



1925–1949

POWs Far From The Battleground

activities

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1

Life in a Prisoner of War Camp in Nebraska

Activity Grade Level

4

■ 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 Department of Education Content Area Standards

Social Studies

SS 4.3.1

Language Arts

LA 4.1.6 Comprehension

2

Location of Nebraska POW Camp

Activity Grade Level

4

■ 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.

■ Nebraska Department of Education Content Area Standards

Social Studies

SS 4.3.1

Language Arts

LA 4.1.6 Comprehension

3

Nazi Influence at Fort Robinson

Activity Grade Level

HS

■ activity

Discussion & Diary

Read the story Nazi Influence at Fort Robinson at <http://nebraskastudies.org/1925-1949/pows-far-from-the-battleground/nazis-in-nebraska/> 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 Department of Education Content Area Standards

Social Studies

SS HS.3.4; SS HS.3.5; SS HS.4.4; SS HS.4.5

Language Arts

LA 12.1 Reading; LA 12.2.2 Writing Modes

3

Create a POW Camp

Activity Grade Level

HS

■ 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/1925-1949/pows-far-from-the-battleground/> and other Internet resources for points to consider.]

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts

LA 12.1 Reading; LA 12.2.2 Writing Modes



1925–1949

POWs Far From The Battleground

resources

page

Map Analysis Worksheet

7

Nebraska Department of Education Academic Standards

<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies and History Standards

<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=>

Analyze a Map

Meet the map.

What is the title?

Is there a scale and compass?

What is in the legend?

Type (check all that apply):

- | | | | |
|--------------------------------------|---|---|--|
| <input type="checkbox"/> Political | <input type="checkbox"/> Topographic/Physical | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Relief (Shaded or Raised) |
| <input type="checkbox"/> Exploration | <input type="checkbox"/> Survey | <input type="checkbox"/> Natural Resource | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Land Use | <input type="checkbox"/> Transportation | <input type="checkbox"/> Military | <input type="checkbox"/> Population/Settlement |
| <input type="checkbox"/> Census | <input type="checkbox"/> Other | | |

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

How does it compare to a current map of the same place?

Use it as historical evidence.

What did you find out from this map that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Nebraska Department of Education Content Area Standards

■ Social Studies Standards

4

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

HS

SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.5 Apply the inquiry process to construct and answer historical questions.

Nebraska Department of Education Content Area Standards

■ Language Arts Standards

4

LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

HS

LA 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.

LA 12.2.2 Writing Modes: Students will use a variety of forms to write for different audiences and purposes.