

1925 – 1949

POWS FAR FROM THE BATTLEGROUND

ACTIVITIES

*Created by Michael Young,
former History Department Chair, Omaha Burke High School*

	GRADE LEVEL	PAGE
Live in a Nebraska POW Camp: Discussion	4th	2
Location of Nebraska POW Camps: Map and Diary	4th	3
Nazi Influence at Fort Robinson: Discussion	12 th	4
Create a POW Camp: Essay	12 th	5
RESOURCES		6

Activity 1: Life in a Prisoner of War Camp in Nebraska

Activity Grade Level:
4th Grade

Activity: Discussion

Answer the following questions about life in a prisoner-of-war camp in Nebraska:

- What was the closest camp to your community? Why do you think the government chose the location of the camp?
- How were the prisoners treated?
- How did the location of the camps help the local community?

Nebraska State Social Studies/History Standards

Standard 4.21 Students will use the concepts of absolute locations, such as using grid systems, and relative location, such as direction, reference to neighboring states, and water features to:

- Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.
- Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska
- Illustrate how Nebraska communities differ in physical features, such as land use, population density, architecture, services, and transportation.
- Construct physical maps and three-dimensional models that include the essential map elements and the geographic regions of Nebraska and the United States, and regions, such as Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range.
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*People, Places, and Environments
Production, Distribution and Consumption*

Nebraska State Reading/Writing Standards

Standard 4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

Activity 2: Location of Nebraska POW Camps

Activity Grade Level:
4th Grade

Activity: Map & Diary

Draw a map of the United States and indicate the location of the 23 prisoner-of-war camps in Nebraska. Pretend you are a prisoner-of-war living in one of the camps and write a diary indicating what life was like for you.

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Activity 3: Nazi Influence at Fort Robinson

Activity Grade Level:
12th Grade

Activity: Discussion & Diary

Read the story *Nazi Influence* at Fort Robinson at

http://nebraskastudies.org/0800/stories/0801_0146.html and answer the following questions:

- Define the terms Nazi, Bolshevik, and communist.
- What problems did the Nazis cause at the prisoner-of-war camps? How did the U.S. government military command attempt to solve the problems?

Imagine you are a German P.O.W. confined to a camp in Nebraska. Write a diary explaining what your life is like and what you hope to do when the war is over.

Nebraska State Social Studies/History Standards

Standard 12.1.11 Students will demonstrate historical research and geographical skills.

Standard 12.2.4 Students will analyze how certain cultural characteristics can link or divide regions, such as language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.

Standard 12.3.11 Students will demonstrate an understanding of the origins and effects of World War II, identifying events and factors.

Standard 12.3.17 Students will develop skills for historical analysis.

Standard 12.3.18 Students will develop discussion, debate, and persuasive writing skills, focusing on enduring issues and demonstrating how divergent viewpoints have been addressed and reconciled.

Nebraska State Reading/Writing Standards

Standard 12.1 Reading

The standards for grade 1 presume that basic skills in reading have been taught before grade 4 and that students are independent readers. For those students who are still having difficulty in developing grade level reading skills, teachers should continue to work with students in those areas appropriate to the skills and needs of the individual student. Grades 8 through 1 should continue the emphasis on developing reading skills (skill building) while maintaining the emphasis on expanding the variety and depth of reading experiences.

Standard 12.2.4 Students will use a variety of forms to write for different audiences and purposes.

Activity 4: Create a POW Camp

Activity Grade Level:

12th Grade

Activity: Essay

Read the story *Nazi Influence* at Fort Robinson at and answer the following questions:

Imagine the U.S. is at war with a foreign country in Asia or Europe. You are a military official who has been given the responsibility of selecting a site for a prisoner of war camp in Nebraska. Write an essay indicating where you would build the camp and why.

[Refer to the *POWs Far from the Battlefield* section at http://nebraskastudies.org/0800/stories/0801_0143.html and other Internet resources for points to consider.]

Nebraska State Social Studies/History Standards

Standard 12.3.11 Students will demonstrate an understanding of the origins and effects of World War II, identifying events and factors.

Time, Continuity, and Change
People, Places, and Environments
Individuals, Groups and Institutions
Global Connections

Standard 12.3.18 Students will develop discussion, debate, and persuasive writing skills, focusing on enduring issues and demonstrating how divergent viewpoints have been addressed and reconciled.

Power, Authority, and Governance
Civic Ideals and Practices
Culture
Individual Development and Identity
Individuals, Groups, and Institutions

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1925 – 1949

POWS FAR FROM THE BATTLEFIELD

RESOURCES

	PAGE
Map Analysis Worksheet	7
Nebraska Department of Education Academic Standards http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm	
Nebraska Department of Education Social Studies and History Standards http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf	
National Archives http://www.archives.gov/index.html	
Library of Congress Learning Page Lesson Plans http://memory.loc.gov/ammem/ndlpedu/lessons/index.html	
Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions. http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html	
Nebraska Trailblazer World War II (4 th grade level) http://www.nebraskahistory.org/museum/teachers/material/trailist.htm	
Educational Packet: <i>What Did You Do in the War?</i> Nebraska History. Volume 72. No. 4 Winter 1991. http://www.nebraskahistory.org/museum/teachers/material/nebdata/WWII.pdf	

RESOURCESNational Archives
Map Analysis Worksheet

1. TYPE OF MAP (check one):

- | | |
|---|--|
| <input type="checkbox"/> Raised relief map | <input type="checkbox"/> Bird's-eye view |
| <input type="checkbox"/> Topographic map | <input type="checkbox"/> Artifact map |
| <input type="checkbox"/> Political map | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map | <input type="checkbox"/> Pictograph |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map |
| <input type="checkbox"/> Military map | <input type="checkbox"/> Other () |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title |
| <input type="checkbox"/> Date | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Scale | |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP
PRODUCED?

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6. MAP INFORMATION

A. List three things in this map that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this map was drawn?

C. What evidence in the map suggests why it was drawn?

D. What information does the map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

Write a question to the mapmaker that is left unanswered by this map.
