KIDS ON THE WWII HOME FRONT

Note to teachers: This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the Michigan Time Traveler page. You may reproduce the pages in this supplement to use with students. Follow the Michigan Time Traveler link on the Michigan Historical Center’s Teacher’s Stuff page to this Teacher’s Guide for additional on-line activities and resources: http://www.sos.state.mi.us/history/museum/techstuff/.

DISCUSSION GUIDE
(SOC 1.3. Analyze and Interpret the Past; SOC.I.1. Time and Chronology; ELA 3. Meaning and Communication in Context)
• **Kids Pitch In:** How did kids help the war effort? Find out more about milkweed pods in a science or plant book or Web site. How hard would it have been to collect 50 pounds of milkweed pods? Rationing and recycling saved materials for use in manufacturing military goods. What materials used in shoes, cars and bicycles would have been needed for the war? What items do we recycle today? Why?
• **V-Mail:** What was V-Mail? Why did the government encourage the use of V-Mail?
• **Kids Help Finance the War:** How did kids help the government with its war bond drives? Why did it make sense for kids to buy the lower cost stamps?
• **The Red Cross:** Why would students in a school want to have a special program when collecting money for the Red Cross?
• **A Home Front Time Line:** For how long was the United States involved in World War II? What were the first items to be rationed? What was added later? How do you think most people answered the questions in the 1945 Gallup poll?

ACTIVITY ONE: What Happened on the WWII Home Front? Make a Time Line
(SOC.I.1. Time and Chronology; SOC 1.3. Analyze and Interpret the Past)

Put each event on the Michigan Time Traveler page time line on a poster or card and hang the posters/cards around the classroom. Extend the time line by making a poster or card for each item below. Divide students into groups of 2-3. Assign one event from the newspaper time line or list below to each group. Ask each group to research its event, describe it and explain how it affected people during World War II. Reports may be oral or written.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sept. 14, 1940</td>
<td>In response to Hitler’s victories in Europe, the U.S. approves its first peacetime military draft.</td>
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<tr>
<td>Jan. 6, 1941</td>
<td>President Roosevelt talks about the essential “Four Freedoms” (freedom of speech and religion, freedom from want and fear) in a speech to Congress.</td>
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<tr>
<td>1941</td>
<td>Penicillin is first mass produced.</td>
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<tr>
<td>1942</td>
<td><em>White Christmas</em> and <em>Praise the Lord and Pass the Ammunition</em> are popular songs.</td>
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<tr>
<td>April 1942</td>
<td>The federal government begins forcibly relocating Japanese-Americans from the West Coast to relocation centers. Their detention will last 3 years.</td>
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<tr>
<td>March 31, 1943</td>
<td>The musical <em>Oklahoma</em> opens on Broadway.</td>
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<tr>
<td>June 20, 1943</td>
<td>A race riot began in Detroit: 34 dead, 676 injured, 1,838 arrested.</td>
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<tr>
<td>June 22, 1944</td>
<td>The Servicemen’s Readjustment Act, known as the GI Bill of Rights, is passed.</td>
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<tr>
<td>July 16, 1945</td>
<td>The first atomic bomb is exploded at Alamogordo, New Mexico.</td>
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</tbody>
</table>
ACTIVITY TWO: What Is Patriotism?

Discuss the meaning of patriotism with your students. List their responses on the board in three categories. First, talk about it as a feeling. The dictionary definition is “love for or devotion to one’s country.” How do students feel about their country, its way of life and its freedoms? Second, talk about it as knowing and understanding. What should we know to be patriotic? (Laws, constitution, Bill of Rights, Declaration of Independence, etc.) Third, talk about what actions we do to show patriotism. Discuss expressions of patriotism such as flying the flag, wearing red, white and blue and singing or listening to patriotic songs. Lead the discussion toward action-oriented expressions of patriotism such as doing helpful projects and good deeds, obeying laws, and voting or enlisting in the military. Talk about why actions that are illegal or unkind show lack of patriotism. Share these headlines from Local/State sections of the Lansing State Journal with your students. Ask: Does the story tell about people who showed patriotism? Why or why not? Assign: Find and read an article in the newspaper, then present an oral or written report about the article and how people’s actions did or did not demonstrate patriotism.

| “Scouts show their reverence for flag” 10-28-01, 1B | “Teen charged in death of former murder suspect” 10-30-01, 3B |
| “4-H’ers to sew pajamas for children in shelter” 10-28-01, 3B | “Students collect funds for Red Cross” 10-31-01, 4B |
| “OxyContin abuse grows in Michigan” 10-29-01, 1B | “Police seek robber of sandwich store” 11-01-01, 3B |
| “Retired officer killed in purse robbery” 10-30-01, 2B | “Two shop workers robbed at gunpoint” 11-01-01, 3B |
| “Holt students donate $1,100 to Red Cross” 10-30-01, 3B | “4-H Clubs assemble N.Y. care packages” 11-01-01 4B |

ACTIVITY THREE: Write a V-Mail Letter
(SOC 1.3. Analyze and Interpret the Past; ELA 2. Meaning and Communication: Writing)

Enlarge the V-Mail handout (pages 3 and 4). V-mail stationery was 8.5"x11" plus the flap. Copy front-to-back (or have students paste or tape the pages together to make a single sheet). Distribute to students. Ask students to be time travelers to 1943 and imagine what their lives would have been like. Talk about rationing, collecting scrap, seeing patriotic posters, hearing and reading news of battles and having a friend or family member away from home in the armed forces. Ask students to imagine the friend or family member. What kind of work is the person doing? (Soldier, pilot, nurse, mechanic, etc.) In what country is the person stationed? Assign: Write a V-Mail letter to tell the friend or relative what life is like on the home front and to encourage the friend or family member in his or her war work.

ACTIVITY FOUR: Design and Make Patriotic Posters
(SOC 1.3. Analyze and Interpret the Past; Arts 2. Visual Arts: Creating)

On January 6, 1941, President Franklin D. Roosevelt’s Address to Congress (also known as the Four Freedoms Speech) outlined four essential freedoms: of speech and religion and from want and fear. Inspired by the speech, artist Norman Rockwell created a poster to illustrate each freedom. Other WWII posters illustrated patriotic slogans like those listed below. Learn more about WWII posters at these Web sites: National Archives and Records Administration “Powers of Persuasion: Poster Art from World War II,” http://www.nara.gov/exhall/powers/powers.html, and World War II Poster Collection, Northwestern University Library, http://www.library.northwestern.edu/govpub/collections/wwii-posters/. Ask students to create a poster with a slogan for a current national issue such as the War Against Terrorism, getting out the vote, recycling or the environment, or for one of the Core Democratic Values.

| Loose lips sink ships. | What did you do today . . . for freedom? |
| Get in the scrap! (“Get in” means bring it in.) | Where our men are fighting, our food is fighting. |
| Do with less—so they’ll have enough! | United we are strong; united we will win. |
| Walk, don’t ride! | Buy a share in America: United States defense bonds. |
| Back the attack with War Bonds! | Use it up—wear it out—make it do! |
This V-Mail template has been scanned from an unused original in the collections of the Michigan Historical Museum.
Reproducible master courtesy Lansing Newspapers in Education, Inc.
Provided by the Lansing State Journal and the Michigan Historical Center Foundation
Kids on the WWII Home Front
Selected Resources

BOOKS

• “Molly,” World War II doll, books and activities from The American Girls Collection, The Pleasant Company.

WEB LINKS

These links to information related to the “Kids on the World War II Home Front” topic provide further resources for your study. We hope you find them useful and informative. We have examined them all for suitability, but we cannot be responsible for the availability or content of sites outside the Michigan Historical Center.

Michigan Historical Center Web Pages

Michigan History Magazine Articles—

An Opportunity of a Lifetime, a WASP’s (Women’s Air Force Service Pilot) story (PDF format)
http://www.sos.state.mi.us/history/mag/portfoli/pdf/inside06.pdf

Eavesdropping on the Future, a radio intercept operator’s story (PDF format)
http://www.sos.state.mi.us/history/mag/portfoli/pdf/inside08.pdf

Pearl Harbor Remembered, eyewitness accounts
http://www.sos.state.mi.us/history/mag/extra/pearl_harbor/

The Road to Burma, the India Burma campaign
http://www.sos.state.mi.us/history/mag/extra/india/burma.html

Tanks, the history of American tanks from WWI to the present
http://www.sos.state.mi.us/history/mag/extra/tanks/tanksmain.html

The 1940s, On the Air! Michigan Radio and Television Broadcasting exhibit feature
http://www.sos.state.mi.us/history/museum/explore/museums/hismus/special/ontheair/tour40s.html

The 1942 Jeep, viewed in the Michigan Historical Museum’s Arsenal of Democracy gallery
http://www.sos.state.mi.us/history/autoshow/vehicles/jeep.html

Defending Our Country and Our Labor, WWII artifacts from the Thanks for the Memories exhibit
http://www.sos.state.mi.us/history/museum/explore/museums/hismus/special/memory/belong/defense.html

Michigan’s Merci Boxcar, picture and story of France’s gift to Michigan after WWII
http://www.sos.state.mi.us/history/museum/explore/museums/hismus/special/memory/spectime/boxcar.html

Michigan Through the Years: A Brief History (Click on October 1, 1942, Arsenal of Democracy.)
http://www.sos.state.mi.us/history/michinfo/briefhis/

Military-related Special License Plates, Michigan
http://www.sos.state.mi.us/history/autoshow/l_plates/military.html

USS Silversides, WWII submarine—now a National Historic Landmark
http://www.sos.state.mi.us/history/preserve/phissite/silversi.html

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BBC Online
Children of World War 2
http://www.bbc.co.uk/history/ww2children/index.shtml
Scotland During the Second World War
http://www.bbc.co.uk/scotland/education/aroundscotland/ww2/index.shtml

Department of Veterans Affairs
Veterans Day
http://www.va.gov/vetsday/
Lessons of Liberty Initiative
http://www.va.gov/Veteranedu/

Franklin D. Roosevelt Library and Digital Archives
http://www.fdrlibrary.marist.edu/

The History Channel
Dear Home: Letters from World War II.
http://www.historychannel.com/exhibits/dearhome
National World War Two Memorial
http://www.historychannel.com/classroom/worldwarII/index.html

National Archives and Records Administration
Powers of Persuasion: Poster Art from World War II
http://www.nara.gov/exhall/powers/powers.html
Norman Rockwell's Four Freedoms poster
http://www.nara.gov/exhall/powers/freedoms.html
"A Date Which Will Live in Infamy": The First Typed Draft of Franklin D. Roosevelt's War Address (classroom lesson)
http://www.nara.gov/education/teaching/fdr/infamy.html
Franklin D. Roosevelt's War Address, December 8, 1941
http://www.nara.gov/exhall/originals/fdr.html

ProTeacher Links to World War II lessons online
http://www.proteacher.com/090075.shtml

Remember Pearl Harbor, National Geographic
http://plasma.nationalgeographic.com/pearlharbor/

USS Arizona Memorial, National Park Service
http://www.nps.gov/usar/

World War II Advertising Campaigns, Ad*Access, Duke University
http://scriptorium.lib.duke.edu/adaccess/wwad-history.html

World War II Poster Collection, Northwestern University Library
http://www.library.northwestern.edu/govpub/collections/wwii-posters/

World War II Timeline, University of San Diego
http://history.acusd.edu/gen/WW2Timeline/start.html

World War II Unit, Alabama Department of Archives & History
http://www.archives.state.al.us/teacher/ww2/

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