



## WWII Rationing in Rockford and the Nation

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Course number: OEDC 5313  
History Rockford WWII  
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***Lesson background:*** Students have been studying WWII. The unit has moved to what Americans have been doing on the home front to aid the war effort, and how it impacted culture, entertainment, and everyday life. Documentaries, readings, and activities involving salvaging, rationing, and victory gardens have preceded the activities presented here.

***Objectives:***

- Students will study primary documents to analyze and make inferences.
- Students will use a chart/diagram to apply the concept of rationing points and planning around those points.
- Students will compare the recycling of WWII to the recycling efforts made today by writing a persuasive letter.

***Standards:*** SS8-02, SS8-03, SS8-04, SS8-05, SS8-06

***Materials:***

- \*3 primary source documents for approximately 10 groups:  
Rockford ration book (front), ration coupons, back of ration booklet
- \*Class set of rationing schedules for September, 1944 (laminated or in plastic sleeves)
- \*Activity sheet for the chart, “Doing Without” along with a meal planning guide
- \*Directions for writing a persuasive letter: Recycling, Then and Now
- \*Laptops for recycling research if desired
- \*Pen/pencil, paper

***Lesson Length/Pacing:***

Two or three day lesson

## DAY 1:

### Activity #1

1. Group students by 2-3. Distribute the primary documents of the front cover of the Rockford rationing booklet and the rationing stamps.
2. Distribute document analysis form, asking students to complete it using these two documents. Allow 10 minutes for group observation.
3. Orally discuss the observations, inferences, and questions students recorded. Some may notice this person lived in Rockford, the change of address, the #4 (*published in 1943-a 5<sup>th</sup> book was printed but never distributed*), OPA logo, criminal offense warning, the numbered stamps, etc.)  
*\* Book #4 had 8 pages with 384 stamps in it*
4. Distribute copies of the document that details the back of the ration booklets. Orally read from and discuss the document. Did this help to answer the questions students had from 1<sup>st</sup> observation?

### Activity #2 (May be a continuation of Day 1 or presented on a second day)

1. Distribute laminated copies of the 1944 rationing schedule, "Doing Without". Review the Red and Blue Point system with students, what could be purchased with these coupons, and how the chart should be read.
2. Distribute the activity sheet, "Rationing During WWII-Planning a Family Meal" to students. You may have students work individually or in pairs in completing the tasks.

#### ASSESSMENT:

- Exit slip question: What was most challenging in planning a meal for 4?
- Teacher will grade/evaluate the assignment, sharing out the interesting meal plans from students in follow up class periods.



## DAY 2

### Activity #3

1. Share the exit slip responses from the closure of Activity #2 and any interesting meal plans students created.
2. Distribute the letter writing prompt, "Recycling, Then and Now". Read and discuss with students. Teacher may choose to make a T-chart on the board listing the ways in which people of the 1940's conserved/recycled as opposed to those of us in the 21<sup>st</sup> century and our recycling efforts.
3. Review the instructions for the letter. Provide laptops for research to help the students to form factual persuasive content for letter. Letters can be collected at your discretion.
4. Provide quiet research/writing time for students.

#### ASSESSMENT:

-Teacher may devise a rubric for the letter, specifying points for comparison of time periods, facts regarding waste/conservation today, mechanics, etc. Grade the letter against the rubric, and encourage the delivery of that letter.

-The teacher may also choose to give a mini quiz on rationing, salvaging, and victory gardens depending on the time spent covering WWII home front efforts.

# **Activity #1**

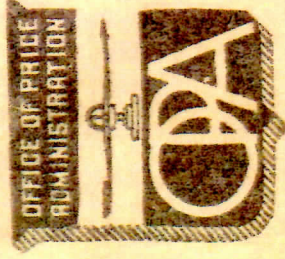
## **Evaluating Primary Documents**



**4**

**296036 BA**

UNITED STATES OF AMERICA  
OFFICE OF PRICE ADMINISTRATION



# WAR RATION BOOK FOUR

Issued to

*Howard B. Durand*

(Print first, middle, and last names)

Complete address

*1479 No Coast St.*

*Rockford, Ill. 920 P St*

### READ BEFORE SIGNING

In accepting this book, I recognize that it remains the property of the United States Government. I will use it only in the manner and for the purposes authorized by the Office of Price Administration.

Void if Altered

(Signature)

*It is a criminal offense to violate rationing regulations.*

OPA Form R-145

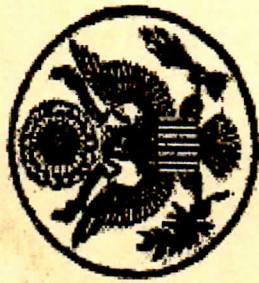
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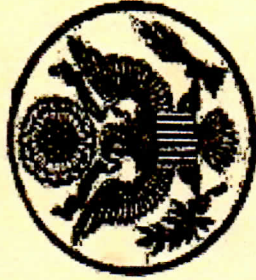


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UNITED STATES  
OF AMERICA



# War Ration Book One

## WARNING

- 1** Punishments ranging as high as *Ten Years' Imprisonment or \$10,000 Fine, or Both*, may be imposed under United States Statutes for violations thereof arising out of infractions of Rationing Orders and Regulations.
- 2** This book must not be transferred. It must be held and used only by or on behalf of the person to whom it has been issued, and anyone presenting it thereby represents to the Office of Price Administration, an agency of the United States Government, that it is being so held and so used. For any misuse of this book it may be taken from the holder by the Office of Price Administration.
- 3** In the event either of the departure from the United States of the person to whom this book is issued, or his or her death, the book must be surrendered in accordance with the Regulations.
- 4** Any person finding a lost book must deliver it promptly to the nearest Ration Board.

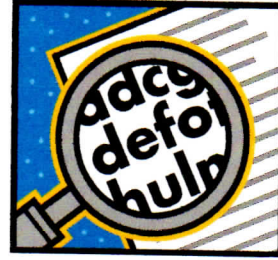
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OFFICE OF PRICE ADMINISTRATION



## Analyzing a Primary Source



Take a few minutes to study your photo or document. Then, answer the following questions:

**OBSERVATION:** List details about your photo/document that you find interesting or think may be important. You may list, people, dates, objects, activities, etc.


**INFERENCE:** based on what you observed above, list 3 things you might infer from studying this photograph or document.


**QUESTIONS:**

-What questions does this document bring to mind?

-Where might you find the answers to those questions?

## **Activity #2**

### **Rationing, using charts/diagrams**



# Doing Without

## Rationing Schedule

Red Stamp Consumer Point Values, September, 1944

Meats, Fish, Fats, and Dairy Products

BEEF	Grades AA, A,B	LAMB	Grades AA, A,B	PORK	Points per lb. (453.6 g)	VEAL	Points per lb. (453.6 g)
Porterhouse Steak	14	Loin Chops	10	Tenderloin	8	Loin Chops	0
T-Bone Steak	13	Leg Chops and Steaks	8	Roast Loin	8	Shoulder Chops	0
Sirloin Steak	13	Sirloin Roast	7	Ham-Boneless	6	Rump Roast	0
Boneless Rump Roast	12	Shoulder Chops	5	Shoulder	0	Shoulder Roast	0
Short Ribs	0	Chuck Crosscut	3	Knuckles	0	Flank Meat	0
Hamburger-ground beef	0	Lamb Patties	0	Spareribs	0	Ground Veal and Patties	0

BACON	Points per lb. (453.6 g)	FISH	Points per lb. (453.6 g)	SAUSAGE	Points per lb. (453.6 g)	OTHER MEATS	Points per lb. (453.6 g)
Canadian	8	Shrimp	6	Dry	0	Luncheon Meats	0
Sides, aged dry-cured	2	Tuna	6	Semidry	0	Tamales	0
Sliced	0	Oysters	2	Fresh, Smoked	0	Meat Loaf	0

FATS, OILS, DAIRY	Points per lb. (453.6 g)	FATS, OILS, DAIRY	Points per lb. (453.6 g)	FATS, OILS, DAIRY	Points per lb. (453.6 g)	FATS, OILS, DAIRY	Points per lb. (453.6 g)
Creamery Butter	20	Margarine	2	Cheddar Cheese	12	Cottage Cheese	6
Country/Farm Butter	12	Shortening	0	Colby Cheese	12	Cream Spread	6
Process Butter	12	Salad/Cooking Oil	0	Creamed Cheese	6	Canned Milk	1

# Rationing During WWII

Pretend it is 1944. The OPA, (Office of Price Administration), has put out their rationing schedule for September. You are allowed **64** Red Points (meats, butter) and **48** Blue Points (processed foods) for the month.



1. How many Red/Blue Points will be used if you purchased:

	Red Points		Blue Points
1 rump roast (veal)		10 oz. canned apricots	
1 lb. cheddar cheese		7 oz. tomato juice	
tamales		1 canned corn	
1 pkg. of lunch meat			
TOTAL		TOTAL	

2. After making this purchase, how many Blue Points do you have left? \_\_\_\_\_

How many Red Points do you have left? \_\_\_\_\_

3. List 4 items from each schedule that do **NOT** require any ration points.

Blue Pts. \_\_\_\_\_

Red Pts. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. If I wanted 3 lbs. of Canadian bacon, how many Red Points would I need?

\_\_\_\_\_

5. What item requires the **HIGHEST** number of Blue Points? \_\_\_\_\_

The **HIGHEST** Red Points? \_\_\_\_\_



# Plan a WWII Family Meal using Ration Points

Plan a breakfast, lunch, or supper for your wartime family of 4. Plan how you will use your 64 Red Points and 48 Blue Points. List the items you will purchase and the point value. Remember, these points must last the month. Total how many Red and Blue points you used on just this meal.



Red Point Total:	Blue Point Total:
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## **Activity #3**

# **Thinking about Recycling Today**

**Writing a letter**

**Authentic Assessment**



# Recycling, Then and Now

Most people agree that the concept of recycling first became popular during World War II. When the United States entered the war, international trade was suspended. Raw materials were needed to manufacture tanks, airplanes, battleships, and ammunition. Americans on the home front began collecting tin foil, cans, scrap metal, glass, paper, rubber, and even nylon stockings so that these materials could be recycled and used for the war effort. People even recycled fat to be used in nitroglycerine for bombs. Recycling became the patriotic thing to do.

When the war ended, most Americans felt that there was no longer a need to conserve or recycle. Today, people realize that the "throw away" attitude has resulted in an enormous environmental problem. Garbage dumps and sanitary landfills cannot cope with the approximately 160 million tons of solid waste thrown out by Americans every year. The idea of recycling has once again become popular across the nation. People are collecting materials, such as glass, aluminum, metal, paper, and plastic, and taking them to local recycling centers.

## Write a Letter

Write a letter to a friend or family member persuading them to begin recycling or to improve on the way they may already be recycling. Explain why you think recycling is important. You may also talk about your knowledge of rationing, scrapping, and salvaging during WWII, and how our waste could be productively used as a nation today.

Use this space for notes/thoughts, or any facts you may uncover in research to better make your argument.

Write your letter on a separate piece of paper.



## BIBLIOGRAPHY

Rationing Books and Stamps

<http://www.ameshistory.org/exhibits/events/rationing2.htm>

Strathman, Julie R. *Thematic Unit- World War II*. Teacher Created Materials, Inc. 1994.

WWII primary documents provided in course: History Rockford WWII through Aurora University, June 2016.