



Teacher-to-Teacher

Video Series
for Secondary Educators

TITLE: World War II: America on the Home Front

PRIMARY SUBJECT AREAS: United States History

GRADE LEVEL: 11

OVERVIEW: Students will gain a sense of historical time and historical perspective as they study the massive campaign that the U.S. government launched to convince Americans to conserve, participate, and sacrifice. Financing the war, censorship, rationing, patriotic activities (e.g., Victory Gardens, USO, newsreels, war movies), Selective Service, role of women (e.g., Rosie the Riveter), Japanese internment (Nisei), black market, and price controls are United States history key concepts that will be addressed.

APPROXIMATE DURATION: Three 50-minute class periods

LOUISIANA CONTENT STANDARDS:

<http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT>

Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Historical Thinking Skills:

- H-1A-H1 applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity
- H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context
- H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources
- H-1A-H4 utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues

United States History

- GLE 4 Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1)
- GLE 7 Analyze or interpret a given historical event, idea, or issue in U.S. history (H-1A-H2)
- GLE 9 Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3)

- GLE 12 Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) (H-1A-H4)
- GLE 13 Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4)

History: Time, Continuity, and Change

- H-1B-H13 analyzing the origins, course, and results of WWII

United States History

- GLE 38 Describe the conditions that led to the outbreak of World War II (H-1B-H13)
- GLE 39 Describe the events that led the United States into World War II (H-1B-H13)
- GLE 40 Describe the course of World War II, including major turning points and key strategic decisions (H-1B-H13)
- GLE 41 Describe the effects of World War II on the U.S. home front and Europe, including the Holocaust (H-1B-H13)

Geography

- G-1B-H2 analyzing the ways in which physical and human characteristics of places and regions have affected historic events

World Geography

- GLE 13 Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)

Economics:

- E-1B-H3 analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy

Free Enterprise

- GLE 34 Describe the impact of given forms of taxation (E-1B-H3)
- GLE 35 Describe the effects of governmental action or intervention in a market economy (E-1B-H3)

World History

- H-1C-H13 analyzing the causes and international consequences of World War I, the rise and actions of totalitarian systems, World War II, and other early 20th century conflicts

World History

- GLE 40 Describe the origins, major events, and peace settlements of World War II including decisions made at wartime conferences (H-1C-H13)
- GLE 41 Explain the consequences of World War II as a total war (e.g., occupation of defeated powers, Nuremberg trials, Japanese war trials, Cold War, NATO, Warsaw Pact) (H-1C-H13)

TECHNOLOGY STRATEGIES:

<http://www.doe.state.la.us/DOE/LCET/curric/k12stand.pdf>

Technology Communication Tools (*Communication Foundation Skill*)
Technology Problem Solving and Decision Making Skills (*Problem Solving Foundation Skill*)
Technology Productivity Tools (*Resources Access and Utilization Foundation Skill*)
Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)
Basic Operations and Concepts
Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)

INTERDISCIPLINARY CONNECTIONS:

English Language Arts

OBJECTIVES:

1. The learner will describe the effects of the war on the American home front.
2. The learner will identify and describe World War II home front Key Concepts as listed in the Social Studies Teacher's Guide to Statewide Assessment: Selective Service, financing the war, censorship, rationing, black market, mobilization (e.g., Office of War Mobilization), role of women (e.g., Rosie the Riveter), Japanese internment (Nisei), price controls, patriotic activities (e.g., Victory Gardens, USO, newsreels, war movies).
3. The learner will describe ways in which the federal government's actions influenced civilian life during World War II.
4. The learner will describe shifts in U.S. population during World War II.
5. The learner will explain how the war affected working Americans.
6. The learner will describe difficulties women and minorities faced in the wartime work force.
7. The learner will describe the impact of World War II on day-to-day life in the U.S.
8. The learner will describe how the U.S. government motivated Americans to participate in the war effort.
9. The learner will explain how the U.S. government mobilized the economy to create the "arsenal of democracy."

MATERIALS:

Social Studies Teachers' Guide to Statewide Assessment
Key Concepts bell ringer activity
Key Concepts clipboard manipulatives
Key Concepts game
Guest speakers
Librarian
Textbook
Teacher-made test

Field trip to the National D-Day Museum in New Orleans

TECHNOLOGY CONNECTIONS:

Hardware: Video camera, digital camera, computers, scanner, printer, tape player/recorder, VCR, overhead projector, CD player, Internet, television, 35mm camera

Software: Britannica Software Encyclopedia Britannica 2002, Grolier 2001 Grolier Multimedia Encyclopedia Deluxe, and Microsoft Encarta Encyclopedia 2000 Full Product CD-Rom 1U, TimeLiner, Inspiration, Power Point

Web Sites:

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1647-62.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1647-60.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1647-70.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0207-10.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0207-83.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0207-45.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1647-63.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0870-14.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0207-52.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1647-10.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1645-69.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0207-38.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0207-04.jpg>

<http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1646-71.jpg>

BACKGROUND INFORMATION:

Prior to this lesson the student should be able to describe conditions which precipitated the outbreak of World War II, explain the course of events which led to U.S. entry into World War II, identify and describe key events and people associated with the World War II era, and trace the course of the war.

The student should be able to use a variety of media and formats to communicate and present information and have a working knowledge of the use of technology tools to enhance learning, increase productivity, and promote creativity.

LESSON PROCEDURES:

1. Introduction
2. Key Concepts Bell Ringer Activity - Upon entering the classroom, the students immediately begin working on the Key Concepts that are defined and found on the overhead projector. The bell ringers are a shortened version of the Key Concept that focuses on the main points of the definition. Activity that enforces classroom management and organization, addresses the different learning modalities of students, and reinforces the Key Concepts that coincide with the Benchmarks that are assessed. (*Social Studies Teacher's Guide for Statewide Assessment*)
3. Key Concepts Clipboard Activity -This activity further strengthens the Key Concepts that are addressed in the *Social Studies Teacher's Guide for Statewide Assessment*. The clipboards are manipulatives that contain the Key Concepts on one side and the definitions to those concepts on the opposite side. The definitions touch on the main point of the definition. (See clipboard) This activity also addresses the various learning modalities of the students.
4. Notes - The students write the complete definitions of the Key Concepts into their notebooks.
5. Show and Tell Activity – Students discuss Key Concepts and their definitions. Pictures, photos, artifacts, short video clips, primary source readings pertaining to the Key Concepts and this era of history are displayed, passed around the class, and discussed.
6. Primary Source Readings/Special Reading Assignments - Selected primary source readings and special selections are read and discussed.
7. Internet Activity - Students research assigned topics that address the Key Concepts for this Benchmark. Such areas of research include:

rationing, rationing coupons, conservation, price ceilings, posters, war bonds, Civil Defense, Victory Gardens, and Rosie the Riveter.

8. Guest Speaker - A person who experienced life in America during World War II speaks to the class. Students ask questions that pertain to their Internet activity assignment.
9. Student Reports - Students present the results of their oral interviews, graphic organizers, Power Point presentations, posters, collages, mobiles, and timeline activities that address America on the home front during World War II.
10. Summarize and review - Review Key Concepts.
11. Teacher Made Test - Multiple choice and open response items that test the student's knowledge and understanding of America on the home front during World War II.

ACCOMMODATIONS/MODIFICATIONS:

1. Extended time - Students are given extra time to complete tests, assignments, projects, etc.
2. One-on-one teaching/learning - Individualized attention is given to the student with exceptional needs.
3. Peer tutoring - Fellow students tutor students with exceptional needs. This form of instruction reinforces the knowledge of the student that acts as the tutor.
4. Re-teaching for other modalities - Various forms of teaching methods are used to reach the different learning styles found in a classroom
5. Oral presentations for auditory learner - Discussions, lectures, student reports, videos, tapes, interviews, and guest speakers serve to reinforce learning for the auditory learner.
6. Teaching in one modality and re-teaching in another - Different teaching techniques are used to successfully teach the different learning styles and meet the needs of the exceptional students.
7. Multi-sensory teaching - Hands on activities are used to make learning fun and to teach to the different learning styles
8. Cooperative grouping - Students are placed in groups to work on projects, to play games, and to do research.
9. Graphic organizers - Graphic organizers help students to make their thinking visible. Excellent activity for visual learners.
10. Auditory taping - Auditory taping is recorded by the teacher, Para educator, or peer for students with auditory disabilities as well as for auditory learners.
11. Para assistance - Para educators work one-on-one with a specialized group of students as the teacher continues with the remainder of the class.
12. Assistive technology - The computer is used to reinforce skills. Such programs included *Compass* and *Skillsbank*.
13. Student response mode - Students demonstrate mastery of skills by using different response modes (verbal, written).

14. Note taker - NCR paper is used to take sets of notes by a peer for the student with exceptional needs.

REPRODUCIBLE MATERIALS:

Bell ringer key concept activity
Key concepts clip board activity
Key concepts notes
Interview outline
Teacher-made test/Answer sheet

ASSESSMENT PROCEDURES:

Portfolios - Portfolios are a collection of samples of a student's work. These samples give a clearer picture of a student's achievements and progress. Portfolios may include projects, samples of work, tests, writing samples, artwork, student interviews, self-portraits, etc.

Rubrics - Rubrics as assessment tools are used as standards against which a student's work can be measured. The rubric is used to identify the qualities that the teacher expects to see in responses at several points along a scale. See *Scoring of LEAP 21 pages 77-79 in Social Studies Teacher's Guide for Statewide Assessment*.

Research projects - Research projects are assessment tools that allow students to demonstrate their understanding of concepts and to apply the knowledge and skills that they have acquired. Usually an extended period of time is given to complete the project.

Checklists - Checklists are lists of things that are checked off by the observer in the course of the observation of a performance. Checklists are used to document standards and benchmarks that are attained and to keep a running list of what has been accomplished by the learner.

Anecdotal records and observations - Anecdotal records and observations are documented records of skills and behaviors. These observations and notes keep an ongoing record about a student's growth and progress.

Teacher-made tests - Teacher-made tests are evaluative devices that measure an examinee's performance in a specified domain and are scored using a standardized process. These tests are based on objectives and the content of a unit or course of study.

Group projects - Group projects allow the opportunity for cooperative learning. Members of the group are evaluated as a member of the group. It provides the student the opportunity to assess interpersonal skills.

EXPLORATION AND EXTENSION:

1) Art projects such as posters, mobiles, or collages that display life on the home front during World War II.

2) Time line projects that portray events and activities that occurred on the home front from 1941-1945. If available, use the *TimeLiner* software.

3) Oral reports or Power Point presentations. Working in pairs, students create projects that educate the public on ways in which the government motivated Americans to support the war effort.

4) Interview. Students will question individuals about their experiences of day-to-day life in the U.S. during the World War II era. The interview may be tape recorded, videoed, or written using the interview format sheet.

5) Cooperative grouping. Have students arrange their desks in groups of four. Cooperative grouping may be used for playing games that use the home front Key Concepts or for specific projects concerning every day life in the U.S. during World War II.

6) Graphs and charts that depict various statistics concerning America on the home front from 1941-1945.

7) Cartoons that illustrate life on the home front during World War II.

8) Graphic organizer identifying, describing, and analyzing government programs that created a sense of patriotism and participation in the war effort. If available, use *Inspiration* software.

RESOURCES:

Cayton, A., Perry, E., & Winkler, A. (1998). *America: Pathways to the Present*. Needham, Massachusetts: Prentice Hall.

Danzer, G., Klor de Alva, J., Krieger, L., Wilson, L., & Woloch, N. (1999). *The Americans: Reconstruction through the 20th Century*. Evanston, Illinois: McDougal Littell.

Ritchie, Donald A. (1999). *American History: The Modern Era Since 1865*. New York: Glencoe/ McGraw Hill.

REFLECTIONS:

After teaching this lesson, I have found that I was able to meet the many different modalities that are found in a classroom. The bell ringer and clipboard activities address the needs of the tactile/kinesthetic learner. The many different photos, videos, Internet sites, and artifacts meet the needs of the visual learner. The stories, videos, student interviews, presentations, and guest speakers meet the needs of the auditory learner.

The students were very interested in life in America during World War II. They were fascinated by the sacrifices that Americans were asked to make for the war effort.

Many of the students interviewed great-grandparents, great-aunts, great-uncles, and elderly members of the community. The students learned so much from

these personal interviews. Once they were involved with the interview, the students really got excited and became very enthusiastic about the project. I often have students who will interview several people, even though they do not get extra credit, just because they love learning about the way that their relatives and friends lived during this important time in our American history.

The elderly enjoyed the attention that they receive during the interview. The interviews foster relationships and friendships between my students and the interviewees.

Each year I learn something from these interviews. It is wonderful to hear the human side of what it was like to live in America during World War II.

Because the GEE21 is given early in March, I have found that I am very rushed to cover all of the material that is mandated by the *Social Studies Guide for Statewide Assessment*. A detailed project is an excellent activity to use after the GEE21.

CONTACT INFORMATION:

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Clipboard Activity

<p style="text-align: center;">Financing the War 2</p> <p style="text-align: center;">Selective Service 1</p>	<p style="text-align: center;">Censorship 4</p> <p style="text-align: center;">Rosie the Riveter 3</p>	<p style="text-align: center;">Japanese Internment 5</p>	<p style="text-align: center;">Rationing 6</p>	<p style="text-align: center;">Victory Gardens 7</p>
<p>All men between the ages of 18 and 45 were subject to being called for military service 1</p> <p>Taxes were increased, income taxes now included middle and lower income people, and war bonds were sold. 2</p>	<p>_____ became a national symbol of the vital contribution that women made to the war effort. 3</p> <p>The silencing of free speech. Speeches and activities that were intended to create disloyalty among members of the armed forces were outlawed. 4</p>	<p>In 1942 the government moved 110,000 Japanese Americans to detention centers that were located in isolated areas of the West. 5</p>	<p>The U.S. government instituted this system during WWII. Each family could buy only a limited amount of certain foods and other vital commodities. 6</p>	<p>Many Americans grew these everywhere from abandoned lots to flower beds to offset labor shortages in the food industry and to release food supplies for shipment overseas. 7</p>

WWII: AMERICA ON THE HOMEFRONT BELL RINGER ACTIVITY

The following key concepts will be used as a bell ringer activity. The underlined term will be written on the front of the card and the definition will be written on the back of the card. The definitions may be shortened.

Selective Service- The Selective Service Act was passed in 1940. This act authorized the expansion of the nation's armed forces by means of a draft. After America entered the war in 1941, the draft age was extended so that all men between the ages of 18 and 45 were subject to be called for military service.

Mobilization, (e.g., Office of War Mobilization)- The United States mobilized to defeat the Axis powers after the Japanese attack on Pearl Harbor. Industries, workers, and scientists contributed to the war effort.

Financing the war- Taxes were increased and income taxes were extended to include middle- and lower-income people. In 1943 the government began to require that employers deduct taxes from workers' paychecks before they received them. The nation was also called upon to buy billions of dollars of war bonds to help finance the war.

Role of women (e.g., Rosie the Riveter)- The government encouraged women to take jobs as their patriotic duty. Over five million American women entered the workforce during the war. "Rosie the Riveter" became a national symbol of the vital contribution women were making to the war effort when her image first appeared in a Lockheed Aircraft poster.

Censorship-Smith Act-1940- The silencing of free speech. The Smith Act outlawed speech and activities that were intended to create disloyalty among members of the Armed Forces. This act was enacted at a time of alarm over pro-Nazi and pro-Fascist sentiment in the United States. Letters from servicemen were subject to military censors and certain information relative to the war on strategic planning was never released to the public or to the press.

Japanese internment (Nisei), 1942- The government moved 110,000 Japanese Americans to detention centers to camps located in isolated areas of Utah, Wyoming, Arizona, and other unsettled areas of Western states. These camps were surrounded by barbed wire and patrolled by soldiers. They were given menial, low-paying jobs. Detainees were confined there for the remainder of the war.

Many young Japanese American men were able to escape the camps by volunteering for military service. The U.S. army created the 100th Battalion, which consisted of 1,400 Hawaiian Nisei (Japanese American) soldiers. The 100th were involved in brutal conflict in North Africa and Italy. They became known as

the Purple Heart Battalion because 300 of its soldiers were killed and another 600 were wounded.

Rationing-The United States government instituted a system of rationing during World War II. Under this system, each family could buy only a limited amount of certain foods and other vital commodities. Ration stamps were used in an attempt to distribute essential goods fairly. Meat, butter, sugar, coffee, cheese, canned goods, shoes, and gasoline were among the items that were rationed.

Black Market- A black market is the illegal business of buying and selling goods in direct violation of such restrictions as a rationing board or price controls. In order to attain goods in excess of the allotted rationed amount during WWII, people turned to the black market. Black markets were found mostly in large urban areas.

Price controls- In 1941, F.D.R. created the Office of Price Administration (OPA) to fight price increases and to head off inflation. The OPA was given the power to freeze prices and in 1942 it began the rationing of goods in fixed amounts by the use of coupons.

Patriotic activities, (e.g., victory gardens)- Shortages made it difficult for Americans to find some foods. Many Americans grew “victory gardens” everywhere from abandoned lots to flower beds to offset labor shortages in the food industry and to release food supplies for shipment overseas.

USO, United Service Organization- The USO is chartered by Congress and is a non-profit charitable corporation. It is not a part of the U.S. Government. The USO’s mission is to provide morale, welfare, and recreation-type services to uniformed military personnel throughout the world.

Newsreels- Public hunger for war news caused a boom in the publishing, radio, and film industries. Newsreels concerning events of the war were shown in the theaters. Movie Tone News showed actual footage of the war front. It also showed the war effort at home, i.e., assembly lines assembling war materials and equipment.

War movies- From 1941 to 1945, 60 million to 100 million Americans went to the movies each week. Hollywood produced war-oriented propaganda films.