Paradise in Peril
World War II
in
Palm Beach County
The Paradise in Peril exhibit examines the military’s presence in Palm Beach County during World War II and civilian activities supporting the war effort. Some brief examples of this include: the Palm Beach County Commissioners decision to turn Morrison Field, the county’s airport, into a military installation, turning The Breakers hotel into Ream General Hospital, and even the creation of a prisoners-of-war (POW) camp in Belle Glade. Students will learn about the different military bases and their role in supporting the war effort in Palm Beach County.

The exhibit and Teacher’s Guide will help students to understand the many different roles civilians performed during the war and what they could do for the war effort. Many served in Coastal Patrol and others joined the American Red Cross and trained in first aid, volunteered with the motor corps, or at the various service men’s clubs. Also included in this guide is information on the participation in scrap drives and the rationing of food and other materials. Everyone did his or her part to ensure a successful end to World War II. From the exhibit, students will also learn about the different military bases and their role in supporting the war effort in Palm Beach County.

All of the information provided in the Teacher’s Guide is designed for use by grades 3-12. The activities provided are grade appropriate, manageable, and meet Sunshine State Standards. Not only do these activities provide students with an outlet for understanding WWII, but these activities also encourage students to think critically about the different matters of rationing and scrap driving and their modern-day applications.

While teacher’s have the option not to use all of the designed activities, all of the activities were designed with the ultimate goal of providing both teachers and students with a more developed and learned understanding of our county’s role and efforts for supporting WWII. Activities range from simple worksheets to elaborate research papers, with answer keys and standard grading rubrics included. All of the activities are designed to test the student’s ability of not just understanding what WWII is about, but rather, also inform students of the important local history of WWII.
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Teachers,

All of the activities included in this guide adhere to the following Sunshine State Standards, categorized below according the grade level and then sub-categorized by the subject.

4th Grade:

Social Studies:
SS.4.A.7.3, SS.4.G.1.4

Middle School:

English Language Arts: (Grades 6-8)
LACC.68.RH.3.7, LACC.68.WHST.3.8, LACC.68.WHST.2.5,
LACC.68.WHST.2.4

Visual Art: (Grades 6-8)
VA.68.C.2.4, VA.68.C.3.3, VA.68.F.1.1, VA.68.F.3.3, VA.68.F.3.4
VA.68.H.1.1, VA.68.H.1.3

High School:

Social Studies: (Grades 9-12)

English Language Arts: (Grades 9-10)
LACC.910.WHST.1.2, LACC.910.WHST.2.4, LACC.910.WHST.2.5,
LACC.910.WHST.2.6, LACC.910.WHST.3.8

English Language Arts: (Grades 11-12)
LACC.1112.WHST.1.2, LACC.1112.WHST.2.4, LACC.1112.WHST.2.5
LACC.1112.WHST.2.6, LACC.1112.WHST.3.8
World War II History

*Notes to teachers: This brief and general history of WWII can be read to your class aloud, it can be abridged, or it can even be used as an introduction to your students before visiting the museum, giving students an adequate amount of foreknowledge about WWII and Palm Beach County.*

World War II (WWII) began on September 1, 1939, when Germany invaded Poland. Following the invasion, Great Britain and France declared war on Germany. WWII is referred to as a total war, meaning all individual countries’ governments put everything toward the war—economically and politically. It is also referred to as a global war because it involved several countries from several different parts of the world. There were two sides to the war—the Allied powers and the Axis powers. The Allied powers included France, Great Britain, the United States, and the Soviet Union. The Axis powers included Germany, Italy, and Japan. The war began when Germany invaded Poland in hopes of trying to create a vast empire out of Europe. Germany invaded several countries in Europe throughout the war, including France, Austria, and Czechoslovakia.

While there is a rich history found looking at WWII on a broad, international scale, there is also a rich history of Palm Beach County’s role during the war. Various precautions were taken, such as blacking out windows and lights as a way to prepare for a bomb drill, and raising awareness about conducting scrap metal drives to reuse and recycle various products for the war effort.

Since most of the physical remnants of WWII in Palm Beach County have since disappeared, been moved, or worn away, a majority of our information of the war effort in Palm Beach County comes from newspapers, articles, photos, and people’s personal accounts of the war itself. Some of the more prominent WWII effort locales have been renamed, such as the modern day Palm Beach International Airport was once Morrison Field, a U.S. Army Air Corps base and The Breaker’s hotel on Palm Beach was once a hospital, used to help wounded soldiers recover.

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Teachers:

Ask your students some of the following questions to test their knowledge of Palm Beach County during WWII and today.

1. Does anyone know what the current college, Florida Atlantic University, used to be during the war? **Boca Raton Army Air Field**

2. What is Morrison Field, as it was called during the war, called today? **Palm Beach International Airport**

3. What do you think both The Breakers hotel and the Palm Beach Biltmore Hotel had in common during WWII? **Both were military hospitals, one army, one navy**
4th Grade Activities

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<td>Radar and Mapping Worksheet Answer Key</td>
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**Victory Gardens**

**What is a Victory Garden?**
Victory Gardens were gardens that were planted by families in the United States during World War II to help prevent food shortages. By plating these Victory Gardens, families helped to make sure there was enough food both for soldiers who were fighting around the world and for families in the United States.

**Why did we need Victory Gardens?**
During World War II the United States needed to send food and supplies to the soldiers fighting, which meant these foods needed to be rationed in the United States. Rationing meant only using so much per family, per month. Since canned vegetables were one of the foods being rationed, Victory Gardens helped to supply extra vegetables for families each month.

**What were grown in Victory Gardens?**
There were many different types of vegetables grown in these gardens, such as tomatoes, carrots, lettuce, beets, and peas.

**What happened with the excess vegetables?**
All of the excess vegetables that were not quickly eaten were canned and then used during the winter months when it was too cold to grow any more vegetables. By canning the vegetables, families were not only able to preserve the vegetables that they had grown, but they were able to save some of their rationing coupons since they did not have to buy any canned vegetables.

**Who helped plant these Victory Gardens?**
Families, neighbors, and even schools got together to help plant Victory Gardens. For those families who did not have yards, they too planted smaller Victory Gardens in window boxes, and for those who lived in big cities, they used the rooftops of their apartment buildings to make a garden.

**What was the impact of growing a Victory Garden?**
At one point during the war, there was more than 20,000,000 Victory Gardens throughout the entire United States. By 1944, Victory Gardens were responsible for producing 40% of all vegetables grown in the United States, which led to more than 1 million tons of vegetables grown throughout the entire war!
**Directions:** After reading about the huge impact of Victory Gardens, take a few moments to think about the importance of a Victory Garden and then answer the following questions in the space provided.

1. What do you think was the most important part about having a Victory Garden?

2. What do you think it might have been like to have a family Victory Garden?

3. What do you think you would have grown in your own family’s Victory Garden?

4. How could a Victory Garden help the community today?
**Directions:** Answer the garden-related math problems by either circling the correct choice or writing in the answer. Try to not use a calculator.

1. Jennifer opened a packet of tomato seeds for her friends and her to plant. She gave 3 seeds to each of her 7 friends, and then gave herself 3 seeds as well. How many seeds did Jennifer and her 7 friends plant?

   - A. 21
   - B. 24
   - C. 25
   - D. 23
   - E. 22

2. Matthew and his brother went pea picking. Matthew picked 13 in total. His brother picked 2 more pea pods than Matthew picked. How many in total did Matthew and his brother pick?

   - A. 29
   - B. 28
   - C. 27
   - D. 26
   - E. 25

3. If Samantha plants 4 seeds per hole and there are 6 holes, how many seeds will Samantha have planted?

   - A. 22
   - B. 26
   - C. 28
   - D. 24
   - E. 30

4. If it takes 8 bites for Johnny to eat his carrot, and he has eaten \(\frac{1}{4}\)th of his carrot, how many bites has Johnny taken?

   - A. 1
   - B. 4
   - C. 3
   - D. 5
   - E. 2
### Directions:
Look at the chart to answer the following questions. Show your steps for solving each math problem. Try to not use a calculator.

<table>
<thead>
<tr>
<th>Vegetable</th>
<th>Number Planted</th>
<th>Number of Days to Grow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potatoes</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Carrots</td>
<td>12</td>
<td>45</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>8</td>
<td>60</td>
</tr>
<tr>
<td>Cucumbers</td>
<td>7</td>
<td>55</td>
</tr>
<tr>
<td>Beets</td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>Lettuce</td>
<td>3</td>
<td>65</td>
</tr>
</tbody>
</table>

1. If Sally and her family planted all of the vegetables at the same time, which would take the longest time to grow? Which would take the shortest time to grow?

2. How many total plants have Sally and her family planted in their Victory Garden?

3. Are there more carrots than there are beets and cucumbers combined?

4. If Sally and her family planted beets and potatoes on the same day, June 1, on what day would the beets be grown? On what day would the potatoes be grown?

5. How many more tomatoes were planted than beets?
ANSWER KEY

Directions: Answer the garden-related math solutions by either circling the correct choice or writing in the answer. Try to not use a calculator.

1. Jennifer opened a packet of tomato seeds for her friends and her to plant. She gave 3 seeds to each of her 7 friends, and then gave herself 3 seeds as well. How many seeds did Jennifer and her 7 friends plant?

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   A. 29  
   B. 28  
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3. If Samantha plants 4 seeds per hole and there are 6 holes, how many seeds will Samantha have planted?

   A. 22  
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   C. 28  
   D. 24  
   E. 30

4. If it takes 8 bites for Johnny to eat his carrot, and he has eaten 1/4\textsuperscript{th} of his carrot, how many bites has Johnny taken?

   A. 1  
   B. 4  
   C. 3  
   D. 5  
   E. 2
**ANSWER KEY**

**Directions:** Look at the chart to answer the following questions. Show your steps for solving each math problem. Try to not use a calculator.

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<tr>
<td>Lettuce</td>
<td>3</td>
<td>65</td>
</tr>
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</table>

1. If Sally and her family planted all of the vegetables at the same time, which would take the longest time to grow? Which would take the shortest time to grow?

   **Longest:** Lettuce
   **Shortest:** Carrots

2. How many total plants have Sally and her family planted in their Victory Garden?

   \[5+12+8+7+4+3= 39\]

3. Are there more carrots than there are beets and cucumbers combined?

   Yes. There are 12 carrots, but only 11 beets and cucumbers combined.

4. If Sally and her family planted Beets and Potatoes on the same day, June 1st, on what day would the Beets be grown? On what day would the Potatoes be grown?

   Beets would be grown on July 30th.
   Potatoes would be grown on July 10th.

5. How many more tomatoes were planted than beets?

   There are 4 more tomatoes than beets planted. (8-4= 4)
What was scrapping?
During World War II, because of all of the supplies being rationed for the war effort, Americans citizen were called upon to salvage raw materials for the war effort. This salvaging of raw materials was called scrapping. One way Americans could contribute to the war effort was by having scrap drives, and they felt they were doing their part to support the effort.

What were people scrapping?
Just like today’s recycling programs, scrapping was the process of collecting any raw materials that could be re-used for the war effort. Some of the most important supplies needed during the war included rubber, metal, and paper.

Who was scrapping?
Anyone and everyone who was able to scrap did so. One of the biggest contributors during the war was children who helped organize scrap metal drives in their neighborhoods and at their schools. Students would go door to door collecting scrap paper, old toys, old pots and pans, and even bottle caps.

How important was scrapping to Palm Beach County?
During the war effort, several school districts across the state of Florida would create contests for different schools and individual students to compete to see how much scrap they were able to collect. This was a big thing, especially in Palm Beach County, where several students were able to collect hundreds upon hundreds of pounds of scrap metals, toys, and household accessories to contribute to the war effort.
**Directions:** After reading about Scrapping and how important it was for the war effort, let’s think more critically about scrapping and recycling and answer the following questions.

1. Why do you think it was so important to recycle certain materials during World War II?

2. What are some materials that you could ask your family, friends, or neighbors for if you wanted to start your own scrap drive?

3. Think about your own recycling habits either at home or at school. What do you currently do?

4. What could you do to recycle or re-use more? Think about re-usable grocery bags and re-usable water bottles. How does re-using certain materials made of cloth, plastic, and metal help with rationing?
ANSWER KEY

**Directions:** After reading about Scapping and how important they were for the war effort, let’s think more critically about scrapping and recycling and answer the following questions.

1. Why do you think it was so important to recycle certain materials during World War II?

   Answers will vary. Possible answers may deal with how important it was to contribute to the war effort, and recycling certain raw goods like metal, which could be melted down and made into other things, such as armor or machinery.

2. What are some materials that you could ask your family, friends, or neighbors for if you wanted to start your own scrap drive?

   Answers will vary. Students may suggest that they could ask their family for used clothes, old pots and pans, old machines (i.e. leaf blowers, hair dryers, etc.), they could ask their friends for their old toys and games, and they could ask offices for recycled or thrown away paper.

3. Think about your own recycling habits either at home or at school. What do you currently do?

   Answers will vary. Students might write that at home or at school they recycle papers or that their families use re-usable grocery bags when shopping, or that they use a re-usable water bottle at school.

4. What could you do to recycle or re-use more? Think about re-usable grocery bags and re-usable water bottles. How does re-using certain materials made of cloth, plastic, and metal help with rationing?

   Answers will vary. Students might write that they could re-cycle old toys and clothes by donating them to service organizations. In terms of helping with rationing, students might suggest that having items that are re-usable cuts down on the raw materials needed to make those items and that by having re-usable items it makes it easier to have less waste.
During World War II, radar, which stands for Radio Detection and Ranging, was very important for the Allied victory in the war. This technique was used for detecting the enemy aircraft and was also used for locating targets and locations on the ground, such as the image example below.

**What is radar?**
Radar uses radio waves as a way to detect distant objects. Radio waves, like light, travel very, very fast. We cannot see radio waves because they travel too fast for our eyes to see.

**How was radar helpful during WWII?**
Radar played a critical role in the British Victory in the Battle of Britain against the German Air Force, which was an aerial battle fought between August and December of 1940. The British victory was mostly due to the series of radar stations that were built along the southern and eastern coasts of Britain in 1939. These radar stations allowed the British soldiers to determine the direction, altitude, and speed of oncoming enemy aircraft while they were still several miles away.

The US Army Air Forces used radar to locate ground targets for bombing missions in Europe and the South Pacific.

During WWII, there was only one airborne radar training school is the US. The school was located at Boca Raton Army Air Field (BRAAF). Thousands of airmen were trained how to use and repair radar equipment at BRAAF.

**What does radar look like?**

The image on the left is a map of the eastern coast of Palm Beach County. The image on the right is a radar image of the same part of Palm Beach County. Outlined in blue in the radar image is the outline of the yellow piece of land in the map image.
Directions: Use the key and map provided to answer the questions below.

1. How many Army Airfield bases were there in Palm Beach County during WWII?
   ________________________________________________________________

2. How many hospitals were there in Palm Beach County during WWII?
   ________________________________________________________________

3. In which two cities are the Army Airfield bases?
   ________________________________________________________________

4. In which city is the prisoner of war camp?
   ________________________________________________________________

5. The hospitals are all north of which cites on the map? List two.
   ________________________________________________________________
ANSWER KEY

Directions: Use the key and map provided to answer the questions below.

1. How many Army Airfield bases were there in Palm Beach County during WWII?

   TWO

2. How many hospitals were there in Palm Beach County during WWII?

   THREE

3. In which two cities are the Army Airfield bases?

   West Palm Beach and Boca Raton

4. In which city is the prisoner of war camp?

   Belle Glade

5. The hospitals are all north of which cities on the map? List two.

   Boca Raton, Delray Beach, Gulf Stream, Boynton Beach, Hypoluxo, Lantana, Greenacres City, and Lake Worth
## Middle School Activities

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<td>2. Changing Role of Women Research Project</td>
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<td>Changing Role of Women Research Project Rubric</td>
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</table>
During World War II, soldiers were stationed all across the United States, Africa, Europe, and the Pacific. One of the biggest differences between World War II and today is the way we communicate with family members and friends. During the war, there were no cell phones, internet, or any way of emailing others as there is today. Instead, families and friends of soldiers communicated occasionally through a telephone call, but most of the time, people communicated through writing letters.

First, read about how to properly write a friendly letter, and second, practice writing a letter adopting the personality of someone during World War II, by either being a soldier writing a letter home to their family, or being the family writing a letter to the soldier. When writing your letter, make sure to discuss things relevant during the time of the war, such as rationing, scrapping, victory gardening, and black-out raids. Some research may be needed to further understand the WWII era with regards to the United States, and more particularly, Palm Beach County.

There is a formal process to follow when writing a friendly letter, such as including your address and date, the name to which the letter is addressed, and then how to properly end a letter.

The five different parts of a letter include: Heading with date, Salutation, Body, Closing, and the Signature.

The heading of a letter typically includes the address of the person sending the letter and the date that the letter is being written/sent. The salutation of a letter is a greeting that usually begins with “Dear” and is followed by a comma after writing the name of the person to whom the letter is addressed. The body of a letter is all of the information that the writer wants to tell the person to whom the letter is addressed. The closing of the letter indicates that the writer of the letter is ending their letter, and the closing is using written with phrases such as “Sincerely,” “Yours truly,” and “Love always.” One thing to note is that only the first word in the closing is capitalized. All words after the first are written with only lowercase letters. The signature of the letter is the name of the writer of the letter, and it is usually written in cursive, and below the cursive name is the printed name of the writer of the letter.
Example of a Friendly Letter

Dear Grandma Jane,

Thank you so much for accompanying me and my friends to the museum last week. We all greatly appreciate you taking time out of your busy schedule to help us learn about our local history. Also, thank you so much for buying me the extremely informative history book from their bookstore. I do hope to see you soon!

Sincerely,

Mary Ann

Directions: Following the proper format to writing a friendly letter, and following the above example, write a friendly letter adopting the role of one of the following personalities.

1. Write as if you are a soldier away at war. In the letter, include where you are stationed, what you are doing, how you are, and express love and admiration for your family.

2. Write as if you are the family member of a soldier who is away at war. In the letter, include who you are (sister, brother, cousin, father, etc.), how the family is doing, and make sure to express how much you miss your family member soldier. Make sure to specify who the soldier is, whether it is the brother, father, cousin, etc.

Follow this check-list to make sure you include everything.

___ 1. Did I include a heading? A Salutation?
___ 2. Did I include all of the necessary information in the body of the letter?
___ 3. Did I include a closing? A signature?
___ 4. Is it typed or written neatly?
___ 5. Did I sign the letter in blue or black ink?
___ 6. Did I check to make sure there are no grammatical or usage errors?
# Letter Writing: Standard Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar/Mechanics</strong></td>
<td>No grammatical or mechanical errors</td>
<td>One or two minor grammatical or mechanical errors</td>
<td>Three or four grammatical or mechanical errors</td>
<td>Five or more grammatical or mechanical errors</td>
<td></td>
</tr>
<tr>
<td><strong>Content/Conciseness</strong></td>
<td>Information is clear, informative, interesting, and is relevant to the assignment</td>
<td>Information may be laborious to read, but is relatively coherent, correct, and informative</td>
<td>Information tends to stray away from topic and information provided is incorrect or off.</td>
<td>Information provided has little to no relevance to the topic and the information provided is skeptical</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Content is clearly organized and reads with a consistent flow (emphasis on chronological order)</td>
<td>Content may seem out of order or not chronologically correct, but flows</td>
<td>Content is out of order and the flow is disrupted by a random sentence or two with little to no content value</td>
<td>Content has no order whatsoever and the flow is absent; information is not clearly given</td>
<td></td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td>Argument for reason to visit or preserve is clear, concise, and convincing</td>
<td>Argument is relatively strong, with a few laggings claims for evidence</td>
<td>Argument is flawed or the argument is not clearly identifiable; may need more evidence to be convincing</td>
<td>Argument is absent from the magazine or pamphlet and there are no claims of evidence either</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher’s Comments:**

<table>
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<tr>
<th>Grade Values</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
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<td><strong>B</strong></td>
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<td><strong>C</strong></td>
<td>11-12</td>
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<td><strong>D</strong></td>
<td>9-10</td>
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<tr>
<td><strong>F</strong></td>
<td>8 and under</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>Incomplete/No Assignment turned in</td>
</tr>
</tbody>
</table>
American women played a vital role in the Allied victory during World War II. More than 400,000 women served in the U.S. military, such as SPARs (Coast Guard Women’s Reserve), and millions worked in defense industries on the home front. SPARs was best known for its creed, “Semper Paratus, Always Ready.” SPARs was created by the U.S. legislature on November 23, 1942, to allow more men to be sent overseas, which meant that women would work in the military on the home front.

World War II gave women new opportunities to enter a different job field, and was a new way women were able to gain more independence. However, some people viewed these new opportunities for women as positive, while some viewed these changes as negative. Many people were ambivalent about the social changes of women during the war.

During the war, an iconic image of a woman, “Rosie the Riveter,” emerged. A riveter was a person who bonded two pieces of metal together with a nail-like bolt. A riveter was used in making wartime items such as ships and planes. Take a look at the following two images of “Rosie” and consider the following questions before working on your project.

Both of these iconic images emerged during the middle of the war in 1943. The image on the left was painted by Normal Rockwell and was used as a magazine cover, and the image on the right was a graphic image created by J. Howard Miller for a corporation logo. To learn more about Rosie the Riveter, visit: www.pophistorydig.com/?tag=wwii-women-workers. You can also read some interesting information about these two poster at this site.
Create a Poster

**Directions:** Think about the following questions and try to answer them before completing the project.

1. How are these two images alike? How are they different?

2. How does the use of color in the image on the right differ compared to the use of color in the image on the left?

3. What is each of the women doing in the images?

4. How do these images directly relate to World War II?

5. How are these images effective in conveying a certain message about women in the war?
Create a Poster
PRE-CONSTRUCTION

Directions: In groups of 3 or 4, work together to create your own poster for women to join the in the war effort. Each group is responsible for completing one poster, a slogan for the poster, and then presenting their poster to the class, explaining the choices they made while making the poster. Make sure to consult an online source, encyclopedia, or a history book for information on American life during World War II for photos and descriptions. All members of the group should equally participate in making the poster, and the poster itself can be constructed from any class-room materials. The poster should be no bigger than a standard piece of paper.

**It should not be made using a online program.**

Student Check-List of things to consider:

_____ 1. Did we include an image of a woman doing something related to WWII?

_____ 2. Did we include a slogan related to WWII?

_____ 3. Was our image creative and original?

_____ 4. Did we all participate equally in making the poster?

_____ 5. Did we consult a source to make sure that everything we included on the poster was accurate and appropriate?

_____ 6. Is the poster neat and legible?
Create a Poster
POST-CONSTRUCTION

Directions: Still working in groups, take a look at the other groups’ posters, and think about the two original posters created during WWII. Answer the questions below.

1. How is the poster you created different from the ones that were created during the war?

2. How is the poster you created similar to the ones that were created during the war?

3. How does your poster differ from the other posters done by other groups?

4. Why did you select the slogan that you did? What does this slogan say about women in the war?

5. Why did you include the things you did in your image?
## Poster: Standard Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drawing</strong></td>
<td>All parts of the poster are clearly identifiable; no noticeable eraser markers, no cross-outs</td>
<td>Most of the poster is identifiable; some eraser marks might be visible or a stray pen mark or two</td>
<td>The poster is very sloppy and hard to distinguish among certain parts; eraser marks or stray pen marks present</td>
<td>The poster is not identifiable; structural features are not labeled and eraser marks and stray pen marks cover the paper</td>
<td></td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>The poster does not fully replicated either of the two examples, nor does it look like any other poster in the class</td>
<td>Certain features such as one element or two of another poster are featured in the poster</td>
<td>The poster seems to be identical to several other poster; appears to not be the total original work of the creators</td>
<td>The poster is clearly a replica of another; barely any original thought on the part of the creators</td>
<td></td>
</tr>
<tr>
<td><strong>Perspective</strong></td>
<td>All points on the poster make sense, the logo is clear, and the color and dress of the women is time appropriate</td>
<td>Most of the point on the poster make sense, the logo is clear, but maybe not relevant, and the dress and color of the poster is semi-time appropriate</td>
<td>Some of the poster is unclear, visually, and the logo may not tie in with the theme of the drawing, and the color and dress may be not time appropriate</td>
<td>The poster does not adhere to color and dress as time appropriate, the logo and the visual have no connections</td>
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### Teacher’s Comments:

**Grade Values:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>12</td>
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<td>B</td>
<td>10-11</td>
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<tr>
<td>C</td>
<td>9-8</td>
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<tr>
<td>D</td>
<td>7</td>
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<tr>
<td>F</td>
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<td>O</td>
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<table>
<thead>
<tr>
<th>Activities</th>
<th>Page(s)</th>
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</thead>
<tbody>
<tr>
<td>1. Information: How it was communicated during WWII Research Project</td>
<td>28-32</td>
</tr>
<tr>
<td>Information: How it was communicated during WWII Research Project rubric</td>
<td>33</td>
</tr>
</tbody>
</table>
Life in America during World War II was drastically different than it is today. Today, communication and information is at our fingertips by way of text messaging, checking information on mobile applications, and even by simply logging onto the internet and reading from the dozens of new sites available. In the early half of the twentieth-century, information moved at a much slower rate, and the number of ways information was exchanged was highly limited. Unlike today, where we can communicate information through an email or a text message, information used to be transferred by word-of-mouth, on the radio, or by a simpler means, newspapers.

Newspapers have been printed in the United States even before the Revolutionary War. Newspapers were and are a quick, efficient way to read about a series of events at one time. Modern-day newspapers, such as The New York Times and The Palm Beach Post are available online, and information from these papers exists forever in the databases of these newspapers. Much of this information is available online, but frequently, information from certain events is documented in very few places, sometimes in print-format only.

Think about the importance of newspapers today and compare this with their importance during World War II. Information in newspapers today does list social events, deaths, and important world events, but most of this information is available online through our email, Twitter, Facebook, and websites. But, consider a time where these luxuries did not exist. How did one know when a certain social event to help the war effort would occur? How did one know when a train of soldiers would pass through town? How did one know the number of casualties in a given week during the war? All of this and more was communicated heavily through newspapers.

Newspapers played a key role in moving large pieces of information from the war front to the home front, and from house to house about how to support the war effort.
Exercise

Teacher’s Directions: Pass out or read the above information on communication and spread of information during World War II. Have students work either in small groups or individually and assign each group/individual a certain research project related to World War II in Palm Beach County.

Some possible topics include:

- Morrison Field
- Belle Glade’s Prisoner of War Camp
- Boca Raton Army Air Field
- V for Victory Social Events
- Conversion of The Breakers hotel into Ream General Hospital
- SPARs (Coast Guard Women’s Reserve)
- War rationing
- Social events at the Society of Four Arts and Everglades Club
- Scrap collecting in Palm Beach County
- U-boat sightings off the coast of Florida

Have two sets of either groups or individuals for each specified topic. Have one group/individual research the topic using only newspaper clippings from The Palm Beach Post and other local newspapers, and have the other group/individual use the internet, encyclopedias, etc., with the exception of using any newspaper clippings. This way, one group/individual will use primary sources, and the other group/individual will use secondary sources.

For The Palm Beach Post historical newspaper issues, visit: www2.palmbeachpost.com/archives

After each pair of groups/individual have completed their research, have them type up their information in a word processing unit. Each member of the group, if working in groups, must turn in their own copy of their research. Make sure to have each group/individual include a bibliography for the information they used. Then, have each group/individual that worked on the same topic meet and discuss what different pieces of information they were able to find, given their limited number of ways to research. Afterwards, have each member of each group (or each individual) fill out a question sheet on their personal experience doing research.
**Directions**: Working either in small groups or individually, follow the teacher’s guidelines for doing research.

Answer the following questions:

1. I am working:
   - ____ in a group
   - ____ individually

2. My research topic is:
   __________________________________________________________

3. I am allowed to only use:
   - ____ primary source—newspaper clippings
   - ____ secondary sources—anything but newspaper clippings

After filling in the above information, begin the research for the topic answered in question 2.

Remember to include:

1. Who or what is important in relation to this topic?
2. When did this important event(s) occur? How long did it occur? How many times did it occur?
3. Where did this important event(s) occur?
4. Why did this event/issue happen? Who brought it about? Who ended it?
5. Why did this event/occurrence happen?
6. What was the purpose of such event?
7. How does this event/issue directly relate to Palm Beach County? WWII?

**Remember that based on your assigned topic, you may not be able to answer all of the questions above. Try to consider the following: who, what, where, when, why, and how of your topic.**
Directions: Answer the following questions after having completed your research.

1. Which type of research sources were you allowed to use, primary or secondary?

2. Did you feel limited by not being able to look up certain sources?

3. PRIMARY SOURCE ONLY: What are some of the limitations imposed on you as a researcher by only being allowed to refer to primary sources?

4. SECONDARY SOURCE ONLY: What are some of the limitations imposed on you as a researcher by not being able to look at direct, primary sources.

5. What information do you feel you missed out on being able to know?

6. What is the importance of using both primary and secondary sources when conducting research?
## Research Project: Standard Rubric

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<tbody>
<tr>
<td><strong>Grammar/Mechanics</strong></td>
<td>No grammatical or mechanical errors</td>
<td>One or two minor grammatical or mechanical errors</td>
<td>Three or four grammatical or mechanical errors</td>
<td>Five or more grammatical or mechanical errors</td>
<td></td>
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<tr>
<td><strong>Content/Conciseness</strong></td>
<td>Information is clear, informative, interesting, and is relevant to the assignment</td>
<td>Information may be laborious to read, but is relatively coherent, correct, and informative</td>
<td>Information tends to stray away from topic and information provided is incorrect or off.</td>
<td>Information provided has little to no relevance to the topic and the information provided is skeptical</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Content is clearly organized and reads with a consistent flow (emphasis on chronological order)</td>
<td>Content may seem out of order or not chronologically correct, but flows</td>
<td>Content is out of order and the flow is disrupted by a random sentence or two with little to no content value</td>
<td>Content has no order whatsoever and the flow is absent; information is not clearly given</td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>No more or no less than _____ pages in length.</td>
<td>Length varies slightly from instructed count, whether half a page over or under.</td>
<td>Length various quite a bit from the instructed count, a couple pages under or over</td>
<td>Length comes nowhere near the page limit</td>
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### Teacher’s Comments

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