

America at War: The Experiences of Children in World War II and Today

EMU TPS Workshop August 8-10, 2011

Lesson Overview:

Students will use pictures from the Library of Congress to compare life for children during World War II and their own lives today.

GOAL : The students will create a “Fakebook” profile and conversation of a person living during WWII with a person living today.

Objectives: Students will be able to

- Understand how families on the home front were affected by World War II.
- Compare and contrast the similarities and differences between families in the present with consideration to current conflicts (Afghanistan and Iraq) vs. those of children during World War II.
- Analyze primary source documents

Standards:

Michigan Learning Standards

Social Studies

7.2.3 Role of the home front in supporting the war effort

Language Arts

STRAND 2: READING, LISTENING, AND VIEWING

In constructing meaning while reading, listening, or viewing, students draw upon prior knowledge and engage complex skills and strategies of comprehension and interpretation, and critical thinking. They develop skill, confidence, and independence in understanding narrative and expository texts, including aural, visual, and multimodal works. Students synthesize information through reading, listening, and viewing and also generate new thinking.

U.S. History Content Standards

Standard 3

The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

3B: Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers

Common Core Standards:

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Time Required: 4-5 fifty minute sessions

Recommended Grade Level: 7-12

Topics: World War II, Family Life, Patriotism, Military Service

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Era: Era 8, The Great Depression and World War II, 1929-1945

Preparation:

Materials: Student Fakebook page templates, paper, pencils, Computers with internet access or copies of all Library of Congress Photographs, or projector and screen, all attached handouts including Photo Analysis Sheet and Exit Ticket

Resources: see also Resource Table

<http://www.nchs.ucla.edu/Standards/us-history-content-standards>

Procedure:

DAY ONE

Teacher will begin with a discussion/review of primary source documents including examples of each type and what information can be learned by evaluation of these documents.

- Show students an example of primary source photographs depicting the home front during WWII.
- Using National Archives Photo Analysis Sheet, model the analysis of the photograph with the whole class <http://www.archives.gov/education/lessons/worksheets/photo.html>
- Discuss with the students the color of the girls' dresses, the patriotic views that were being expressed and the issues of conformity
- Using an Exit Ticket (See Handout Section) have students tell one thing that they learned about life during this time period and explain a way they have seen patriotism displayed today.

DAY TWO:

- Warmup: On day two, students will complete an analysis of a modern day depiction of family life. Use Image and Link from Library of Congress.
- Using National Archives Photo Analysis Sheet, model the analysis of the photograph with the whole class <http://www.archives.gov/education/lessons/worksheets/photo.html>
- Teacher lead discussion about differences in life today and life during WWII.
-include topics of rationing, extra taxes-military spending, service draft, school/community sacrifices, family structure
Students should take notes during this discussion

DAY THREE

- Students will create a Fakebook profile page placing themselves into a conversation with another student that lives during the time period of WW II.
- Students will be assessed using the attached rubric for mastery of standards.

Extension Activities

- Students could have a teacher led debate about personal or family sacrifice during the war using examples from the photograph analysis.
- Students could use a Venn diagram to compare and contrast the differences in the lives of children now and during WW II.

Evaluation:

Several methods of evaluation could be used during these lessons. Exit tickets may be evaluated for students understanding of the content. The photo analysis sheets may be collected and assessed. Also, students Fakebook page will be assessed using the attached rubric.

Handouts: See pages that follow

Exit Ticket

Explain one thing that you learned about life during this time period.

Explain one way they have seen patriotism displayed today.

Exit Ticket

Explain one thing that you learned about life during this time period.

Explain one way they have seen patriotism displayed today.

Multimedia Project : Fakebook Conversation and Profile





Teacher Name: _____

Student Name: _____

CATEGORY	Excels	3 Above Average	2 Meets Expectations	Below Expectations
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.

Date Created: **Aug 10, 2011 03:58 pm (UTC)**

Resource Table

Images	Description	Citation	Permanent URL
 <p data-bbox="191 516 516 579">At the Vermont state fair, Rutlan</p>	<p data-bbox="574 306 857 596"># Title: At the Vermont state fair, Rutland # Creator(s): Delano, Jack, photographer # Date Created/Published: 1941 Sept</p>	<p data-bbox="889 306 1175 663"># Call Number: LC-USF35-54 <P&P> [P&P] # Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl.loc.gov/loc.pnp/pp.print</p>	<p data-bbox="1208 306 1528 411">http://www.loc.gov/pictures/item/fsa1992000064/PP/</p>
	<p data-bbox="574 676 857 886">Confessions of an Imperfect Personal Digital Archivist June 13th, 2011 by Bill LeFurgy</p>	<p data-bbox="889 676 1175 886">Confessions of an Imperfect Personal Digital Archivist June 13th, 2011 by Bill LeFurgy</p>	<p data-bbox="1208 676 1528 852">http://blogs.loc.gov/digitalpreservation/2011/06/confessions-of-an-imperfect-personal-digital-archivist/</p>
 <p data-bbox="191 1113 516 1218">Children stage a patriotic demonstration, Southington, Conn.</p>	<p data-bbox="574 894 857 1037">Children stage a patriotic demonstration, Southington, Conn.</p>	<p data-bbox="889 894 1175 1251">Jacobs, Fenno, 1904-1975, photographer. CREATED/PUBLISHED 1942 May NOTES Transfer from U.S. Office of War Information, 1944.</p>	<p data-bbox="1208 894 1528 966">http://hdl.loc.gov/loc.pnp/fsac.1a35006</p> <p data-bbox="1208 1003 1425 1037">Permanent URL:</p>
 <p data-bbox="191 1675 532 1743">Rural school children, San Augustine County, Texas</p>	<p data-bbox="574 1264 857 1369">Rural school children, San Augustine County, Texas</p>	<p data-bbox="889 1264 1175 1659">Vachon, John, 1914-1975, photographer. CREATED/PUBLISHED 1943 April NOTES Transfer from U.S. Office of War Information, 1944</p>	<p data-bbox="1208 1264 1528 1335">http://hdl.loc.gov/loc.pnp/fsac.1a35424</p> <p data-bbox="1208 1373 1425 1407">Permanent URL:</p>

 <p>The Faro Caudill [family] eating dinner in their dugout, Pie Town, New Mexico</p>	<p>The Faro Caudill [family] eating dinner in their dugout, Pie Town, New Mexico</p>	<p>Creator(s): Lee, Russell, 1903-1986, photographer Date Created/Published: 1940 Oct.</p>	<p>http://www.loc.gov/pictures/item/fsa1992000354/PP/</p>
 <p>Girl next to barn with chicken</p>	<p>Girl next to barn with chicken</p>	<p>Title: [Girl next to barn with chicken] Date Created/Published: [between 1941 and 1942]</p>	<p>http://www.loc.gov/pictures/item/fsa1992000595/PP/</p>
 <p>Boys trained in the fundamentals of navigation may become technicians in the armed service, Los Angeles, Calif.</p>	<p>Boys trained in the fundamentals of navigation may become technicians in the armed service, Los Angeles, Calif. Thomas Graham, a member of the Victory Corps at Polytechnic High School, is learning to use a sextant to determine longitude and latitude</p>	<p>Creator(s): Palmer, Alfred T., photographer Date Created/Published: 1942 Sept.</p>	<p>http://www.loc.gov/pictures/item/fsa1992001204/PP/</p>

Fakebook Template

Username: Status goes here

5 minutes ago

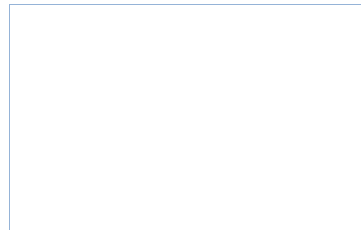
Wall Info Photos +

What's on your mind?

Attach:     

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Information

Relationship Status:

Current City:

Birthday:

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