefield?

5. Why do you think people needed to “prepare tin cans for war?”



## PRIMARY SOURCE 2: PHOTOGRAPH

---



(Image: Library of Congress, 2017694010.)

**NAME:****DATE:**

---

**WORKSHEET FOR PRIMARY SOURCE 2****Directions:** Answer the questions below about your artifact.

**Primary Source:** Original items or records that have survived from the past and were part of a direct experience of a time or event. Examples of primary sources can include the following: photographs, letters, speeches newspapers, journals, artifacts, works of art, film footage, and oral histories.

1. What kind of primary source do you have? What sort of information can this kind of primary source provide to us?

2. Describe the scene in the picture.

3. Roughly, what age are the people in the photograph? Where do you think they are gathered?

4. What are the students carrying in their wagon?

5. What do you think the children are doing when this image was taken? What evidence from the image can you provide to support your answer?



PRIMARY SOURCE 3: LETTER

## AMERICAN INDUSTRIES SALVAGE COMMITTEE

### OFFICERS

ROBERT W. WOLCOTT, *Chairman*  
CHARLES R. HOOK, *Vice-Chairman*  
H. L. HUGHES, *Treasurer*  
*Vice-President, United States Steel Corporation*  
FRANK BLOCK, *Secretary*

*Representing groups of industrial concerns and operating  
with funds provided by them*

350 FIFTH AVENUE  
NEW YORK, N. Y.

January 29, 1943

### COMMITTEE

CHARLES R. HOOK, *President*,  
American Rolling Mill Company  
O. E. MOUNT, *President*,  
Steel Founders' Society of America  
WALTER S. TOWER, *President*,  
American Iron and Steel Institute  
R. S. WILSON, *Vice-President*,  
The Goodyear Tire & Rubber Company  
ROBERT W. WOLCOTT, *President*,  
Lukens Steel Company

Mr. Billy C. Michal  
Zimmerman Rural School  
Zimmerman, La.

Dear Billy:

We'd like to take time out from our own scrap campaigning to commend you and your schoolmates for the way you pitched into the school drive for scrap last Fall.

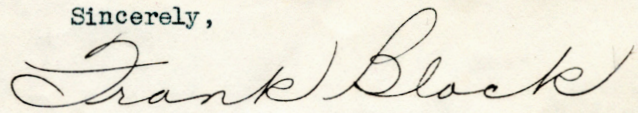
We're proud of you, not because you were chosen to christen a Liberty Ship, but because you contributed more than your share to the building of one.

It wouldn't be quite right for us to say "Thanks" for what you did. The men who really have the right to thank you are those men who are now sailing the Liberty Ship you helped launch and the others now being supplied on the battlefield with cargo from that very ship.

It was a privilege for us to enable you to make the trip to the launching. We hope you will remember that you and your schoolmates have played an important part in helping to preserve your birthright - to grow up as free men and women.

As a leader in the scrap activities of your school we are sure you will keep on "getting in the scrap" in campaigns soon to come.

Sincerely,



Frank Block, Secretary

(Image: The National WWII Museum, 2002.479.)

**NAME:****DATE:**

---

**WORKSHEET FOR PRIMARY SOURCE 3**

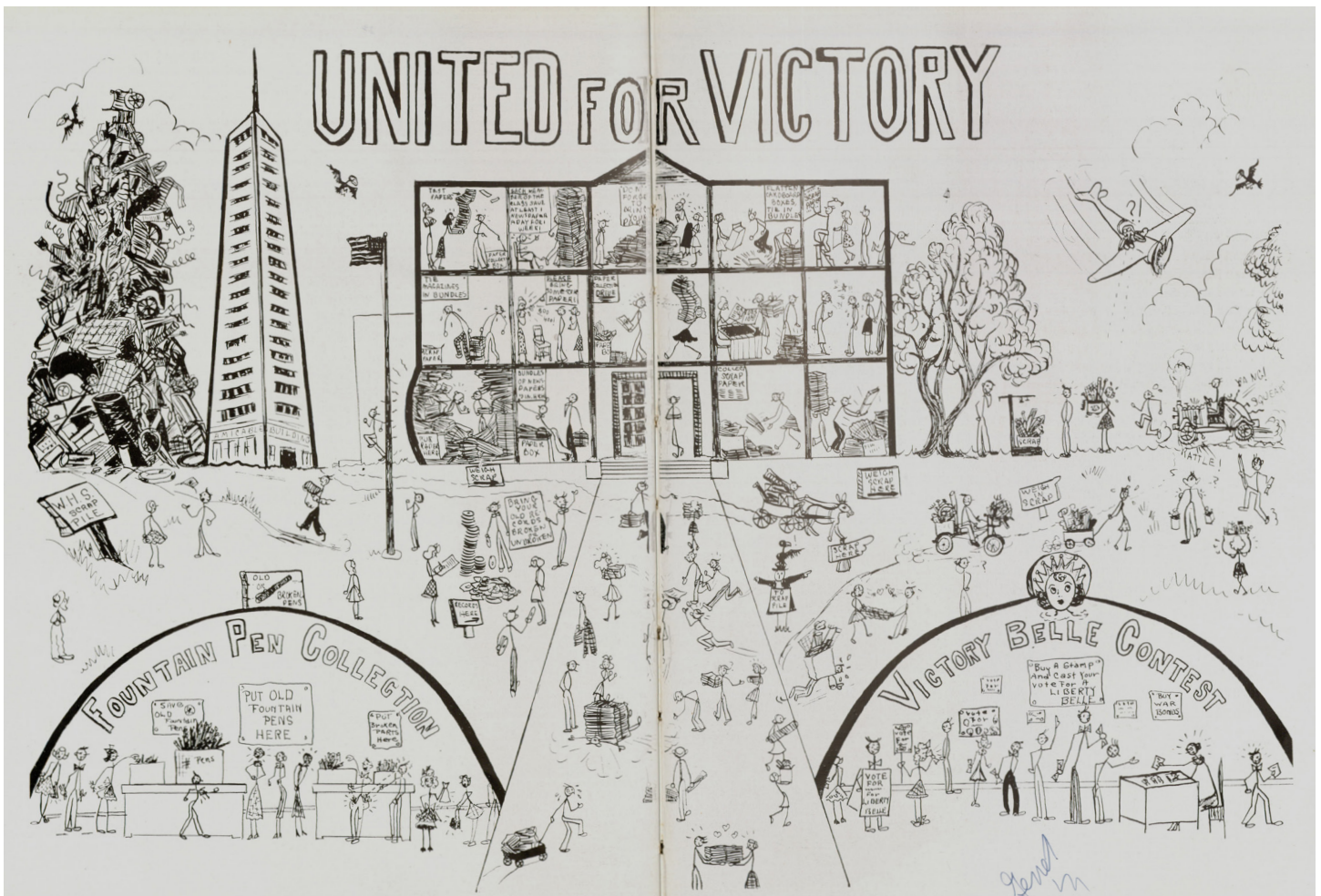
**Directions:** Answer the questions below about your artifact.

**Primary Source:** Original items or records that have survived from the past and were part of a direct experience of a time or event. Examples of primary sources can include the following: photographs, letters, speeches newspapers, journals, artifacts, works of art, film footage, and oral histories.

1. What kind of primary source do you have? What sort of information can this kind of primary source provide to us?
  
  
  
  
  
  
  
  
  
  
2. What organization sent Billy the letter and what do you think the organization did during World War II? What do you think "salvage" means?
  
  
  
  
  
  
  
  
  
  
3. Why are they thanking Billy and his schoolmates?
  
  
  
  
  
  
  
  
  
  
4. What did Billy get to travel to see as a reward for collecting scrap? What evidence from the text can you provide to support your answer?
  
  
  
  
  
  
  
  
  
  
5. Based on the letter, what do you think a Liberty Ship was?
  
  
  
  
  
  
  
  
  
  
6. How do you think Billy's scrap collecting made a difference during the war? What evidence from the text can you provide to support your answer?



## PRIMARY SOURCE 4: CARTOON FROM HIGH SCHOOL YEARBOOK



(Image: The National WWII Museum Education Collection.)

**NAME:****DATE:**

---

**WORKSHEET FOR PRIMARY SOURCE 4**

**Directions:** Answer the questions below about your artifact.

**Primary Source:** Original items or records that have survived from the past and were part of a direct experience of a time or event. Examples of primary sources can include the following: photographs, letters, speeches newspapers, journals, artifacts, works of art, film footage, and oral histories.

1. What kind of primary source do you have? What sort of information can this kind of primary source provide to us?

2. What is the setting of the drawing? Provide some examples from the drawing to justify your answer.

3. What are some activities happening in the drawing? What do they call the tower of junk in the left corner?

4. What kind of items are they scrapping?

5. What do you think was the artist's purpose in creating this cartoon?

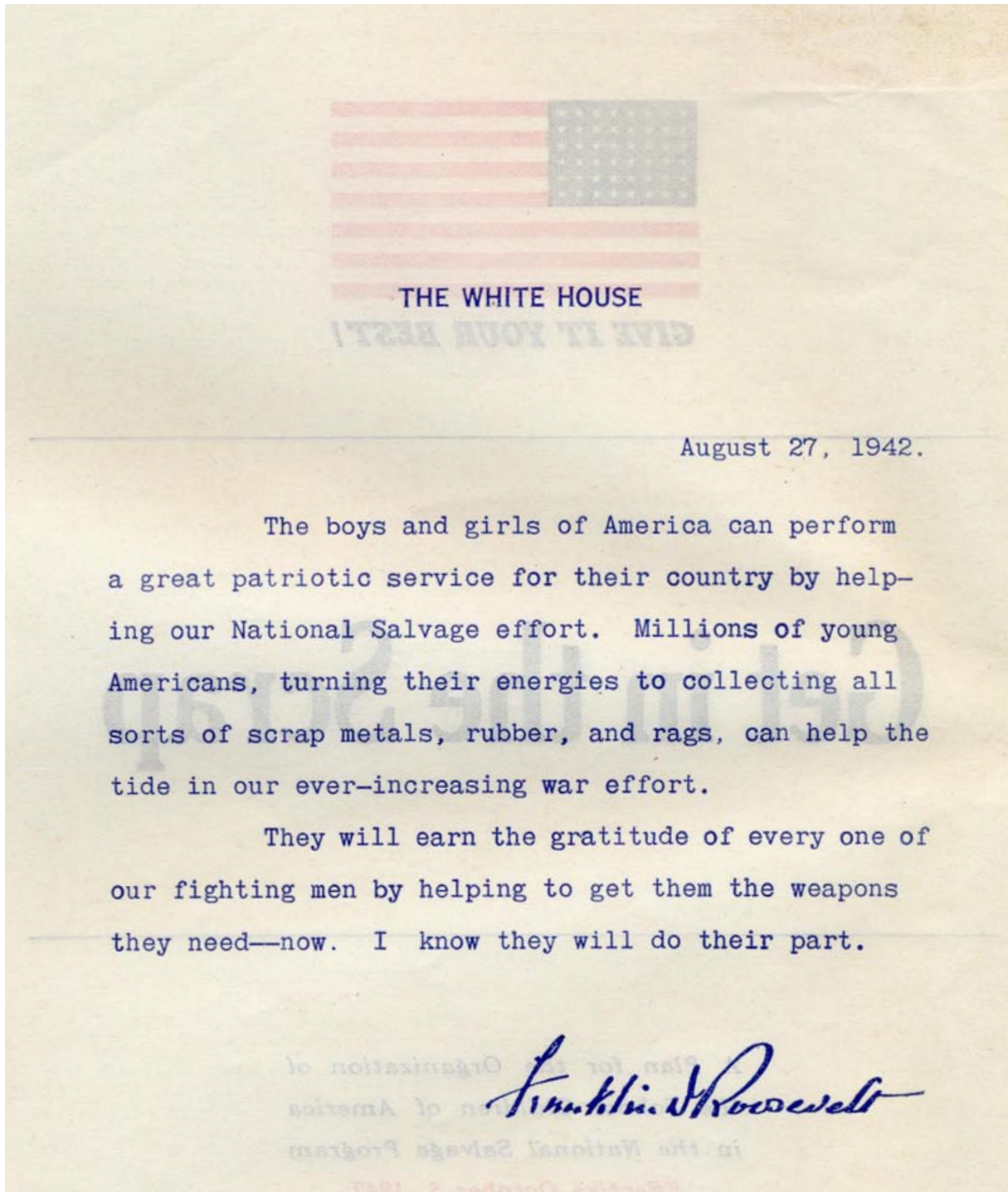
6. What do you think "United for Victory" means? How does scrapping help bring about victory?



## PRIMARY SOURCE 5: PAMPHLET

---

To get all of the country's schools on board with scrapping, the government released this pamphlet *Get in the Scrap!* It took a lot of planning and preparation to start a salvage program at schools, and this guide helped teachers, school administrators, and students along the way.



(Image: The National WWII Museum, 2002.479.)

## PRIMARY SOURCE 5: PAMPHLET (CONTINUED)

## America's Junior Army Can Fight The War With Salvage

### A Plan for the Organization of School Children as the Third Front for Victory

Sponsored by the Conservation Division, War Production Board,  
Washington, D. C., and indorsed by the U. S. Office of Education.

In this war, the *Front* is made up of our Army, Navy, Coast Guard, Marines, and Air Corps, engaged in actual battle with the enemy.

The *Second Front* consists of our factories, shipyards, and farms, where civilian workers are producing guns, tanks, planes, ships, and food for our fighting men.

The *Third Front* includes every man, woman, and child in the United States, whose chief duty is to comb the entire Nation for the scrap materials that are absolutely necessary to keep our factories running—absolutely necessary for Victory.

The principal scrap materials needed now are:

- Iron and steel
- Rubber
- Copper, brass, bronze, aluminum, zinc, and lead
- Old rags

Millions of tons of these materials have already been collected and used in the early months of the war. Millions of tons more must be collected quickly—and the collection must go on without let-up until the last shot is fired. Truly, scrap will win the war. Without it, our steel mills and munitions plants will be forced to shut down, the production of guns, tanks, ships, and shells will falter, and our Armies will face defeat.

(Image: The National WWII Museum, 2002.479.)

**NAME:**

**DATE:**

---

## WORKSHEET FOR PRIMARY SOURCE 5

**Directions:** Answer the questions below about your artifact.

**Primary Source:** Original items or records that have survived from the past and were part of a direct experience of a time or event. Examples of primary sources can include the following: photographs, letters, speeches newspapers, journals, artifacts, works of art, film footage, and oral histories.

1. What kind of primary source do you have? What sort of information can this kind of primary source provide to us?
2. From where was the letter sent? (look at the top of the page for a hint)? Who is Franklin Roosevelt?
3. How does the author of this pamphlet want students to feel about their part in the war effort?  
Cite examples from the text.
4. Why would the pamphlet call students a "Junior Army?"
5. What three different 'Fronts' do they describe? How does the 'Third Front' help the others?



# PLEDGE TO GET IN THE SCRAP!

We \_\_\_\_\_ of \_\_\_\_\_'s class will  
**GET IN THE SCRAP!** and help our school, home, and  
community become more environmentally-friendly.  
Like students during World War II united for a common  
cause, we, \_\_\_\_\_, will work together to  
make a difference by **CONSERVING** the resources  
we use, **REUSING** and **RECYCLING** materials, and  
**PROTECTING** our planet. We will change bad habits  
and create new ones that help the environment. We will  
inspire others to join with us in our common cause and  
share our hard work with our fellow students, teachers,  
parents, and the community.

Signed,

