

**Unit: U.S. Involvement in WWII and the Liberation of Dachau
Concentration Camp**

EMU TPS Workshop August 8-10, 2011

Lesson Overview:

The objective of this unit is to have students analyze and experience the events surrounding U.S. involvement in WWII through the liberation of a WWII concentration camp. This will be accomplished through the utilization of cooperative learning, independent research, class debate, examination of primary source photographs, documents, and oral histories. These strategies will not only provide students with a foundation of knowledge regarding U.S. involvement in WWII, but will utilize multiple perspectives and engage students in higher order thinking. Upon completion of this unit, students will be able to use primary sources to formulate an informed analysis on the importance of the U.S. involvement in WWII.

Objectives:

Students will be able to:

1. Analyze primary source photos, documents, and oral histories from WWII.
2. Interpret historical events in Europe during 1944-1945.
3. Construct an essay based on individual research and primary source analysis.
4. Discuss various perspectives surrounding a specified event.
5. Debate a position supported by primary source information.

Standards:

WHG ERA 7 – GLOBAL CRISIS AND ACHIEVEMENT, 1900-1945

7.1.3 Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)

USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

7.2 World War II

Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.

7.2.2 U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).

7.2.4 Responses to Genocide – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (*National Geography Standard 13, p. 210*)

Time Required: 4 days (60 min class period)

Recommended Grade Level(s): 9-12

Topic(s): WWII and the Holocaust

Era: 1941-1945

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Preparation:

1. Print all primary source photos and documents to be displayed in the class room from the resource table listed below.
2. Print primary source analysis worksheets from the resource list.

Materials:

Computer access

Links to primary source photos, documents and oral history

National archives photo analysis worksheet

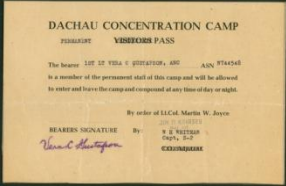
National archives sound recording analysis worksheet

Pencils and notebook paper



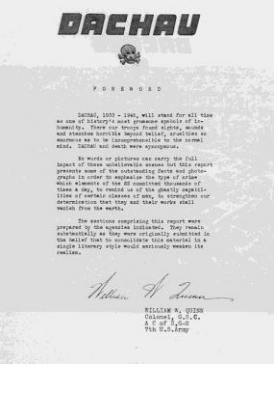
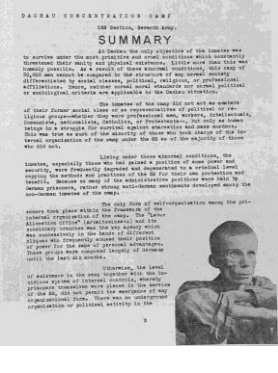
Resources:

1. Photo analysis worksheet:
http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf
2. Document analysis worksheet:
http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf
3. Oral history analysis worksheet:
http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf
4. Arthur Holst oral history interview located on the Library of Congress Veterans History Project website or at the Yankee Air Force Museum website.

5. Resource Table for Primary Sources Below:

Image	Description	Citation	Permanent URL
 <p>Boxcars outside Dachau Concentration Camp, Dachau, Germany [May 1945]</p>	<p>Boxcars outside Dachau Concentration Camp, Dachau, Germany [May 1945]</p>	<p>Vera Cecelia Gustafson Palmer Collection, Veterans History Project, American Folklife Center, Library of Congress.</p>	<p>http://lcweb2.loc.gov/natlib/afc2001001/service/17171/ph0004001r.jpg</p>
 <p>Dachau Concentration Camp Permanent Pass</p>	<p>Dachau Concentration Camp Permanent Pass</p>	<p>Vera Cecelia Gustafson Palmer Collection, Veterans History Project, American Folklife Center, Library of Congress.</p>	<p>http://lcweb2.loc.gov/natlib/afc2001001/service/17171/pm0003001p.jpg</p>
 <p>Bodies of the deceased piled outside Dachau Concentration Camp shortly after its liberation, Dachau, Germany [May 1945]</p>	<p>Bodies of the deceased piled outside Dachau Concentration Camp shortly after its liberation, Dachau, Germany May, 1945.</p>	<p>Vera Cecelia Gustafson Palmer Collection, Veterans History Project, American Folklife Center, Library of Congress.</p>	<p>http://lcweb2.loc.gov/natlib/afc2001001/service/17171/ph0005001r.jpg</p>

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	<p>Dachau Concentration Camp: OSS Section, Seventh Army Summary. << back [Page 10 of 72]</p>	<p>Veterans History Project Interactive Image Viewer, Veterans History Project, American Folklife Center, Library of Congress.</p>	<p>Veterans History Project Interactive Image Viewer</p>
	<p>Dachau Concentration Camp: OSS Section, Seventh Army Summary. << back [Page 9 of 72]</p>	<p>Veterans History Project Interactive Image Viewer, Veterans History Project, American Folklife Center, Library of Congress.</p>	<p>Veterans History Project Interactive Image Viewer</p>
	<p>Dachau Concentration Camp: OSS Section, Seventh Army Summary. << back [Page 4 of 72]</p>	<p>Veterans History Project Interactive Image Viewer, Veterans History Project, American Folklife Center, Library of Congress.</p>	<p>Veterans History Project Interactive Image Viewer</p>
	<p>.Dachau Concentration Camp: OSS Section, Seventh Army Summary. << back [Page 5 of 72]:</p>	<p>Veterans History Project Interactive Image Viewer, Veterans History Project, American Folklife Center, Library of Congress</p>	<p>Veterans History Project Interactive Image Viewer</p>

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Procedure:

Bell Work:

1. Have students answer the following two questions on their own: 5min
What is a primary source? Give two examples.
What is a secondary source? Give two examples.
2. Use the following link to describe to students the importance of primary sources and the difference from a secondary source:
<http://www.loc.gov/teachers/usingprimarysources/whyuse.html>
3. Check for understanding by asking learners to give examples of primary and secondary sources orally.

Lesson Day 1:

1. Display photos and documents around the classroom.
2. Distribute National Archives primary source photograph/document analysis worksheets.
3. Model how to complete the primary source analysis sheets.
4. Allow students to walk around the room and examine the various photos and documents.
5. Have students choose 2-3 photos and/or documents to complete a primary source analysis.
6. Once complete, check for understanding by having students explain what they discovered about the photos and/or documents.
7. Explain to students that they will be conducting internet research on the photos and/or documents they chose to increase further understanding.
8. Proceed to the computer lab/media center to have students research their chosen photos/documents for the remainder of the class period.

Lesson Day 2:

1. Distribute National Archives primary source oral history analysis worksheets.
2. Model how to complete the oral history primary source analysis sheet.
3. Play Arthur Holst oral history interview from the Willow Run Yankee Air Force Museum Website or the Library of Congress Veterans History Project.
4. Have students complete the oral history worksheet while listening to the interview.
5. Pass out essay rubric provided under evaluation.
6. Pass out the attached essay assignment sheet.
7. Explain the essay assignment and what is expected of students as described on the essay rubric.
8. Give students the remainder of the hour to work on essay rough drafts.

Lesson Day 3:

1. Review with students the essay requirements and expectation stated in the rubric.
2. Proceed to the media center/ computer labs to have students complete any research and type their essays.
3. Explain that essays are due the following day.

Lesson Day 4:

1. Collect essays from students.
2. Divide the class in two groups by asking the following essential question.(After having evaluated your primary sources do you feel they had a consistent view of the Holocaust?)
3. Ask the students who say yes to move to the right and those who say no to move to the left.
4. Lead a class discussion/debate based on the above question.

5. Explain that students are to reference which primary source they used in their responses.
6. Make sure each student participates in the discussion by keeping a running checklist.
7. Upon completion of the class discussion/debate, ask students if anyone's viewpoint changed after the class discussion/debate.

Lesson Adaptations:

1. Provide students with auditory limitations written copies of oral history transcripts.
2. Provide extra time to complete the essay for more challenged writers.

Extension Activities:

1. For students who may need a greater challenge, have them find additional primary sources through independent research to support their findings.
2. Then have each student prepare a power point presentation to present to the class.
3. Allow for a question and answer period.

Evaluation:

Evaluation will be based on the following Rubric:

U.S. Involvement in WWII and the Liberation of Dachau Concentration Camp

Teacher Name: _____

Student Name: _____

CATEGORY	5	4	3	2	1
Quality of Information	Clearly stated thesis with a clear answer to the topic question.	Clearly stated thesis with no clear answer to topic question.	Thesis is unclear but answers the topic question.	Thesis is unclear and answer to topic question is unclear.	No thesis statement.
Sources	All three primary sources are referenced in the essay and accurately cited.	All three primary sources are referenced in the essay.	Two primary sources are referenced in the essay and accurately cited.	Only one primary source is referenced in the essay and accurately cited.	Only one primary source is referenced in the essay.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized, but paragraphs have some structure.	There is little to no organization or structure.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spellings, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	Reading is in comprehensible due to grammatical, spelling, and punctuation errors.

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U.S. Involvement in WWII and the Liberation of Dachau Concentration Camp

Create an Essay answering the following question.

***Based on your primary source evaluations do you feel that the photographs and/or documents you analyzed convey the same message as describe in the oral history you evaluated?**

Included in your essay must be the following components:.

1. A clearly stated thesis that answers the above question.
2. A minimum of three primary sources referenced in the essay.
3. A minimum of five paragraphs that include an introduction, body, conclusion.
4. A minimum of one cited internet source which further explains a primary source used.
5. A works cited page with all sources properly cited.

Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

**Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC
20408.**

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Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

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Sound Recording Analysis Worksheet

Step 1. Pre-listening

- A. Whose voices will you hear on this recording?
- B. What is the date of this recording?
- C. Where was this recording made?

Step 2. Listening

- A. Type of sound recording (check one):
- Policy speech
 - Congressional testimony
 - News report
 - Interview
 - Entertainment broadcast
 - Press conference
 - Convention proceedings
 - Campaign speech
 - Arguments before a court
 - Panel discussion
 - Other

- B. Unique physical qualities of the recording
- Music
 - Live broadcast
 - Narrated
 - Special sound effects
 - Background sound

- C. What is the tone or mood of this recording?

Step 3. Post-listening (or repeated listening)

- A. List three things in this sound recording that you think are important:

1. _____

2. _____

3. _____

- B. Why do you think the original broadcast was made and for what audience?

C.	What evidence in the recording helps you to know why it was made? _____ _____
D.	List two things this sound recording tells you about life in the United States at the time it was made: 1. _____ 2. _____
E.	Write a question to the broadcaster that is left unanswered by this sound recording. _____ _____
F.	What information do you gain about this event that would not be conveyed by a written transcript? Be specific. _____ _____

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