

RUBRIC and Opening Module for WWII Home Front website: www.aodww2.com

by Judith Stanford Miller, M.Ed., M.A.

INTRODUCTION:

The rubric below is based on a series of primary source articles and related lesson plans covering the World War II Home Front.

Standards Alignment:

Georgia Standards of Excellence Social Studies SSUSH19d – domestic impact of WWII; English Language Arts (9-12) - Reading Informational: Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; Range of Reading and Text Complexity; Vocabulary Acquisition and Use; grades 11-12: Comprehension and Collaboration

OPENING MODULE

Before the rubric is a suggestion for an opening module of content to engage students in your WWII unit. The module contains five, primary source articles that together weave a story of the dramatic domestic impact WWII had on American society from the perspective of Armed Forces members going off to war. That impact is told through the stories of five families, representing 14 servicemen. Each of the five articles has links to the other four articles. A common learning activity for students and a 20-question summative quiz are included below. In addition, after each article on the website, review and inquiry questions are posted to support reading comprehension.

TOPIC: Service and Family Sacrifice on the WWII Home Front (Domestic Impact of WWII)

Lesson based on the following articles:

1. [Sullivan Brothers: We Stick Together](#)
2. [Smith Brothers Served at Home and Around the World](#)
3. [Heroes and Hearts at Center of WWII Love Story](#)
4. [Tuskegee Airmen Defined by Excellence and Extraordinary Perseverance](#)
5. [How Two Sticks of Gum Changed Gail Halvorsen's Life](#)

Introduction and Background Information

About 16 million young men, many still teenagers, were drafted or enlisted in the United States Armed Forces during America's involvement in World War II (1941-1945). The first draft took place in October 1940 through a lottery system for men ages 21-35. It was the first peacetime draft in American history. In November 1942, the 1940 Selective Training and Service Act was amended to include men as young as 18 who would now be eligible for active duty service. All men 18-65 had to register.

More than 325,000 women* enlisted and served in the Army, Navy, Marines and Coast Guard in noncombat roles during WWII. All had volunteered to serve. About 60,000 of the 325,000 women were Army Nurses who were stationed on the Home Front and overseas. Some women went through special training to become Flight Nurses. Within days of the D-Day invasion on June 6, 1944, Army Flight Nurses were flying in C-47 transport planes caring for wounded soldiers on flights back and forth from France to hospitals in England.

The Women Airforce Service Pilots (WASP) were civilians who ferried planes from factories to air bases and modification centers where planes were customized for final destinations overseas. From 25,000 women who applied to WASP training, under 2,000 were accepted and 1,102 (28 original pilots plus 1,074 accepted into training from 1942-1944) earned their wings. Thirty-eight WASP were killed in accidents during their service. The women were finally granted military status, which gave them veterans benefits, in 1977.

The almost 16.5 million men and women who served left families and cities large and small. For many young men and women, their service marked the first time they had been on a train or traveled outside their city or state. Millions of families said tearful goodbyes at train or bus stations and then waited for letters.

According to the Department of Veterans Administration (VA)**, there were 291,557 battle deaths and 113,842 other deaths for a total of 405,399 fatalities during WWII. These fallen heroes are honored at the WWII Memorial with gold stars. During WWII, families of the fallen were notified in person at home or via a telegram. They placed a gold star in their window to indicate their loss.

Hundreds of thousands of homes had one or more gold stars in the window. The Sullivan family in Waterloo, Iowa had five gold stars on a banner. And millions of family members, relatives and friends grieved for the fallen.

The story you just read is one in a series of five articles on this website about service and family sacrifice. In total, the series provides a glimpse into the lives of 14 servicemen from five families but represent the stories of millions of families during WWII. The five families are:

1. The **Sullivan family** from Waterloo, Iowa: five sons enlisted in the U.S. Navy together in January 1942; all five were killed serving on the *USS Juneau*;
2. The **Smith family** from New Castle, Indiana: six sons, five served in the U.S. military and one son worked for the U.S. Navy as a civilian; all Smith brothers survived the war;
3. **Harold Brown**, Tuskegee Airmen from Minneapolis, Minnesota;
4. **John Ray**: paratrooper with the 82nd Airborne from Louisiana; mortally wounded on D-Day;
5. **Gail Halvorsen**: pilot who became famous as the “Candy Bomber” during the Berlin Airlift.

Their stories are summarized below.

1. The **Sullivan family** from Waterloo, Iowa sent five sons off to war.
 - a) George: served in the U.S. Navy from 1937-1941; re-enlisted in January 1942 following the Japanese attack on Pearl Harbor

- b) Francis: served in the U.S. navy from 1937-1941; re-enlisted in January 1942 following Pearl Harbor
 - c) Albert: enlisted in the U.S. Navy in January 1942 following Pearl Harbor
 - d) Madison: enlisted in the U.S. Navy in January 1942 following Pearl Harbor
 - e) Joseph: enlisted in the U.S. Navy in January 1942 following Pearl Harbor
2. The **Smith family** from New Castle, Indiana also sent five sons off to war. A sixth son served the U.S. Navy on the Home Front as a civilian.
- a) Raymond: joined the Indiana National Guard in October 1940 and was called up to active duty in December 1940;
 - b) Harold: drafted on Nov. 10, 1942; served as an airplane mechanic on the Home Front;
 - c) George: drafted on Nov. 10, 1942; one of the first soldiers to receive penicillin following injuries sustained during the D-Day invasion;
 - d) Norman: entered the service as an infantryman in January/February 1943; became a POW during the Battle of the Bulge in December 1944;
 - e) Bud: inducted into the U.S. Navy in February 1944.
3. **Harold Brown** from Minneapolis, Minnesota: graduated from high school in 1942 and took the test that summer to be admitted to the U.S. Army as an aviation cadet; accepted in December 1942; earned his wings at Tuskegee, Alabama in May 1944 in Class 44-E; deployed to Italy; became a POW in March 1945; almost 1,000 Black aviation cadets earned their wings and came to be known as the Tuskegee Airmen.
4. **John Ray**: enlisted in the U.S. Army in January 1941; accepted into paratrooper training with the 82nd Airborne; trained at Fort Benning in Georgia; deployed to North Africa, Italy and Normandy, France where he was mortally wounded on D-Day; married Paula Freeman in March 1943. They never saw each other again after their 1943 wedding.
5. **Gail Halvorsen** from Utah: became a licensed civilian pilot through the Civilian Pilot Training Program in September 1941; applied to be a U.S. Army aviation cadet in May 1942 and was accepted the same day; earned his wings on June 17, 1944, 11 days after D-Day; flew a C-47 transporting cargo during the war. In 1947, he was stationed at Brookley Air Force Base in Alabama when he deployed overseas to fly the Berlin Airlift. He became known as “The Candy Bomber” after dropping candy in parachutes, which he made from handkerchiefs, to Berlin children.

Note:

* Women who enlisted and the WASP will be the focus of another lesson but their important role as members of the Armed Forces during WWII should never be left out of a discussion on military personnel during WWII.

**https://www.va.gov/opa/publications/factsheets/fs_americas_wars.pdf

LEARNING ACTIVITIES

1. Read all five stories or divide the stories to be read among a number of students. Links are provided in each story to the other four stories. Watch any video published in the stories.
2. On the Timeline from July 1940 – July 1945 (see attached), write the names of the men to indicate the time they either enlisted or were drafted. In addition, label the four key events that were mentioned above.
3. From the timeline, do you think it represents a general pattern of service observed during the war? Research and cite evidence to support your conclusion. Discuss.

4. From the video in the story on the Sullivan brothers, what was the long term impact of the tragic loss of all five sons on the family?

5. From the video of Harold Brown, imagine being 20 years old and in the situation he was in after bailing out from his airplane. How would you describe the actions of the local constable? What risk did the constable take by protecting Harold? How can that story be a lesson for all ages?

6. From the story of the Smith brothers, what did Norman have in common with Harold Brown?

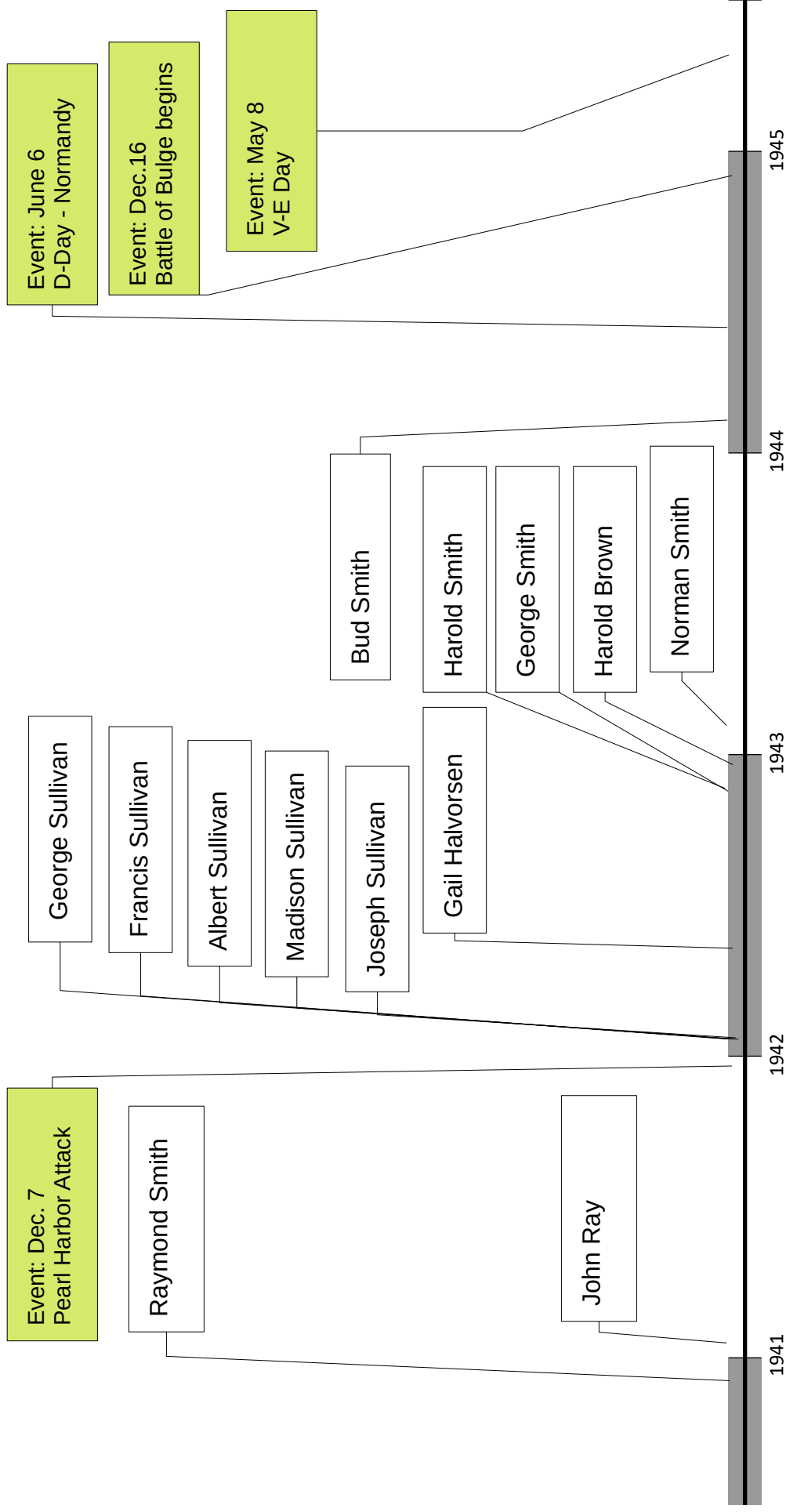
7. Why was Harold Smith's job as an Army airplane mechanic in the United States so important to the WWII Home Front?

8. From the story on John Ray, reflect on the time from June 6, 1944 until September 1944 when Paula did not know what happened to John. Propose reasons for the information blackout. What effect did this have on Paula and many other families who were also waiting for information?

9. What emotions do you think Paula felt when she visited John's grave for the first time in 2000, 56 years after he died?

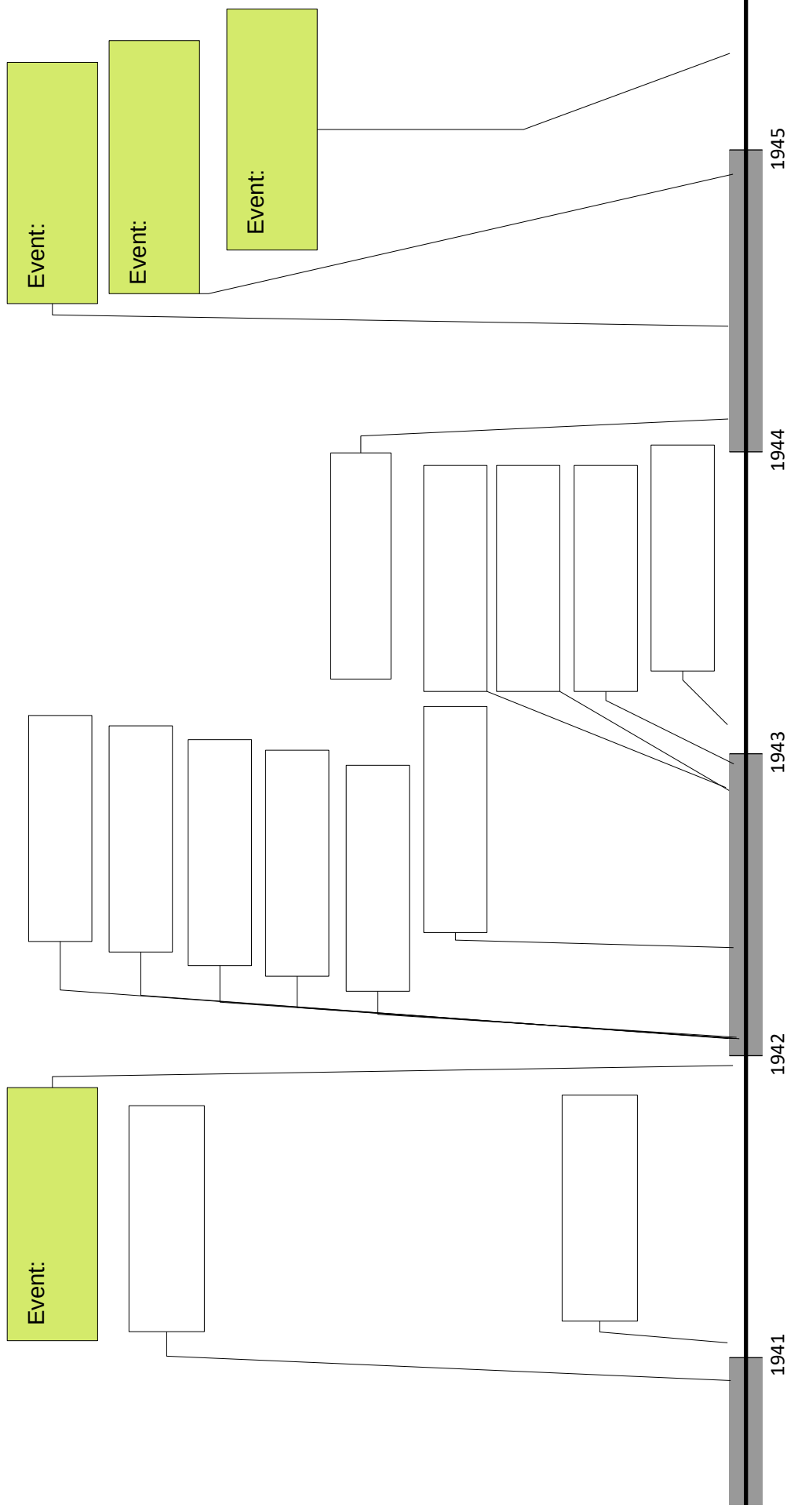
10. What effect did the Civilian Pilot Training Program have on Gail Halvorsen's life? Research the program. How is Gail's story representative of so many others?

Timeline: July 1940 – July 1945



Enter 1) the names of the men highlighted on the dates they enlisted or were drafted and 2) selected key events during World War II.

Timeline: July 1940 – July 1945



Enter 1) the names of the men highlighted on the dates they enlisted or were drafted and 2) selected key events during World War II.

Service and Family Sacrifice on the WWII Home Front Quiz

Name _____

Class _____

1. What event resulted in the United States entering World War II?
 - a) D-Day
 - b) Pearl Harbor
 - c) Midway
 - d) Guadalcanal
2. In what year did the first peacetime draft in U.S. history take effect?
 - a) 1943
 - b) 1942
 - c) 1941
 - d) 1940
3. How did Gail Halvorsen first learn to fly?
 - a) He took private flight lessons at his local airport to earn his license.
 - b) He joined the U.S. Army Air Forces as an aviation cadet.
 - c) He won a scholarship in the Civilian Pilot Training Program.
 - d) He took flight lessons at college to earn his license.
4. What is an accurate statement about Harold Brown's desire to become a military pilot?
 - a) He saw a movie when he was young and decided he wanted to be a pilot.
 - b) His father was a pilot and he wanted to follow in his footsteps.
 - c) His high school science teacher told him he should apply to the U.S. Army flight school.
 - d) He doesn't know why but in sixth grade, he knew he wanted to be a military pilot.
5. Why did all five Sullivan brothers enlist together in the U.S. Navy in January 1942?
 - a) One of their friends had been killed during the Japanese attack on Pearl Harbor.
 - b) They were all eligible because of relatives who had served in the U.S. Navy.
 - c) Their parents encouraged them to enlist together.
 - d) They had many friends with brothers and they had enlisted together.
6. After John Ray entered the U.S. Army, what was he trained to do?
 - a) infantry soldier
 - b) fighter pilot
 - c) transport pilot
 - d) paratrooper
7. What was the purpose of the Berlin Airlift?
 - a) evacuate residents from Berlin
 - b) deliver food to Berlin residents
 - c) help factories in Berlin make airplanes
 - d) test new airplanes
8. What happened to the *USS Juneau*, the ship on which all five Sullivan brothers were serving?
 - a) sank after being hit by torpedoes during the Battle of Guadalcanal
 - b) sank during the attack on Pearl Harbor
 - c) hit by torpedoes but was fixed
 - d) sank after being struck from an airplane near the Solomon Islands
9. What did Harold Brown and Norman Smith have in common?
 - a) They were both U.S. Army Air Force pilots.
 - b) They were both Prisoners of War (POWs).
 - c) They were both born in Minnesota.
 - d) They were both military airplane mechanics.
10. When did Paula Ray find out her husband had died from wounds he suffered on D-Day?
 - a) Military officers came to her home the week after D-Day.
 - b) She received a telegram the week after D-Day.
 - c) The Ray family received a telegram in September 1944.
 - d) One of John's fellow paratroopers wrote Paula a letter.

11. How did the Selective Training and Service Act change in 1942?
 - a) For the first time, young men 18 years old were eligible for active duty.
 - b) All 18-year-old men had to register for the draft but were exempt from active duty.
 - c) Only men born in 1924 had to register for the draft.
 - d) A new system based on a lottery was put into place to determine active duty status.
12. What did the Sullivan family do after all five of their sons were killed in action?
 - a) They built a memorial to their sons in the park near their home.
 - b) They wrote letters advocating for brothers not to be allowed to serve together.
 - c) They traveled the country promoting the sale of war bonds.
 - d) They offered to be spokespersons for their local draft board.
13. How old was Harold Brown when he had to bail out of his airplane and was then captured?
 - a) 21
 - b) 20
 - c) 19
 - d) 18
14. How did Paula Ray finally learn what happened to John on D-Day?
 - a) In 2000, she talked with Ken Russell, a paratrooper who landed with John on D-Day.
 - b) In 2000, she wrote to Stephen Ambrose who founded the D-Day Museum.
 - c) In 2000, a relative visited Normandy and learned what happened.
 - d) In 2000, she contacted a local veterans group.
15. Of the following, what impressed Lt. Halvorsen the most about the children at the fence?
 - a) It was cold outside and the children were still interested in watching Allied planes land and takeoff.
 - b) The children knew all about the Allied air forces.
 - c) The children understood how important freedom was and understood the Airlift's purpose.
 - d) There were so many children at the fence but they were not pushing or shoving.
16. How were American POWs in Germany liberated?
 - a) Germany surrendered in April 1945 so the war ended.
 - b) German soldiers were told to release all POWs.
 - c) Germany and the United States negotiated their release.
 - d) U.S. Gen. George Patton and his Third Army liberated thousands of POWs.
17. What agency of the federal government administers the Pearl Harbor National Memorial?
 - a) National Park Service
 - b) Dept. of Veterans Affairs
 - c) Dept. of Defense
 - d) Dept. of Homeland Security
18. Where did Harold Brown train to be a USAAF fighter pilot?
 - a) Minneapolis, Minnesota
 - b) Sarasota, Florida
 - c) Tuskegee, Alabama
 - d) Fort Bragg, North Carolina
19. How is the U.S. Navy still carrying on the legacy of the Sullivan brothers?
 - a) They named two ships in their honor, one still commissioned.
 - b) They hold an annual ceremony in New York City.
 - c) They named a naval base in their honor.
 - d) They have a memorial to them at Pearl Harbor.
20. Why was the Berlin Airlift necessary?
 - a) a harsh winter blocked roads
 - b) farm fields were destroyed
 - c) rail and road blockade by the Soviet Union
 - d) not enough food could be produced

Answers

1. b
2. d
3. c
4. d
5. a
6. d
7. b
8. a
9. b
10. c
11. a
12. c
13. b
14. a
15. c
16. d
17. a
18. c
19. a
20. c

MAIN RUBRIC (Note: the five articles from the opening module are also included in this rubric)

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Topics	Introductory Level (Articles with Review and Inquiry Questions within articles)	Multimedia Highlights (Audio, video, images)	Exploratory Level (Lesson Plans)	
1. Lend-Lease Act of 1941	<ul style="list-style-type: none"> Betty Bishop Attends "Miss Betty" Dedication 	<ul style="list-style-type: none"> Primary source audio interview with Betty Bishop (3:31) where she mentions Russia buying planes made at Bell Aircraft where she worked 	Lesson Plan #1 Note: local Georgia connection via Betty and /CAF Airbase Georgia	
2. Selective Service Act of 1940	<ul style="list-style-type: none"> Primary: Dreamville USA Still Serving the Home Front Secondary: Smith Brothers Served at Home and Around the World 	<ul style="list-style-type: none"> Primary source video interview at WWII Canteen (13:42); LIFE Magazine cover (Nov. 30, 1942) 	Lesson Plan #1, Construct #4 with student debate activity	
3. Red Cross/Salvation Army	<ul style="list-style-type: none"> Primary: Dreamville USA Still Serving the Home Front Secondary: Meet Irene: from Holocaust to Hope and Her Journey to America on a Liberty Ship Secondary: Dreamville USA Still Serving the Home Front 	<ul style="list-style-type: none"> Primary source video interview (13:42) at WWII Canteen; image of an original Salvation Army Canteen cart 	Lesson Plan #1	
4. Mass Production of Penicillin	<ul style="list-style-type: none"> Primary: The Mold in Dr. Florey's Coat was Penicillium Secondary: Smith Brothers Served at Home and Around the World 	<ul style="list-style-type: none"> USDA video (2:08) Note: George Smith was one of the first soldiers to receive penicillin for wounds suffered during D-Day 	Lesson Plan #2	
5. Rosie the Riveter	<ul style="list-style-type: none"> Rosie the Riveter Had No Time for Selfies Meet Elinor Otto, the Longest Working Rosie the Riveter Betty Bishop Attends "Miss Betty" Dedication 	<ul style="list-style-type: none"> 2015 Rosie Rally in Richmond, California (video) 2017 Rosie Rally in Ypsilanti, Michigan (video interviews with three Rosies) Betty Bishop: local CAF Airbase Georgia Rosie 	Lesson Plan #4	
6. Tuskegee Airmen	<ul style="list-style-type: none"> Tuskegee Airmen Defined by Excellence and Extraordinary Perseverance 	<ul style="list-style-type: none"> Video interview with Harold Brown. Tuskegee Class 44-E 	Learning Activity at end of story	
7. Holocaust	<ul style="list-style-type: none"> Meet Irene: from Holocaust to Hope and Her Journey to America on a Liberty Ship Students Give Voice to Rare Manuscript Found at Auschwitz 	<ul style="list-style-type: none"> Video interviews with Irene Hasenberg Butter, Holocaust survivor Video of 2019 concert at which music found at Auschwitz was played for the first time in 75 years and video interview with Prof. Hall who found the musical manuscript at Auschwitz 	Lesson Plan #3	

MAIN RUBRIC (Note: the five articles from the opening module are also included in this rubric)

8. D-Day weather	<ul style="list-style-type: none"> • D-Day meteorologists Had Pressure Everywhere • May 8, 2020: 75th Anniversary of Victory in Europe Day (V-E Day) 	<ul style="list-style-type: none"> • Video interview with meteorologist explaining D-Day weather charts in "Forecast for Overlord" by James Stagg, Gen. Eisenhower's chief meteorologist • Video Interview with Lt. Col. David Hamilton, sole surviving Pathfinder pilot from D-Day 	Lesson Plan #6
9. Pathfinder pilots	<ul style="list-style-type: none"> • May 8, 2020: 75th Anniversary of Victory in Europe Day (V-E Day) • Heroes in the Cockpit: Vito and Geraldine Pedone (Part 1) • Heroes in the Cockpit: Vito and Geraldine Pedone (Part 2) 	<ul style="list-style-type: none"> • Video interview with Lt. Col. David Hamilton, sole surviving Pathfinder pilot on D-Day; interview in 2019 as he was preparing to leave for Normandy in a C-47 for the 75th anniversary of D-Day • Email interview with Stephen Pedone, son of Vito and Geraldine 	Lesson Plan #1
10. WWII Canteen	<ul style="list-style-type: none"> • Dreamville USA Still Serving the Home Front 	<ul style="list-style-type: none"> • Video interview from National Historic Landmark that is the best example of a WWII Canteen still intact 	Lesson Plan #5 and #6
11. Technology during WWII:	<ul style="list-style-type: none"> • USS Iowa Marked Early Days of Arsenal of Democracy • Radar: May 8, 2020: 75th Anniversary of Victory in Europe Day (V-E Day) • IFF – Smith Brothers Served at Home and Around the World • Heroes in the Cockpit: Gen. James "Jimmy" Doolittle 	<ul style="list-style-type: none"> • Video interview on <i>USS Iowa</i>, docked near Long Beach, California • Video interview at the Tri-State Warbird Museum in Cincinnati where IFF is shown and explained • Video interview with Lt. Col. David Hamilton, sole surviving Pathfinder pilot on D-Day • Video interview of Jonna Doolittle Hoppes, Gen. Doolittle's granddaughter 	Opening Module
12. Prisoner of War (POW) -	<ul style="list-style-type: none"> • Tuskegee Airmen Defined by Excellence and Extraordinary Perseverance • Smith Brothers Served at Home and Around the World 	<ul style="list-style-type: none"> • Video interview with Harold Brown, Tuskegee Airman, about his POW experience 	Lesson Plan #1, #4
13. WWII Home Front: impact on Society:	<ul style="list-style-type: none"> • Smith Brothers Served at Home and Around the World • Sullivan Brothers: We Stick Together • See #5 above: Rosie the Riveter • Heroes and Hearts at Center of WWII Love Story • How Two Sticks of Gum Changed Lt. Gail Halvorsen's Life 	<ul style="list-style-type: none"> • Video interview with Sgt. Smith's granddaughter • Video interview with Kelly Sullivan, Albert Sullivan's granddaughter • Video interview with Col. Gail Halvorsen, the Candy Bomber 	

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14. Eleanor Roosevelt	<ul style="list-style-type: none"> • Tuskegee Airmen Defined by Excellence and Extraordinary Perseverance 	Picture of Eleanor Roosevelt taking a ride in a plane at Tuskegee;	
15. Arsenal of Democracy	<ul style="list-style-type: none"> • Full Force of American Spirit – and Spirits – Hitting COVID-19 (article in two reading levels and audio recording) • The Mold in Dr. Florey's Coat was Penicillium 	Compares national effort to produce PPE to meet pandemic needs to the Arsenal of Democracy Science thread: introduces prokaryotic and eukaryotic cells; introduces basic types of bacteria	Lesson Plan #2