

Title of Lesson: *World War II Home Front – Mobilization in Alabama*
(Suggested grade level: 6)

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Author Information: Peter Sanders (Cohort 2, 2010-2011)
Berry Middle School
Hoover City Schools
Hoover, AL

Background Information:

Background information for teacher: The teacher should have an understanding of major events of World War II prior to the United States' entrance into the war, including the Lend-Lease Act and other support provided to the Allies by the United States. The teacher should have thorough knowledge of national actions undertaken by the government, businesses, and citizens to support the war effort. The following Web sites contain information about [Fort McClellan](#), [Camp Rucker](#), [Redstone Arsenal](#), [Maxwell Field](#), [Alabama Dry Dock and Shipbuilding Company](#), and [Tuskegee Army Air Field](#).

Overview of lesson: This lesson examines how Alabama mobilized for World War II by viewing photographs and a newspaper article of the following military installations: Maxwell Air Force Base, Fort McClellan, Camp Rucker, Tuskegee Army Air Field, and Redstone Arsenal. This lesson also examines shipbuilding at the Alabama Dry Dock and Shipbuilding facility.

Content Standards

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

Grade 6 Content Standard 9, p. 45

Identify changes in the American home front during World War II

[*National Standards for History, 1996*](#)

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

Era 8, Standard 3 – 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.

National Curriculum Standards for Social Studies, (Bulletin 111, 2010)

Standard 2 – Time, Continuity and Change, p. 97

Primary Learning Objective(s):

- The student will gain an understanding of the vital role that Alabama played in preparing the military manpower and supplies needed to win World War II.

Time allotted: 45 minutes

Materials and Equipment:

- [PowerPoint](#) which contains the photographs that are analyzed in the lesson (attached)

Technological Resources:

- *PowerPoint* (v. '97-2003) – If you have a newer version, [a viewer](#) (free) may be downloaded from the internet.
- Computer
- LCD projector

Background/Preparation:

The students should have an understanding of the countries involved in World War II and be able to categorize Allied Forces and Axis Powers. Students should be able to discuss the events in Europe leading to World War II. Students should be able to discuss the Japanese attack on Pearl Harbor and the United States entrance into World War II.

Procedures/Activities:

Engagement/Motivation Activity: Ask the students, “If a country is about to go to war, what decisions must be made regarding the following: manpower, weapons, ships, food, and money?” Allow time for student responses. Discuss the definition of mobilization as it applies to war. Tell the students that the United States had to mobilize for war after the Japanese bombed Pearl Harbor.

Step 1	The students will be placed in partner groups (two or three per group). The student groups will brainstorm the requirements necessary for the United States to fight an overseas war. Students will share their lists with the entire class. The teacher will guide the discussion to ensure major items are included (manpower, weapons, ships, airplanes, food, money).
Step 2	Show slides 2 and 3 . Tell the students that these photos were taken at Fort McClellan in Anniston, Alabama, and ask them to hypothesize as to what occurred at this military installation? (Training of soldiers)
Step 3	Show slides 4 and 5 of photographs of Camp Rucker in southeast Alabama. Tell students that Camp Rucker was an army training base. Ask the following questions: <ul style="list-style-type: none">• “What is Camp Rucker called today?”• “Does anyone know what specialized training is done at Fort Rucker today?” (Helicopter training for Army aviation)
Step 4	Show slide 6 . Tell students to read the headlines of the article. Ask the following questions: <ul style="list-style-type: none">• “What did the information in the article mean to the war effort?” (Manufacture and storage of chemical weapons in Alabama)• “What did it mean to Alabamians not fighting in the war?” (Increased civilian jobs)
Step 5	Show slides 7 and 8 . Ask the following questions: <ul style="list-style-type: none">• “To whom does the term <i>Rosie the Riveter</i> refer?”• “How does slide 8 illustrate this term?”• “What are the women in the picture doing?”• “How did World War II change the role of women in the United States?”

Step 6	<p>Show slide 9. Ask the following questions:</p> <ul style="list-style-type: none"> • “What do you see in this picture?” • “From looking at this picture, what kind of training do you think occurred at this installation?” (pilot training for the army before the creation of the Air Force in 1947) • “What kinds of training take place at Maxwell Air Force Base today?” (Air University – Air War College, Air Command Staff College, Squadron Office School, Foreign Officer School)
Step 7	<p>Show slide 10. Ask the students, “What does the presence of the President of the United States indicate about the importance of Maxwell Field to the American war effort in World War II?”</p>
Step 8	<p>Ask the students, “What major problems did the United States face in fighting a war along so many fronts – including Africa, Europe, and Asia?” (e.g. multiple, long supply lines; war at sea; transporting armed forces) Give students time to respond. Show slides 11 through 13. Ask the students, “How did Alabama contribute to fulfilling these needs?”</p>
Step 9	<p>Show slides 14 and 15. Ask the students, “How did World War II change the role of African Americans in the United States?”</p>
Step 10	<p>Students will discuss the overall meanings of the photographs. Ask the following:</p> <ul style="list-style-type: none"> • “What did all the images have in common?” • “How did Alabamians help the war effort during World War II? “ <p>The students will prepare an exit card to list three ways that Alabama helped mobilize for World War II, list two connections to today, and write one question the student would still like to be answered about mobilization in Alabama.</p>

Assessment Strategies: *Three-Two-One Exit Card* should be completed by each student in order to exit the classroom. This is a quick comprehension check that can be used as a daily grade. This activity requires students to write the following on a sheet of paper or index card:

- **Three** things the student learned
- **Two** connections to today
- **One** question still remaining that the student would like answered.

Extension: Given the advances in technology, do you think that the United States would need the same effort to mobilize today in the event of a large-scale war as was needed in World War II? Explain why or why not, and give specific examples.

Remediation: Students may be provided a list of items the United States needed in order to prepare for World War II.

Accommodation: Students may be given copies of primary source images with captions providing information explaining what is occurring.

Modification: Require fewer responses on the Exit Card