

OFFICIAL OPA INFORMATION

HOW TO SHOP WITH RATION TOKENS

New System Saves Time, Trouble, Manpower and Paper

ALL **RED** and **BLUE** stamps
in War Ration Book 4 are

WORTH
10 POINTS
EACH



FIVE **BLUE** stamps become
valid beginning Feb. 27:
8A, 8B, 8C, 8D and 8E

EACH STAMP WORTH 10 POINTS
FOR PROCESSED FOODS



THREE **RED** stamps become
valid beginning Feb. 27:
8A, 8B and 8C

New stamps become
valid every 2 weeks

EACH STAMP WORTH 10 POINTS
FOR MEAT AND FATS



Tear off **ACROSS TOP** of page



RED and **BLUE** TOKENS are
WORTH **1 POINT** EACH



RED and **BLUE** TOKENS are
used to make **CHANGE** for
RED and **BLUE** stamps
only when
purchase
is made



Use **RED** Tokens with **RED** Stamps
Use **BLUE** Tokens with **BLUE** Stamps

EXAMPLE:
TOKEN . . 1 pt.
STAMP . 10 pts.
TOTAL . 11 pts.



TOKENS REMAIN VALID INDEFINITELY

IMPORTANT!

POINT VALUES
of
BROWN and GREEN
STAMPS are NOT changed

BROWN STAMPS, Y and Z
in Book No. 3 Good till Mar. 20, 1944
GREEN STAMPS, K, L and M
in Book No. 4 Good till Mar. 20, 1944



Image 1

How to Shop with Ration Tokens

Poster created by the Office of Price Administration

c. 1939 to 1944

Collection Minnesota Historical Society

The Artful Thinking Program

I SEE / I THINK / I WONDER

A routine for exploring works of art and other interesting things.

- What do you see?
- What do you think about that?
- What does it make you wonder?

HOW

Ask students to make an observation about the artwork or topic and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask the students to think about what this makes them wonder about the artwork or topic.

The routine works best when a student responds by using the three stems together at the same time, i.e., *"I see..., I think..., I wonder"* However, you may find that students begin by using one stem at a time, and that you need to scaffold each re-sponse with a follow up question for the next stem.

The routine works well in a group discussion but in some cases you may want to have students carry out the routine individually on paper or in their heads before sharing them out as a class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations and wonderings are listed for all to see and return to during the course of study.





Image 2

Postcards, travel map, and 1956 tourist pennant

2010

Photo credit: E.G. Schempf

Collection Minnesota Historical Society

The Artful Thinking Program

PERCEIVE, KNOW, CARE ABOUT

A routine for getting inside viewpoints.

Three core questions guide students in the process of exploring a viewpoint:

- What can the person or thing *perceive*?
- What might the person or thing *know about or believe*?
- What might the person or thing *care about*?

What are some tips for starting and using this routine?

This routine asks students to step inside the role of a character or object—from a picture they are looking at, a story they have read, an element in a work of art, an historical event being discussed, and so on—and to imagine themselves inside that point of view. Students are asked to speak or write from that chosen point of view.

In getting started with the routine the teacher might invite students to look at an image and ask them to generate a list of the various perspectives or points of view embodied in that picture. Students then choose a particular point of view to embody or talk from, saying what they perceive, know about, and care about. Sometimes students might state their perspective before talking. Other times, they may not and then the class could guess which perspective they are speaking from.

In their speaking and writing, students may well go beyond these starter questions. Encourage them to take on the character of the thing they have chosen and talk about what they are experiencing. Students can improvise a brief spoken or written monologue, taking on this point of view, or students can work in pairs with each student asking questions that help their partner stay in character and draw out his or her point of view.

How does it make thinking visible, and how can I document it?

Students' responses can be written down so that various perspectives can be examined and contrasted. This might take the form of a grid in which the perspectives are listed at the top and the three questions down the left-hand side. Using the grid, a teacher might ask, whose position seems the most similar to each? Different? Most like your own?



Nevada Picnic
Carlsbad Calif

Sensor Photo
11/17/32
#65113



Image 3

Beach picnic

Photograph

1932

Collection City of Carlsbad Library History Division

(Not shown in *Our Lives, Our Stories* exhibition.)

The Artful Thinking Program

CREATIVE QUESTIONS

A routine for creating thought-provoking questions.

Brainstorm a list of at least 12 questions about the artwork or topic.

Use these question-starts to help you think of interesting questions.

- Why...?
- What are the reasons...?
- What if...?
- What is the purpose of...?
- How would it be different if...?
- Suppose that...?
- What if we knew...?
- What would change if...?

Review your brainstormed list and star the questions that seem most interesting. Then, select one of the starred questions and discuss it for a few moments. (If you have the time, you can discuss more than one question.)

Reflect:

What new ideas do you have about the artwork or topic that you didn't have before?





Image 4

Family in front of El Gato Negro
Photograph

c. 1940s

Collection City of Carlsbad Library History Division
(Not shown in Our Lives, Our Stories exhibition.)

ENTERING CARLSBAD





Image 5

Carlsbad High School students entering Carlsbad for the opening day of Carlsbad High School
Photograph

1958

Collection City of Carlsbad Library History Division

(Not shown in *Our Lives, Our Stories* exhibition.)

OVER THE HILL

VAUDEVILLE NEW STARS

Paramount Sound News ON EVERY PROGRAM

4200 SEATS GREAT SHOW 30¢ 1 PM



EVERYBODY LOVES
7





Image 6

Children standing outside a theater

Photograph

c. 1930

Collection Minnesota Historical Society