

Name: _____ A-teacher _____ B-teacher _____

Mrs. Jackson and Mrs. Thompson- English I: A and B NTI packet # 2 (4-6-2020 to 4-17-2020) Due 4-20

Please read text and answer questions or respond in writing to prompts.

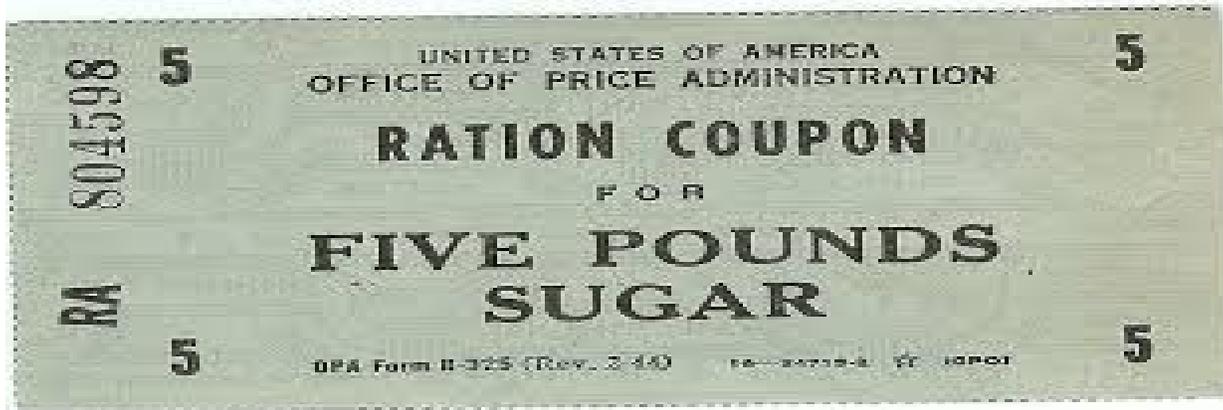
Day 11: The Rules of Rationing in WWII

War puts significant strain on a country's normal economy and often diverts resources to build up and maintain a strong fighting force. During World War II this was especially true as millions of new soldiers needed uniforms, equipment, and food. Fuel for transporting the troops and supplies was also needed on a large scale. Consequently, Americans on the home front had to make do with less. Rationing was a method used by the government to ensure that everyone got their fair share of goods for a fair price. Many food items were rationed including sugar, coffee, meat, and cheese. Canned vegetables were also rationed, not only because they helped feed servicemen and women but because their tin cans were needed to build military equipment. Gas was also rationed in limited amounts to civilians because it was needed to transport servicemen, equipment, food, and support military operations. On the home front, Americans began taking buses, car pooling, and giving up long-distance road trips.

The rules of rationing were complex. Everyone (even babies!) were issued a ration book that detailed how much of each rationed item they were entitled to at any given time. When people went into a store to make a purchase, they had to detach the appropriate ration coupon from their book and give it to the cashier (along with their money) in order to receive the item. There were several different types of rationing in effect during the course of the war. They included:

- **Point Rationing** was used for meat and processed foods. Each consumer was given a set amount of points that they could spend on any meat or processed food item. But people had to shop early because there were only so many of these items available. Some items, such as meat, would have necessitated a consumer waiting in line to make a purchase and possibly being disappointed when they reached the counter.
- **Uniform Coupon Rationing** was used for sugar and shoes. These ration coupons gave each American the same amount of sugar that was meant to last a specific length of time.
- **Differential Coupon Rationing** was used for gasoline and fuel oil. Gas was one commodity that was required in different amounts by different people and a separate system of rationing was created to accommodate it. For example, individuals who were doctors, had to commute to a war production factory, or taught in a rural school were entitled to more gasoline than people who could walk to work.
- **Certificates** were used for special, single item purchases such as tires, typewriters, and stoves. To gain a certificate, an applicant had to meet certain standards of eligibility before purchasing the item.

To supplement their rations, Americans got creative. Many adopted the mottoes "Do with less, so they'll have more" or "Use it up, wear it out, make it do." This included mending and re-styling old clothes (a popular form of patriotism for men because it made women's skirts shorter); women using eyeliner to draw a stocking seam on the back of their legs in the absence of silk stockings; and planting Victory Gardens to gain access to fresh fruit and vegetables and then canning the surplus for later use.



Necessity is the Mother of Invention

Below is a list of some of the items that were rationed during World War II. Imagine these items were rationed today. Write the impact their loss or reduction would have on your daily life and then write a solution for coping with their loss.

Rationed Item	World War II Military Use	Today's Daily Impact	Today's Solution or Substitution
Gas	Transport troops and supplies		
Rubber	Gas masks, life rafts, Jeeps, airplanes		
Butter	Feed the troops		
Zippers	Military uniforms and gear		
Copper	The copper was used in assault wire that allowed telephone communication on the front lines		
Metal	Tanks, machine guns, ammunition cartridges		
Nylon	Parachutes, tents, ponchos, tires, ropes		
Meat	Feed the troops		
Sugar	Chocolate and chewing gum (found in K rations provided to servicemen on the front lines). It was also used in the production of gunpowder,		

	dynamite, and other chemical products.		
Coffee	Feed the troops		
Silk	Parachutes, powder sacks (silk left no residue inside gun barrels), crosshairs of gunsights		
Shoes	Military uniforms		

Day 12: What is a Victory Garden?

Victory Gardens became an important aspect of life on the home front during World War II. Rationing had been put in place to ensure that American troops overseas had all the food, medicine, and materials they needed to fight the war. But rationing also left those on the home front with fewer resources than they had had in the past. One way to combat a lack of fruit and vegetables was to grow your own and soon there were over twenty million Victory Gardens planted across the United States. These appeared in the yards of private homes, the window boxes of tiny apartments, the rooftops of city buildings, and the grounds of schools and other public areas. By 1944 forty percent of all vegetables grown in the United States came from Victory Gardens. Not only did Victory Gardens provide an important necessity of daily life, but they helped boost the morale of people on the home front by helping them feel that they were supporting the war effort and helping to bring their own loved ones back home.

Choose the best answer from the multiple choice questions below over the first two days readings:

1. Rationing ensured that
 - a. everyone got their fair share
 - b. military troops were well supplied
 - c. a surplus of food and supplies was always available
 - d. a and b
2. Point rationing was used for
 - a. sugar and shoes
 - b. gasoline and fuel oil
 - c. meat and processed foods
 - d. fruits and vegetables
3. Certificates allowed Americans to purchase special items such as
 - a. tires
 - b. typewriters
 - c. stoves
 - d. all of the above
4. People could receive extra rations of gas if they worked in essential jobs such as
 - a. doctors
 - b. war production factories

- c. rural school teachers
- d. all of the above

5. By 1944, _____ of all vegetables in the United States came from Victory Gardens.
- a. 30%
 - b. 40%
 - c. 50%
 - d. 60%

6. Victory Gardens popularized this form of food preservation during World War II.
- a. freezing
 - b. drying
 - c. smoking
 - d. Canning

Day 13: Some Facts About Victory Gardens in WWII

- Planting Victory Gardens helped make sure that there was enough food for our soldiers fighting around the world.
- Because canned vegetables were rationed, Victory Gardens also helped people stretch their ration coupons (the amount of certain foods they were allowed to buy at the store).
- Because trains and trucks had to be used to transport soldiers, vehicles, and weapons, most Americans ate local produce grown in their own communities.
- Many different types of vegetables were grown-such as tomatoes, carrots, lettuce, beets, and peas.
- Victory Gardens were responsible for bringing Swiss chard and kohlrabi onto the American dinner table because they were easy to grow.
- At their peak there were more than 20,000,000 Victory Gardens planted across the United States. That was one Victory Garden for every seven people!
- By 1944 Victory Gardens were responsible for producing 40% of all vegetables grown in the United States.
- More than one million tons of vegetables were grown in Victory Gardens during the war. That is the weight of 120,000 elephants OR 17,000 army tanks!
- People with no yards planted small Victory Gardens in window boxes and watered them through their windows.
- Some city dwellers who lived in tall apartment buildings planted rooftop gardens and the whole building pitched in and helped.
- Many schools across the country planted Victory Gardens on their school grounds and used their produce in their school lunches.
- The U.S. government printed recipe books describing how to prepare home grown vegetables to make nutritional and tasty meals. Agricultural companies gave tips on how to make seedlings flourish in different climates.
- Excess food grown in Victory Gardens was canned and used during the winter months to help supplement the amount of food available.
- Growing Victory Gardens gave Americans on the Home Front a feeling that they were doing something helpful to win the war (and they were)!

Writing Assignment: Using the information above write an essay (introduction, three body paragraphs, and conclusion) in which you design your own victory garden to plant and supplement your family's food supply. Consider the type of vegetables you would choose to plant, where, and in what type of containers. How will doing this help your family? What other benefits might there be, besides just nutritional or monetary?

Day 14: A poem and letter to the editor

Read both selections below. They both have the same title, but they are different in format and style. Make a t-chart in which you compare and contrast how they are alike and different. What is the author's purpose in writing both of these pieces? What reasons do they give for their purpose? List at least five reasons.

My Victory Garden

I'll sow and weed and hoe
And work with all my might and
main
So that I will have something to
show
My summer hasn't been spent in
vain.

I'll have a little garden that be-
longs just to me
And I'll tend it with the greatest
care
For I know I'm helping to feed my
family
And saving canned food for those
over there.

Be it carrots, or peas or beans
That my little garden will bear,
I'll can them for I know what that
means
To more than one soldier over
there.

Why don't you garden a little in-
stead of play
And help to pass your spare time
away?

Also, you'll find, some of these
days
Your Victory garden really pays
—Alice Mae Jackson, 14,
R.F.D. 5, Carlisleville.

My Victory Garden

A \$5.00 award goes to the winner of the Jordan Marsh Victory Garden Contest. The letter follows:

Dear Editor:

I have my plans for a Victory Garden. My father owns a little land in which he makes a garden every year. This year I have decided to make a little Victory Garden of my own. I plan to plant tomatoes, beans, carrots, beets, lettuce and perhaps some other vegetables, and this, of course, means less play and more work. I'm going to weed my Victory Garden when necessary. I'm also going to water it and treat it like a baby to make it a success. I am also going to preserve my vegetables I grow. My mother preserves tomatoes every year, but this year it's going to be double. We all must remember the food shortage is serious. So we all must make Victory Gardens, even if we have to dig up our front yards, and we must remember our preserving for the winter. By making these Victory Gardens we will save more money

Day 15: The following images were propaganda posters used during World War II to inspire people to plant Victory Gardens and ration supplies to help win the war.

Effective World War II posters rallied public support. The nationalistic fervor portrayed here rallied the nation's pride by recalling the uniqueness of the country's institutions and its great tradition of freedom and democracy—its flag, its enduring documents, its national monuments, its political heroes, and its historical heritage of fighting for liberty. These posters present America as a country worth fighting for.

A large part of the war propaganda effort demanded sacrifice in terms of daily activities—saving waste fats for use in explosives, saving tin cans, eating leftovers, recycling paper, growing vegetables and canning them for home use, saving gasoline by driving cars slower and less often. Appeals directly to women became a major element in poster propaganda, from asking women to enlist in the armed forces to encouraging housewives to conserve home resources.

The government fought price fixing and black market prices with rationing. All Americans needed to share in the burdens of shortages equally. Not to share in sacrifices for victory was an unpatriotic act, and often was reported.



Poster Prompt: Today, our country is facing another crisis. Make a list of ways in which your family is making sacrifices to fight the spread of COVID 19 Coronavirus. While sacrifices are often hard, does the feeling of patriotism exhibited in the WWII posters make you proud to do your part? Each day, our Governor

does a TV report in which he informs Kentuckians of what they need to be doing to fight the corona virus. Using these guidelines, create a poster that encourages people to practice social distancing, self-isolating, quarantining, rationing, etc. You may choose to use one of the hashtags to inspire your poster: #TeamKentucky, #TogetherKY, #Patriot, or # HealthyAtHome. Make your poster on 8 ½ x 11 paper. Please color it, if crayons or markers are available.

Day 16- Review: Study the table for parts of speech definitions and examples.

part of speech	function or "job"	example words	example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	EnglishClub is a web site. I like EnglishClub.
Noun	thing or person	pen, dog, work, music, town, London, teacher, John	This is my dog . He lives in my house . We live in London .
Adjective	describes a noun	good, big, red, well, interesting	My dogs are big . I like big dogs.
Determiner	limits or "determines" a noun	a/an, the, 2, some, many	I have two dogs and some rabbits.

Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. She is beautiful.
Preposition	links a noun to another word	to, at, after, on, but	We went to school on Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well, I don't know.

Parts of Speech Sentences. Choose the correct part of speech for the bold word.

1. I bought a **beautiful** dress at the mall.

Preposition adjective noun

2. What did **she** ask you to do?

Conjunction preposition pronoun

3. I left my shoes **under** the kitchen table.

Adjective preposition pronoun

4. If we finish our work **quickly** we can go to the movies.

Adverb conjunction verb

5. On Saturdays I **work** from nine to five.

Verb preposition adverb

6. I want to go to a **university** in the United States.

Adjective preposition noun

7. I'm sure I've **met** your girlfriend before.

Verb preposition interjection

8. **Well**, I don't think I'll be home before 6.

Interjection preposition pronoun

9. Andy knocked on the door, **but** nobody answered.

Adverb adjective conjunction

10. **After** lunch let's go out for a coffee.

Pronoun preposition Verb

Choose the part of speech for the underlined words in each sentence.

1. You have to believe in yourself if you ever expect to be successful at something.

Pronoun interjection noun preposition

2. We left for the mountain just before six in the morning.

Adverb noun preposition verb

3. We first went to the store to buy a few things.

Pronoun conjunction noun preposition

4. We had breakfast at a café near the rail station.

Conjunction interjection noun preposition

5. My friend wasn't strong enough to lift his heavy suitcase.

Verb adverb adjective pronoun

6. I helped him carry it.

adverb adjective pronoun conjunction

7. The weather was very cold.

verb adverb adjective pronoun

8. My friend said, "Oh! What a cold weather!"

conjunction interjection noun preposition

9. We didn't spend the night there.

Pronoun conjunction interjection preposition

10. We got back home late at night, but we didn't go to sleep immediately. We were very hungry. pronoun conjunction interjection noun

Day 17: Practicing syntax- (word order). Mixed up sentences - ARTS & MEDIA

Rearrange the words and rewrite below each one to make complete sentences.

1. is / band / a / tonight / playing / there / jazz

2. channel / DNB / news / best / is / the

3. album / their / new / you / have / heard / ?

4. an / show / the / on / night / television / was / last / there / interesting

5. favorite / of / lots / posters / have / I / singer / of / my

6. can / Paris / in / culture / of / lots / you / living / experience

7. Byzantine / exhibition / at / museum / the / art / there / is / of / an

8. performance / minute / will / ten / a / be / there / interval / through / the / halfway

9. important / the / play / in / part / plays / my / an / friend

10. Gallery / the / art / Britain / in / National / the / biggest / has / collection

11. were / of / children / lots / audience / in / sitting / the / there

12. likely / another / become / book / his / is / bestseller / to

Day 18: Vocabulary- Gap fill sentences – WORDS from the WORLD of WORK

Work design gain plan promote train

Organize manage develop ensure analyze produce

Identify maintain supervise demonstrate liaise research

Use the words above to complete the following sentences. You may need to change the form of the word by adding -ed or -ing to maintain the correct verb tense. Use each word only once.

- a. She as a cleaner at the hospital.
- b. I have several software packages.
- c. She her experience working as a consultant.
- d. We the event the day before it happened.
- e. They aretheir product on Facebook so lots of people will see it.
- f. I as a doctor at the university.
- g. I need an assistant to my meetings.
- h. It requires efficiency, hard work and patience to a hotel.
- i. We need to our marketing plans.
- j. You must the work is finished by Monday.
- k. with the manager before you start work.

- l. The company luxury cars.
- m. You need toyour strengths.
- n. The engineers the heating system.
- o. You will be during your training.
- p. He has he can work in a team.
- q. We the market to get information.
- r. We the information to create a business plan

Day 19: Cracking the Code- Unscrambling Computer Lingo

The following are common words associated with computers. You must unscramble the word and match it with the definition below. The number after the definition in () is how many letters the word contains. Use each word only once.

serdads rab iwaffler glob krache mokkarbo waadrehr
rodbbanar phyreclin swerorb coin cckli psma shrac
epadrgu rusroc poluda looddawn sivru

Junk e-mail sent to many people at once, usually involving advertising or offering services. (4)_____

Pieces of equipment, such as the computer, keyboard, webcam etc. (8)_____

When your computer suddenly stops working. (5)_____

A computer expert who can break through security to damage computers with viruses or steal data. (6)_____

A program which protects your computer from damage by other users. (8)_____

A way of marking an internet website so that you can find it easily. (8)_____

A piece of software that is on your computer without your permission and runs against your wishes. (5)_____

A permanent high-speed internet connection. (9)_____

This thing on your screen can indicate two things: 1) where your mouse pointer is, or 2) where the next character typed will be entered in a line of text. (6)_____

To move a file from your computer onto the internet. (6)_____

To replace something with a newer version. (7)_____

A word, phrase, or image that you can click on to move to a new document or a new section within the current document. (9)_____

To push one of the buttons on the mouse. (5)_____

The area where you type the address of the web site you want to view. (7,3)_____

To move a file from the internet to your computer. (8)_____

An online personal diary with thoughts and opinions as well as links to other websites. (4)_____

A program you use to view websites. (7)_____

A small picture on the screen that shows the type of file or program. (4) _____

Day 20: Poetry: Figurative Language and Connotation-Willow and Ginkgo *By Eve Merriam*

The willow is like an etching,

Fine-lined against the sky.

The ginkgo is like a crude sketch,

Hardly worthy to be signed.

The willow's music is like a soprano,

Delicate and thin.

The ginkgo's tune is like a chorus

With everyone joining in.

The willow is sleek as a velvet-nosed calf;

The ginkgo is leathery as an old bull.

The willow's branches are like silken thread;

The ginkgo's like stubby rough wool.

The willow is like a nymph with streaming hair;
Wherever it grows, there is green and gold and fair.

The willow dips to the water,
Protected and precious, like the king's favorite daughter.

The ginkgo forces its way through gray concrete;
Like a city child, it grows up in the street.

Thrust against the metal sky,
Somehow it survives and even thrives.

*My eyes feast upon the willow,
But my heart goes to the ginkgo.*

List Similes found in the poem	Words/phrases with positive connotation	Words/phrases with negative connotation

After reading, draw a picture of each tree based on the description in the poem. Which tree does the author seem to prefer? How do you know?