

Lesson 10.4

DINNER ON THE HOMEFRONT

Objective: Students will experience and be able to articulate how war abroad affected life at home by planning a balanced meal on rationed food.

Materials:

- **Sheet 10.4:** Dinner on the Homefront student worksheet
- **Doc 10.4:** War Ration Book, with copies of pages on overhead
- Several cookbooks to be used in class

Timing: 2-3 class periods

Background Reading: Chapter Ten, Section Four

Procedure:

1. Review the experience of Mainers on the homefront during World War II. What kinds of precautions did they take? How did the war affect their everyday lives?
2. Pass the War Ration Book around the classroom, with copies of each of the pages enlarged on the overhead. Examine the book together as a class. Ask students questions like the following:
 - Why do you think did the book's owner had to write down his or her age and sex?
 - Why is there such a hefty fine for violating any of the rationing regulations? Why are the regulations so strict?
 - On the back of the book, it says that violating rationing rules "helps the enemy" and compares it to treason. Why is this? Do you think that is an appropriate comparison?
 - How do you think restricting food helped the war effort?
 - Do you think rationing affected every family in the same way? How might it have affected a farming family with their own garden versus an urban family without one? What about a family with eight children versus one with two, if every member of the family received a ration book?
 - How much meat do you eat a week? How much sugar? How much butter? How do you think rationing would affect your own family if you had to do it?
3. Put the Food Guide Pyramid up on the overhead (or hand copies out to students). Review with students what makes a nutritious diet daily. Ask them: how could rationed food affect your diet? If you had no meat available, what could you eat as a substitute for meat? What about butter? Cheese?
4. Tell class they are going to have a chance to experience what it might have been like to live on rationed food. Give each student a Dinner on the Homefront Worksheet. Tell them they will have to plan a nutritious meal for four children and two adults using only the foods that are listed on their sheet. Their meal must meet the requirements of a nutritious meal, as outlined by the Food Guide Pyramid. See Dinner on the Homefront Worksheet for details.

*Note: You might choose to do this lesson as a group activity, with each group planning a whole meal together. Or, have students work in pairs.

5. Give the students time in class to plan their meals (they will have to share the cookbooks). Allow them to finish their menus at home. The next day, ask several students to share their menus with the group.
6. Debrief with students, asking them questions like the following:
 - How did they find planning a meal on rationed food? Was it difficult? Easy?
 - What did they learn about foods that they might not have known before?
 - How important do they believe it is to eat balanced meals?
 - What kinds of meals do they eat at home normally? Could they have eaten these meals if their food supply had been limited by rationing?
 - How do they think eating limited food might have made people feel? Angry? Deprived? Proud to help their country in a time of need?
 - How did World War II abroad affect people's lives at home?
 - How can national or international events affect people's everyday lives? What events have happened in the country or the world that have made some kind of an impact on your lives?

Evaluation: Grade students meals based on nutritive value and creativity. Students may include their meal in their Unit portfolio, if they choose.

Follow-up Activity:

- Choose one or two dishes to make with the class.
- Ask students why they think the government might have recommended a diet of more meat and fat and less fruits and vegetables during World War II. Consider such factors as differences in the nature of work then and now, as well as progress made in research in nutrition.

Alignment with the Learning Results:

Grade Level: **6th-8th**

Content Area: Social Studies: **HISTORY**

Standard: **Historical Knowledge, Concepts, Themes, and Patterns**

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.

Descriptor **E1b:** Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and the future.

Name: _____

Date: _____

**DINNER ON THE HOMEFRONT
STUDENT WORKSHEET**

It is 1943. Your supply of food is limited by of government rationing. You have to feed four children, ages 2, 4, 9, and 15, as well as two adults, ages 34 and 37. You only have access to the foods listed below. Using only those foods, plan a nutritious meal for your family. Make sure your meal provides a balance of nutrients, according to the Food Guide Pyramid. Use the space provided to write down each dish in your meal and the ingredients required to make the dish. Be creative and have fun!

I. Foods Available:

Dairy:

12 oz. yogurt
1 quart milk

Meat/Protein:

1/2 lb. peanuts
1 1/2 lbs. pinto beans
8 eggs

Sugar/Fats:

16 oz. vegetable oil
1/4 c. of sugar
12 oz. chocolate chips

Grain/Carbohydrates:

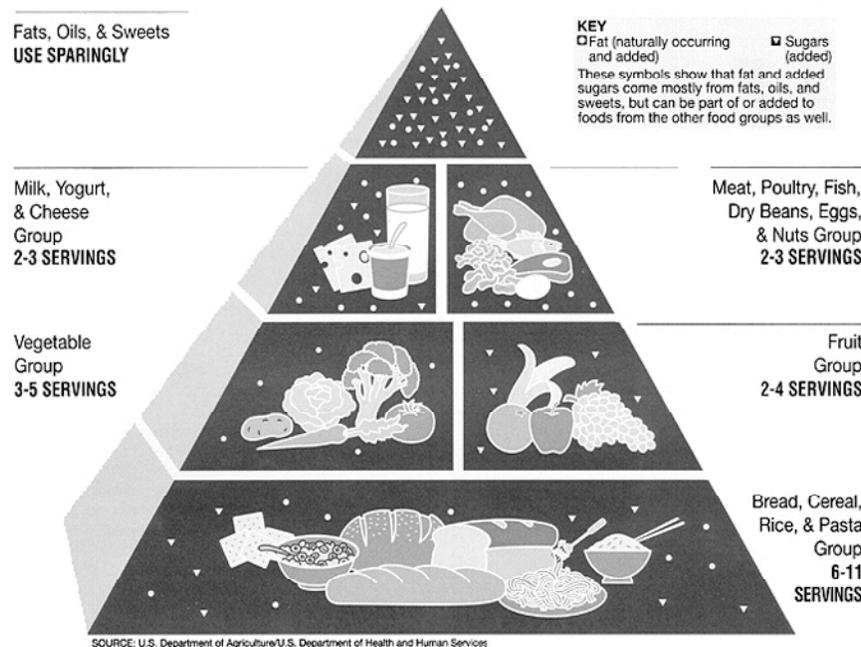
half a loaf of bread
4 cups of rice
1 lb. pasta
1 lb. corn meal
3 lbs. flour

Vegetables:

1 12 oz. can tomatoes
2 12 oz. cans green beans
1 12 oz. can beets
6 onions
10 carrots
1 lb. broccoli
3 lbs. Potatoes

Fruits:

5 oranges
4 16 oz. cans applesauce
1 lb. blueberries
4 bananas



To use the USDA's most current Food Guide Pyramid, *My Pyramid*, go to: www.mypyramid.gov

Name: _____

Date: _____

III. Menu:

Main Course: _____

Food Group(s): _____
Ingredients:

First Side Dish: _____

Food Group(s): _____
Ingredients:

Second Side Dish: _____

Food Group(s): _____
Ingredients:

Dessert: _____

Food Group(s): _____
Ingredients:

UNITED STATES OF AMERICA
OFFICE OF PRICE ADMINISTRATION

188354 EW

NOT VALID WITHOUT STAMP

O.P.A. WILL REPLY TO ADDRESS ABOVE

WAR RATION BOOK No. 3

Void if altered

Identification of person to whom issued: PRINT IN FULL

Marion E. Bagley
(First name) (Middle name) (Last name)

Street number or rural route *R.F.D. #1*

City or post office *So. PORTLAND* State *MAINE*

AGE	SEX	WEIGHT	HEIGHT	OCCUPATION
<i>38</i>	<i>F.</i>	<i>142 Lbs.</i>	<i>5 Ft. 5 In.</i>	<i>HOUSEWIFE</i>

SIGNATURE *Marion E. Bagley*
(Person to whom book is issued. If such person is unable to sign because of age or incapacity, another may sign in his behalf.)

WARNING

This book is the property of the United States Government. It is unlawful to sell it to any other person, or to use it or permit anyone else to use it, except to obtain rationed goods in accordance with regulations of the Office of Price Administration. Any person who finds a lost War Ration Book must return it to the War Price and Rationing Board which issued it. Persons who violate rationing regulations are subject to \$10,000 fine or imprisonment, or both.

LOCAL BOARD ACTION

Issued by _____ (Local board number) _____ (Date)

Street address _____

City _____ State _____

(Signature of issuing officer) *B.P.4.*

OPA Form No. R-130



INSTRUCTIONS

- 1 This book is valuable. Do not lose it.
- 2 Each stamp authorizes you to purchase rationed goods in the quantities and at the times designated by the Office of Price Administration. Without the stamps you will be unable to purchase those goods.
- 3 Detailed instructions concerning the use of the book and the stamps will be issued. Watch for those instructions so that you will know how to use your book and stamps. Your Local War Price and Rationing Board can give you full information.
- 4 Do not throw this book away when all of the stamps have been used, or when the time for their use has expired. You may be required to present this book when you apply for subsequent books.

Rationing is a vital part of your country's war effort. Any attempt to violate the rules is an effort to deny someone his share and will create hardship and help the enemy.

This book is your Government's assurance of your right to buy your fair share of certain goods made scarce by war. Price ceilings have also been established for your protection. Dealers must post these prices conspicuously. Don't pay more.

Give your whole support to rationing and thereby conserve our vital goods. Be guided by the rule:

"If you don't need it, DON'T BUY IT."

16-32299-1 ☆ U. S. GOVERNMENT PRINTING OFFICE : 1943

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