

How did all American civilians on the homefront help the soldiers on the warfront?

United States History: 1865 to the Present



*A female worker in 1939 operating a hand drill at a factory in Vultee-Nashville, Tennessee. Public domain.
Available at the Library of Congress: <https://www.loc.gov/resource/fsac.1a34808/>*

How did all American civilians on the homefront help the soldiers on the warfront?

Standard(s):

USII.6 The student will apply history and social science skills to understand the major causes and events of World War II and the effects of America's role by:

- g. evaluating the effects of the war on the home front, including, but not limited to women in the workforce, the incarceration of Japanese Americans, rationing, conservation, and war bonds;**

During World War II, the effort on the homefront provided support for the war effort abroad. It also represented a moment in history where the collective force of all Americans played a role in uniting for a common purpose and sacrificing for the common good. This inquiry has students explore the collective concept of “all” and what that meant during the homefront effort of WWII through analyzing images and source material related to the homefront.

Featured Sources

Source A: [War ration book number two](#)

Source B: [War ration directions](#)

Source C: [Female factory worker](#)

Source D: [Factory workers on break](#)

Source E: [Student scrap metal drive](#)

Source F: [Students in California](#)

Source G: [Victory Garden supplies](#)

Source H: [Victory Garden poster](#)



Formative Performance Tasks

1. **COLLABORATE:** Students will analyze sources related to the civilian effort on the homefront of WWII and complete a [graphic organizer](#).
2. **PRODUCE:** Students will write a response to the compelling question with a focus on “all” Americans.
3. **DELIBERATE:** Students will participate in a classroom discussion around the question “Do we see this collective spirit today?”

Instructional Snapshot

This inquiry should begin with a definition of the homefront. Allow students to share ideas, previous knowledge and informed guesses to shape their understanding of what the homefront during a time of war is. You may also want to contextualize the domestic landscape of the United States during WWII with a focus on traditional roles of women, segregation of African Americans, and coming off the Great Depression.

Students will then work together in groups to analyze various sources related to the homefront. For each source they will utilize their graphic organizer to determine what they see, who specifically is helping, who by proximity is sacrificing and helping, and how they are collectively helping. The goal is to have students grapple with the term “all American civilians” in viewing these sources. (COLLABORATE)

When students have finished their graphic organizers they should form a response to the compelling question. They may do this individually or in the group they just worked with. Students may share out when finished. (PRODUCE)

Once all students have shared, bring the class back together for a group discussion. In preparation for this discussion. In starting this discussion, bring to surface the idea that during WWII, many civilians pitched in to support the war effort. Mention that the term for this is “collective spirit”. Pose the question to students “Do we see this collective spirit today?”. Some questions to help guide your discussion can include:

- When do we see collective spirit in our community?
- Do emergencies and time of need impact collective spirit?
- Why has the idea of collective spirit diminished?

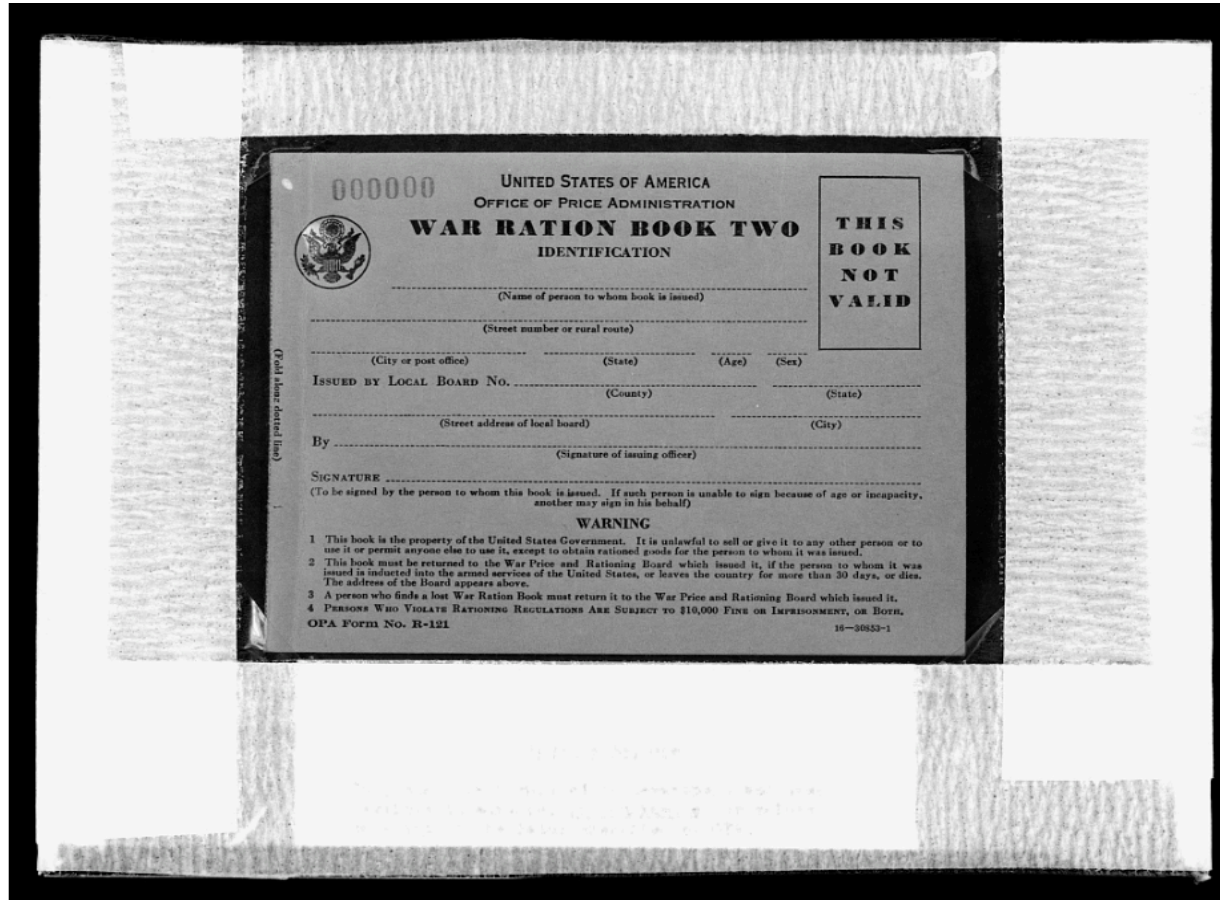


During the discussion students should use examples from WWII as well as their current lives to hold dialogue and discussion around the posed question. (DELIBERATE)

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Featured Source: War ration book number two

Source A: United States Office of War Information, & Liberman, H. (Photographer). (between 1940 and 1946). *War ration book number two: The cover of the war ration book number two* [Photograph]. Library of Congress Prints & Photographs Division.
<https://www.loc.gov/item/2017694022/>



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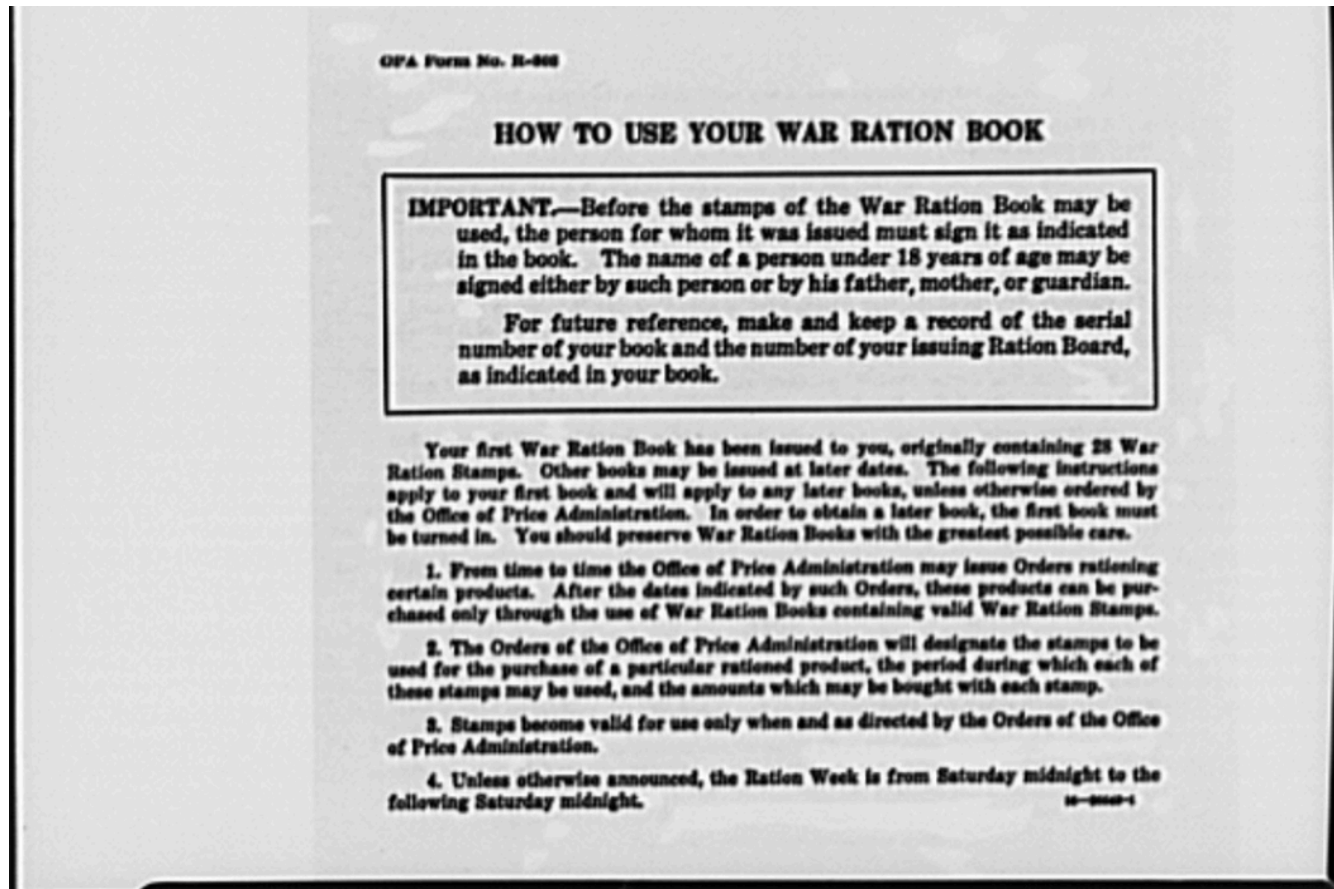
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How did all American civilians on the homefront help the soldiers on the warfront?

Featured Source: War ration directions

Source B: United States Office for Emergency Management. (between 1940 and 1946). *Sugar rationing: Instructions on the use of the war ration book. These instructions apply to ration books which every citizen will receive when sugar rationing begins a few weeks hence* [Photograph]. Library of Congress Prints and Photographs Online Catalog. <https://www.loc.gov/resource/fsa.8b12941/>



How did all American civilians on the homefront help the soldiers on the warfront?

Featured Source:
Female factory worker

Source C: Palmer, A. T. (Photographer). (1943, February). *Operating a hand drill at Vultee-Nashville, woman is working on a "Vengeance" dive bomber, Tennessee* [Photograph]. Library of Congress Prints and Photographs Online Catalog. <https://www.loc.gov/item/2017878542/>



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Featured Source: Factory workers on break

Source D: Delano, J. (Photographer). (1943, April). *Women workers employed as wipers in the roundhouse having lunch in their rest room, C. & N.W. R.R., Clinton, Iowa* [Photograph]. Library of Congress Prints and Photographs Online Catalog. <https://www.loc.gov/resource/fsac.1a34808/>



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Student scrap metal drive

Source E: Federal Art Project (Sponsor). (between 1941 & 1943). *Save scrap for victory! Save metals, save paper, save rubber, save rags* [Poster]. Library of Congress Prints and Photographs Online Catalog. <https://www.loc.gov/item/98518704/>



How did all American civilians on the homefront help the soldiers on the warfront?

Featured Source:
Students in
California

Source F: Lee, R. (Photographer). (1942, May). *San Juan Bautista, California. Schoolchildren with scrap metal for war* [Photograph]. Library of Congress Prints and Photographs Online Catalog. <https://www.loc.gov/resource/fsa.8c24611/>



How did all American civilians on the homefront help the soldiers on the warfront?

Featured Source:
Victory garden
supplies

Source G: Roskam, L. (Photographer). (1943, May). *Washington, D.C. victory gardening in the Northwest section. Equipment for the victory gardens* [Photograph]. Library of Congress Prints and Photographs Online Catalog. <https://www.loc.gov/resource/fsa.8d18546/>



How did all American civilians on the homefront help the soldiers on the warfront?

Featured Source:
Victory garden
poster

Source H: *War gardens for victory—Grow vitamins at your kitchen door / lithographed by the Stecher-Traung Lithograph Corporation, Rochester, New York [Poster]. (1939–1945). Library of Congress Prints and Photographs Online Catalog. <https://www.loc.gov/item/96507418/>*



Student Graphic Organizer

| Primary Source Number | Notice | Who is explicitly helping the soldiers? | Who by proximity/relationship of this person/event is also helping or sacrificing for the war effort? | How are they helping |
|-----------------------|--------|---|---|----------------------|
| A | | | | |
| B | | | | |
| C | | | | |
| D | | | | |

| | | | | |
|---|--|--|--|--|
| E | | | | |
| F | | | | |
| G | | | | |
| H | | | | |

Sources List:

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