



Attic Artifacts: WWII Kids

We Are Ready ★ What About You?

Presented by the
Eisenhower Foundation



Attic Artifacts

WWII Kids



INTRODUCTION

Following World War II, many Americans kept souvenirs of lost loved ones or their time in the war. Many of these articles were stored in boxes or trunks and then tucked away in attics, basements, and garages for decades. In this program, students will learn what qualifies as a primary source, and how important they are as sources of information. Students will handle and evaluate images, documents and a variety of artifacts from WWII. The inquiry process students will be applying in this lesson is driven by questioning and critical thinking. Students will progress through six phases as they engage with primary sources.

OBJECTIVES

- Students will gain knowledge of the characteristics and value of primary sources.
- Students will use a critical thinking inquiry process to analyze primary sources and draw conclusions.
- Students will compare kids' activities and items from the 1941-1945 war years to today.

ACKNOWLEDGEMENTS

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CONTENTS

- 3 Lesson Plan
- 4 Attic Artifacts: A Window to the Past
- 5 Primary Source Analysis
- 7 Then and Now
- 8 Primary Source Set List
- 10 Primary Source Images

TARGET AUDIENCE Grades 3 - 5

TIME REQUIREMENT 1 Hour

NATIONAL CURRICULUM STANDARDS

All lesson plans meet numerous national Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects, as well as National Curriculum Standards for Social Studies.

Common Core St. Standards		3rd - 5th
Standard	RI - Reading Informative Text	1-4, 7
	W - Writing	7, 8
	SL - Speaking and Listening	1 - 4

Natl. Curriculum Standards for Social Studies		
Theme	2: Time, Continuity, and Change	Early Grades
	4: Individual Development and Identity	Early Grades
	8: Science, Technology, and Societ	Early Grades



Lesson Plan

1. Prepare for this lesson by pre-printing the following pages:
4: one copy per student
5-6: two copies per group, double-sided
7: one copy per group
*internet accessibility for each group is needed
2. Ask students if they have a treasure box in their room where they keep some of their favorite items - an old toy, a school project, a poster from your wall - or if maybe their parents keep a box of items for them. OR Ask students if their bedroom - as it is now - was not touched for 100 years, what could a person in the year 2113 speculate about your life and world by looking at all of your things?
3. Read through **Attic Artifacts: A Window to the Past** (page 4) with students. Check their understanding by asking them WHEN primary sources are created. The key is that primary sources were created during the time period being studied. In this lesson, it will be the World War II years of 1941- 1945.
4. Break students into groups of two or three students and give each group two copies of the **Primary Source Analysis** sheet (pages 5-6).
5. Give each group **Primary Source 5.5**, the 1943 Lincoln Steel Penny, and guide the class through one of their copies of the **Primary Source Analysis** sheet.
 - * The **Primary Source Set List** (page 8) gives you the basic information about each artifact (the answer key). Do not share this information with the students until after the inquiry exercise is complete.
 - * Have internet available for students to access to do quick research.
6. Give each group a different set of artifacts from the remaining Artifacts.
7. Each group works together to fill out their remaining copy of the **Primary Source Analysis** sheet.
8. When all groups have finished their **Primary Source Analysis** sheet, have each group share their conclusions about their third artifact (the one they chose). Fill/supplement with information they may miss.
9. Direct a class discussion to summarize what they have learned about the owner of this attic box, and what still remains a mystery.
10. At this point you may want to use the information provided on the **Primary Source Set List** (page 8) to give clarification to students about the artifacts. If so, have them add this information to step 5 RESEARCH and revisit the conclusions they came to in step 6.
 - * If tools for accessing the internet are not available for step 5 RESEARCH, direct students skip that step and use their speculations and critical thinking skills to complete step 6 SHARE. You may want to assign the research step to be done as homework or return to it in the classroom.

Attic Artifacts

A Window to the Past

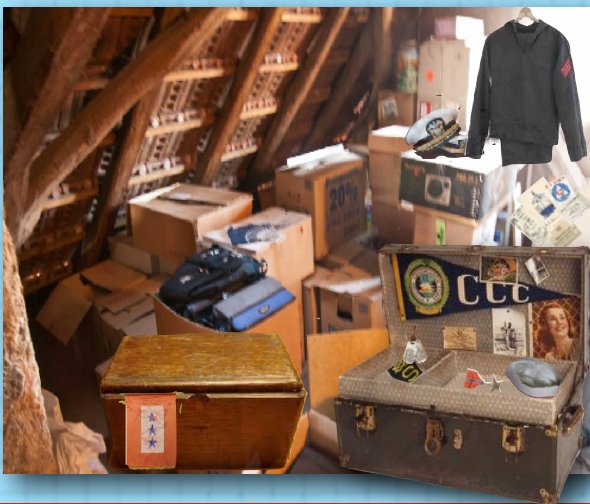
INTRODUCTION

Following **World War II**, many Americans kept souvenirs of lost loved ones or their time in the war.

Many of these artifacts were stored in boxes or trunks and then tucked away in attics, basements, and garages for decades. Imagine that your family has recently moved, and

as you are exploring your new home, you come across such a box. Inside it are many items that don't make sense to you, but raise many clues and questions. These items were obviously very important to somebody to be saved and tucked away. Who was it and what are these hidden treasures?

Researchers and museums call most of these old items "primary sources." First, learn about what makes something a primary source versus a secondary source. Then, use the analysis sheets to investigate several primary sources from World War II to unlock their secrets.

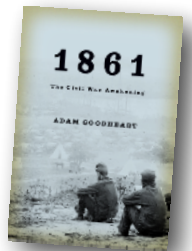


Primary sources provide a window into the past.

What is a **primary source**? It is any direct evidence produced during a specific period under study. They vary widely from objects like artifacts, photographs, diaries, maps, movies, songs, and eyewitness accounts. The key is that they were created during the time period being studied.



They are different from a **secondary source**, which is an interpretation of the past. History text books are typically secondary sources because the authors were not present at the time in history they are writing about, but are interpreting what they have learned about the event.





This is what makes learning with primary sources so engaging -- you get to hold a real piece of history in your hands and come up with your own conclusions of its significance. The answers are not always provided by the primary sources, so you are encouraged to seek the answers through inquiry and research.




Primary Source Analysis

NAMES _____

 OBSERVE the primary source, making notes of its details.	It is made out of . . .	It has the markings . . .	Its colors and textures are . . .

 CONNECT the primary source to prior knowledge.	This looks like . . .	It reminds us of . . .	Didn't we learn that . . .

 SPECULATE about the primary source.	We bet it was used for . . .	We bet it was used by . . .	We think it was made . . .



QUESTIONS
for further
exploration.

What words would you use to search this primary source on the internet?



RESEARCH
clues provided by the
primary source.

What did you find when you researched this primary source online?



SHARE
conclusions about the
owner of this attic box.

Summarize and share what conclusions you have come to about the owner of this attic box through this primary source.

Then and Now

1943 - 2013

Cut out the squares.

Arrange them into piles that include:

1. A Topic
2. The matching image of a primary source from then.
3. The matching image of a primary source from now.

Recycling & Conserving



Heroes promoted good over evil, national efforts, and other products



Messages to/from American soldiers fighting overseas



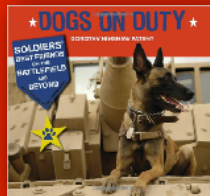
School lessons that promote patriotism



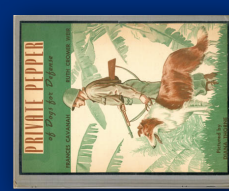
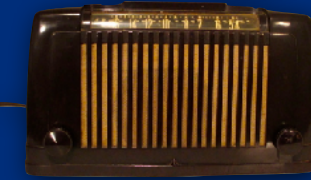
Books about war-related subjects



Military-influenced toys



Electronics for entertainment and news



Primary Source Set

4. ATTIC ARTIFACTS: WWII KIDS

Number/Type	Description
4.1 ARTIFACT	1943 Victory Paper Dolls Uncut set #2445 by the Saalfield Publishing Co., Akron, Ohio.
4.2 ARTIFACT	1942 Navy Scouts Paper Dolls Uncut set #3428 by Merrill Publishing Co., Chicago, Illinois.
4.3 ARTIFACT	WWII Airplane Spotter Card Deck U.S. Game Systems, Inc.
4.4 ARTIFACT	The New Triple-Threat Schools at war - Jeep Campaign poster Artist: Reinhardt. U.S. Government Printing Office, 1943.
4.5 ARTIFACT	1937 Philco Tombstone tube radio Model 37-610B
4.6 ARTIFACT	Captain America No. 1 Comic Book Cover Marvel Comics, March 10, 1941.
4.7 DOCUMENT	“Help Equip G.I. Joe With your War Savings” Artist: L. Horney. Published by U.S. Government Printing Office, 1944 through the U.S. Department of the Treasury, War Finance Division.
4.8 POSTER	Captain America propaganda poster Reproduction by Ollie Boyd, circa 2011.
4.9 ARTIFACT	1943 Lone Ranger Radio Show premium Paper cryptography decoder. Sponsored by Weber’s Bread.
4.10 (a-c) ARTIFACT	(3) WWII Soldier’s Voice Records Through facilities supported by USO Clubs, The Salvation Army, the National Catholic Community Service, and Voice-O-Graph machines.
4.11 POSTER	Schools-At-War Jeep Campaign, Piper Cub L-4 “Grasshopper” The Flying Jeep 1943, unsigned.
4.12 DOCUMENT	Stationary Set “Keep ‘Em Smilin” Humors Stationary, Army Series by American Art Service, 1942.

In addition to the primary sources listed above, this program utilizes primary sources from two additional programs (see page 9).

Primary Source Set

Continued

2. Dogs for Defense: Hero Hounds

Number/Type	Description
2.3 ARTIFACT	CHIPS Makes a Comeback 1944 three-page comic book story about Chips, a U.S. Army Dog in the World War II K-9 Corps.
2.4 BOOK	Private Pepper of Dogs for Defense Book by Frances Cavanah from 1945 that tells the story of Pepper in the World War II K-9 Corps.
2.6 ARTIFACT	Certificate of Appreciation U.S. War Department, Office of the Quartermaster General, circa 1943.
2.7 PHOTO	CPL Harold “Al” Tesch and “Tipper” 1943-1945, USMC, 3rd War Dog Platoon, Pacific Theater.
2.8 ARTIFACT	Pack of Three Letters From Al to Hazel, dated 23 March, 1944, 12 September, 1944, and 13 November, 1944.

5. Use it Up, Wear it Out, Make it Do, or Do Without

Number/Type	Description
5.1 ARTIFACT	Grease Canister Aluminum Kitchenware, circa 1950.
5.2 ARTIFACT	Office of Price Administration point tokens 5 blue and 14 red food ration tokens, 1944.
5.3 PHOTO	Delaware school children collecting scrap metal to aid the war effort October, 1942. Image online, courtesy Delaware State Archives.
5.4 ARTIFACT	Aluminum foil ball
5.5 ARTIFACT	1943 Lincoln Steel Pennies Bag of 30 pennies.
5.6a-d ARTIFACT	(a) United States of America War Ration Book Number One Office of Price Administration. No. 971412 -335. Issued to Robert C. Morris of Richmond, Virginia on May 7, 1942.
	(b) United States of America War Ration Book Number Two Office of Price Administration. No. 843313 BU. Issued to Bessie Evelyn Morris of Richmond, Virginia. U.S. Government Printing Office, 1942. O.P.A. Form No. R-121.
	(c) United States of America War Ration Book Number Three Office of Price Administration. No. 599056 CA. Issued to Robert C. Morris of Richmond, Virginia. U.S. Government Printing Office, 1943. O.P.A. Form No. R-130.
	(d) United States of America War Ration Book Number Four Office of Price Administration. No. 946830 EJ. Issued to Garland C. Dempsey. U.S. Government Printing Office, 1943. O.P.A. Form No. R-145.

Primary Source 4.1



13 3/4"

10 3/4"

Primary Source 4.2



12 1/2"



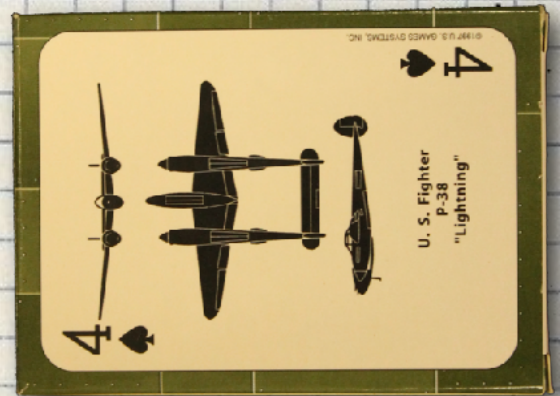
10 1/4"

Primary Source 4.3



3 3/4"

2 3/4"



**FACSIMILE OF
WORLD WAR II
AIRPLANE SPOTTER
PLAYING CARDS**

First issued in 1943, this facsimile includes 3 silhouettes on the face of each card, front view, side view and a view of the bottom of the aircraft as would be seen by a ground observer.

Published by
U.S. GAMES SYSTEMS, INC.
Stamford, CT 06902 USA
www.usgamesinc.com
© 1990 U.S. Games Systems, Inc.
Deck printed in Italy

AIRPLANE SPOTTER CARDS

This special pack of spotter playing cards has been prepared to assist you in learning the characteristics of United Nations and Enemy Aircraft.

While the primary purpose of these cards is to show you how one type of airplane can be distinguished from another, we have by adding regular playing card indexes, created a combination, entertaining as well as educational.

As playing cards, they may be used for all games where a conventional pack is required, such as Bridge, Poker, Hearts, Black Jack, etc. However, in order to take full advantage of the special face arrangement, it is suggested that during the course of play the different airplanes be carefully observed and their peculiarities be mentally noted. Thus you will be acquiring information of extreme value whether you are a soldier or a civilian, with or without direct appointment as Aircraft Spotter in your Civilian Defense Organization.

To encourage your guests in furthering their knowledge along these lines, we recommend the following method, which brings a

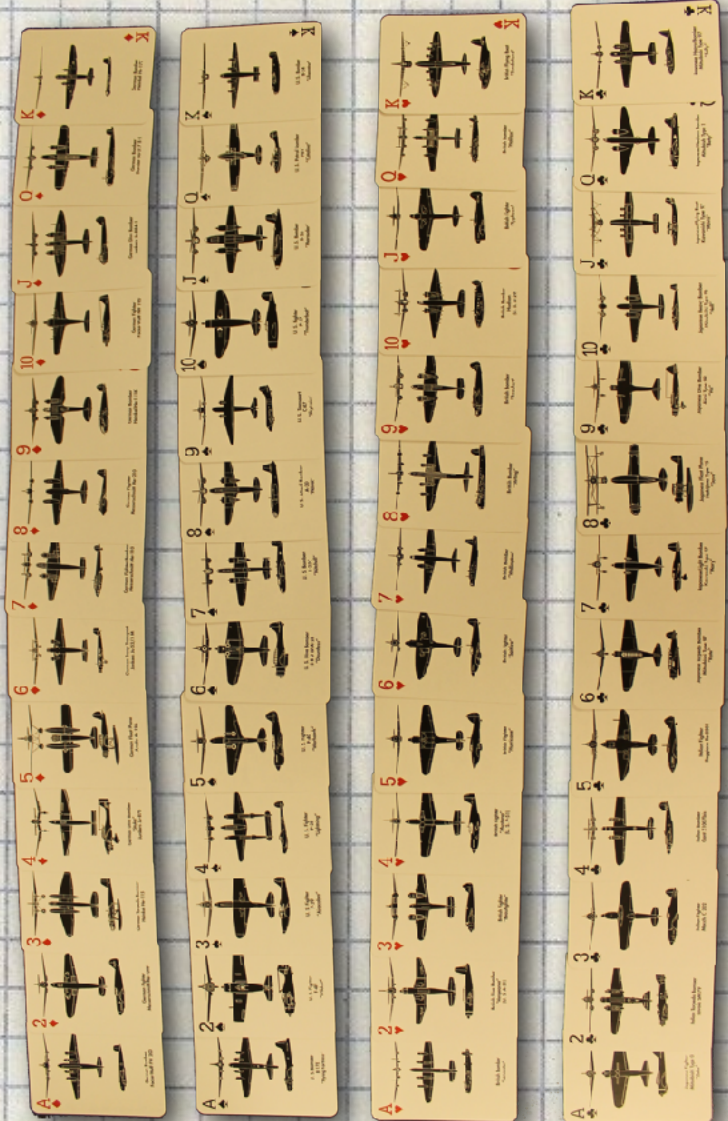
form of the popular quiz games, will add spirit to any group and provide interesting instruction in the recognition of all types of aircraft.

At the start of your favorite game you are to ask all players to study the silhouettes on the cards they hold during the course of play, informing them that at a later time their skill as airplane spotters will be tested.

At the end of play or at any convenient interval between play, each player is provided with paper and pencil while the host or leader gathers the cards and after shuffling, draws one from the pack. With the name of the plane obscured this card is then held in view of all contestants, with each one marking his own score sheet, listing the type of plane, the country or any other data observed during the play. The first card drawn is considered as No. 1 and is laid aside face down.

This same procedure is then repeated until five, ten or any desired number of cards have been drawn from the pack, after which each player's score sheet is checked with the cards previously drawn.

The player having the most correct answers is declared the winner.



Primary Source 4.4

The New Triple-Threat
SCHOOLS-AT-WAR

JEEP CAMPAIGN

HELP SEND OUR MEN
20,000 JEeps
BY DECEMBER 7th

Plan a campaign to finance one or more Jeeps by selling War Stamps and Bonds. Start any time. Set a challenging goal and try to beat it. (Be a triple-threat school and finance one of each kind!) On December 7th, verify your success to your State War Finance Chairman who will issue a Treasury Citation in the name of your school or class.

FLYING JEEP, OR "GRASSHOPPER"
\$3,000

THE ORIGINAL JEEP
\$1,165

AMPHIBIAN JEEP, OR "QUACK"
\$2,000

DEWEY

13 1/2"

20 1/2"

Primary Source 4.5



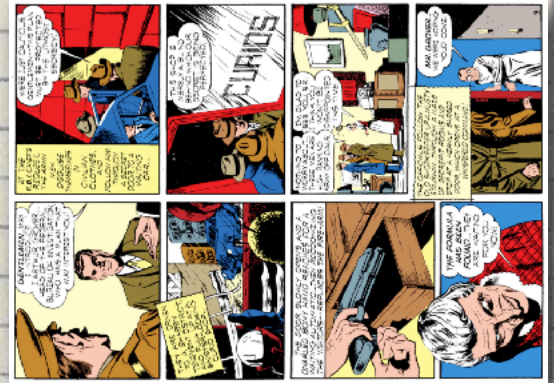
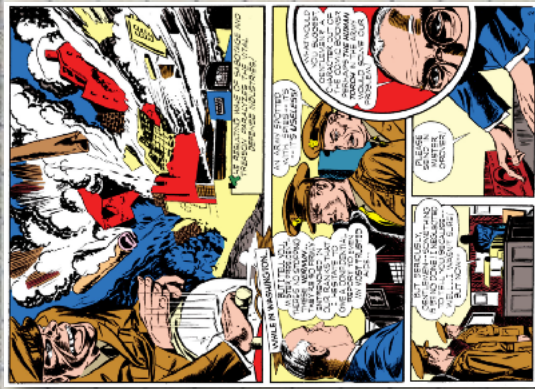
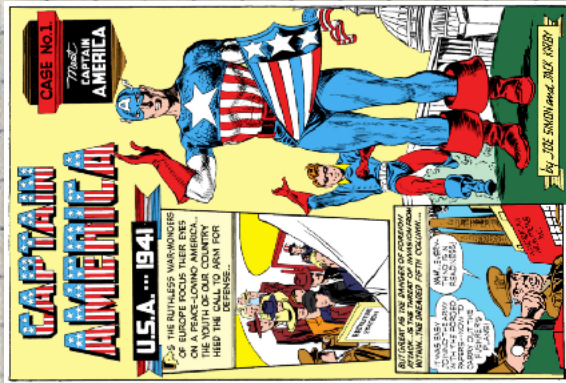
13"

18"

Primary Source 4.6



18 1/2"



12 1/2"

Primary Source 4.7

OUR GOAL
\$

HELP EQUIP G. I. JOE

USE THE THERMOMETER
As you purchase G.I. Joe clothing, the thermometer will rise. When it reaches 100, the money you have contributed will be used to purchase clothing for our fighting men. The thermometer will be in the hands of the War Relocation Authority.

HOW TO USE THIS POSTER
Early G.I. Joe's like yours are available. When money is needed, you can buy the G.I. Joe's clothing from the War Relocation Authority. The money you contribute will help equip our fighting men. The money you contribute will be used to purchase clothing for our fighting men.

WITH YOUR WAR SAVINGS

100 90 80 70 60 50 40 30 20 10

23 1/2"

33 1/2"

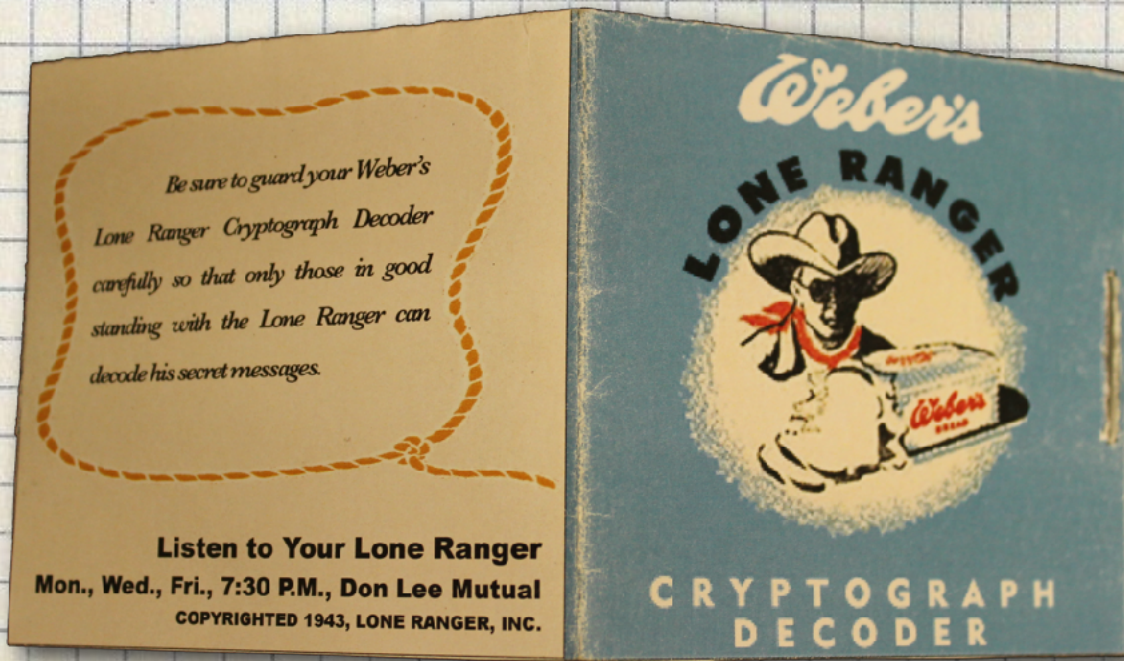
Primary Source 4.8



12 1/2"


8 1/2"

Primary Source 4.9



3 1/2"

7 1/2"

 For your own exclusive use, Weber's Bread is giving you this secret Cryptograph Decoder combining the cattle brands of the old West with the type of code used in the International Secret Services today.

INSTRUCTIONS

Each letter of the alphabet is found by reading across from the brand signs on the left and down from the numbers at the top. For example, the code symbol "Y-3" (Y Bar 3) means the letter "R". Reading across from the symbol "Y-" to the square in the column below the number "3". "Z-2" (Z Bar 2) means the letter "G", and so on.

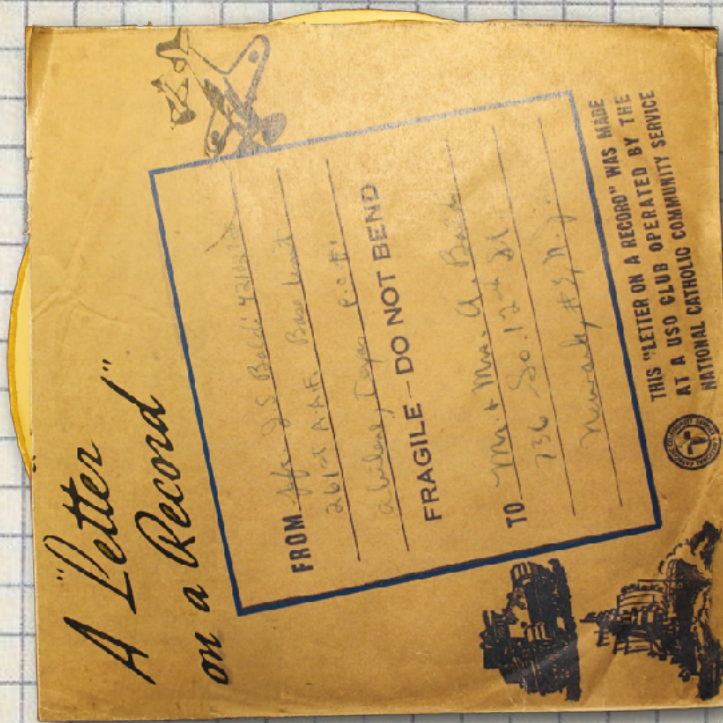
To write code messages, reverse the process. Select your letter then look for the brand sign at the left and the number at the top of the column. For example, if you wish to write the letter "M" in code, the brand sign is "Y" and the number at the head of the column is "3". The letter "M", therefore, will be written "Y3".

	1	2	3	4	5
Z	A	B	C	D	E
Z-	F	G	H	I	J
Y	K	L	M	N	O
Y-	P	Q	R	S	T
X	U	V	W	X	Y
X-	Z				

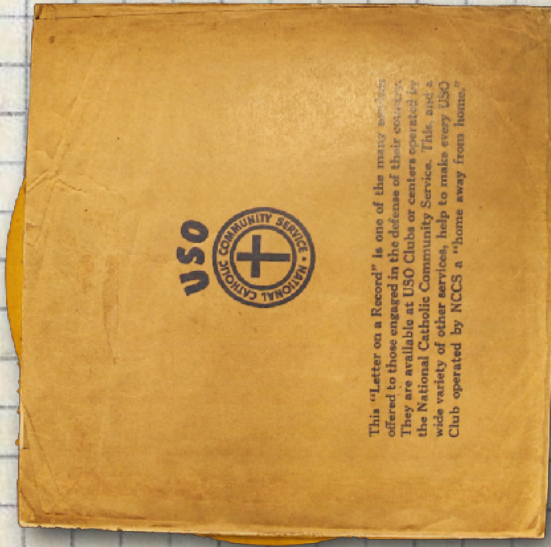
CRYPTOGRAPH DECODER

FOLD CARD
INSERT THIS
TAB IN SLIT

Primary Source 4.10 a-c



6 1/2"



6 1/2"

Primary Source 4.11

SCHOOLS-AT-WAR JEEP CAMPAIGN

...to pay for 20,000 Jeeps by December 7, 1943. Help send our soldiers more Flying Jeeps. \$3,000 in War Stamps and Bonds will pay for this Flying Jeep. Enlist now!



PIPER CUB L-4 "GRASSHOPPER"
The Flying Jeep



32"

20 1/2"

Primary Source 4.12

"WHAT THE BOYS WANT TO KNOW"
Letter-Writing Guide

Reminders about the various thoughts you may wish to include in your letters, to avoid forgetting . . . all are cheerful thoughts to "keep 'em smilin'."

Talk About Them. Sure, you'd like to see them in their uniforms. Be! all the girls admire them. Their kind of life must agree with them—probably made them fat or skinny and tough as nails. How is the food? What about entertainment? Taking in all the shows in camp and painting the town red when on leave? Wish you could see them!

The Family's Fine. Everyone is in good health, and the old, familiar ailments are much improved.

And Hurry, Too. Tell them how each member of the family is working hard to help win the war quickly. And sharing a part in Civilian Defense and other wartime activities. Everyone's recreation—be it movies, bowling, reading, listening to the radio—is mighty interesting.

What About the Children? It's big news if baby is cutting a tooth or if Junior just lost one. Anything the children say or do is

"KEEP 'EM SMILIN'"

COPYRIGHTED 1942 BY AMERICAN ART SERVICE




IT'S BE GLAD WHEN THIS "CHUTE" SHOWS YOU IS OVER!



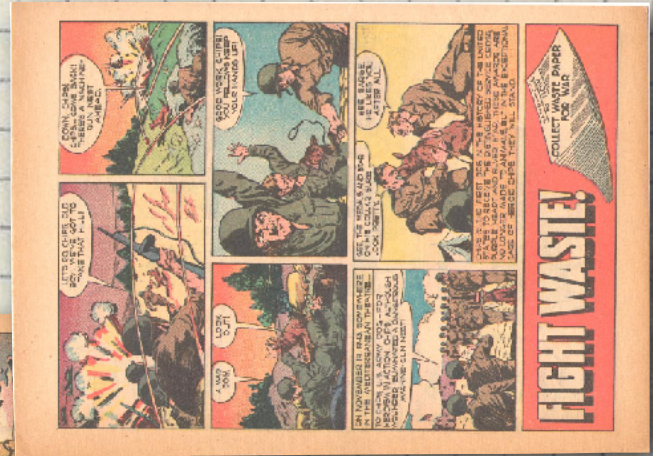
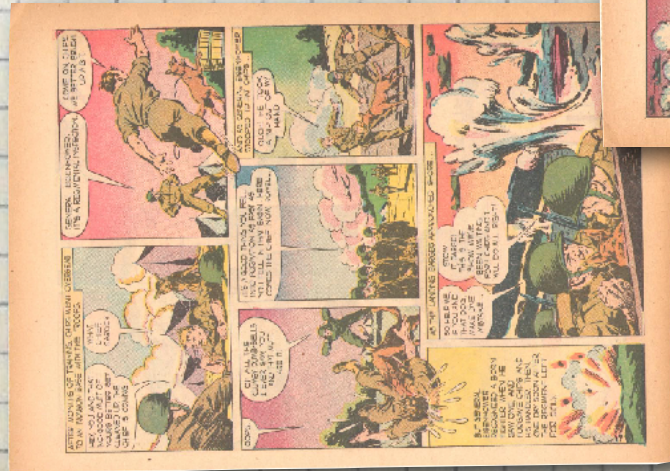
"HERE NOW" THANKS FOR THE COOKIES "THE ONE" HAS MADE."

KEEP SMILIN' KEEP SMILIN' KEEP SMILIN'

5-1/2"

7"

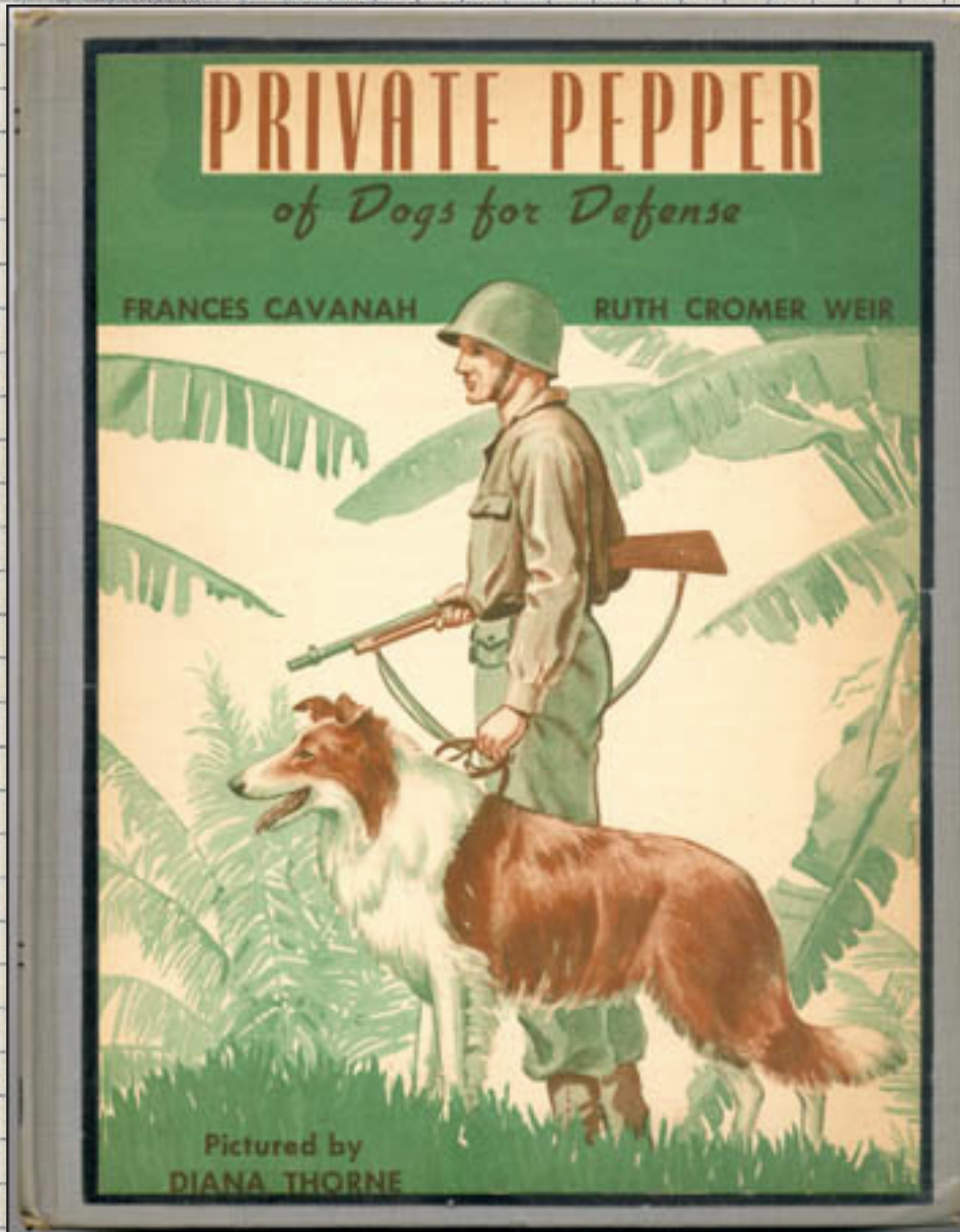
Primary Source 2.3



6 3/4"

4 3/4"

Primary Source 2.4



9 1/2"

7 1/2"

Primary Source 2.6



WAR DEPARTMENT
OFFICE OF THE QUARTERMASTER GENERAL
WASHINGTON, D. C.

FORREST CARVILLE

*Appreciation is expressed for your patriotic action in
donating your dog _____ PUPPIE _____ for use in
connection with the Armed Forces of the United States*

Wherry
MAJOR GENERAL
THE QUARTERMASTER GENERAL

NUMBER 8450

16-32811-1 U. S. GOVERNMENT PRINTING OFFICE

11"

8 1/2"

Primary Source 2.7



4 1/4"

3"

TIPPY AND I
IN GUAM

23 March 1944

Dear Hazel,

I am writing because I want to thank you. You are the reason I am alive and writing to you now. If you would not have shown the newspaper clipping from the Chicago Tribune about the war department accepting dogs with bad tempers to your father, Tipper would have been put to sleep in the pound. Your action sent Tipper into my life and set it on a course I never would have dreamed of. After being trained as a scout dog, we were sent to Guadalcanal. Tipper saved me and a bunch of guys from walking straight off a cliff on a night patrol. He got a belly full of K-rations for that caper. We were then sent on to Guam. On the very first night there, we were hit with mortars during our sleep. Tipper and I were both wounded but two guys just twenty feet away were killed. I'm not sure why we were spared but now thinking it is because Tipper and I have work to do. Our wounds have healed and we are both ok now.

I am and will always take good care of Tipper. Don't worry about him.

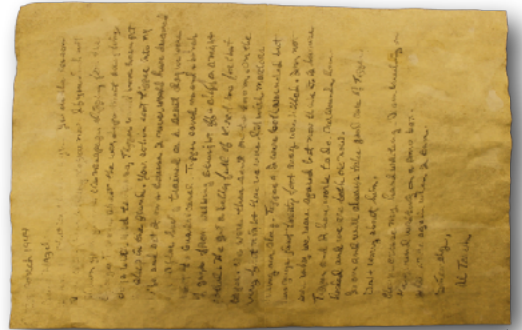
Please excuse my handwriting - I am kneeling on the ground writing on an ammo box.

Will write again when I can.

Sincerely,
Al Tesch

5 1/2"

8 1/2"



12 Sept. 1944

Dear Hazel

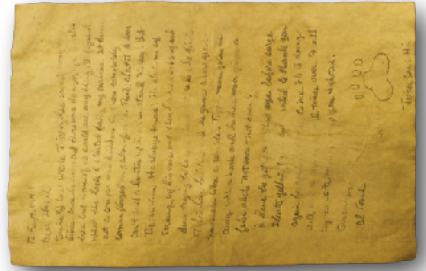
Since I last wrote, Tipper has saved many more lives. Once he insisted there was danger in a palm tee, but none of us could see anything. I figured what the heck and started firing my carbine. I turns out a sniper was hidden up there completely camouflaged in palm fronds. Think about it. A deer can't sent a hunter in a tree stand. Now way. But Tippy knew. He always knew. He alerts me by perking up his ears and then his head would bob up and down trying to locate the scent. When he finds it his hair bristles and he gives a low growl -- no, more like a rumble. Tipper never gives us away with a bark and he has never given a false alert. Not once, not ever.

I have to get some shut eye before Sarge starts yelling, but I wanted to thank you again for sending Tipper to me. He is doing well and has saved me several times over. I will try to write more to keep you updated.

Sincerely,
Al Tesch



Tipper Says Hi



13 Nov. 1944

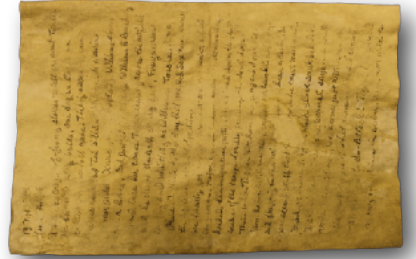
Dear Hazel,

I have a couple of funny stories to tell you about Tipper. He loves to snag balls. One day we staged an exhibition ball game. The big attractions were Pee Wee Reese and Ted Williams. Williams was a Marine Corsair pilot. I was playing short stop. Williams slams one -- it's a homer. And just about the time Williams is rounding second base, here comes old Tipper tearing across the outfield and he drops the ball at my feet. Everybody's cheering and whistling as Williams touches home plate. And I think to this day that Mr. Red Sox never knew the applause wasn't for him.

We finally got orders to move out, and that meant a field inspection. Major General Erskine, our division commander, headed the inspection party. He walked up and down the front ranks of our battalion, loudly praising the devil dogs. That's when Tippy bit him! Guys up and down the line later told me they could hear khaki rippin' and then flappin' in the wind like Old Glory. I didn't hear a thing -- I was scared stiff that I was gonna be court-martialed. I didn't have Tippy's leash short-snubbed like I should have. Then the General says in a loud voice: "Gentlemen, we have just witnessed a classic example of what these splendid canines are trained to do -- ATTACK!"

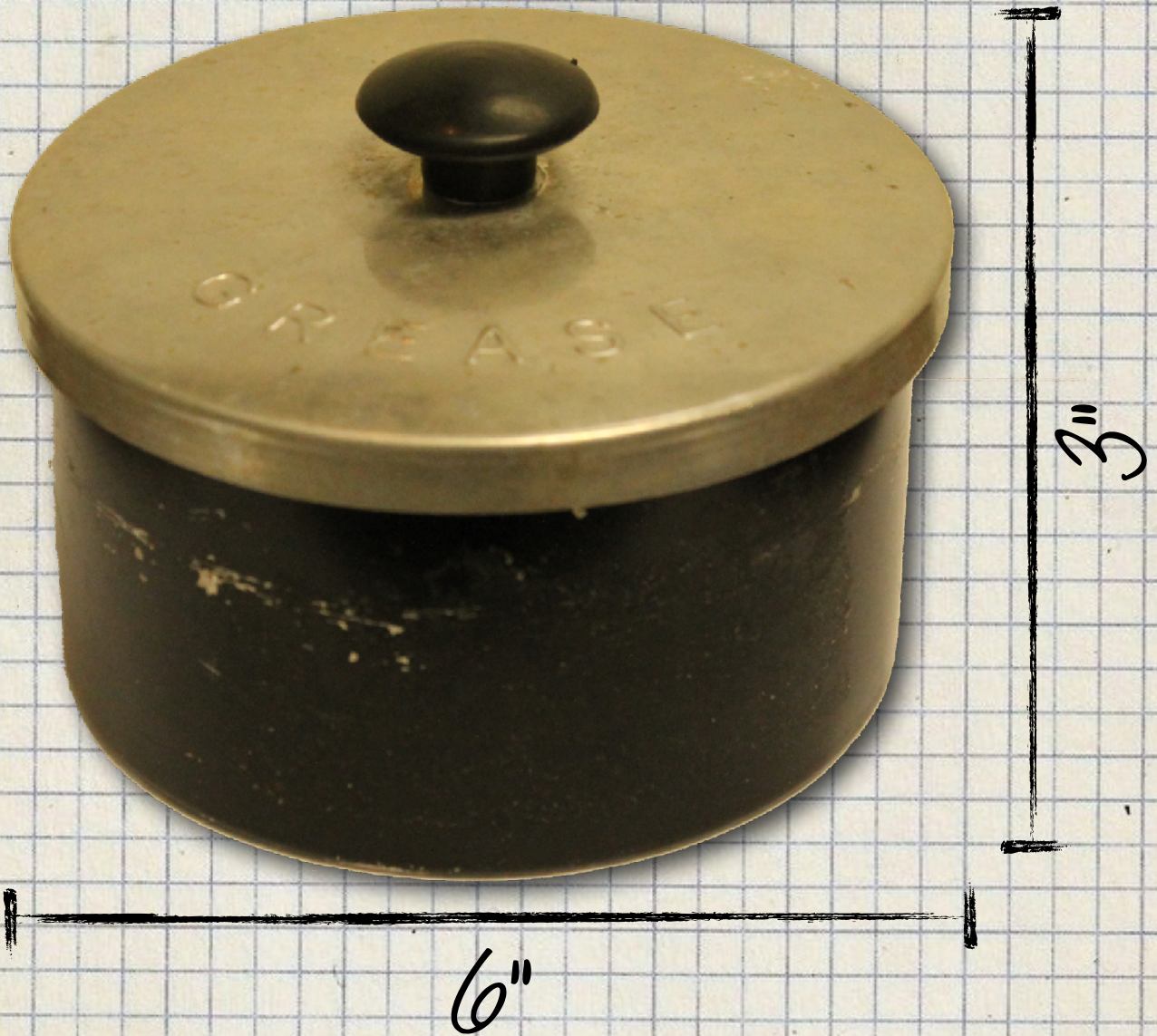
Tipper has saved many men's lives in Guam. I am not able to write about it now, but maybe someday I'll tell you how his nose and ears saved us guys on Guam many times. We'll be shipping out, soon -- I'm sure glad to have Tipper -- my guardian angel -- with me. Thank you!

Sincerely,
Al Tesch



Primary Source 2.8

Primary Source 5.1



Primary Source 5.2



16 mm



Primary Source 5.3

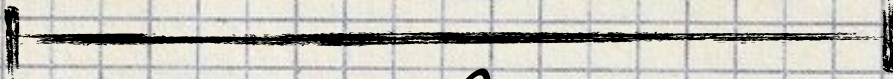
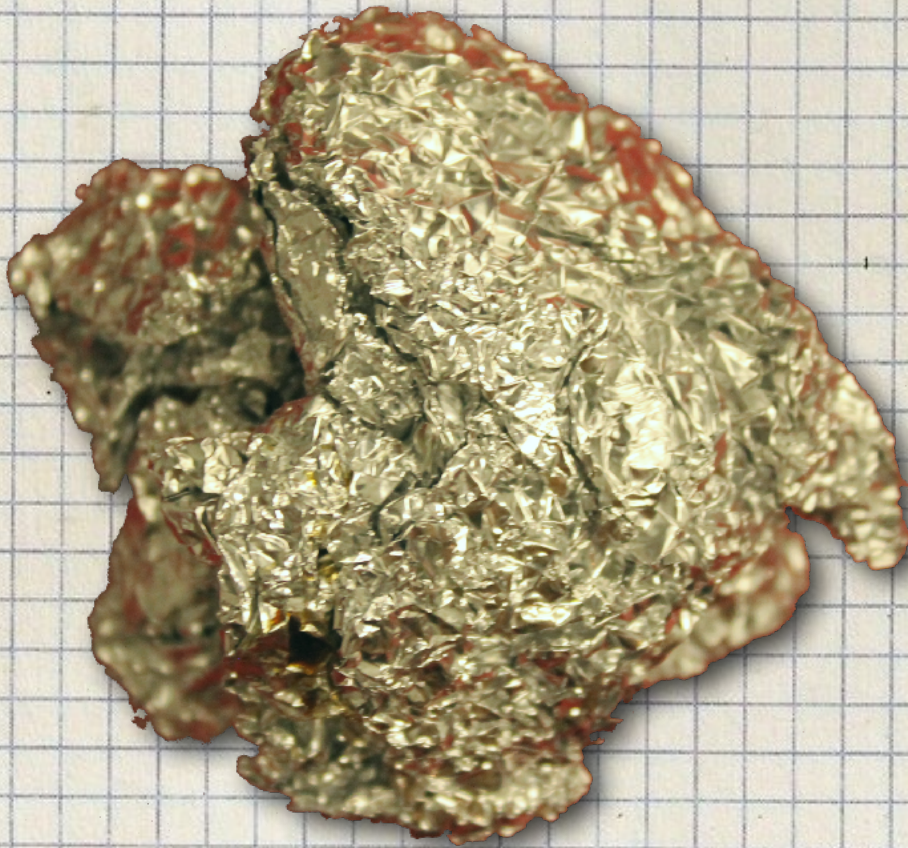


6 1/4"

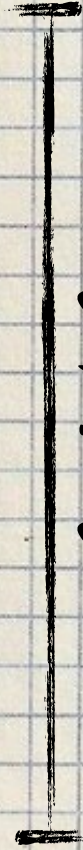
8"

1ST PLACE IN SCRAP METAL CONTEST
FAIRMONT GRADE SCHOOL
OCTOBER 1942

Primary Source 5.4



2"



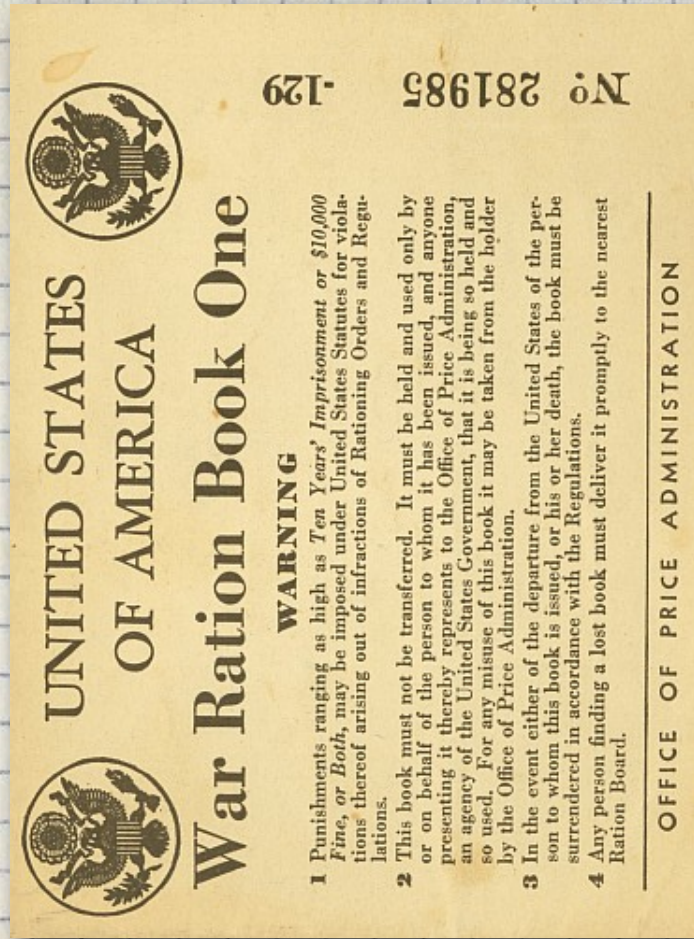
2 1/2"

Primary Source 5.5

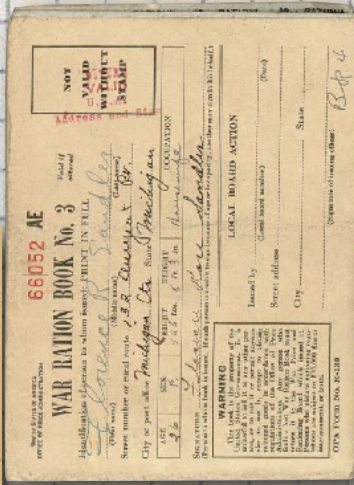


3/4"

Primary Source 5.6 a-d



4 1/4"



5 1/2"