

Ohio History Teachers History-to-Go Van

THE 1940s AND WORLD WAR II (Can be presented to Grades 4, 5, 6, 7, 8, 9 & 10. Direct connections to Grade 10 Ohio Academic Standards)

Description:

Students, handle authentic and reproduction artifacts, and engage in a variety of hands-on activities as they learn about life on the home front during WWII. The program will examine address the isolationist policy of the United States until the attack on Pearl Harbor. Following the attack on Pearl Harbor it will demonstrate how Americans rallied to support the war effort and how women entered both the workforce and the service in large numbers. Following a brief orientation presentation, the students will break into groups and move between six stations where they will learn how the war affected men and women and boys and girls. Following the program, students will compare life on the home front during WW II with life on the home front today. This highly active experience is best set up in a large activity area or gymnasium or outside. The History To Go Van is available to visit multiple classes at your school for a half-day (up to 3 hours/4 sessions) or a full day (up to 6 hours/ 8 sessions).

Primary Objective: Through hands on activities, students will experience some cultural practices and products of the 1940s and World War II.

Location: OHS Representative travels to your school

Availability: Wednesdays, September – February, expect December 23 and 30; Tuesdays and Wednesdays, March and April; any day June – August.

Time Allowance: Half-Day – 3 hours or 4 sessions
Full-Day – 6 Hours or 8 sessions

Cost: Half-Day - \$200.00 plus mileage
Full-Day - \$350.00 plus mileage

The school will be responsible for providing 6 volunteers who will help the entire time.

What will the students do? Activities may include:

Dad's Life: Students will splash on some Old Spice and relax with the newspaper to determine whether the United States should be involved in the war. Following the attack on Pearl Harbor they will decide whether to enter the service or to serve their country on the home front by deciding to buy war bonds, server in the Civil Defense Corps, or to plant a victory garden.

Mom's Life: Students will try on period clothes; smell Postum, prepare a bag lunch learn about rationing; and examine the variety of roles open to women during the war.

A Boy's Life: Students will ride a homemade scooter while experiencing what life was like for young men and discover how they contributed to the war effort.

A Girls Life: Students will jump rope and listen to Swing while experiencing what life was like for young women and discover how they contributed to the war effort.



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THE 1940s AND WORLD WAR II

A Soldiers Life: Students try on uniforms, examine period artifacts and write a letter to a soldier or write a letter home.

Documents: Students examine a scrapbook of period documents period maps and a period globe.

Vocabulary:

Allocate – To distribute a thing, amount, or share according to a plan or for a special purpose.

Analyze – To study or find out the nature and relationship of the parts of by analysis

Capital Good – A productive resource consisting of human-made materials needed to produce goods and services; capital goods include buildings, machinery, equipment, and tools.

Civilian – A person who is not in the armed forces; a nonmilitary citizen.

Division of Labor – The separation of the total work required to produce a good or service into individual interrelated tasks.

Home front – The domestic side of a war.

Perspective – A specific point of view in understanding or judging things or events.

Productive Capacity – The maximum output that an economy can produce without big increases in inflation.

Ration - A fixed portion that is allotted (especially in times of scarcity, such as in times of war).

Scarcity – the lack of sufficient resources to produce all the goods and services that people desire.

Selective Service Act – A law passed by Congress stating that all men between the ages of 21 and 30 register with the local draft board to serve in the armed forces. The age range was later changed to 18-45.

Specialization – The concentration of production on fewer kinds of goods and services than are consumed.

War Effort - a coordinated, civilian joining-together of resources (such as food or supplies) for the support of a military force.



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Pre Visit Activity:

Discuss one or more of the following topics. For information see the Ohio History Central entries below.

Pearl Harbor	http://www.ohiohistorycentral.org/entry.php?rec=790
Rationing	http://www.ohiohistorycentral.org/entry.php?rec=1588
Rosie the Riveter	http://www.ohiohistorycentral.org/entry.php?rec=1676
Scrap Drives	http://www.ohiohistorycentral.org/entry.php?rec=1587
World War II	http://www.ohiohistorycentral.org/entry.php?rec=1580

Process: Students will observe artifacts and engage in hands on activities at six stations.

Assessment Activity: Students will engage with the presenter and their teachers about what they learned about the home front during WWII from the program. Based on their knowledge of history they will speculate with the presenter why we are not similarly engaged on the home front today.

Possible Discussion Ideas.

Based on the newspaper accounts available to you in this program compare the attitudes in the United States to the Second World War before and after the attack on Pearl Harbor.

Using your experience with this program detect the changes that occurred in domestic life (on the home front) as a result of the United States entering the World War II.

How does this experience compare with your experience today while we are engaged in a war against terrorism? What could account for the differences?

Post Visit Assessment Activity:

The discussion could provide the theme for a short essay. Alternatively, students will compare the cultural practices and products of the 1940s and World War II with today and draw conclusions, using Venn diagrams.

Additional Resource:

World War II: On the Homefront and Abroad

<http://omp.ohiolink.edu/OMP/PrintableMyScrapbook?scrapid=6766&format=yourscrap&sort=thedate&searchstatus=0&count=1&hits=1>

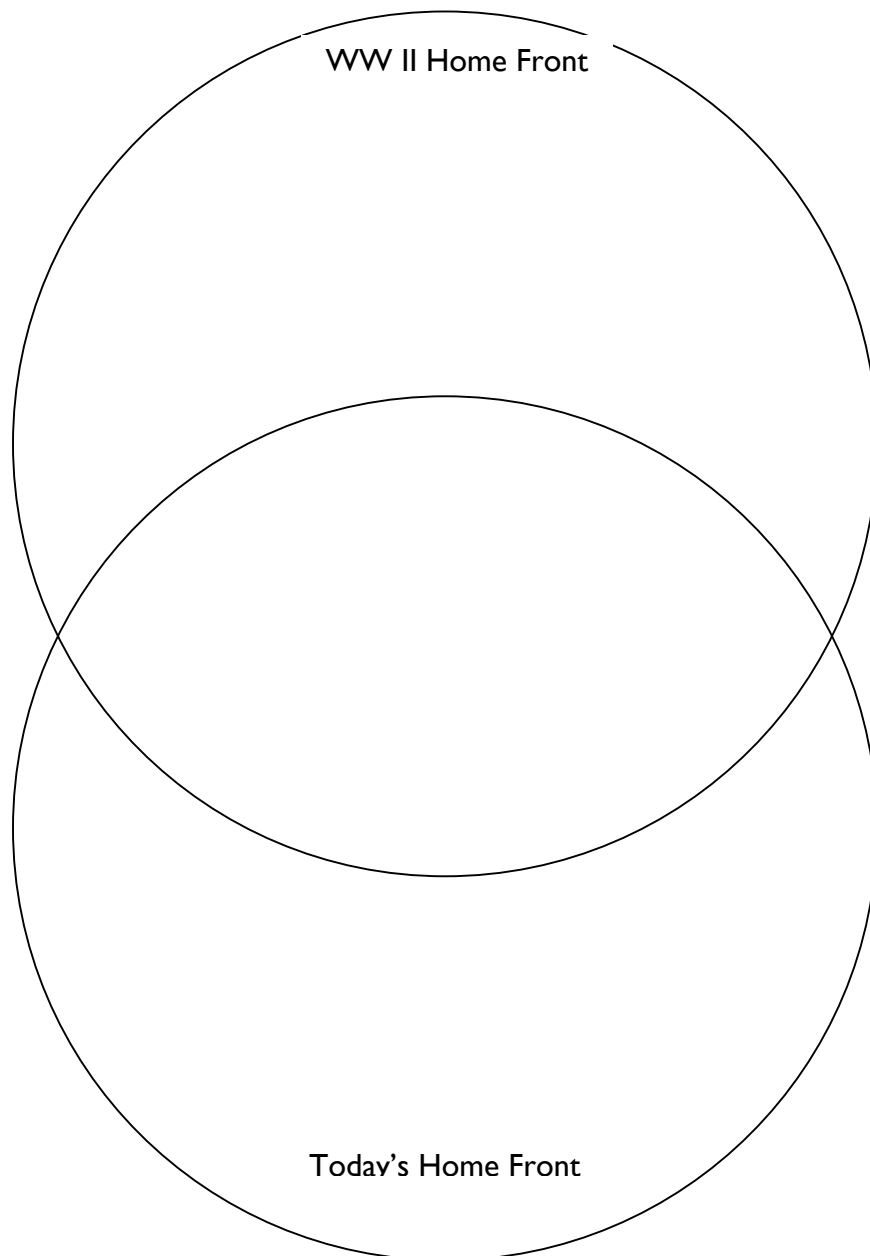
Social Studies Standards Connections (by Alignment of Benchmarks and Grade-Level Indicators):

- The program presents various cultural practices and products typical during WWII.
- Grade 10: History – D7, F11



**The 1940s and the WWII Experience
Cultural Practices and Products**

Compare the similarities and differences between the cultural practices and products of the home front during World War II with today's home front.



My Conclusions: _____

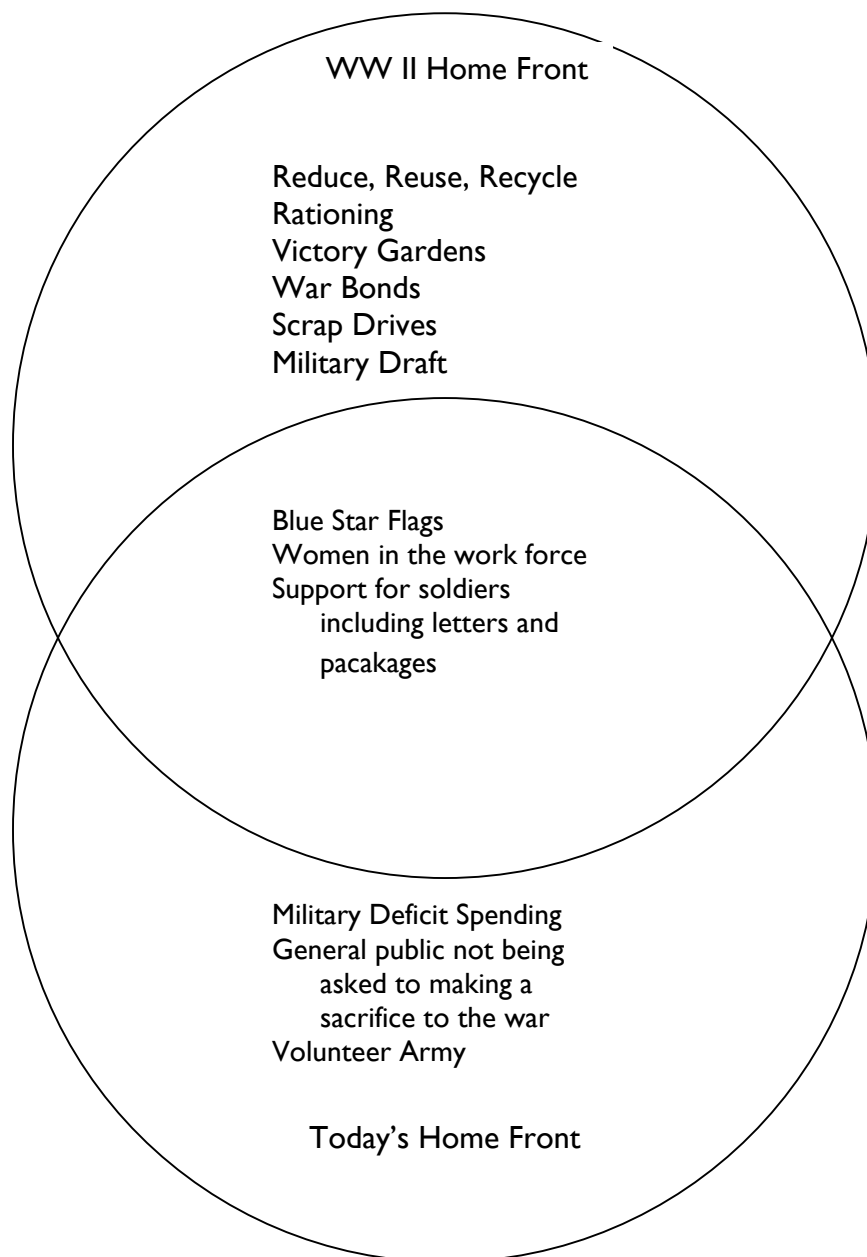


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The 1940s and the WWII Experience

Venn diagram with some of the possible answers and conclusions

Compare the similarities and differences between the cultural practices and products of the home front during World War II with today's home front.



My Conclusions: _____

