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Teaching Social Studies
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❖ **Activity: Exploring Rationing Cards**

❖ Grade: 5th grade

❖ Concepts and/or Standards:

Grade Level Expectations - Economic Concepts and Principles 4.) Knowledge of Economic Concepts (including productivity in the market system) and principles (including the laws of supply and demand).

A. Economic Concepts, 5th grade: "Apply the following economic concepts":

- Scarcity
- Supply and Demand
- Trade-off (opportunity costs)

NCSS Standards – Political Science/Civics and Economics

❖ Objectives:

1. Based off the rationing system from World War 2, students will create their own rationing cards for what they consume.
2. Students will be able to communicate what they have learned about rationing cards and people in World War 2.

❖ Materials:

- Crayons, colored pencils, markers
- Stapler
- Pencils
- Paper

❖ Procedures:

Anticipatory Set – When students visit the museum, we will stop and view and some of the artifacts relating to WW2. Students will explore the museum and find things that interest them about WW2 to prepare for the lesson we will learn in the classroom. Back in class, I will ask them to tell the class what they found to be intriguing and informational. Then I will introduce the lesson by asking students what they think a ration card is and how it was used in war time.

Main Content – Students will create their own ration book, based off the things they like to eat. They will look up the cost of each item of food from the 1940's and 1950's and put that into their book as will. Only three of the same items can be used each day, so if five people want the same item only three students will get the item. Some items may also not be available every day to the students. Students should pick each item from what they want most to what they want least, and they can only get the same item once (if they want beef one day, that is the only day they are eligible for beef). The students will be in group and each day one person will be elected to be the

producer of the food, while the others are the consumers and shop for their items. This activity is meant to teach students about scarcity and about how they can relate to people from WW2.

- ❖ **Assessment:** Students should journal about how they would feel if they had actually experienced the rationing of food during war time, based on how they felt during this activity and when something was denied to them. Students may write about how they would feel to be stuck in the past and be rationed or even in the future and being rationed. This assessment will be worth 10 total points.

10-9 pts: Students provided thorough thought and insight about their imaginary experience, and met all of the objectives from the assessment. They used correct grammar and punctuation with no spelling errors.

8-7 pts: Students provided considerable thought and insight about their imaginary experience, and met most, if not all, of the objectives from the assessment. They had few or no errors on grammar, punctuation, and spelling.

6-5 pts: Students provided adequate thought and insight about their imaginary experience and achieved most of the objectives from the assessment. They had some minor errors in grammar, punctuation, and spelling.

4-3 pts: Students provided a minimal amount of thought and insight about their imaginary experience and achieved few objectives from the assessment. They had many errors in grammar, punctuation, and spelling.

2-1 pts: Students provided no thought or insight about their imaginary experience or achieved meeting the objectives from the assessments. They had many errors in grammar, punctuation, and spelling.

- ❖ **Extensions:** To progress from ration cards, students can then explore the minds of children from the war. At the Churchill Museum, they should have noted the artifacts about children from the war. Students can then go online and pick a child to learn about. They can write a letter to that child, a poem, or make a collage about that person to present to the class.

<http://www.annefrank.dk/> -This website will show some names of children from this time and a bit of history on them.

- ❖ **Accommodations/adaptations:** For students who are unable to fully complete the above activity, we can make a fewer amount of items on the cards for that student, so they will not get as overwhelmed and having him be in a group where the teacher will be the producer may have a better result, if the student needs help understanding his card.