



5th Grade Level

Camp Hearne

1942 - 1946

Texas U.S.A.

Roll Call – *Friends of Camp Hearne*
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UNITED WE WIN

World War II on the Home Front: How Americans United to Win the War

★ ★ ★ Summary ★ ★ ★

Students will learn about the herculean efforts Americans at home made to conserve and collect materials and turn them into the essentials of war (weapons, uniforms, consumables) and how they housed enemy POWs in their own backyards to keep them off the field of battle.

★ ★ ★ Project ★ ★ ★

Teach students that, more than any other time before or since, Americans from small children to great grandparents united to defeat the Axis Powers.

★ ★ ★ Grade Level ★ ★ ★

5th Grade

★ ★ ★ General Objectives ★ ★ ★

1. Understand how Americans rationed food, gasoline, and other materials to make sure their troops had enough.
2. Realize that, for the first time, women and older Americans went to work in factories to make weapons and war machines.
3. Understand how Americans, often youngsters, collected waste paper, metals, and rubber to supply the country's factories.
4. Understand the significance of POW camps, many in Texas, which kept hundreds of thousands of German, Italian, and later Japanese troops off the battlefields behind barbed wire in American rural communities.
5. Learn that Americans purchased War Bonds to help finance the war effort.

★ ★ ★ Learning Objectives - TEKS ★ ★ ★

110.7 English Language Arts and Reading:

(b) Knowledge and essential skills:

(1) Listening: Students listen actively and purposefully in a variety of settings (e.g. Camp Hearne presentation and Q&A).

(2) Listening: Students analyze and evaluate messages.

(6) Reading/Word identification: Students recognize vocabulary words associated with WWII.

(7) Reading/Variety of texts: Students read a contemporary work about WWII (see suggested readings list).

(9) Reading/Vocabulary development: Students use words and phrases like “rationing,” “prisoner of war,” “Axis Powers,” etc.

(10) Reading/comprehension: Students comprehend selections about what is likely an unfamiliar subject.

(15) Writing for different purposes: Students write to persuade, argue, request.

(16) through (18) Writing: Students write a short essay that is grammatically correct, uses complete sentences, and observes mechanical conventions.

(19) Writing/Writing process: Students write a short essay in support of a thesis in stages from prewriting to finished draft stage.

(20) Writing/Evaluation: Students apply criteria to their own and another’s writing.

(23) Viewing/representing/interpreting: Students understand and interpret visual images, messages, and meanings.

(24) Viewing/representing/analysis: Students analyze and critique messages (e.g. WWII posters).

111.17 Mathematics

(b) (5) Students make observations based on data set forth in lists, tables, charts and diagrams (e.g. charts detailing the raise in war production).

★ ★ ★ Materials Needed ★ ★ ★

- ✓ Power point presentations: “Home Front: the United States during WWII” a free slide show available at Resources 4 Educator <http://education.texashistory.unt.edu>
- ✓ “World War II on the Home Front: Rationing” <http://www.learnnc.org>
- ✓ Poster collection—U.S. Archives at <http://www.archives.gov> “Powers of Persuasion-Poster Art of WWII”
- ✓ Computers with internet
- ✓ Books on the book list

- ✓ Pen and paper
- ✓ Recipe cards (index cards)
- ✓ “Argument, Persuasion, or Propaganda?” worksheets
- ✓ Camp Hearne Exhibit
- ✓ Texas road maps

★ ★ ★ Reading List ★ ★ ★

The Diary of Anne Frank

Sheltering Rebecca by Mary Baylis-White

The Devil’s Arithmetic by Jane Yolen

Anne Frank: Behind the Diary A Photographic Remembrance by Ruud Van Der and Rian Verhoeven

My Secret War: The World War II Diary of Madeline Beck, Long Island, New York, 1941 by Mary Pope Osborne

Early Sunday Morning by Barry Denenberg

Rosie the Riveter: Women Working on the Home Front in World War II by Penny Colman.

★ ★ ★ Vocabulary ★ ★ ★

Prisoner of war (POW)

Overseas

Axis Powers

Conserve

Allied Powers

Salvaging

Stalag

Home front

Rationing

War bonds

Shortage

TEACHING STRATEGIES

★ ★ ★ Introductory Activities ★ ★ ★

1. **Home Front game:** Take students through “Home Front: the United States during WWII” (free downloadable Power Point from the University of North Texas education department), and divide them into teams of three students each. Give them eight minutes to list as many things they can think of that people could do to help win the war. After eight minutes, ask each team in turn to list one of their entries and explain why it was necessary, and what type of person was most likely to do it.
2. Look at the posters from the National Archives collection (either printed or in Power Point format) and, in groups of four, chose a poster and analyze its meaning. Then, each group orally interprets its poster, explaining what response the poster was trying to evoke and what means it used to achieve that response. Give students the “Persuasion, Argument or Propaganda” handout and discuss each concept. Choose at each three posters, pass out “Persuasion, Argument or Propaganda” worksheets and ask students to interpret and analyze the method each poster uses in the worksheet space provided, giving evidence to support each of the three conclusions.
3. Create a “rationing” recipe using substitutions (remember, they didn’t have artificial sweeteners) and/or items from a “Victory Garden.”

★ ★ ★ Learning Activities ★ ★ ★

(completed or begun at Camp Hearne)

1. Visit Camp Hearne, view Camp Hearne exhibit, and hear about what happened there. Discuss the question, why here? Why were POW camps established in Hearne and many other rural communities in Texas? Brain storm possible answers. After students go through the exhibit, ask them to revisit their answers. Do students believe the exhibit supported their answers? Choose one of the learning activities before as a follow up activity:
2. At Camp Hearne, see “Rationing” Slide Show and write two menus for a typical family dinner: one for a Camp Hearne resident (a POW) and one for a resident living in the city of Hearne.
3. Work in Camp Victory Garden.
4. Create a radio interview program during which a farmer or a business person in town answers questions about working with German POWs.

5. Do a three minute radio news segment in which the commentator categorizes Camp Hearne as the “Fritz Ritz.”
6. Pretend to be a German soldier and write a letter home, describing life at Camp Hearne.
7. Using the exhibit, answer questions on the Camp Hearne Mystery Sheet to find out who killed Hugo Krauss.
8. Take the Texas maps and find where other Texas POW camps were located.

★ ★ ★ Drawing Conclusions ★ ★ ★

To assess students’ World War II knowledge, assign one of the following:

1. Write an essay from pre-writing stage to peer review (critiqued by a fellow student using a rubric) to final draft giving reasons why people like those in Hearne and those in charge of securing POWs believed building a POW camp in Hearne was good for and Hearne and good for the war effort.
2. Create charts and graphs showing how dramatically the War changed the U.S. economy and its industrial production between the years 1937 and 1945.
3. Read a book from the “Reading List” and made an oral report to the class.

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