

Inside the Wire: Internment of Prisoners of War in Alabama during World War II – Lesson 2
(Suggested grade level: 6)

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Background Information:

- [“World War II POW Camps in Alabama”](#) is a general information article from the *Encyclopedia of Alabama* on the internment of POWs in Alabama during World War II. Teacher should use this as background information for the lesson.
- Read [“Inside the Wire: Aliceville and the Afrika Korps.”](#) and select five portions for group reading in Step 3.
- Information about life at the Aliceville Camp can be found at <http://www.kilroywashere.org/04-Images/Aliceville/Aliceville.pdf>

Overview of lesson:

This lesson will be a part of a larger unit on World War II and is the second lesson on POW camps in Alabama. Using primary sources and digital media, students will learn about POW internment in Alabama during World War II.

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Sixth Grade: Content Standard 8

Content Standard: List key figures, significant events, and reasons for the involvement of the United States in World War II.

Sixth Grade: Content Standard 9

Content Standard: Identify changes in the American home front during World War II.

Eleventh Grade: Content Standard 7

Content Standard: Explain the entry by the United States into World War II and major military campaigns in the European and Pacific Theaters.

- Explaining Alabama’s participation in World War II, including the Aliceville Prisoner of War (POW) camp.

[National Standards for History, 1996](#)

Standards in History for Grades 5-12 (p. 119)

Era 8 – Standard 3C

- The student understands the effects of World War II at home.

Primary Learning Objectives:

- Using primary sources and digital media, students will learn about POW internment in Alabama during World War II and its impact on the local communities.

Additional Learning Objective:

- Students will make Alabama connections to the events of World War II.

Time allotted: 45 minutes

Materials and Equipment:

- World War II POW Camps in Alabama Chart Assignment and Rubric (attached)
- Gallery Walk Question Sheet

Technological Resources:

- Computer with internet access
- Digital projector
- Printer

Background/Preparation:

- Students should know about United States participation in World War II and efforts on the home front to support the war.
- Students should have completed columns one and two of the World War II POW Camps in Alabama Chart Assignment from the first lesson.

Procedures/Activities:

Engagement/Motivation Activity: Ask volunteers to read predictions they made on the World War II POW Camps in Alabama Chart Assignment. As each prediction is read, have students vote accurate (thumbs up) or inaccurate (thumbs down). Correct any misconceptions about POWs.

<p>Step 1</p>	<p>Post the photographs around the room on large sheets of butcher paper for the <u>“Gallery Walk.”</u></p> <ul style="list-style-type: none">• Picture 1 <u>“Three men”</u> Three men standing in a garden at the German POW camp in Aliceville, Alabama.• Picture 2 <u>“Prisoner Orchestra at Camp Opelika”</u> In addition to their work duties, prisoners at the Opelika camp enjoyed leisure-time activities such as sports and music.• Picture 3 <u>“Italian POWs at Fort Rucker, AL”</u> Most of the prisoners of war in Alabama camps were German, but a small number of Italian soldiers were held at Fort Rucker in southeastern Alabama. These prisoners worked in the kitchen.• Picture 4 <u>“POW Barracks”</u> Barracks at the German POW camp in Aliceville, Alabama.• Picture 5 <u>“German prisoners lined up outside the barracks”</u> German prisoners lined up outside the barracks at the POW camp in Aliceville, Alabama.• Picture 6 <u>“Working in the greenhouse”</u> German prisoners of war working in the greenhouse at the POW camp in Aliceville, Alabama.• Picture 7 <u>“Camp Aliceville Soccer Match”</u> German prisoners of war at Camp Aliceville in Pickens County played soccer in their leisure time, and results of games were published in the camp's prisoner-run newspaper.• Picture 8 <u>“Camp Aliceville Kitchen”</u> This photo shows German prisoners of World War II in the Camp
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	<p>Aliceville kitchen.</p> <ul style="list-style-type: none"> Picture 9 “Camp Aliceville Trenches” German prisoners of World War II shown digging and constructing trenches with homemade bricks.
Step 2	Break students into nine groups and give each group a copy of Gallery Walk Question Sheet, and have them take a “Gallery Walk” to analyze photographs of daily life of POWs in Alabama during World War II, confirming or refuting their predictions from lesson one. Tell students, “At the first picture, you will have five minutes to answer all applicable questions. After viewing the first picture and answering the questions, your group will move to each remaining picture for a brief view. I will give you a signal when it is time to move.”
Step 2	Gather students back as a whole group and Turn and Talk to discuss what they learned from the Gallery Walk. Ask the students, “After viewing these pictures, would you change any of your predictions?” Give time for discussion.
Step 3	Have the students critically read an article that will help confirm or refute their predictions. Break students into five groups and using the Jigsaw Strategy give each group a portion of the article “Inside the Wire: Aliceville and the Afrika Korps.” Each group will read its portion and take notes to share with the rest of the class.
Step 4	Using the Socratic Circle method, have the students share their insights and conclusions from the article with these instructions: Tell students to take out their World War II POW Camps in Alabama Chart Assignment sheets. Say, “Using the categories on the assignment sheet, answer this question. How was the life of the German POWs different from how they expected to be treated?”

Assessment Strategies: Students will complete column three of the World War II POW Camps in Alabama Chart Assignment sheet. Evaluate the chart for accuracy using the attached rubric.

Extension:

- Have students complete a *Photo Story* or *PowerPoint* depicting life in a German POW camp.

Remediation:

- Give students copies of the article to read at home.

Accommodation:

- Students with visual disabilities will be given preferred seating.
- At-risk readers can be paired with a strong reading partner.
- Students may be given additional time to complete the assessment, if needed.

Modification:

- Students with disabilities may allow another student to write their ideas on the chart.
- Give students a audio recording of [“Inside the Wire: Aliceville and the Afrika Korps.”](#)

Gallery Walk Question Sheet

Instructions: As you view the first picture, answer all questions appropriate to the picture.

Who are these people and what are they doing?

Where do you think this photograph was taken?

What does this photograph tell you about life at this time?

Identify or label each person, group, or object in the photograph.

How are these folks dressed? How is their dress different from ours?

What tools do you see? Do we use these tools today?

What clues tell you about the place where the men are working or the work that has been completed?

What clues suggest what kind of work they are doing?

What kind of building is this?

What can you tell about the climate or season?

What did you miss at first glance of the picture?

World War II POW Camps in Alabama Chart Assignment

Student Name _____

Predict what life was like for a POW interned in Alabama during World War II. After the lesson, complete columns two and three.

	Predictions	Facts leading to Predictions	Actual Conditions in POW Camps
Work			
Leisure			
Housing			
Food			
Prisoners' Perspective on Imprisonment			
Guards' Perspective on Prisoners			

Rubric for Chart

	4 points	3 points	2 points	1 point
Understanding	Student responses clearly show attentiveness to the reading and discussion during class.	Student responses show moderate attentiveness to the reading and discussion during class.	Student responses show little attentiveness to the reading and discussion during class.	Student responses demonstrate a lack of attentiveness.
Reasons for Predictions	Predictions are clearly based in facts.	At least three of the predictions are fact-based.	One or two of the predictions are fact-based.	Student predictions are not fact-based.
Critical Thinking	Student responses show insight and critical thinking.	Student responses show some insight and critical thinking.	Student responses show little insight and critical thinking.	Student responses show a lack of understanding and analysis of evidence.
Effort and Time	Student responses show good effort and wise use of class time.	Student responses show moderate effort and use of class time.	Student responses show a poor use of class time and little effort towards completing the chart.	Class time was poorly used resulting in an incomplete chart.
Accuracy of Content for Actual Conditions	Actual conditions reported are accurate and detailed.	Most of the conditions reported are accurate and detailed.	Few of the conditions reported are accurate and detailed.	None of the actual conditions reported are accurate.

Total _____