

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

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

Background Information:

The teacher should have an understanding of major events of World War II prior to the United States entering 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.

Overview of lesson: This lesson examines life on the home front for Alabamians during World War II. Students will view and analyze primary sources related to rationing, war bond drives, metal collection, USO volunteers, and home defense. After viewing and discussing the images, students will write a descriptive paragraph on ways that Alabamians supported the World War II effort on the home front.

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 supporting the military during World War II.

Time allotted: 45 minutes

Materials and Equipment:

[PowerPoint](#) which contains the photographs used 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:

Students should be familiar with 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. Students should be able to discuss national mobilization efforts undertaken by the United States to ensure the military was prepared to enter World War II.

Procedures/Activities:

Engagement/Motivation Activity:

The students will be placed in partner groups (two or three per group). The teacher will review the large number of soldiers, sailors and pilots needed to fight the war and remind students of the needs of the US forces (men, money, supplies, food, equipment). The student groups will be asked to discuss the following question: “How might the needs of our military fighting overseas affect Americans back home?” Student groups will share their answers with the class. The teacher will guide the discussion to ensure students conclude that the priority of allocating limited resources within the United States would go to support the war effort.

<p>Step 1</p>	<p>Show slides 2 and 3 (war bond rally and war bond pledge). The teacher will ask the following questions:</p> <ul style="list-style-type: none"> • “What is happening at the rally?” • “Why is there a band?” • “Where is this event happening?” • “What is the purpose of the pledge?” • “Do you believe soldiers knew about the pledges?” • “Do you believe that Americans who signed the pledge kept their end of the bargain?” <p>After the discussion, the teacher will ensure that students know that Alabamians bought more war bonds per capita than any other state (\$1.5 billion).</p>
<p>Step 2</p>	<p>Show slides 4 and 5 (collecting scrap metal). The teacher will ask the following questions:</p> <ul style="list-style-type: none"> • “What is taking place?” • “Why might the people shown be taking these actions?” • “What would the material collected be used for?”
<p>Step 3</p>	<p>Show slides 6 and 7 (ration book and stamps). The teacher will ask the following questions:</p> <ul style="list-style-type: none"> • “What do you think these are?” • “What was its purpose?” • “What kind of items do you think were rationed during World War II?” • “Why were these items rationed?” • “Was this system fair?” • “What was the purpose of the images on each ration stamp?”
<p>Step 4</p>	<p>Show slide 8 (Defense Council Report). The teacher will ask the following questions:</p>

	<ul style="list-style-type: none"> • “Who achieved the accomplishments listed in the report?” • “Why was a state Defense Council needed in Alabama?” • “Do you think all 48 states had a Defense Council?” • “Are you surprised that local civilians were prepared to defend Alabama?”
Step 5	<p>Show slides 9 through 14 concerning the USO. The teacher will ask the following questions:</p> <ul style="list-style-type: none"> • “What was the purpose of the USO?” • “What services did the USO provide for World War II troops?” • “How would bringing entertainment to the troops make them feel as if they were at home?” <p>The teacher will inform students that the first civilian-run soldiers club started in Montgomery and evolved into the national USO.</p>
Step 6	<p>Ask, “Do you know if the USO is still functioning today?” Give students a chance to respond. Show slide 15 which contains images of today’s USO.</p>
Step 7	<p>Students will write an essay on life on the home front during World War II in Alabama which answers the following questions:</p> <ul style="list-style-type: none"> • What are four ways that Alabamians helped support the war effort on the home front? • How did their efforts impact their daily lives?

Assessment Strategies: Evaluate student-written essay using the attached rubric.

Extension: Respond to the following: Pretend that this is World War II. Describe ways that you and your family help the war effort in a one-day diary entry. Include the ways the war impacts your family’s daily life by giving specific examples.

Remediation: Students may be provided additional photographs or short stories detailing life on the home front during World War II.

Accommodation: Students may be given copies of primary source images with captions providing information explaining what is occurring, along with written explanations of rationing and war bonds.

Modification: Students may be given simplified definitions of rationing, war bonds, and volunteering that took place in Alabama as part of life on the home front during World War II.

Life on the Home Front in Alabama during World War II

Student Name _____

Directions: Write an essay on life on the home front during World War II in Alabama which answers the following questions:

- What are four ways that Alabamians helped support the war effort on the home front?
- How did their efforts impact their daily lives?

CATEGORY	4 points	3 points	2 points	1 point	Score
Introduction	The introduction is inviting, states the main topic and previews direction of the answer.	The introduction clearly states the main topic and previews the direction of the answer, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the direction of the answer nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or direction of the answer.	
Grammar & Spelling	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Accuracy of Facts	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.	
Focus on Topic	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	
Conclusion	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paragraph just ends.	

Total _____