

Family Histories

EMU TPS Workshop August 8 - 10, 2011

Lesson Overview:

Students will participate in gathering personal narratives of someone in their family or someone they know to help them understand how history is a personal perspective. They will then do a variety of lessons to experience the historical perspective in the classroom. Personal oral histories are key primary sources that can help someone know exactly what it was like during a certain time period. Preserving these histories is key for future generations and understanding the personal perspective of the historical time period.

This unit is based on the narrative history of someone who was a child during World War II in Britain during the Blitz. Using the oral history and other primary sources, students will explore their own family histories and collect an oral history from a family member. There are a variety of activities within this unit to help students gain a personal perspective of what it was like to be a child in World War II.

Objectives:

Students will be able to use historical thinking to understand the past.

Students will be able to understand the importance of a personal narrative to history.

Students will be able to compare the past to the present.

Students will be able to show how rationing worked during World War II.

Students will be able to compare wants and needs.

Students will be able to list characteristics of life in Britain during World War II and classify them by the five senses.

Standards:

(Michigan GLCE http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html)

Vocabulary

R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

Comprehension

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.

Writing Genre

W.GN.01.01 write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.

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W.GN.01.03 write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.

History H2 Living and Working Together in Families and Schools

1 - H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

1 - H2.0.4 Retell in sequence important ideas and details from stories about families or schools.

1 - H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.

1 - H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

1 - H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).

G4 Human Systems

1 - G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

E1 Market Economy

1 - E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).

1 - E1.0.4 Describe reasons why people voluntarily trade.

Science

E.ES.01.12 Demonstrate the importance of sunlight and warmth in plant growth.

Math

D.RE.01.02 Read and interpret pictographs.

N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.

M.PS.01.07 Add and subtract money in dollars only or in cents only.

Time Required: Two Weeks

Recommended Grade Level(s): K-2nd

Topic(s):

- **Families**
- **Personal Narratives**
- **WW II**
- **Victory Gardens**
- **Rationing**
- **Then and Now Comparison**
- **Five senses**

Era:

- **World War II**
- **Present**

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Preparation:

Materials:

- Books :
 - The Children's Book of Home and Family by William J. Bennett,
 - Bravo Maurice by Rebecca Bond,
 - Great Grandma and I by Brenda Parkes,
 - For the Duration by Tomie dePaola,
 - American Girl Molly by Valerie Tripp
- Library of Congress Photos and Oral History
- Large Mylar Balloons
- Table with tablecloth
- Dirt, pots and seeds
- Word sheets for vocabulary and rationing
- Play/plastic foods.
- Five senses sheet
- Writing rubric

Resources:

Image	Description	Citation	Permanent URL
Background Info			
Background Information on the Battle of Britain, Rationings, Gas masks	History Learning Site -European Image Collections	Britain's Home Front in World War Two. (n.d.). <i>History Learning Site</i> . Retrieved August 9, 2011, from http://www.historylearningsite.co .	http://www.historylearningsite.co.uk/homefront.htm
Background information on WW II in Europe	Nettlesworth Primary School, Nettlesworth, Chester-le-Street, Co.Durham DH2 3PF Tel - 0191 3710444 Headteacher :- Mr. C. P. Nelson Web Author :- Mrs. K. Costello	World War II. (n.d.). <i>Welcome to Nettlesworth Primary School</i> . Retrieved August 9, 2011, from http://www.nettlesworth.durham	http://www.nettlesworth.durham.sch.uk/time/war.html
Background information on eyewitness accounts of	Eye Witness to History accounts	"London Goes to War, 1939," EyeWitness to	http://www.eyewitnesstohistory.com/london1939.h

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London in WW II		History, www.eyewitnesstohistory.com (2005).	tm
Background information on WW II	Photo Gallery of WW II prints and gallery of videos	World War II Video Gallery . (n.d.). <i>Vacation Visitor Info Travel Deals</i> . Retrieved August 9, 2011, from http://www.visitorinfo.com/gallery/worldwartwo-videos.htm	http://www.visitorinfo.com/gallery/worldwartwo-videos.htm
Family Compare and Label			
 The Faro Caudill family eating dinner in their dugout	Pie Town, New Mexico, October 1940. Reproduction from color slide.	LC-USF351-326. LC-DIG-fsac-1a34105. FSA/OWI Collection. Prints and Photographs Division, Library of Congress (3)	Bound for Glory exhibition http://myloc.gov/Exhibitions/boundforglory/Pages/Default.aspx Permanent URL: http://www.loc.gov/pictures/item/fsa1992000354/PP/
 The family of John Yeuser. Mauch Chunk, Pennsylvania	Creator(s): Delano, Jack , photographer Date Created/Published: 1940 Aug.	Library of Congress Prints & Photographs Division Washington, DC 20540 Call Number: LC-USF34-041077-D [P&P]	http://www.loc.gov/pictures/item/fsa2000022522/PP/
 Noah Garland with his sons and some of their families. Southern Appalachian Project near Barbourville, Knox	Creator(s): Wolcott, Marion Post, 1910-1990 , photographer Date Created/Published: 1940 Nov.	Library of Congress Prints & Photographs Division Washington, DC 20540 Call Number: LC-USF34-056387-D [P&P]	http://www.loc.gov/pictures/item/fsa2000036922/PP/

County, Kentucky			
 <p>Zebulon, North Carolina. Feggen Jones and family</p>	<p>Creator(s): Rothstein, Arthur, 1915-1985, photographer</p> <p>Date Created/Published: 1942 Mar</p>	<p>Library of Congress Prints & Photographs Division Washington, DC 20540</p> <p>Call Number: LC-USW3- 000403-D [P&P]</p>	<p>http://www.loc.gov/pictures/item/owi200100269/2/PP/</p>
 <p>Greenbelt, Maryland. Family strolling on Sunday</p>	<p>Creator(s): Collins, Marjory, 1912-1985, photographer</p> <p>Date Created/Published: 1942 May-June.</p>	<p>Library of Congress Prints & Photographs Division Washington, DC 20540</p> <p>Call Number: LC-USW3- 003715-E [P&P] LOT 102</p>	<p>http://www.loc.gov/pictures/item/owi200100596/8/PP/</p>
Wants / Needs Food			
 <p>Preparation for point rationing. An eager school boy gets his first experience in using war ration book two. With many parents engaged in war work, children are being taught the facts of point rationing for helping out in family marketing</p>	<p>Creator(s): Palmer, Alfred T., photographer</p> <p>Related Names: United States Office of War Information.</p> <p>Date Created/Published: 1943 Feb.</p>	<p>Library of Congress Prints & Photographs Division Washington, DC 20540</p> <p>Call Number: LC-USE6- D-008763 [P&P]</p>	<p>http://www.loc.gov/pictures/item/oem200200722/8/PP/</p>

 <p>Detroit, Michigan. Line waiting to register for sugar rationing books</p>	<p>Date Created/Published: 1942 Spring</p>	<p>Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540</p> <p>Call Number: LC-USW3-016224-C [P&P] LOT</p>	<p>http://www.loc.gov/pictures/item/owi2001018160/PP/</p>
 <p>Poster. Do with less--so they'll have enough. Poster released by the Office of War Information to bars and taverns, high schools, hotels, libraries, war plants, post offices. The original comes in three sizes: 22 inches x 28 inches, 28 inches x 40 inches, 21 7/8 inches x 23 7/8 inches and is printed in full color. Copies may be obtained from Division of Public Inquiries, OWI, 14th and Pennsylvania Avenue, N.W., Washington, D.C..</p>	<p>Date Created/Published: 1943 Mar.</p>	<p>Library of Congress, Prints & Photographs Division, FSA-OWI Collection, [reproduction number, e.g., LC-USF35-1326]</p> <p>Call Number: LC-USE6-D-009233</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/fsaai:@field(NUMBER+@band(fsa+8b06175))</p>
 <p>Victory Gardens--for family and country. Guiding hand behind the establishment of many West coast Victory</p>	<p>Creator(s): Rosener, Ann, photographer</p> <p>Related Names: United States Office of War Information.</p> <p>Date Created/Publishe</p>	<p>Library of Congress Prints & Photographs Division Washington, DC 20540</p> <p>Call Number: LC-USE6-D-009197 [P&P]</p>	<p>http://www.loc.gov/pictures/item/oem200200764/PP/</p>

<p>Gardens, Professor Harry Nelson of San Francisco's Junior College still finds time to give his ten-year-old daughter Pat (left) and her Girl Scout friends</p>	<p>d: 1943 Feb.-Mar.</p>		
<p>Shelter</p>			
 <p>The "returned" demonstrating the English gas mask for admiring and critical relatives and friends, Edwards, III.</p>		<p>Library of Congress Prints & Photographs Division Washington, DC 20540</p> <p>Veterans' History Project Interactive</p>	<p>http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.02054/enlarge?ID=ph0254001&page=1</p>
 <p>H-Bomb hideaway</p>	<p>Date Created/Published: 1955. Summary: Man, woman, and child seated in "Kidde Kokoon," an underground bomb shelter manufactured by Walter Kidde Nuclear Laboratories of Garden City, Long Island.</p>	<p>Library of Congress Prints & Photographs Division Washington, DC 20540</p> <p>Call Number: SSF - Air raid shelters--N.Y.-- Garden City <item> [P&P] [P&P] [P&P]</p>	<p>http://www.loc.gov/pictures/item/96519328/</p>
	<p>Date Created/Published: 1940 or 1941?</p>	<p>Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540</p> <p>Call Number: LC-USW33- 021089-C [P&P]</p>	<p>http://www.loc.gov/pictures/item/owi2001045717/PP/</p>

<p>Children in an English bomb shelter. British Information Service</p>			
<p>Then and Now</p>			
 <p>Rural school children, San Augustine County, Texas Vachon, John, 1914-1975, photographer.</p>	<p>Date Created/Published: 1943 April</p>	<p>Library of Congress, Prints & Photographs Division, FSA-OWI Collection, Call Number: LC-USW36-832 <P&P></p>	<p>http://lcweb2.loc.gov/cgi-bin/query/i?ammem/fsaal:@field(NUMBER+@band(fzac+1a35426))</p>
 <p>Pearl Harbor widows have gone into war work to carry on the fight with a personal vengeance, Corpus Christi, Texas. Mrs. Virginia Young (right) whose husband was one of the first casualties of World War II, is a supervisor in the Assembly and Repairs Department of the Naval Air Base. Her job is to find convenient and comfortable living quarters for women workers from out of the state, like Ethel Mann,</p>	<p>Date Created/Published: 1942 August</p>	<p>Library of Congress, Prints & Photographs Division, FSA-OWI Collection, Call Number: LC-USW36-78 <P&P></p>	<p>http://lcweb2.loc.gov/cgi-bin/query/i?ammem/fsaal:@field(NUMBER+@band(fzac+1a34888))</p>

who operates an electric drill			
 <p data-bbox="245 432 532 558">The Harshenberger family going to town in their car near Antelope, Montana</p>	<p data-bbox="565 233 782 327">Creator(s): Lee, Russell, 1903-1986, photographer</p> <p data-bbox="553 369 799 432">Date Created /Published: 1937 Nov.</p>	<p data-bbox="834 233 1102 359">Library of Congress Prints & Photographs Division Washington, DC 20540</p> <p data-bbox="829 401 1110 464">Call Number: LC-USF33-011371-M1 [P&P]</p>	<p data-bbox="1146 233 1427 327">http://www.loc.gov/pictures/item/fsa1997022355/PP/</p>
 <p data-bbox="240 779 532 1640">Portrait of America. No. 36. Rural electrification in the U.S. The electric range or stove in this American farm kitchen eliminates the need of building fires, carrying fuel and emptying ashes, thus allowing the housewife at least ten more hours per month for other tasks. Food for farm workers is cooked faster and better on an electric range, improving the health and efficiency of the family. If the range has an automatic timer, food can be placed in the oven long before it needs to start cooking; at the proper minute the heat will turn itself on and the cooking proceed at the proper length of time.</p>	<p data-bbox="565 569 782 695">Date Created/Published: [between 1940 and 1946]</p>	<p data-bbox="834 569 1102 695">Library of Congress Prints & Photographs Division Washington, DC 20540</p> <p data-bbox="829 737 1110 800">Call Number: LC-USW4-019827 [P&P]</p>	<p data-bbox="1146 569 1427 663">http://www.loc.gov/pictures/item/owi2002050861/PP/</p>

 <p>Portrait of America. No. 36. Rural electrification in the U.S. Modern wash day on an electrified U.S. farm turns out sparkling clean clothes with a minimum of time and labor by the housewife. This electric washer on a U.S. farm bears the brunt of the rubbing and scrubbing needed to clean the family clothes. With an electric water system as well as a water heater, the wash is out on the line by mid-morning and the farm wife is still fresh for ironing and other tasks of the day. Power for these machines is supplied through a farmer's cooperative rural electrification project</p>	<p>Date Created/Published: [between 1940 and 1946]</p>	<p>Library of Congress Prints & Photographs Division Washington, DC 20540</p> <p>Call Number: LC-USW4- 019833 [P&P]</p>	<p>http://www.loc.gov/pictures/item/owi2002050864/PP/</p>
<p>Listen to a personal narrative from the Library of Congress Veterans History or the Yankee Air Museum</p>	<p>Doreen Steeb Child during the bombing of London</p>	<p>Library of Congress Veterans History Project Division Washington, DC 20540</p>	<p>Library of Congress http://www.loc.gov/index.html Yankee Air Museum http://yankeeamuseum.org/</p>
<p>Writing Rubric</p>		<p>Elem. Writing Rubrics. (n.d.). <i>Edmond Public Schools > Home</i>. Retrieved August 10, 2011, from http://www.edmondschools.net/A</p>	<p>http://www.edmondschools.net/Portals/0/docs/Writing%20Center/Elementary/Gr1desc-rubric.pdf</p>

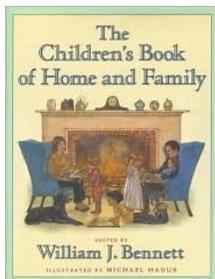
Procedure:

Prepare by reading the background information on WW II listed in the resource table. Pictures can be posted around the room for students to look at during the unit. Read through the activities - some may be able to be set up as learning centers to visit independently. Set up a Family Portfolio for each student - this can be just a folder to keep finished work in.

Activities

Activity One - Background

- Introduce names of people in a family by having students list all the titles of people in a family write these on the board and explain relationships of aunts, uncles, cousins and grandparents.
- Display the pictures of families from the resource table on the wall. Do a gallery walk in pairs have students discuss the titles of the people in the pictures. Have them evaluate the picture to decide if the picture was taken recently or a long time ago and why they think that. Ask the students if there are there any pictures that are like their family?
- Introduce this unit on family by reading background information on families. Have students make text to text and text to self connections.



The Children's Book of Home and Family by William J. Bennett

A wonderful treasury of stories, poems, biographies, and more. From the inspirational biographies of Teddy Roosevelt and Jane Addams to heartwarming stories such as "Ruth and Naomi" that will captivate young listeners, this beautifully illustrated hardcover is destined to become a classic. A must-have for every family!

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Bravo Maurice By: [Rebecca Bond](#)

Maurice, too, is unique. From the time he is born, his family wonders who he will grow up to be. Will he be a baker like Papa, a writer like his mom, a taxi driver like Uncle Eddie, or a gardener like his grandmother? Children who are compared with one relative or another will identify with Maurice and have their own reasons to shout, "Bravo, Maurice!" as they turn the last pages.

- Ask for three details - have students retell three important details from Bravo Maurice.
- Introduce word cards and have them draw a picture of their own family then cut out labels and attach the word cards to the correct person.(at end of lesson) Place finished picture in Family Portfolio as cover.
- Together make a Venn Diagram of Students with Brothers, Sisters, Both and None have each student fill in their name where it would go on the Venn diagram.
- Again in pairs have them look at primary documents of pictures of families in 1940's and see if they can label one of them as well.
- Brainstorm the question - What is a family? Using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas have them create an outline together and then send this home as a topic for discussion with their parents. If written ones come back add them to the family portfolio.

Activity Two -Then and Now

- Have students write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions of what they were like as a baby, preschooler, Kindergartener, now and what they want to be in the future. They can compare things like height, activity,

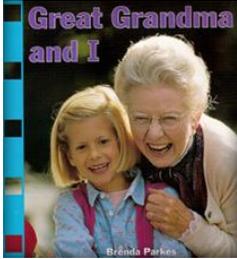
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independence. This can be done by brainstorming first and folding a paper into thirds using each section to a picture of themselves and a few words that describe themselves. They will then write one sentence for each picture and edit and proof it. This can then be typed up and made into a book about me. Put in family portfolio.

- Read this book together.



Great Grandma and I by Brenda Parkes

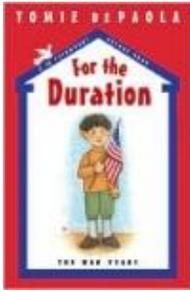
- Retell in sequence important ideas and details from stories about families.
- Use historical photos from the Then and Now section of the resource table to draw possible conclusions about family life in the past. Do this by posting these around the room and do a gallery walk in groups of two having them discuss what they see in the photograph and if they have a similar thing at home. How are these alike and different?
- Compare life today with life in the past using the criteria of family, school, jobs, or communication, dress, food, houses.
- Discuss how the families in the past are similar and different to families of today by having the children in pairs choose one of the photographs from the 1940's and pair share their ideas.
- Create a Then and Now chart together as each group shares what they have found.
- Explain that these photographs are important primary documents to understand life but must be viewed with caution in that they can be also manipulated to promote propaganda. This can be related to television commercials and advertisements today and used in conjunction with media reading of cereal and food boxes. Expansion of this idea is to find pictures of old advertisements in the newspapers in the Library of Congress to further the Then and Now discussions.

Activity Three - Oral Histories

- Introduce how it was different during World War II by reading this book.

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For the Duration By: Tomie dePaola

Tomie keeps hearing the phrase, "For the duration." Gas is being rationed "for the duration." The Fourth of July fireworks will be the last show "for the duration." So many things will be different as long as the war goes on, but much of Tomie's life goes on as usual. He's excited about starring in a dance recital, taking the bus around town all by himself, and having his first Communion. But Tomie is also still getting over his cousin's death in the war, and he has to say good-bye ...

- Together create a list of questions to ask 6th graders about themselves and life as a sixth grader.
- Invite the 6th grade buddies in and have the students practice interviewing them. Use audio or video recording to listen to and view after the interview.
- Discuss this practice interview and what went well and what sounds or looks funny.
- Listen to a personal narrative from the Library of Congress Veterans History (<http://www.loc.gov/index.html>) or the Yankee Air Museum (<http://yankeeairmuseum.org/>)

This unit is based on the oral history of Doreen Steeb.

- Brainstorm a list of questions to ask a family member.
- Invite a family member or several to come in to be interviewed by the class.
- Send a letter to a family member asking what it was like when they were in first grade. The students write, "I am in first grade this year. My friends are _____. I like to play _____ at recess. What was it like when you were in first grade? When returned read to class and put in Family Portfolio.
- Explain that these oral histories are called primary documents and are important to understand history from a personal point of view.

Activity Four - Scarcity - Wants / Needs

- Using the background information and pictures in the resource list, explain to the students that food supplies were limited and rationed during the war.

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- Families had to use ration tickets and money to buy their food. Because of the limited amount of tickets and money families had to choose carefully what they wanted and what they really needed. Explain difference of wants and needs to the students. For example, they may want a candy bar but they cost more ration tickets so they had to get the important healthy foods like milk and eggs.
- Explain that they will get a chance to try to plan their meals using a limited number of ration tickets and money.
- This activity can be used as a worksheet activity or you may also have children create the meals using real/play food. If time permits, create a play grocery store for students to shop with play foods displayed with the required tickets and money needed to purchase. Play money can be used during their shopping.
- The Rations worksheet at the end of this lesson plan can be used with their shopping or by itself.
- The teacher should model how the students are to create a balanced meal and explain they must include the healthy items listed. The ration tickets and/or prices can be adjusted, but should show the students that they could get more of the healthy food that they need rather than the sweets they may want. Additionally, you may want to allow them to create tickets or an allowance for extra vegetables for their meals if they are part of their Victory Garden Activity.
- Bring the class together and have children give examples of their meals. Have students explain why they picked the items they used for their meals. Ask them if they left things off their menu because they didn't have enough money or tickets.

Activity Five - Victory Gardens

- Using the back ground information and pictures explain to the students that the Victory Gardens was a way for families to grow more food to eat since other staples like meat, cheese, and bread were limited due to rations.
- Many families also grew extra crops to sell.
- Many times they used that extra money to support the war effort.
- Ask student to think about what types of plants they thought were grown in the Victory Gardens.

- Explain that the gardens were a good way for many children to contribute to the war effort because they would be responsible for helping to take care of the garden. Explain the basic needs of plants and how they grow to integrate the lesson with science objectives.
- Lay down newspapers, or plastic to protect the table, or if possible take the planting material outside.
- Show students how to fill the pots with soil and plant the seeds. Water all plants generously and create labels using craft sticks.
- Explain that the students will be responsible for tending to the plants till they sprout. You may want to plant enough for each student to be able to take a plant home.
- This project can also be used as a community service project. If the class is able to create a garden that will produce a supply of vegetables, they can research local food banks to take the vegetables to.

Activity Six - Life during WW II in Britain using your five senses.

- This activity is designed to help students learn what it was like to be living in Britain during WW II. Students will learn about bomb shelters, sirens, gas masks and air raids.
- Using the background information, pictures, and the personal history of Doreen Steeb show students what it was like to live during WW II in Britain. This lesson is designed to show student life in Britain, because it was different for children there as the war was happening all around them. Children in Britain experienced things like gas masks, air raids, and bomb shelters that children in the states did not experience.
- Create a bomb shelter in the class using tables and sheets or blankets to cover them. Large Mylar balloons can be hung to illustrate the large barrage balloons flying over Britain to discourage planes from making air raids.
- Download and play examples of air raid sirens used during the raids. Have students in small groups get into their bomb shelters. Web sites for these are included in the introduction section of the resource list.
- List the five senses on the board or overhead. While in the shelters, ask students to use their senses to describe what they think they would feel, see, hear, smell, and taste. You may need to prompt students and help them by showing them pictures of before and after the raids and help them remember the oral history of Doreen Steeb and her experiences as a child.

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- After completing the chart as a class, for a further extension of this activity you can ask students to write a short journal entry to describe how it felt to be in the shelters, what they were thinking, or how they think a child during the war would describe the experience.

Discuss how Memorial Day relates to the lessons above - explaining why we celebrate this day.

Extension Activities:

Read aloud



American Girl Molly By: Valerie Tripp.

Inspiring stories about growing up in 1944. Boxed set includes Meet Molly; Molly Learns a Lesson; Molly's Surprise; Happy Birthday, Molly!; Molly Saves the Day; and Changes for Molly

Evaluation:

Review Family Portfolio of finished pieces asking compare/contrast questions.

Have students evaluate their work with a simple rubric (see resource list)

Check for understanding during activities and review ration worksheet, if used.

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Family Word Cards

mother	father
brother	sister
grandfather	aunt
grandmother	uncle
brother	sister
aunt	uncle
brother	sister
cousin	cousin

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Ration Worksheet



Directions:

You have 20 Ration tickets and \$2.00 to buy your breakfast and lunch. You must choose 1 dairy, 1 fruit or vegetable, and one meat. Go to the food bins to pull your meal together and see what it looks like. Use the tables to list your meals and figure out the total number of tickets and money needed for your meals.

Breakfast

Food	Price	Tickets

Totals _____

Lunch

Food	Price	Tickets

Totals _____

Price and Ration Ticket Listing

Food	Price	Ration Tickets
Breakfast Cereal	.10	2
Bagel	.10	3
Apple	.05	2
String Cheese	.10	4
Orange Juice	.05	3
Eggs	.10	4
Sandwich	.15	5
Apple Sauce	.10	4
Crackers	.20	4
Candy	.25	10
Chocolate Cake	.50	12
Soup	.30	5
Tacos	.70	6
Pizza	.80	8
Cheese Filled Breadsticks	.80	9
Pudding	.50	15

Five Senses Worksheet

Hear	Smell	Taste	See	Feel
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