

# NATIONAL MUSEUM OF THE PACIFIC WAR

## Activity Title: The Home Front

**Activity Objectives:** The student will describe the effects of World War II on the Home Front, including rationing, female and minority employment, and the end of the Great Depression.

TEKS:

**5<sup>th</sup> Grade:**

113.16(b)(5)(A), 113.16(b)(13)(B),(C),(D),(E)

**6<sup>th</sup> Grade:**

113.18(b)(3)(A), 113.18(b)(17)(B)

**7<sup>th</sup> Grade:**

113.19(b)(7)(E), 113.19.(b)(11)(C)

**U.S. History Since 1877:**

113.41(c)(2)(D), 113.41(c)(7)(A),(B),(C),(F), 113.41(c)(13)(A)

113.41(c)(17)(A), 113.41(c)(26)(A),(D), 113.41(c)(27)(C)

**World History Studies:**

113.42(c)(24)(A)

**World Geography Studies:**

113.43(c)(11)(B)

**The lesson plans reference locations on two maps. You need to download the SITE MAP and the GEORGE H. W. BUSH GALLERY from the TEKS BASED LESSON PLANS webpage.**

**Areas of the museum to visit for this lesson plan: The George H. W. Bush Gallery**

**Teacher Note: If you are bringing a large group you will want to split them up into groups of 10- 25 and have them start at different locations.**

**Activity Description:**

**1. Prior to the museum visit (Time Frame: 20 min.):**

During World War II in the United States, many things were scarce because they were needed for the war effort or because they had to be shipped from foreign countries. Scarce items were rationed by the government. The rationed items included gasoline, coffee, sugar, rubber, beef, cheese, butter, oils, some canned foods and leather.

- a. Have the students make a list of these items. Have the students place a check mark next to each item that their family used or ate during the past week.
- b. The teacher can then use this as a discussion topic or a written assignment to find ideas about doing without, cutting back or substituting for those rationed items.

**2. During the museum visit (Time Frame: 1.5 hrs.):**

**Pre Show (# 101 on the map)**

Watch the program in the Pre-Show to get a feel for what things were like in the United States during the Great Depression.

**Shock and Anger (# 160 on the map)**

1. What was the reaction in the U.S. to the bombing of Pearl Harbor?

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2. Who did Americans take out their anger on?

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**Sullivan Brothers (# 260 on the map )**

1. What did a Blue Star represent?

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2. What did a Gold Star represent?

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**Arsenal of Democracy ( # 280 on the map )**

1. Describe one of the artifacts on exhibit and its significance to the Home Front.

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2. How many African Americans moved to cities during the war?

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3. Why did they move to the cities?

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4. With so many men in the military, who was brought in to work on the farms and ranches?

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5. List at least three types of work women performed during the war that they traditionally did not do before the war:

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6. In the touch screen computer interactive, go to the Pitching In section and list three items that were collected or recycled:

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**Texans Pitch In (# 290 on the map )**

1. What was the purpose of War Bond drives?

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2. List five items that were rationed during the war:

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3. What were Victory Gardens? (on the oral history kiosk)

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**America Needs You (# 310 on the map )**

1. Describe and explain the significance of any artifact in the smaller display case.

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2. Name one thing the Red Cross did during the war.

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3. How many USO clubs were established during the war?

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4. What could a soldier do at a USO club?

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**Propaganda and Censorship (# 360 on the map )**

1. Why were letters censored?

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2. What were the two types of propaganda? Explain each.

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**3. After the museum visit: (Time Frame: 1 hr.):**

**Option 1:** The student will interview someone who was at home during World War II and ask them how the war affected them in their everyday activities. Ask about rationing, recycling, war bonds, patriotism, relatives in the service and whether or not they had a “Victory Garden”.

**Option2:** The teacher may invite a guest speaker who was at home during the war to speak to the class about the Home Front. Sources for the speaker include the local American Legion or VFW chapter.

**Note to teacher:** This can be assigned as either a written or oral presentation and can be done either individually or as a group project.

**Vocabulary:**

rationing patriotism sacrifice scarce

mobilization unlimited bonds draft recycle

**Resources:** To locate the areas in the museum relevant to this lesson plan you will need to download the two maps from the TEKS Based Lesson Plans page of this website. Dictionary, museum exhibits.

**Materials:** Pencil, paper

**Technology Utilization:** Touch screen computer interactive in exhibit area.

**Accommodations:** Students may require a printed copy of questions to answer during the museum visit.