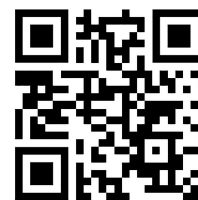




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SCAN ME TO VIEW LESSON

HVL LESSON TITLE:

LIVING CONDITIONS OF WWII BARRACKS

DEVELOPED BY: KATHY HIGHTOWER

LIVING CONDITIONS OF WWII BARRACKS

GUIDING QUESTION:

What were some of the living conditions experienced by the US military serving stateside during WWII? How was it different for minorities?

OVERVIEW

In an interview, Charles Henry shares his experience as an African American Army soldier. He reflects on the hardships and the providence he witnessed during his military service.



Subject(s):

Math
Science



WWII Veteran(s):

Charles Henry



Duration:

1 to 2 classes
(55-70 min.)

LIVING CONDITIONS OF WWII BARRACKS

DEVELOPED BY: KATHY HIGHTOWER

"It was a privilege to me, and I learned a lot from being assigned to that position of MP because the Germans spoke fluent English and they knew black history than I did."

CHARLES HENRY - WWII VETERAN

OVERVIEW

In an interview, Charles Henry shares his experience as an African American Army soldier. He reflects on the hardships and the providence he witnessed during his military service.

HISTORICAL CONTEXT

Charles Henry hoped to become a paratrooper. At that time, the U.S. did not allow African Americans to serve as paratroopers. Charles became an MP and served at Francis E. Warren Air Force Base in Cheyenne, Wyoming. He developed relationships with the Italian and German prisoners. The Quartermaster Corps, to which Charles was assigned, was responsible for the procurement and distribution of anything and everything needed to equip the military, including housing, and caring for the needs of the troops.

OBJECTIVES

By the end of the lesson, students will be able to:

- Visualize basic living conditions for soldiers during WWII;
- Use basic computational skills as well as fundamental geometric concepts to map out what a barracks interior could have looked like from a very basic architectural perspective, accounting for scale, area, and points of entry.

STANDARDS

MATH

9-12.G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

9-12.N-Q.5 Define appropriate quantities for the purpose of descriptive modeling.

Expressions, equations, and inequalities can be used to analyze and make predictions, both within mathematics and as mathematics is applied in different contexts- in particular, contexts that arise in relation to linear, quadratic, and exponential situations.

9-12.N-Q Quantities

Reason quantitatively and use units to solve problems.

9-12.N-Q.4 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

9-12.N-Q.5 Define appropriate quantities for the purpose of descriptive modeling.

SCIENCE

HS-LS1-3.

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

[Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.]

[Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]



MATERIALS & DOCUMENTS

DOCUMENT A: CHARLES HENRY VIDEO:

Charles Henry: WWII Veteran Was Denied Joining the Airborne

https://youtu.be/zwT8_GVyVEw?si=eKqdXILQw3kq468l

DOCUMENT B: ARTICLE LINK:

World War II and the U.S. Army Mobilization Program

https://www.academia.edu/8986281/World_War_II_and_the_U_S_Army_Mobilization_Program_A_History_of_700_and_800_Series_Cantonment_Construction_U_S_Dept_of_the_Interior_National_Park_Service_Cultural_Resources_HABS_HAER_1992_3_75

DOCUMENT C: ARTICLE LINK/PDF:

Yellowjackets Just the Facts June 2006 (army.mil)

https://phc.amedd.army.mil/PHC%20Resource%20Library/YellowJackets_FS_18-037-1019.pdf

DOCUMENT C1: ARTICLE LINK:

Optional Additional Reading: POWs in the USA

<https://militaryhistorynow.com/2018/04/10/pows-in-the-usa-10-amazing-facts-about-americas-ww2-prisoner-of-war-camps/>

DOCUMENT D: ARTICLE LINK/PDF:

BlizzardOf1949-WPark.pdf (weather.gov)

<https://www.weather.gov/media/unr/historical/BlizzardOf1949-WPark.pdf>

DOCUMENT E: ARTICLE LINK:

Winter Storm Preparedness & Blizzard Safety | Red Cross

<https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/winter-storm.html>

DOCUMENT E1: ARTICLE LINK:

Optional Reading Francis E Warren Air Force Base

<https://militarybases.com/wyoming/fe-warren/>

PROCEDURES

MATH ACTIVITY 01

(20 minutes)

Watch the video: *WWII Veteran Was Denied Joining the Airborne*.

Barracks were the most frequently built structures to house soldiers during WWII. The military had to be swift and simple in their construction. Using the research from Document B Historical Context of WWII Mobilization Construction, (Document B) have students read and conjecture about the following conditions and observations:

- After reading pages 3 and 4 of the Introduction, discuss why building construction would be critical in the protection and mobilization of troops. The Quartermaster Corps, to which Charles Henry was assigned, was responsible for the procurement and distribution of anything and everything needed to equip the military, including housing and caring for the troops.

- Read page 22 in the introduction which addresses housing for prisoners of war and U.S. military minorities. What were the conditions that separated them from the general population of others living and working at the military bases?

- In Part I, pages 5 and 6, study Figures 5 and 6 of the pictures of the barracks and generate a list of at least 5 mathematical characteristics. In addition, discuss any apparent safety features.

- What were the physical and cultural characteristics soldiers experienced in barrack living?



MATH ACTIVITY 02 (30 minutes)

Study page 33, Figure 18, Floor Plans of 45 and 63 Men Barracks - 700 Series.

- Determine the area of each floor in square feet. Approximate how much living space that equates to for each soldier? Students should put information in table form.
- Using graph paper, students can then construct their own models to scale, adding bunks.
- Optional Activity (Time: 25 minutes) Students could then construct a model of the classroom drawn to scale. Include walls, windows, and door(s). Imagine having to live in that space for months with classmates. How many square feet would each student have as personal space?

MATH ACTIVITY 03 (15 minutes)

- Read Document C. Yellowjackets Just the Facts June 2006 (army.mil)
- Compare previous models to the figures in the article.
- Optional Additional Reading: POWs in the USA - 10 Surprising Facts About America's WW2 Prisoner of War Camps - MilitaryHistoryNow.com (Document C1)
- If each barracks held 50 beds, how many barracks were needed for approximately 3500 men?
- If each occupant is required to have 72 square feet of floor space, without stacking beds, (bunks), how many square feet should a barrack be?
- Under the condition that each person has 72 square feet of living space if an open bay is 95 feet long and 48 feet wide, how many beds can be safely placed in the barracks?
- Write a linear equation that represents the number of square feet needed to house each occupant if each person must have 90 square feet. The barracks will also have 100 square feet of additional open space set aside for other reasons. Determine the solution for 20, 30 and 50 beds respectively. Graph the line.

MATH ACTIVITY 04 (20 minutes)

- Draft a barracks to scale on a Cartesian plane. Reflect and rotate to draw 3 more. Each barracks is equidistant to the other. Determine the scale. Each occupant needs 72 square feet. Each barracks should hold 20 soldiers.

SCIENCE ACTIVITY 01

(15 minutes)

Read the account of one soldier who experienced Wyoming's winter in a barracks similar to one Charles may have lived in just a few years after the war.

BlizzardOf1949-WPark.pdf (weather.gov)

(Document D)

- Why was teamwork essential to survival?
- Have students brainstorm about what items would be essential to have in their vehicle if they were suddenly caught in a blizzard while out on the road?
- What are the impacts and implications of running the car engine during a blizzard?
- What is essential to survival?

After considering, use the following link to compare their thoughts to an overview of Red Cross Guidance.

(Document E) Winter Storm Preparedness & Blizzard Safety | Red Cross

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