

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Answer Key: Conquer the Home Front: WWII Synthesis for Pre-K Heroes

Challenge young thinkers to evaluate resource sharing and analyze community roles through high-level situational reasoning and social-emotional problem solving.

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**1. If your community has only one bag of flour left to make bread for soldiers, what is the most helpful way to use it?**

**Answer:** B) Share it so everyone can help make food

In high-stakes scenarios like WWII, cooperation and communal sharing (scaffolding social responsibility) were essential for national success.

**2. When many people left to help the war, communities had to \_\_\_\_\_ their roles to make sure work still got done.**

**Answer:** C) change

This requires an analysis of societal adaptability; when the workforce changed, people had to assume non-traditional roles to maintain stability.

**3. True or False: Growing a 'Victory Garden' was a way for children to help provide food for their country when stores were low.**

**Answer:** A) True

Victory Gardens represent a formative example of domestic mobilization where individual actions contributed to a larger strategic goal.

**4. Imagine you are a leader during the war. Why would you ask people to collect old scrap metal and rubber?**

**Answer:** C) To build tools and ships for the military

Evaluating resource utility is key. Recycled materials were diverted to industrial production to support the war effort (industrial mobilization).

**5. The Tuskegee Airmen proved that being \_\_\_\_\_ and working hard is more important than what a person looks like.**

**Answer:** B) brave

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Analyzing the contribution of the Tuskegee Airmen introduces themes of equity and valor within the context of military history.

**6. True or False: During the war, some families had to use special stamps to buy shoes because materials were needed for soldiers' boots.**

**Answer:** A) True

This addresses the concept of rationing, requiring students to evaluate the trade-offs between personal want and national need.

**7. If you were a Navajo Code Talker, your job would be to use a secret language to keep messages safe. Why is a secret language useful?**

**Answer:** B) It keeps others from knowing the plan

Assessing the strategic value of communication security helps students understand the complexity of wartime intelligence and cultural contributions.

**8. To help people stay safe, some cities had \_\_\_\_\_ where they turned off all the lights at night.**

**Answer:** B) blackouts

Blackouts were a defensive strategy; identifying this requires understanding the link between visibility and safety during the conflict.

**9. True or False: During WWII, people did not need to work together because one person could do everything alone.**

**Answer:** B) False

Evaluating the necessity of 'Total War' mobilization highlights that global conflicts require collective, systemic effort rather than individual isolation.

**10. The WASP (Women Airforce Service Pilots) flew planes across the country. What does this show about who can be a pilot?**

**Answer:** C) Anyone who has the skill and training

By analyzing the role of WASP, students evaluate shifting social norms and the expansion of opportunity during times of crisis.