

# The wings of the crane

unit five

## unit five: day one

### Arguing Allies

Adolf Hitler, ruler of Nazi Germany, was careful not to attack American ships or planes. Such an attack had brought America into the last war Germany lost, World War One, and Hitler didn't want to fight the United States again. He didn't think he would have to, either, as long as he was careful not to give the Americans a direct reason to fear German attack. Without American troops, he thought he would eventually be able to wear Britain and Russia down, no matter how many planes and trucks the Americans gave their allies.

He might have been right. But we'll never know, because Hitler was allied with the Japanese, and they had their own plans for war with America. Before the attack on Pearl Harbor, Japan had its sights on other things, and at one point the US had once looked upon Japanese ambitions with a level of sympathy, even indulgence.

On top of practical economic considerations (they were hit hard by the world-wide Great Depression of the 1930s), early military success and an inherent sense of racial superiority led Japan to believe that it deserved to dominate Asian politics. Higher birth-rates and economic considerations required more land; the gene-pool justified it. In 1931, Japan forcibly took control of Manchuria, which today is a chunk of land that lies between Russia and China (**have students mark it on the map**). From there, Japan began its advance into China, intending to take as much of Southeast Asia as possible. Historically, Japan had relied on America to supply many natural and industrial resources. Witnessing their aggression, western nations such as the United States, the United Kingdom and the Netherlands disagreed with Japan's attacks so they refused to trade with them anymore - cutting off Japan's supply of oil and other resources. For Japan, embroiled in a long war with China, this was disastrous. Considering its very survival under threat, Japan intensified the search for a permanent alternative. The most obvious target was South-east Asia, rich in minerals and oil.



Photo: Heinrich Hoffmann/Getty Images./  
Published: 07/3/2014 4:39:43

America had two fleets in 1941, just as it does today: an Atlantic fleet and a Pacific fleet. The Pacific fleet was bigger, with all the aircraft carriers and most of the battleships, because it faced the very large and modern navy of Japan.

The Pacific Fleet was based at Pearl Harbor in Hawaii, midway between America and Japan. Along the docks called "Battleship Row" floated eight of the world's largest and most powerful war machines, clad in steel plate and armed with massive guns. The Empire of Japan was trying to take over much of Asia and was worried about the US Navy in Hawaii. They decided to strike in order to prevent the United States from attacking them.

While occupying French Indochina in July 1941, Japan knew that a full-scale invasion of South-east Asia would prompt war with America. It needed a mechanism to buy itself sufficient time and space to conquer successfully crucial targets like the Philippines, Burma and Malaya. The attack on Pearl Harbor was that mechanism; merely a means to an end. By destroying its Pacific Fleet, Japan expected to remove America from the Pacific equation for long enough to allow it to secure the resources it needed so desperately and hoped to crush American morale sufficiently to prompt Roosevelt to sue for peace.

However, they were mistaken.

## The Attack

Information via the incredible resource complete with photos, narration, interactive maps, etc:

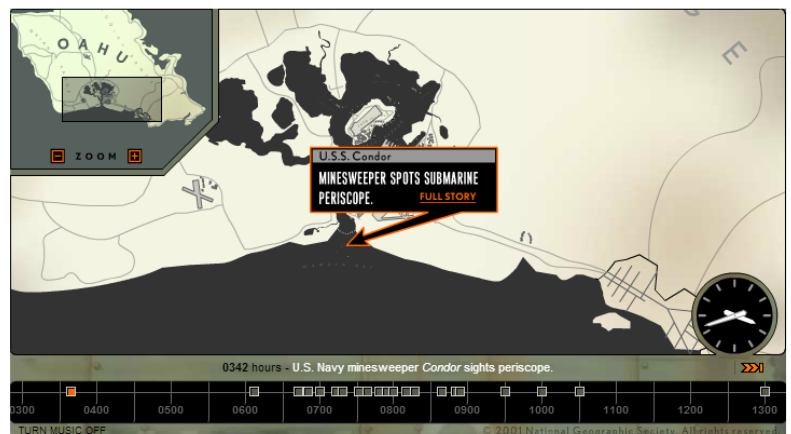
[http://education.nationalgeographic.com/education/multimedia/interactive/pearl-harbor/?ar\\_a=1](http://education.nationalgeographic.com/education/multimedia/interactive/pearl-harbor/?ar_a=1)

Copyright 2001 National Geographic Society. All Rights Reserved. **Explore the website/timeline**

**prior to teaching/while studying and use the website in conjunction with the 'full story' information below to explore and explain the events that occurred.**

At first, lacking in natural resources itself, Japan thought they would be able to take oil and resources from other Asian countries but that soon proved to be too big a task. They knew that the United States had set up a Naval base in Hawaii to monitor the war activity in the Pacific Ocean, which made any further invasions difficult for Japan. This is a big reason they launched the attack on Pearl Harbor. For months before the bombing, Japanese troops worked on a very secretive plan to take out the Naval base at Pearl Harbor.

Finally, on December 7, 1941, the US minesweeper *Condor* was on patrol less than two miles off the entrance to Pearl Harbor at 3:42am. The



officer on the deck sees something “about 50 yards ahead off the port bow.” He asks a sailor what he makes of the object. “That’s a periscope, sir,” the sailor replies, “And there aren’t supposed to be any subs in the area.” The Condor sends a blinker-light message to the destroyer ship *Ward*: “Sighted submerged submarine on westerly course, speed 9 knots.”

Less than three hours later, at 6:10 am, the first wave of 183 fighter planes, bombers, and torpedo planes took off from Japanese aircraft carriers, reconfirmed their navigation by using a Honolulu radio station’s music as their guiding beam, and flew to begin their attack over Oahu.

At 6:45, the U.S. destroyer *Ward* was not able to find the midget submarine reported by the Condor moves in for the kill. The *Ward*’s new captain (he’d only been in command 2 days) ordered men to commence firing. The first shot missed. The second strikes the sub at the waterline. The submarine heels and appears to “slow and sink.” The *Ward* assures it sinks by dropping “a full pattern of depth charges.”

The Captain then, at 6:53 am, sends an astonishing message to Navy Headquarters, “Submarine attack at entrance to Pearl Harbor.” Then, almost immediately another more detailed message, “We have attacked, fired upon, and dropped depth charges upon submarine operating in defensive sea area.”

At 7:02 two radar operators, not believing their eyes, spotted unidentified aircraft (probably more than 50) heading toward Hawaii. Radar is a new defense tool for Hawaii and the system has been in operation for less than a month. They call the Fort Shafter information center, the hub of the radar network.

At 7:15, the *Ward*’s coded report of the sub attack moves with agonizing slowness through the decoding process. At headquarters, code clerks decoded the message, then routinely put it in “paraphrase” so there will not be an exact paper copy that might help an enemy code breaker. The message gradually makes its way to the top: Adm. Husband E. Kimmel, commander in chief of the Pacific fleet. Because there were so many “false reports of submarines” recently, he decides to wait for verification of the report.

At 7:20 The radar operators report “the biggest sightings” the radar operators had ever seen. By now the planes are about 70 miles away, but the officer they report it to shrugs it off. The lieutenant believes that the radar had picked up a flight of US bombers heading from California to Hawaii. For security reasons he can’t tell this to the radar operators, so all he says is, “Well, don’t worry about it.”

7:33 am. From a decoded Japanese message, President Roosevelt and General George Marshall learn that Japanese negotiators in Washington have been told to break off talks. Believing this may mean war, Marshall sends a warning to Lt. Gen. Walter Short, commander of US Army forces in Hawaii. Atmospheric static blacks out communications with Hawaii and it goes via commercial telegraph, it won’t reach Short’s headquarters until 11:45 am.

7:40 am. Planes of the first wave had flown through the clouds, wondering if Pearl Harbor would be visible. As they near Oahu, the attack commander hears a Honolulu weather report, “...clouds mostly over the mountains...visibility good.” The clouds break and an hour and a half after take-off the Japanese pilots spot a long white line of coast—Oahu’s Kakuku Point---the northern tip of Oahu.

7:49 am Air-attack commander Mitsuo Fuchida, looking down on Pearl Harbor, sees no aircraft carriers, which the Japanese had come to destroy. He orders his telegraph operator to tap out *to, to, to*: attack. Then other taps *to ra, to ra, to ra*: attack, surprise achieved. Though not meant to have a double meaning, *to ra* is read by some Japanese pilots as *tora*—meaning tiger. And according to a Japanese saying, “A tiger goes out 1,000 ri (2,000 miles) and returns without fail.”

7:55 am. Japanese strikes. Bombers, bombers, and more bombers, torpedo plane after torpedo plane. At the Command Center on Ford Island, Comdr. Logan C. Ramsey looks out a window to see a low-flying plane. A reckless US pilot he thinks. Then he sees “something black fall out of that plan” and realizes it’s a bomb. Ramsey runs to a radio room and orders the telegraph operators to send out an uncoded message to every ship and base: AIR RAID ON PEARL HARBOR X THIS IS NOT A DRILL

The bombers dropped bombs and torpedoes on the war ships, while the fighter planes attacked the US fighter planes on the ground so they could not take off and fight back. Most US planes have been parked wingtip-to-wingtip in neat rows to make it easy to guard them against sabotage. Most are destroyed.

8:00 am. Unaware of the attack, scheduled B-17 bombers from California reach Oahu. Because they are unarmed, to save weight, the B-17s can only dodge Japanese fighters and US antiaircraft gunfire. Most manage to land intact—one touching down on a golf course.

8:10a.m. An armor-piercing bomb, dropped by a high-altitude bomber, pierces the forward deck of the Arizona, setting off more than a million pounds of gunpowder, creating a huge fireball, and killing 1,177 men. A sailor on the torpedoed battleship *Nevada* sees the *Arizona* “jump at least 15 or 20 feet] upward in the water and sort of break in tow.” In nine minutes the *Arizona* is on the bottom with her dead.

8:17 a.m. Through the smoke and flames, the destroyer USS Helm speeds from Pearl Harbor to the presumed safety of the open sea. As she leaves the channel, a lookout spots a Japanese sub snagged on a reef. The Helm turned hard toward the enemy sub, shoots, and misses. The two person sub breaks free and submerges, and then snags again. Trying to escape the sinking sub one crewman drowns. The other is washed ashore—and becomes the US’ first World War 2 prisoner of war.

8:39 a.m. Speeding out of the harbor as fast as possible the USS Monaghan rams a midget submarine and riddles it with gunfire. The charges are so close that when they explode, the blasts lift the Monaghan out of the water, but do not damage her. The sinking sub manages to shoot a torpedo, but it doesn’t hit anything.

8:50 a.m. As survivors on other ships cheer her on, the Nevada gets her steam up and with guns blazing skyward, heads for the open sea. A sailor sees her US flag flying in the smoke and thinks of the words of “The Star-Spangled Banner.” Japanese planes of the 2<sup>nd</sup> wave bomber her, hoping that sinking her in the narrow channel will bottle up the fleet. Rather than risking trapping her sister ships, she deliberately grounds herself off Hospital Point.

8:54 a.m. Still reeling from the devastating attack, the men and women of Pearl Harbor look up to see a second wave of Japanese planes (35 fighters, 78 dive-bombers, and 54 high-altitude bombers) fly overhead.

9:30 a.m. Bombers from the 2<sup>nd</sup> wave attack ships in the dry docks. Though almost helpless, the dry docked ships fight back. As bombs fly, pieces of ships rain down half a mile away. Except for the Arizona, Utah, and Oklahoma, every ship sunk on December 7<sup>th</sup> will sail again.

10:00 a.m. Mission accomplished, most Japanese planes return to their carriers. Japanese fighters do not have homing devices or radar. They rendezvous with bombers off Oahu and follow them back to the carriers. Of the 29 Japanese planes lost, anti-aircraft guns probably shot down 15. Exultant Japanese pilots urge a third strike. If the gasoline tanks at Pearl Harbor are hit, they reason, the Pacific fleet will be out of action for weeks. But superiors, saying the attack has been successful, rule out a third strike. One reason, the whereabouts of the US carriers are still unknown.

10:30 a.m. As the Japanese planes disappear Pearl Harbor tends to the wounded, the dying, and the dead. From the ships and airfields come the wounded—some horribly burned, others riddled by bullets and shrapnel. At some hospitals casualties are laid out on lawns. Medics convert barracks, dining halls, and schools into temporary hospitals. For many severely wounded and dying men, all nurses can do is give them morphine. They then put a lipstick M on their foreheads to indicate the painkilling drug. Trucks become ambulances and hearses. The death toll eventually reaches 2,390 and nearly 1,200 more were wounded.

1:00 p.m. The Pearl Harbor strike force turns for home. Pearl Harbor, one Japanese pilot says, “Is in flames and smoke, gasping helplessly.” In the 44 months of war that will follow, the US Navy will sink every one of the Japanese aircraft carriers, battleships, and cruisers in this strike force. And when Japan signs the surrender document on September 2, 1945, among the US warships in Tokyo Bay will be a victim of the Pearl Harbor attack. The USS *West Virginia*.



The USS Arizona sinking (<http://www.history.com/topics/world-war-ii/pearl-harbor/videos>)

**Have students watch** this 1942 newsreel that shows the Japanese attack on Pearl Harbor in Hawaii and the S.S. Normandie fire at a New York City pier (from the Prelinger Archive, Library of Congress) [http://content.time.com/time/video/player/0,32068,1313122074001\\_2101696,00.html](http://content.time.com/time/video/player/0,32068,1313122074001_2101696,00.html)

**Have students explore** the fascinating and interactive Remembering Pearl Harbor: Pearl Harbor Attack Map from National Geographic Education:

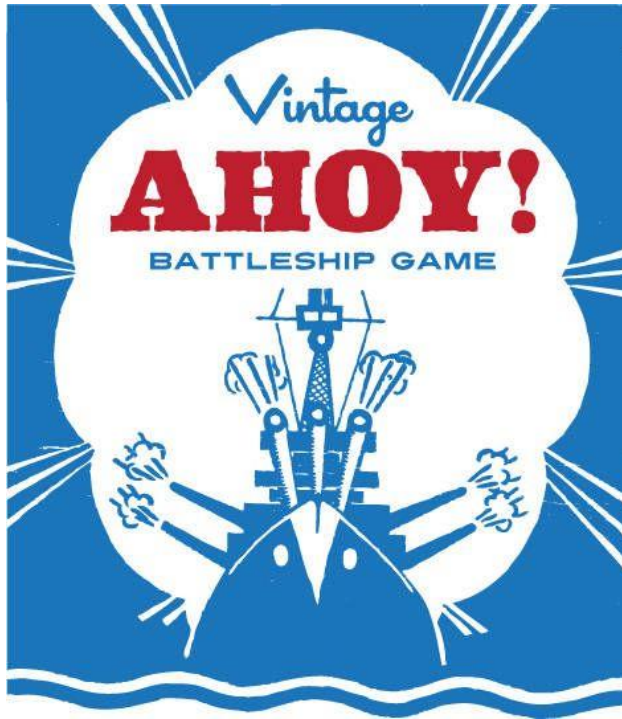
[http://education.nationalgeographic.com/education/multimedia/interactive/pearl-harbor/?ar\\_a=1](http://education.nationalgeographic.com/education/multimedia/interactive/pearl-harbor/?ar_a=1)

**The Numbers**

The following chart shows the casualties from both sides during the attack. Although the Japanese inflicted considerable damage to the US Navy, they did not cripple it. They damaged many ships including warships, destroyers, and cruisers (Twelve ships sank, nine more were put out of action, and more than 300 airplanes were destroyed or badly damaged.) However, all of the US ships but three (the Arizona, the Utah, and the Oklahoma) were able to be recovered and were used later during the war. The biggest US loss was the sinking of the USS Arizona. Over 1,100 US military personnel died when the Arizona sunk.

	<b>United States</b>	<b>Japan</b>
<b>People Killed</b>	2,390	
Navy	2,341	64
Civilian	49	
<b>People Wounded</b>	1,178	unknown
Armed forces	1,143	
Civilian	35	
<b>Ships</b>		
Sunk or Beached	12	5
Damaged	9	
<b>Aircraft</b>		
Destroyed	164	29
Damaged	159	74

(information in this table from www.nps.gov)



## Battleship!

*If time remains have students play Battleship!*

*Printouts and vintage poster image via Cathe Holden @ <http://justsomethingimade.com/2010/12/free-printable-vintage-battleship-game/> Copyright 2010. All Rights reserved.*

Battleship (or Battleships) is a game for two players where you try to guess the location of five ships your opponent has hidden on a grid. Players take turns calling out a row and column, attempting to name a square containing enemy ships. Originally published as BroadSides by Milton Bradley in 1931, the game was eventually reprinted as Battleship.

Materials:

- Sheet protectors
- Markers for spaces (options can be things like white board markers, Skittles, or other small items such as dried beans) If using edible markers whatever they sink, they get to eat—can be a very motivating factor.
- Battleship game boards or Printouts

**Players:** 2 players

**Contents:** Each player gets a board or sheet with two grids, five ships, and a bunch of hit and miss markers. (Alternatively, the game can be played with pencil and paper or markers by using the printouts)

Tip: Cover the printouts with sheet protectors and use white board markers. Then kids can play over and over again on the same boards using dry-erase markers on the acetate without damaging the original printout.

**Goal:** To sink all of your opponent's ships by correctly guessing their location using the coordinate grid.

### Setup

Give each player a board with two grids, one of each type of ship, and a bunch of hit and miss markers. Pen and paper players should note there is one length 2 ship, two length 3 ships, one length 4 ship, and one length 5 ship.

Secretly place your ships on the lower grid. Each ship must be placed horizontally or vertically (not diagonally) across grid spaces, and can't hang over the grid. Ships can touch each other, but can't both be on the same space.

## **Play**

Players take turns firing a shot to attack enemy ships.

On your turn, call out a letter and a number of a row and column on the grid. Your opponent checks that space on their lower grid, and says "miss" if there are no ships there, or "hit" if you guessed a space that contained a ship.

Mark your shots on your upper grid, with white pegs for misses and red pegs for hits, to keep track of your guesses.

When one of your ships is hit, put a red peg into that ship on your lower grid at the location of the hit. Whenever one of your ships has every slot filled with red pegs, you must announce to your opponent that he has sunk your ship.

**Victory:** The first player to sink all opposing ships wins.

## **Salvo Variant**

To speed up the game, some players play a Salvo variant where you get multiple shots per turn. On your turn, you get to take one shot for each ship you have remaining in your fleet. Once you have announced all of your shots (five, at the beginning of the game), your opponent tells you which ones were hits.



# AHOY!

## MY OPPONENT'S FLEET

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

## MY BATTLE ZONE

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

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BATTLESHIP

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SUBMARINE

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CRUISER

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DESTROYER

# AHOY!

MY OPPONENT'S FLEET

1	A	B	C	D	E	F	G	H	I	J
2										
3										
4										
5										
6										
7										
8										
9										
10										

MY BATTLE ZONE

1	A	B	C	D	E	F	G	H	I	J
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5										
6										
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8										
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10										

BATTLESHIP

SUBMARINE

CRUISER

DESTROYER

# AHOY!

MY OPPONENT'S FLEET

1	A	B	C	D	E	F	G	H	I	J
2										
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5										
6										
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9										
10										

MY BATTLE ZONE

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8										
9										
10										

BATTLESHIP

SUBMARINE

CRUISER

DESTROYER

## Day One K-8 Standard Alignment

K

W.K.7. Participate in shared research and writing projects (and express opinions.)

SL.K.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

*These standards will be met during the activities and discussion as students learn, listen, watch, view, and discuss the events, videos, and images covered within the context of the lesson and gain an understanding of the events that led up to and what happened during and the reasonings behind the events at Pearl Harbor.*

1

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2

RI.2.3. Describe the connection between a series of historical events

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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3

RI.3.3. Describe the relationship between a series of historical events

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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4

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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5

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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6

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RH.6-8.3. Identify key steps in a text's description of a process or event related to history/social studies.

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*They will be encouraged to give their opinions and dissect the information and events and what they think should have happened.*

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## unit five: day two

### Taking a Risk! THE WORLD IS AT WAR!

*Note: Games may be imperfect teaching tools...but at the same time they can also be quite dynamic and interesting at teaching some of the factors of a complicated war such as WW2...and can give some insights into the thought processes and strategies of war plans, as well as the events that occurred and issues that were considered on BOTH sides of the war.*

Isn't it about time you ruled the world? In this combat classic, the object is to conquer all 42 territories on the board, thus eliminating your opponents. Students will use dice and cards to shape the size, strength and locations of their troops on the game board, but it's up to them to make strategic decisions that'll keep them on the march. Lead armies across vast continents; launch daring attacks against enemies—but remind them to keep an eye on their flanks. Their opponents are fighting to capture their troops and claim their territories!

World War II. The greatest single conflict of destruction the world has ever seen. From the beaches of Iwo Jima, to the concrete jungles of Germany, to the fields of France, the battlefield is immense and the death even more so.

One of the oldest forms of storytelling is that of reenactment, donning the costumes of the story's subjects, miming their actions, performing a narrative before a live audience. One of the ways to get students involved in the class is by reenacting the battle of Pearl Harbor and/or events of WW2. Use the board game Risk to model the action that occurred in this war to show the students what actually happened and what caused these actions to occur.

Students will model out what happened in World War II (and change history) through the movement of the armies, using at least two colors. For example, the main WW2 Allied Forces; Great Britain, France (except during the German



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occupation, 1940–44), the Soviet Union, the United States; as well as Belgium, Brazil, Canada, Denmark, Greece, New Zealand, Norway, Netherlands, Poland, Australia, and China could be one color while the Central/Axis Powers (Germany, Italy, Japan, Hungary, Romania, Bulgaria) would be another.

For older students you could use a more complex system, such as:

Red - Asian Axis Powers

Green - Soviet Union

Blue - Allied Powers

Black - European Axis Powers

Gray - Neutral Nations

Through the movement of the armies, and by employing strategy, the students will be able to visualize what happened on both sides of the world and how these events affect each other.

Materials:

- “Risk”
- 24 dice
- Class set of Maps of the Earth Pre-World War II
- 50 red disks
- 50 blue disks
- Copies of Risk or War
- Optional PDF of [WORLD WAR II RISK HANDBOOK](#)

Ask the students if anyone has heard of the game called “Risk.” Once a student answers correctly, or if or none do, explain how it is a game of warfare that teaches strategies where groups of people play against each other to see who can take over the world and ask why they think that this game has remained popular for so many years.

Introduce this game by having a little competition with between two of the students, or by watching an appropriate film. Ask any student if they can claim to be the master player of the game of “Risk”. After explaining the game, or watching a video, have two students demonstrate the game by playing a game against each other.

Video Options:

How to play Risk: <https://www.youtube.com/watch?v=n-r0HknkghE>

After all of the students see how the game works, ask the class what is the object of the game and how does it relate to the world.

Have each student choose a partner and give a map and game pieces to each one of the pairs, at its most basic one player from each will be Allied and their partner will be Central Powers/Axis Powers.

Option: Determining Factions



- RISK: World War II cannot be played with an odd number of players.
- Factions are decided with a by a dice roll. First, each player rolls a die. Whoever rolls the highest number gets to roll for their country first, and rolling proceeds counterclockwise.
  - Russia: 1
  - U.S.A: 2
  - Britain: 3
  - Germany: 4
  - Japan: 5
  - Italy: 6
- If only four players are participating:
  - Russia: 1
  - U.S.A and Britain: 2
  - Japan: 3
  - Germany and Italy: 4
- If only two players are participating:
  - Axis Powers: 1
  - Allied Powers: 2

Next, explain to the students how the world was set up at the beginning of World War II, and model this by placing the pieces on the board accordingly. Give them specific information that each military organization had. The U.S. (Allied) side plans their invasion/defense, while the Japanese side (Central Powers) plans for the invasion. Ask the students to place their game pieces in the same fashion as the teacher demonstrated/instructed.

After the board is set up, have each pair play against each other, one person as the Allied forces and the other as the Central Powers. It should be very hands on; one side makes a move and then the other makes their move. Having students strategize like this is a great way to help them think critically in the future.

After 10 minutes, ask the students to stop, and pick up the game pieces.

Ask the students what difficulties they had while playing the game on each side, and who they thought would have the best advantage because of the manner in which the board was set up.



Finally, conclude with reflection on what the students think about what happened on the “Risk” board vs. what actually happened in World War II. The intensity of the fighting in the Pacific Theater, which related to all these factors, ultimately contributed to the use of the atomic bombs.

Note: Other t WW2 based games are available, which older students may play to learn more about the war and game strategies, such as, Axis & Allies, Europe Engulfed, and many others.



Description : Map shows the Axis and Allied power countries of the World during World War II.

Disclaimer

# Risk or War?

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

<b>What was Observed?</b>	<b>Allied Forces</b>	<b>Central Powers</b>
Advantages		
Disadvantages		

1. What difficulties do you think the Allied Forces faced when attacking the Central Powers?

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2. By observing how the Powers were separated, who do you think would have the best advantage on land and why?

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## Day Two K-8 Standard Alignment

K

K.3.01 Understand how to use maps and/or globes to acquire, process and report information from a spatial perspective.

K.3.01 a. Explain what a globe and map represent.

K.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

*These standards will be met and reinforced while students look at and use maps to play the game RISK (as part of the group) and understand what happened and basic thought process and strategies used during WW2.*

1

1.3.01 Understand how to use maps and/or globes to acquire, process and report information from a spatial perspective.

1.3.02 Recognize how to identify and locate major physical and political features on maps and globes.

*These standards will be met and reinforced while students look at and use maps to play the game RISK (as part of the group) and understand what happened and basic thought process and strategies used during WW2.*

2

2.3.01 Understand how to use maps and/or globes to acquire, process and report information from a spatial perspective.

2.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

*These standards will be met and reinforced while students look at and use maps to play the game RISK (as part of pairs and in the group) and understand what happened and basic thought process and strategies used during WW2.*

3

3.3.01 Understand how to use maps and/or globes to acquire, process and report information from a spatial perspective.

3.3.01 c. Locate places on a map using cardinal and intermediate direction.

*These standards will be met and reinforced while students look at and use maps to play the game RISK (in pairs and in the group) and understand what happened and basic thought process and strategies used during WW2.*

4

4.3.01 Understand how to use maps and/or globes to acquire, process and report information from a spatial perspective.

4.3.03 d. Explain the influences of physical and human features on historical events.

*These standards will be met and reinforced while students look at and use maps to play the game RISK (in pairs and in the group) and understand what happened and basic thought process and strategies used during WW2.*

5

5.3.01 Understand how to use maps and/or globes to acquire, process and report information from a spatial perspective.

5.5.09 Understand America's role during World War II.

*These standards will be met and reinforced while students look at and use maps to play the game RISK (in pairs and in the group) and understand what happened and basic thought process and strategies used during WW2.*

6

6.3.01 Understand the characteristics and uses of maps.

6.3.01 a. Use the basic elements of maps and mapping.

6.3.01 b. Identify the locations of certain physical and human features and events on maps and globes.

*These standards will be met and reinforced while students look at and use maps to play the game RISK (in pairs and in the group) and understand what happened and basic thought process and strategies used during WW2.*

7

7.3.01 Understand the characteristics and uses of maps and globes.

a. Be able to use the basic elements of maps and mapping.

7.3.01 b. Identify the location of physical and human attributes on maps and globes at regional and global scales.

*These standards will be met and reinforced while students look at and use maps to play the game RISK (in pairs and in the group) and understand what happened and basic thought process and strategies used during WW2.*

8

8.3.01 Understand how to use maps and/or globes to acquire, process and report information from a spatial perspective.

8.3.01 a. Locate major countries and regions of the world on a map or globe

*These standards will be met and reinforced while students look at and use maps to play the game RISK (in pairs and in the group) and understand what happened and basic thought process and strategies used during WW2.*

# unit five: day three



Have students build paper versions of WW2 vehicles and trucks used during WW2. For example: The armored truck consists of little more than 40 pieces scattered across eight sheets of paper and is not a hard-to-build model. PDFs and links to instructions accompany this unit.

Bedford (truck with boxes) assembly: [Link To Photo](#)

Instructions: [WW2.Truck.Bedford.by.Papermau.Instructions](#)





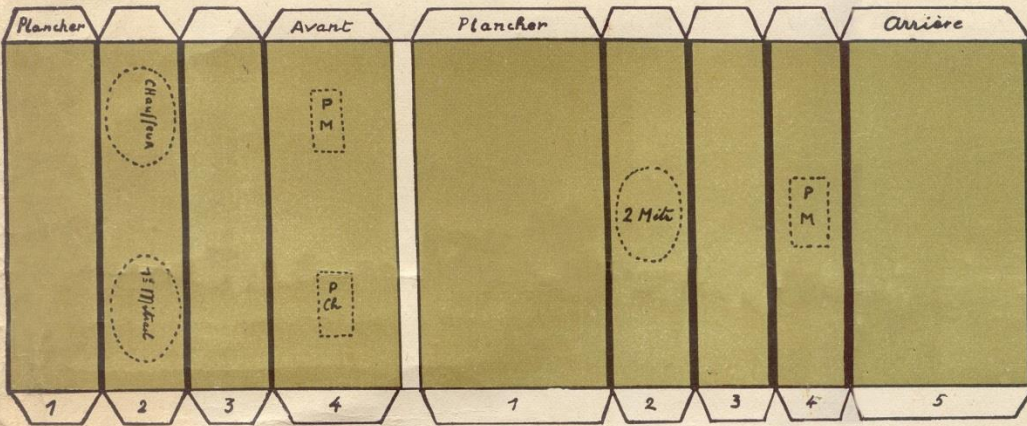
# LA JEEP

MODÈLE  
DÉPOSÉ

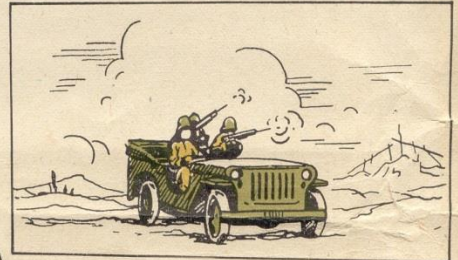
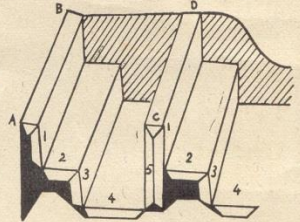
## MONTAGE

- 1° Découper chacun des sujets suivant le trait extérieur;
- 2° Plier suivant les pointillés;
- 3° Plier et coller les parties blanches à leur place respective;
- 4° Pour renforcer les roues, découper des cercles de même diamètre dans du carton fort et les coller à l'intérieur.

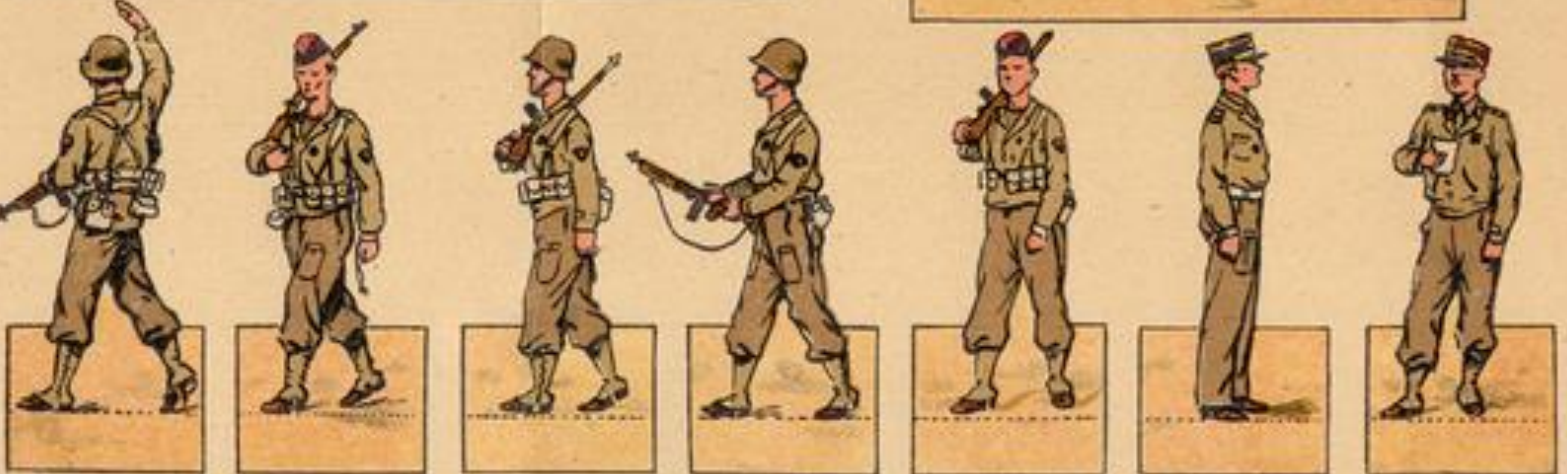
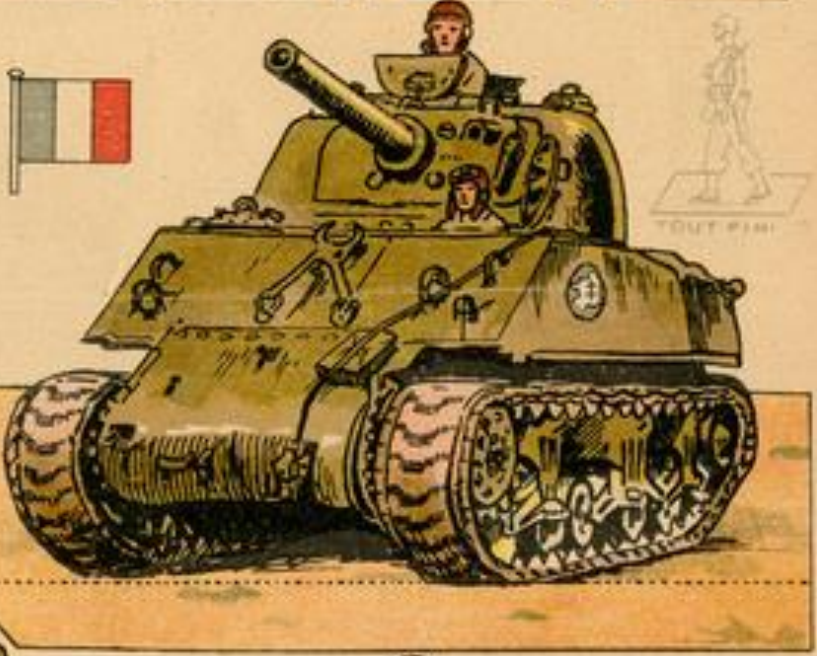
**ATTENTION.** — Chaque soldat a deux faces marquées : CH, CH, 1°M, 1°M 2°M-2°M-à coller l'une contre l'autre.



Schema du montage des planchers









## Day Three K-8 Standard Alignment

K

K.G.5. Model shapes in the world by building shapes from components.

7.1.1 Use puzzles to determine that there are many parts that make up a whole.

7.1.2 Use materials to create a whole from the parts.

*These standards will be met as students are afforded sufficient project development time, given access to constructive materials, and the students themselves encouraged to overcome challenges while they cut and construct, measure, build, and design using the included templates and then work, as time permits, to make their own settings, backgrounds, props, etc out of craft materials.*

1

7.T/E.2 Apply engineering design and creative thinking to solve practical problems.

7.T/E.3 Use tools to measure materials and construct simple products.

*These standards will be met as students are afforded sufficient project development time, given access to constructive materials, and the students themselves encouraged to overcome challenges while they cut and construct, measure, build, and design using the included templates and then work, as time permits, to make their own settings, backgrounds, props, etc out of craft materials.*

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3

7.T/E.5 Apply a creative design strategy to solve a particular problem.

7.T/E.3 Determine criteria to evaluate the effectiveness of a solution to a specified problem.

*These standards will be met as students are afforded sufficient project development time, given access to constructive materials, and the students themselves encouraged to overcome challenges while they cut and construct, measure, build, and design using the included templates. As they encounter issues and challenges students will be encouraged to come up*

*with techniques and strategies (ex. working with a partner in the 'tricky bits' and helping each other) that allow them to successfully complete the project.*

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5

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6

7.T/E.2b Apply the engineering design process to construct a prototype or model that meets certain specifications.

7.T/E.2a Know that the engineering design process involves an ongoing series of events that incorporate design constraints, model building, testing, evaluating, modifying, and retesting.

*These standards will be met as students are afforded sufficient project development time, given access to constructive materials, and the students themselves encouraged to overcome challenges (testing out ideas, seeing if they work, moving on if they do, or coming up with new ones and testing them) while they cut and construct, measure, build, and design using the included templates. As they encounter issues and challenges students will be encouraged to come up with techniques and strategies (ex. working with a partner in the 'tricky bits' and helping each other) that allow them to successfully complete the project. They will have to*

*determine if that strategy was effective or not and what the next step will be in order to have an accurately built truck, etc.*

7

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## unit five: day four

### *After the Attack*

The Japanese believed that, with the Pacific Fleet out of action, America would be unable to stop Japan from taking over the oil fields of Indonesia. Then, Japan would offer peace, and America would have no choice but to accept.

They were mistaken on two counts. First, the battleships of the Pacific Fleet had been knocked out (though many were repaired and sent back into the fight months later), but its aircraft carriers weren't in port that day and were not sunk. In World War Two, carriers were much more important than battleships, and what the Japanese carriers had done to American battleships at Pearl Harbor, American planes would one day do to Japanese battleships at the Coral Sea, Midway, and the Philippine Sea. So the main element of American naval power in the Pacific was still intact. The other mistake the Japanese made is that America did not seek peace, but victory.

After the attack, the citizens of the United States were in shock. They had tried to avoid the war, but they could not ignore this attack. The Japanese had hoped to break the Americans by attacking Pearl Harbor, instead they united them. The next day, December 8th, 1941, the US declared war on Japan. Three days later on December 12, 1941, Japan's allies, Germany and Italy, declared war on the United States. The United States was now officially a major part of World War II. Over the next few years the Americans built over 1,000 combat ships and put 12 million men into the armed forces, while Japan had already mobilized all the men and ships it could find. They fought alongside the Allied forces of the United Kingdom, France and the Netherlands for the next four years.

The US Navy was able to recover from the attack on Pearl Harbor fairly quickly. The Japanese had not damaged a number of important facilities on the Hawaiian Islands, including oil storage depots and repair yards. Also, no aircraft carriers were in Pearl Harbor at the time of the

### Did You Know?

For thousands of years the Cacao Tree was worshipped by the ancient civilizations of Central America who believed it to be of divine origin. Even the word Cacao is actually a Mayan word meaning "God Food". Originally the Mayans made a spicy bitter sweet drink (a bit like coffee) by roasting and pounding the beans of the Cacao tree mixing them with maize and chilli peppers and letting the mixture ferment in water. They called the resulting drink, Xocolatl. . . . When the Spanish reached Central America in the early 1500's they were keen to bring the new drink back to Europe but changed its name to Chocolat because that was easier to pronounce and added sugar and vanilla flavour to make it more acceptable to the European taste.

. . . Within a 100 years chocolate houses (chocolate drinking clubs) had sprung up all over Europe. However, it wasn't until 1847, over three hundred years after chocolate beans and powder had originally been brought back to Europe, that the British company, Fry & Sons of Bristol, mixed Sugar, Cocoa Powder and Cocoa Butter to produce the world's first solid chocolate bar.

. . . In Britain after the outbreak of World War II (1939) certain essential foods and home goods were rationed to make sure that there would be enough to go round for everybody. Amongst other things, in July 1942, after nearly three years of war, sweets and chocolate were rationed so that each person could only have a little bit each week. Despite the fact that the war ended in 1945, chocolate rationing continued for a further eight years, only ending in 1953.

**Why not have students wrap a bar of chocolate in brown paper and call it an emergency ration specially for someone they love? Instructions and HD printable here: <http://www.instructables.com/id/Emergency-Chocolate-Rations-Simple-Holiday-Gift/>**

attack. Aircraft carriers would soon become the most important type of navy vessels in the war. The Japanese-American conflict didn't come to an end until 1945

Furthermore, Pearl Harbor was viewed as a sneak attack by the Americans. The Japanese ambassador in Washington had been told to present a declaration of war a few minutes before the attack, but he was late, and the declaration came after Pearl Harbor had already been bombed. Because the Japanese had begun the war by cheating, Americans didn't think they could believe anything the Japanese said afterward.

**Americans believed the only way to end this war would be to defeat Japan utterly, so that it no longer had the ability to wage war at all.** (This attitude plays hugely into the later decision to drop the bombs.) This was an unusual approach for America, which had usually been content to accept peace terms from its opponents once it won on the battlefield. It meant America would have to destroy Japan's society, then rebuild it and protect it from aggressive neighbors until Japan was strong again. Thus began America's long involvement in the Far East, which brought it into the Korean and Vietnam wars and continues to this day.

## A Time-Lapse Map of Every Nuclear Explosion Since 1945 - by Isao Hashimoto

"2053" - This is the number of nuclear explosions conducted in various parts of the globe.\* Japanese artist Isao Hashimoto has mapped each detonation that rocked the Earth until 1998 and transformed it into a frightening and hypnotizing 14-minute video clip to show the 'folly' of nuclear arms.

<https://www.youtube.com/watch?v=LLCF7vPanrY> (It is also available on other sites if you search for it, and is available in a slightly less but still impactful and soundless 3x faster version

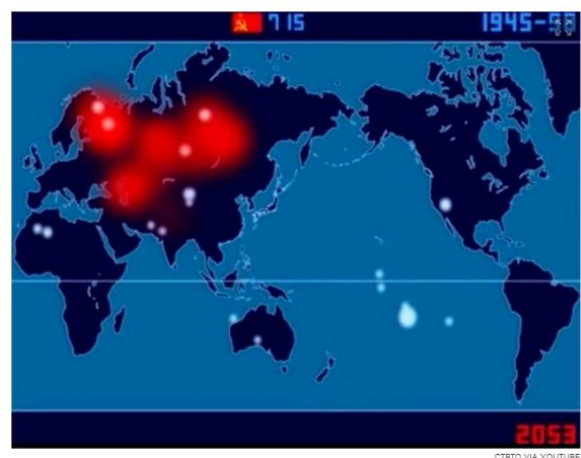
[http://www.youtube.com/watch?v=W\\_lLhBt8Vg](http://www.youtube.com/watch?v=W_lLhBt8Vg) for those with limited time.)

"This piece of work is a bird's eye view of the history by scaling down a month length of time into one second. No letter is used for equal messaging to all viewers without language barrier. The blinking light, sound and the numbers on the world map show when, where and how many experiments each country have conducted.

A metronomic beep marks the passing of the months — while different tones indicate explosions from different countries in the film called "1945-1998."

The film begins slowly, with the Manhattan Project's single test in America followed by the bombs dropped on Hiroshima and Nagasaki, in Japan, that brought World War II to an end.

Once the clock ticks over to the 1950s, however, the pace quickens as the USSR and Britain enter the nuclear club and carry out their own tests.



India, Pakistan, France and China are also then shown causing their own explosions. The film then concludes with the number of bombs exploded: 2,053. Wired has dubbed the clip "a compelling insight into the history of humanity's greatest destructive force."

"Especially when you remember only two nuclear explosions have ever been detonated offensively, both in 1945," adds the editorial.

\* The number excludes the announced nuclear tests by North Korea. With the animation only running to 1998, it does not depict North Korea as having nuclear capacities, with the nation holding tests in 2006 and 2009 and 2013.





# The Taste of War: World War Two and the Battle for Food

## There's a War On, You Know!

During the Second World War, you couldn't just walk into a shop and buy as much sugar or butter or meat as you wanted, nor could you fill up your car with gasoline whenever you liked. All these things were rationed, which meant you were only allowed to buy a small amount (even if you could afford more). The government introduced rationing because certain things were in short supply during the war, and rationing was the only way to make sure everyone got their fair share.

The Japanese attack on Pearl Harbor dramatically ended the debate over America's entrance into the war that raged around the world. As eager volunteers flooded local draft board offices ordinary citizens soon felt the impact of the war. Almost overnight the economy shifted to war production. Consumer goods now took a back seat to military production as nationwide rationing began



Image Via: <http://www.laderaheightsnews.com/valentine-homes.html>  
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almost immediately. In May of 1942, the U.S. Office of Price Administration (OPA) froze prices on practically all everyday goods, starting with sugar and coffee. Rationing was introduced to avoid public anger with shortages and not to allow only the wealthy to purchase commodities.

War ration books and tokens were issued to each American family, dictating how much gasoline, tires, sugar, meat, silk, shoes, nylon and other items any one person could buy. Rationing affected rural America particularly.

Government-sponsored ads, radio shows, posters and pamphlet campaigns urged the

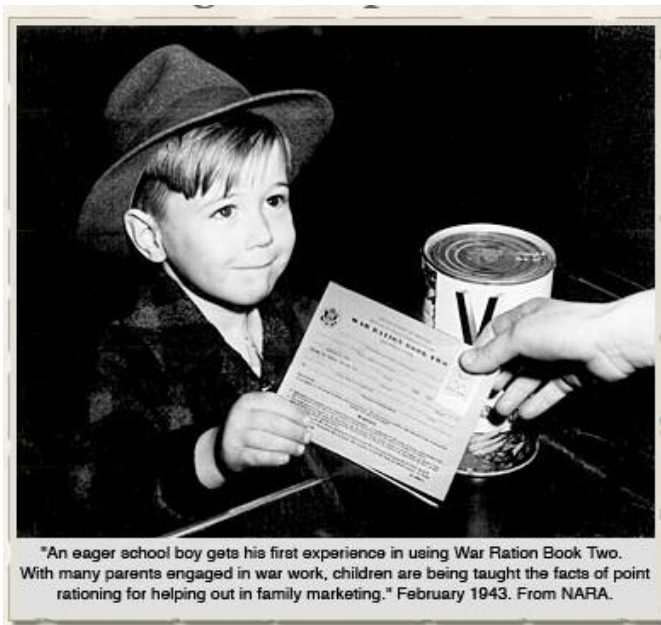


Image Via: <http://www.u-s-history.com/pages/h1674.html> All Rights Reserved.



American people to comply. With a sense of urgency, the campaigns appealed to America to contribute by whatever means they had, without complaint. The propaganda was a highly effective tool in reaching the masses.

For many people rationing, synthetic foods, strange food combinations and the restrictions of the daily diet were among the most vivid memories of life in WW2. During the war, there were shortages of various types of food that affected just about everyone on a daily basis. Food was in short supply for a variety of reasons: much of the processed and canned foods was reserved for shipping overseas to our military and our Allies; transportation of fresh foods was limited due to gasoline and tire rationing and the priority of transporting soldiers and war supplies instead of food; imported foods, like coffee and sugar, was limited due to restrictions on importing.

Because of these shortages, the U.S. government's Office of Price Administration established a system of rationing that would more fairly distribute foods that were in short supply. Here's how rationing worked: Each member of the household got a ration booklet, usually distributed at a the local school. Each booklet had stamps in it that translated into a certain amount of the commodity being rationed. For instance, there were only enough stamps for one person to buy 28 ounces of meat per week, 4 ounces per day. Merchants collected the stamps when you bought something, and when the stamps were gone so was the item for that week.

The challenge was to use everyone's stamps to buy the food and supplies the family needed. Possession of a coupon book did not guarantee that a commodity, ex. sugar, would be available. The Office of Price Administration gave out points that could be used to purchase goods in very short supply, but it was up to the consumer to use the coupons when buying rationed items.

### By another name?

(World Wars I & II)

Due to concerns the American public would reject a product with a German name, American sauerkraut makers relabeled their product as "Liberty cabbage," "Victory Cabbage," or "freedom cabbage" for the duration of the wars with Germany (I & II.)

Frankfurters were renamed "hot dogs," Hamburgers became liberty sandwiches and German measles became liberty measles. German Shepards became Alsatians (a label given in an attempt to emphasise the French origins of the breed from Alsace, rather than Germany) and the city of Syracuse banned pinochle, a German card game.

Even dachshunds weren't safe, and during the war the little dogs became known as 'badger dog' (a literal translation from the German), or "liberty pups."

Cities across the country were renaming streets to make them sound less German, and it didn't stop at just streets. Berlin, Michigan was renamed Marne, Michigan, to honor the battle instead of the capital city of the enemy.

While some food items were scarce, others did not require rationing, and Americans adjusted accordingly. "Red Stamp" rationing covered all meats, butter, fat, and oils, and with some exceptions, cheese. Each person was allowed a certain amount of points weekly with expiration dates to consider. "Blue Stamp" rationing covered canned, bottled, frozen fruits and vegetables, plus juices and dry beans, and such processed foods as soups, baby food and ketchup. Ration stamps became a kind of currency with each family being issued a "War Ration Book." Each stamp authorized a purchase of rationed goods in the quantity and time designated, and the book guaranteed each family its fair share of goods made scarce, thanks to the war.

Rationing also was determined by a point system. Some grew weary of trying to figure out what coupon went with which item, or how many points they needed to purchase them, while some coupons did not require points at all.

In addition to food, rationing encompassed clothing, shoes, coffee, gasoline, tires, and fuel oil. With each coupon book came specifications and deadlines. Rationing locations were posted in public view. Rationing of gas and tires strongly depended on the distance to one's job. If one was fortunate enough to own an automobile and drive at the then specified speed of 35 mph, one might have a small amount of gas remaining at the end of the month to visit nearby relatives.

Rationing meant finding creative ways to overcome challenges when you couldn't always get



the foods you were accustomed to eating. One woman, Diena Schmidt, remembers, "'We just became more ingenious," she says. If we could buy a box of Jell-O, we'd make a piecrust and put Jell-O in it and we had pie."

The shortages became such a nuisance that they even got the attention of song writers. Jazz musician Louis Jordan was one of those who had fun with rationing when he wrote "Ration Blues." (Listen to him play and sing it at the

following link: [http://www.livinghistoryfarm.org/farminginthe40s/movies/music\\_life\\_08.html](http://www.livinghistoryfarm.org/farminginthe40s/movies/music_life_08.html) )

With lyrics like:

Baby, baby, baby,  
What's wrong with Uncle Sam?  
He's cut down on my sugar,  
Now he's messing with my ham.

I got the ration blues,  
Blue as I can be.  
Oh, oh, me,

I got those ration blues.

I got to live on 40 ounces  
Of any kind of meat,

Those 40 little ounces  
Got to last me all the week.

I got to cut down on my jelly,  
It takes sugar to make it sweet,  
I'm going to steal all your jelly, baby,  
And rob you of your meat.

I got the ration blues,  
Blue as I can be.  
Oh, oh, me,  
I got those ration blues.

I like to wake up in the morning  
With my jelly by my side,  
Since rationing started, baby,



Image Via: Wikimedia Commons, the free media repository

You just take your stuff and hide.

They reduced my meat and sugar  
And rubber's disappearing fast,  
You can't ride no more with papa  
'Cuz Uncle Sam wants my gas.

I got the ration blues,  
Blue as I can be.  
Oh, oh, me,  
I got those ration blues.

Sometimes rationing brought out the worst in people. (However, the food privations inflicted on American civilians by the war were minimal compared to those suffered by civilians in all other combatant nations.) And where there were many who were willing to sacrifice, there were also rationing cheats looking for more gas and other commodities. In smaller towns it was harder to get away with, since everyone knew what everyone else was supposed to be getting.

Regulating the supply of goods led to a "Black Market" – the sale of items "off the records," from farm equipment to gasoline to beef and pork. While illegal, the black market became a driving force in the Home Front especially in the cities - for those who could afford the prices. The government investigated complaints against those suspected of being involved in the black market and the penalties for those caught could be severe – a fine of \$500 and a possible two years in prison. The

government also required offenders to pay three times the value of what they had been caught selling on top of the fine. By the standards of the time, a fine of \$500 alone should have been a major deterrent let alone a prison sentence. However, these did not put off many of those involved. Their customers had no reason to inform the government, as they themselves would lose out if the only way to acquire what they wanted was through the black market.

The government was so concerned that they actually produced a short dramatic film encouraging people not to break the law.

**Save those scraps.** With so many commodities in short supply, the government not only rationed them but also campaigned to save and reuse vital materials. Many people who were children or teenagers during World War II remember how their small towns held scrap drives. People collected scrap paper so it could be used for packing around equipment and weapons. All kinds of metal was collected so it could be recycled and made into bombs. Engine grease was saved. The government needed copper for war material and minted pennies from zinc-coated steel in 1943. Towns had paper drives, rubber drives, and scrap metal drives. Children went door to door in their neighborhoods. The drives generated a strong sense of community and a patriotic feeling that everyone was helping in the war effort. The actual savings from these drives is difficult to measure.

Others planted "Victory Gardens" to conserve food. For a small investment in soil, seed and time, families could enjoy fresh vegetables for months. By 1945, an estimated 20 million victory gardens produced approximately 40 percent of America's vegetables.

So today's recycling movement may have actually begun in the 1940s.

**Government Cookbooks?** The U.S. Government began printing recipe books with tips on how to stretch rationed food to last as long and feed as many as possible. Additionally, some of the most popular foods we still eat today were introduced during World War II in response to the shortages and changing food needs of the United States. Cheerios, M&M's, corn dogs, SPAM and Rice Krispie Treats were all introduced during America's war years.

Training sessions were held to teach women to shop wisely, conserve food and plan nutritious meals, as well as teach them how to can food items. The homemaker planned family meals within the set limits. The government's persuasion of people to give up large amounts of red meats and fats resulted in more healthy eating.

Then there were the food manufacturers who took advantage of the wartime shortages to flaunt their patriotism to their profit. The familiar blue box of Kraft Macaroni and Cheese Dinner **(have students ever tried it?)** gained great popularity as a substitute for meat and dairy products. Two boxes required only one rationing coupon, which resulted in 80 million boxes sold in 1943. Food substitutions became evident with real butter being replaced with margarine. Cottage cheese took on a new significance as a substitute for meat, with sales exploding from 110 million pounds in 1930 to 500 million pounds in 1944.

While life during the war meant daily sacrifice, few complained because they knew it was the men and women in uniform who were making the greater sacrifice. A poster released by the Office of War Information stated simply, "Do with less so they'll have enough." And yet another pleaded, "Be patriotic, sign your country's pledge to save the food." On the whole, the American people were united in their efforts.

After three years of rationing, World War II came to a welcome end. Rationing, however, did not end until 1946. Life resumed as normal and the consumption of meat, butter, and sugar inevitably rose. While Americans still live with some of the results of World War II, rationing has not returned.

## WW2 Taste Test! Snap, Crackle, Yum!

Have students practice fractions and measurement as you make one of the following recipes.

### Rice Krispie Treats

Best of all, marshmallows were never rationed and you could make these rice treats with butter substitutes, like margarine.

Here, then, is the original recipe for anyone who may not have it memorized.

3 Tablespoons butter or margarine

1 10oz package (about 40) marshmallows or 4 cups of miniature marshmallows

6 cups of Rice Krispies

Directions:

1- In a large saucepan melt the butter over low heat. Add the marshmallows and stir until completely melted. Remove from heat.

2- Add the Rice Krispies and stir until well coated.

3- Using a buttered spatula or wax paper evenly press mixture into a 13X9X2 inch pan coated with cooking spray. Cool. Cut into 2 inch squares.

Microwave Directions:

In a microwave-safe bowl heat the butter and marshmallows on HIGH of 3 minutes, stirring after 2 minutes. Stir until smooth.

Follow steps 2 and 3 above.

This basic recipe can be varied almost any way you can think of. You can add peanut butter, Nutella,

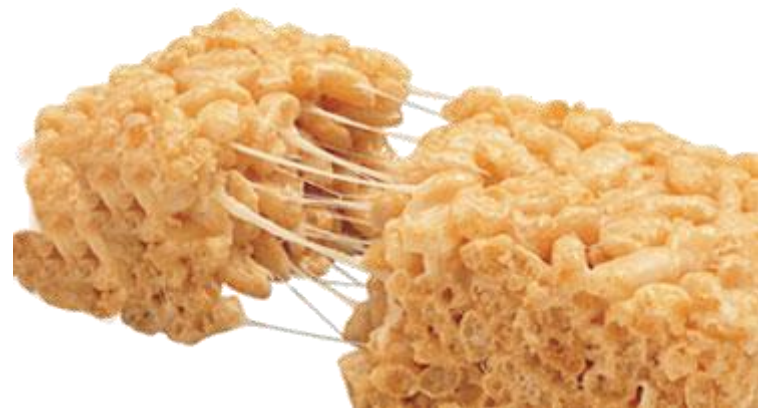


Image Via: [2 LittleYellowBarn.com](http://LittleYellowBarn.com)

<http://littleyellowbarn.com/2013/04/perfect-gooey-rice-krispie-treats/> All Rights Reserved.

chocolate chips or nuts to name just a few variations.

Or, in honor of the favorite circular cereal introduced during war times

## Cheerio Squares

Ingredients

*Servings 8-10*

1/4 cup margarine or butter

1 (10 1/2 ounce) bag miniature marshmallows

6-8 cups Cheerios toasted oat cereal  
or for a twist, use Honey Nut Cheerios, or even Chocolate Cheerios.



Image Via: Bettycrocker.com © 2014 ®/TM General Mills All Rights Reserved

1. Melt the margarine. Add the Marshmallows and stir until melted.
2. Now, add the Cheerios a little at a time and stir them in so that the cheerios are completely coated. Keep adding Cheerios until no more will be coated.
3. Pour the mixture into a 9x13 pan and allow to cool at least 10 minutes. Slice it up and eat. (With table knife, cut cereal mixture into 6 rows by 4 rows to make 24 bars, or have students figure out how many rows and columns you need to make sure everyone gets a square.)

## Day Four K-8 Standard Alignment

K

K.5.02 a. Understand the place of historical events in the context of past, present, and future.

K.5.01 a. Define history as the story of our past.

*These standards will be met during the activities and discussion as students learn, listen, watch, and discuss the events covered within the context of the lesson. We will discuss how actions and events in the past (atomic bombs to rationing) connect to and influence our today and our tomorrows and how the actions and events we are studying still continue to influence us today.*

1

1.5.01. c. Identify contributions of diverse historical figures that have influenced their community, state, nation, and/or the world.

1.5.02 Understand the place of historical events in the context of past, present, and future.

*These standards will be met during the activities and discussion as students learn, listen, watch, and discuss the events covered within the context of the lesson. We will discuss how actions and events in the past (atomic bombs to rationing) connect to and influence our today and our tomorrows and how the actions and events by the people we are studying still continue to influence us today.*

2

2.5.02 Understand the place of historical events in the context of past, present, and future.

2.6.01 Recognize the impact of individual and group decisions on citizens and communities.

*These standards will be met during the activities and discussion as students learn, listen, watch, and discuss the events covered within the context of the lesson. We will discuss how actions and events (atomic bombs to rationing) during continued to have an effect, ex. chocolate rationing continued for many years and we still eat rice krispie treats today and worry about atom bombs. We'll also discuss how communities and citizens were affected by the war in their day to day lives and how the actions and events by the people we are studying still continue to influence us today.*

3

3.6.01 Recognize the impact of individual and group decisions on citizens and communities.

3.5.01 Identify major people, events, and issues in United States and world history.

*These standards will be met during the activities and discussion as students learn, listen, watch, and discuss the events covered within the context of the lesson. We will discuss how actions and events (atomic bombs to rationing, etc.) during continued to have an effect, ex. chocolate rationing continued for many years and we still eat rice krispie treats today and worry about atom bombs. We'll also discuss how communities and citizens were affected by the war in their day to day lives and how the actions and events by the people we are studying still continue to influence us today.*

4

4.5.02 Understand the place of historical events in the context of past, present and future.

4.5.05 a. Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.

*These standards will be met during the activities and discussion as students learn, listen, watch, and discuss the events (atomic bombs to rationing, etc.) covered within the context of the lesson. We will discuss how actions and events during continued to have an effect, ex. chocolate rationing continued for many years and we still eat rice krispie treats today and worry about atom bombs. We'll also discuss how communities and citizens were affected by*



*the war in their day to day lives and how the actions and events by the people we are studying still continue to influence us today.*

*We'll compare what we've learned and what we're studying over the series of the units thus far and whether students feel like they have a better grasp of what it was like living during that time period and how what happens in the past still affects us today.*

5

5.6.01a Recognize the impact of individual and group decisions on citizens and communities.

5.6.01c. Identify and describe factors that either contribute to cooperation or cause disputes within and among groups and actions.

*These standards will be met during the activities and discussion as students learn, listen, watch, and discuss the events (atomic bombs to rationing, etc.) covered within the context of the lesson. We will discuss how actions and events during continued to have an effect, ex. chocolate rationing continued for many years and we still eat rice krispie treats today and worry about atom bombs. We'll also discuss how communities and citizens were affected by the war in their day to day lives and how the actions and events by the people we are studying still continue to influence us today.*

*We'll discuss how the war both brought people together and caused conflict on both large and small scales. Ex. Do they think everyone was happy with rationing? Would they be happy with rationing?*

6

6.4.02 c. Explain and apply concepts such as power, role, status, justice and influence to the examination of [historical] issues, events, and social problems.

RH.6-8.7. Integrate visual information (e.g., graphics, photographs, videos, or maps) with other information gained from print and digital texts to develop a coherent understanding of a topic or issue.

*These standards will be met during the activities and discussion as students learn, listen, watch, view, and discuss the events (atomic bombs to rationing, etc.) and images covered within the context of the lesson. We'll discuss how rationing was implemented due to government power, and what role and power the government and citizens and rationing had at the time period. Students will be asked was rationing just and what influence the war had in daily life and what influence citizens and government had on the war.*

7

RH.6-8.7. Integrate visual information (e.g., graphics, photographs, videos, or maps) with other information gained from print and digital texts to develop a coherent understanding of a topic or issue.



7.6.01 Understand the impact of individual and group decisions on citizens and communities.

*These standards will be met during the activities and discussion as students learn, listen, watch, view, and discuss the events (atomic bombs to rationing, etc.) and images covered within the context of the lesson. We'll discuss how rationing was implemented due to government power, and what role and power the government and citizens and rationing had at the time period. Students will be asked was rationing just and what influence the war had in daily life and what influence citizens and government had on the war.*

8

RH.6-8.7. Integrate visual information (e.g., graphics, photographs, videos, or maps) with other information gained from print and digital texts to develop a coherent understanding of a topic or issue.

8.6.01 Recognize the impact of individual and group decisions on citizens and communities.

8.6.01 a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

*These standards will be met during the activities and discussion as students learn, listen, watch, view, and discuss the events (atomic bombs to rationing, etc.) and images covered within the context of the lesson. We'll discuss how rationing was implemented due to government power, and what role and power the government and citizens and rationing had at the time period. Students will be asked was rationing just and what influence the war had in daily life and what influence citizens and government had on the war.*

*We'll also discuss what rights does a citizen have in relation to government and nationwide needs as opposed to their individual needs?*

## Wings of the Crane Unit Five K-8 Academic Vocabulary Guide

K

- Map
- Globe
- Human
- United States of America
- Respect
- President
- Food
- Job
- Leader
- Community
- Wants
- Basic needs (food, clothing, shelter)

1

- Past
- Present
- Future
- Rights
- Responsibilities
- Patriotic
- Values
- History
- Law(s)
- Citizen
- Veteran(s)

2

- Map key
- Economy
- Consumer
- Type

- Urban
- Rural
- Decision
- Conflict

- Events
- History

3

- Scarcity
- Product
- Urban
- Rural

- Manufacturing
- Distribution
- Tools
- Resources

- Threatened
- Force
- Cause
- Effect

4

- Document
- Missions
- Supply
- Demand

- Political
- Audience
- Drawing conclusions

- Trade
- Merchant
- Relationship

5

- Rights
- Union
- Implied

- Point of view
- Theme
- Model

- Credit
- Edge

6

- Power
- Interdependence
- Scavengers
- Similarity

- Event
- Cause and effect
- Base
- Degree

- Point of view
- Propaganda
- Symbolism

7

- Spatial
- Impact
- Capitalism

- Property
- Viewpoint
- Stress

- Paraphrase
- Free enterprise

8

- Human impact
- Family
- Interdependence
- Order
- Sequence

- Line
- Atomic
- Commerce
- Exchange
- Consumerism

- Innovation
- Opportunity
- Profit
- Nuclear

## Unit Five Sample Supply List

### Day One

- PowerPoint
- Internet/Video Access
- Battleship Printouts
- Game markers
- Sheet protectors

### Day Two

- “Risk”
- 24 dice
- Class set of Maps of the Earth Pre-World War II
- 50 red disks
- 50 blue disks
- Copies of Risk or War
- Optional PDF of WORLD WAR II RISK HANDBOOK

### Day Three

- Scissors
- Glue
- Tape
- Color copies of printouts
- Access to instructions link

### Day Four

- Access to videos & audio clips
- Chocolate paper printouts & mini chocolate bars?
- Sample of Kraft Mac & Cheese (optional)
- 3 Tablespoons butter or margarine per batch
- 1 10oz package (about 40) marshmallows or 4 cups of miniature marshmallows per batch
- 6 cups of Rice Krispies per batch

Or

- 1/4 cup margarine or butter per batch
- 1 (10 1/2 ounce) bag miniature marshmallows per batch
- 6 -8 cups Cheerios toasted oat cereal or for a twist, use Honey Nut Cheerios, or even Chocolate Cheerios per batch