



11<sup>th</sup> 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 ★ ★ ★

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### ★ ★ ★ 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 how Camp Hearne operated as a holding place for German POWs and how the Germans adjusted to their captivity.
6. Learn that Americans purchased War Bonds to help finance the war effort.

### ★ ★ ★ Learning Objectives - TEKS ★ ★ ★

113.32 (c)

- (1) US History. The student explains the significance of the dates: 1941 - 1945.
- (6) The student understands the importance of WWII

**(8) Geography.** The student uses geographic tools to collect, analyze and interpret data.

**(9) Geography.** The student understands the impact of geographic factors on a major event.

**(14) Economics.** The student understands economic effects of WWII.

**(A) Home front factors:** rationing, female employment, and the end of the Great Depression.

**(22) Science, technology and society.** Student can explain how military innovation arose in response to military needs.

**(24) Social studies skills.** The student applies critical thinking skills to organize and use information from a variety of sources.

**(25) Social studies skills.** The student communicates knowledge in written, oral and visual forms.

**(26) Social studies skills.** The student uses problem-solving and decision-making skills.

#### **113.36 Psychology (c)**

**(1) The student uses problem-solving and decision-making skills.** The student understands the dynamics of relationships in order to be a contributing member of the community through participation in small and whole group activities.

#### **113.37 Sociology (c)**

**(2) Citizenship.** The student analyzes groups in terms of membership roles, status, rules, and socioeconomic stratification (e.g. Nazis and anti-Nazis in the POW camps).

**7) Government.** The student understands how governments promote cultural values and provide for social controls (e.g. Nazi government in the camps).

#### **114.44 English III (c)**

**(1), (2), (3), (4), (6) Writing** incorporating facts, concepts and interpretation (i.e. analyzing persuasion methods on the home front; writing about the logic of POW camps in rural Texas).

**(7) and (9) Reading/Comprehension – Reading to understand a unique situation.**

(13) Reading/inquiry/research (i.e. researching home-front strategies; researching life in the POW camps).

#### 111.34 Geometry (b)

(8) Using geometric concepts (designing a Camp Hearne fountain).

#### 113.35 Pre-calculus (c)

(4) Solving real-life problems (e.i. in fountain design, for example, or in creating an escape-proof camp).

#### ★ ★ ★ Materials Needed ★ ★ ★

- ✓ Power point presentations: “Home Front: the United States during WWII” a free slide show available at Resources 4 Educator available at <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
- ✓ Videos about American POW camps during WWII
- ✓ Books on the book list
- ✓ Pen and paper and measuring tools
- ✓ Recipe cards (index cards)
- ✓ “Argument, Persuasion, or Propaganda?” worksheets
- ✓ Camp Hearne Exhibit

#### ★ ★ ★ Reading List ★ ★ ★

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

*The Devil’s Arithmetic* by Jane Yolen

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

*One Eye Laughing, The Other Weeping: The Diary of Julie Weiss, Vienna, Austria to New York* by Barry Denenberg

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

*Inside the Third Reich* by Albert Speer

*Scholastic Encyclopedia of the United States at War* by June A. English and Thomas D. Jones

★ ★ ★ Vocabulary ★ ★ ★

Totalitarian	Shortage
Fascism	Overseas
Prisoner of war (POW)	Conserve
Axis Powers	Salvaging
Allied Powers	Home front
Stalag	War bonds
Rationing	VE-Day

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 four posters representing different categories and pass out “Persuasion, Argument or Propaganda” worksheets, asking students to interpret and analyze the method each poster uses in the worksheet space provided, giving evidence to support each of the four 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 and record them for future reference (on a board or large sheet of paper). 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 and plan menus for a family of four for three days using vegetables found growing in the garden, un-rationed food and rationed foods—keeping in mind how much of each rationed item was allowed a person per week. The Camp Hearne representative will provide examples of a ½ and ¼ lb. serving of meat.
4. Create a radio interview program during which a farmer or a business person in town answers questions about working with German POWs, based on Camp Hearne oral histories.
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 measuring tools, design a fountain for Camp Hearne.

**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(s) from the “Reading List” and made an oral report to the class.
4. Create a WWII diary pretending to be either the wife of a service man who goes to work in a war industry or a teenager who participates in material “drives” and comes home to rationed meals.

5. **Create two maps: a map of Camp Hearne and a map of south west Robertson County, along with population figures for Hearne and Mumford in the 1940s, to illustrate why the location was a good or bad one for a POW camp. For extra credit, get temperature information for 1942, 1943, and 1944.**
6. **Create a Power Point presentation over US-based POW camps or about home front efforts to win the war.**

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