



## **EDUCATOR'S GUIDE**

### **THE AMERICAN HOME FRONT**

(Grades 4-12)

**History** 5.2.10, 5.2.11, 5.2.12, 5.2.13, 5.3.2, 7.1.5, 7.1.6, 10.2.14, 10.2.15, 10.2.18, 10.2.19, 12.1.17

**Government/Political Science** 5.4.1, 5.5 (all), 7.2.4, 8.7.3, 8.4.3, 12.4.6, 12.4.7, 12.4.8, 12.4.9, 12.4.10, 12.4.11, 12.6.2, 12.6.7, 12.7.1, 12.7.4, 12.7.6, 12.7.7, 12.7.8, 12.7.9, 12.7.11

**Geography** 5.10.1, 5.10.2, 5.12.1, 5.12.4, 5.13.2 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 10.4.7, 10.5.2, 10.5.3, 10.5.9, 10.7.4, 10.7.14, 10.8.1, 10.8.2, 10.8.9, 10.9.3, 12.8.2, 12.8.3

**Economics** 4.13.2, 5.14.1, 5.18.2, 6.4.1, 7.4.1, 7.5.4, 12.9.1, 12.9.2, 12.9.4, 12.9.9, 12.9.14, 12.10.4, 12.10.5, 12.10.6

In a classroom setting, students learn how American civilians played a major role in helping the Allies win World War II through hard work and personal sacrifice. Original period posters, V-mail and selected artifacts demonstrate the importance of the Home Front. Although emphasis is placed on Home Front activities in Georgia and the Low Country, the war brought nation-wide changes, especially for women and minorities. The artifacts and archival materials used in this presentation also afford a brief introduction to museum preservation practices. A brief dramatization of a “Rosie the Riveter’s” oral history is also included.

#### **Program Personnel**

→ Debbie Dannel, Director of Education, Mighty Eighth Air Force Museum

#### **RECOMMENDED ACTIVITIES BEFORE YOUR MUSEUM VISIT**

1. Discuss various types of communication media in use today. Examples include television, radio, Internet, E-mail, cellular telephones, letters, billboards and posters. What information does each disseminate?
2. Discuss how United States citizens help their country today. Examples include purchasing United States Savings Bonds, community service and recycling.

#### **RECOMMENDED ACTIVITIES AFTER YOUR MUSEUM VISIT**

1. During the workshop, students discovered that propaganda was an important part of the war effort. Posters waged a constant battle for the hearts and minds of the public. Persuading Americans to support the war effort became a wartime industry, just as important as producing bullets and planes. The posters used during the workshop demonstrated the power of visual media in shaping public attitudes and behavior. Additional posters may be viewed at the following URL's.

- <http://lcweb2.loc.gov/ammem/today/today.html>
- <http://www.nmaa.si.edu/collections/exhibits/posters/essay.html>
- [http://www.archives.gov/exhibit\\_hall/powers\\_of\\_persuasion/united\\_we\\_win/united\\_we\\_win.html](http://www.archives.gov/exhibit_hall/powers_of_persuasion/united_we_win/united_we_win.html)

2. Discuss possible poster topics; such as encouraging the public to buy war bonds, comply with rationing, joined the armed forces, or recycle-needed materials. Then have each student design and color a poster. You may have them use any size heavy paper or poster board. An explanation of each poster should be written on the back of each finished poster and be presented orally to the class.

## RESOURCES

### Books

- Bailey, Ronald. H. et al. *The Home Front: U.S.A. World War II*. Time-Life Books, Inc., 1977.
- Bird, William L., Jr. and Harry R. Rubenstein. *Design for Victory: World War II Posters on the American Home Front*. New York: Princeton Architectural Press, 1998.
- Cohen, Stan., *V for Victory: America's Home Front During World War II*. Missoula, MT: Pictorial Histories Publishing, 1991.
- Kimsey, Thora Olsen and Sonja Olsen Kinard. *Memories from the Marshes of Glynn, World War II*. Decatur, GA: Looking Glass Books, 1999.

### Internet

*What Did You Do in the War, Grandma? An Oral History of Rhode Island Women during World War II* written by students in the Honors English Program at South Kingstown High School. [www.stg.brown.edu/projects/WWII Women/tocCS.html](http://www.stg.brown.edu/projects/WWII_Women/tocCS.html)