Lesson Title | What’s for Dinner? | Teacher | Sarah Cobilla
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Grade Level | 5th | Duration of Lesson | 1-2 Hours

| Lesson Topic | Rationing on the Homefront during World War II |
|SC Standards and Indicators | Standards: 5-4 The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and the 1930s, its resultant political instability, and the subsequent worldwide response 5-4.5 Summarize the political and social impact of World War II, including changes in women’s roles, in attitudes toward Japanese Americans, and in nation and state boundaries and governments 5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and explain their effects on World War II and the economy of the U.S. |

| Academic Vocabulary | Rationing, Victory Gardens |

| Lesson Materials | Primary sources related to rationing, “Rationing” Smartboard Lesson, textbook, Social Studies notebook, BBC History website |

### Lesson Set

<table>
<thead>
<tr>
<th>Content Objective(s)</th>
<th>The students will analyze primary documents and explain the impact of rationing during World War II.</th>
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<tr>
<td>Literacy Objective(s)</td>
<td>5-4.3 Create multiple paragraph composition that includes a central idea with supporting details 5-5.3 Create written descriptions using precise language and vivid details</td>
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<tr>
<td>Lesson Importance</td>
<td>People on the Homefront during World War II helped the war effort in many ways, including rationing materials and food.</td>
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<tr>
<td>Connections to prior</td>
<td>All concepts are new to 5th grade students.</td>
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and future learning

| Anticipatory Set/ Hook (Engage) | As a class play the BBC Website interactive rationing game. |

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.

Introduce content components

Teacher will open “Rationing on the Homefront” Smartboard Lesson.

“I do” Skill from literacy objective
introduce/explain/model

1. On slide 2 the teacher will use the 5 questions to review previous World War II facts.
2. On slide 3 the teacher will discuss the definition of rationing with the students.
3. On slide 4 the teacher and the students will create a definition for the word rationing.
4. Teacher will instruct students to write the definition of rationing in their SS notebook with an image to illustrate the word.
5. The teacher will follow the directions on slide 5 and instruct students to further read about rationing.
6. The teacher will then click on the image on slide 6 and have students analyze the primary source images.

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

“We do” Activity Description
Include student “explore” components and opportunities for them to explain their learning.

The teacher will pass out “1940s Radio Clip” Sheet to each group of 3-4 students.

The teacher will say, “Here is a written copy of a radio announcement from the 1940s. This is what people listened to on the radio in the evenings.”

Teacher will point out that some of the words are underlined.
Teacher will ask, “Why are some of the words underlined? What does this mean?”

Use the “1940s Radio Clip” Sheet

Using the “1940s Radio Clip” Sheet the students, in groups of 3-4, will read the designated pages of the document (or the whole document) to choose an item that was rationed during World War II. Teacher will refer to the rationing posters viewed in Smartboard Powerpoint.

Students will design a poster based on their chosen item to encourage people to continue to ration for the war effort.

Checking for Understanding- “Informal” Assessment

Teacher will walk around and check for understanding.

Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

Content Solidified

Teacher will bring students back together and ask each group to present their posters.

Students will need to record facts in their SS notebooks. Facts should include:
- what item was rationed
- how that item helped the soldiers and the war effort
- how did people supplement what times were rationed, i.e. for food people planted victory gardens.

Independent Practice

“You Do”

Teacher will ask student to think about what life would be like if rationing was enforced in South Carolina.

Teacher will say, “I want you to write a 5 paragraph letter to your cousin who does not have to ration. Explain to them what rationing is and how it is effecting your life.”

Teacher will say, “Make sure you also tell your cousin what items you have to ration and how you are surviving with a limited amount of certain items.”
Summative/ “Formal” Assessment

| Assessment | The students’ written letter will be used as an assessment. “Ration Letter” Rubric will be used to score assessment. |

Differentiation

| During Lesson | Assessment | The students who have difficulty writing 5 paragraphs will be instructed to write 3 paragraphs. |
References


1. Which of these can be found in the U.S. Constitution?
   A. Laws governing bankruptcy procedures
   B. Laws making burglary, murder, and assault illegal
   C. Laws governing the operation of the judicial branch of the government
   D. Laws that grant individual states the power to secede from the Union

2. The founders tried to make the Constitution flexible, so it could take the country into the future. How did they accomplish this?
   A. By allowing judges to write a new Constitution every 100 years
   B. By allowing judges to write new laws
   C. By making sure the Constitution was amendable
   D. By allowing the President to ignore laws he opposes

3. Which of these is a main principle of the Constitution?
   A. All citizens are entitled to a large number of individual rights
   B. The punishment should fit the crime
   C. The American government is based on 10 core values
   D. The President is more powerful than Congress and the Supreme Court

4. How is republicanism different from direct rule?
   A. In direct rule, the federal government has all the power; in republic, power is divided between the states
   B. In direct rule, laws are written by judges and bureaucrats; in republic, the people themselves make the law
   C. In direct rule, the President is elected by the electoral college; in a republic, the President is elected by the people
   D. In direct rule, people can make their own laws; in a republic, elected representative make laws
5. In the term “popular sovereignty,” what does “sovereignty” mean?
   A. In a way that people support
   B. Power or authority
   C. Voting
   D. Slavery

6. Which choice is an example of “checks and balances?”
   A. The President can sign bills into law
   B. With enough votes, Congress can pass laws
   C. The Supreme Court can declare laws unconstitutional
   D. Both the President and members of Congress must win elections

7. How does the Constitution separate the powers of the federal government?
   A. Into 50 states
   B. Into seven main principles
   C. Into 10 amendments
   D. Into three coequal branches

8. Which of the following is a power of the federal government?
   A. The power to sign peach treaties with other countries
   B. The power to pass school budgets
   C. The power to issue state income taxes
   D. The power to ratify local laws

9. What would happen if a state law violated the U.S. Constitution?
   A. The Constitution law would be overturned
   B. The state law would be overturned
   C. Nothing state laws are allowed to contradict the Constitution
   D. The state would be expelled from the Union
10. What can you conclude about the concept of limited government?

A. It means that federal laws don’t apply to everyone
B. It means that members of the government are allowed to break the law
C. It means that laws apply to every person equally
D. It means that federal laws must be ratified by all 50 states