

Primary Sources Lesson Plan

EUP ISD Workshop June 27-29, 2011

Created by: Jennifer Livingston, DeTour Area Schools

WWII: Perspectives through American Print Media

Lesson Overview:

There are numerous historical fiction novels used in language arts classrooms that focus on the holocaust and World War II. Students often have a general idea about Germany's role and what happened during the holocaust, but are often lacking a perspective on what role America, and the average American, had in this global struggle. This lesson gives students insight into perspectives and experiences in America leading up to and during World War II. Through analyzing political cartoons of the pre-war era which criticize the American government's hesitancy to join the world struggle, students will gain an understanding of the political climate before Japan attacked Pearl Harbor and pushed America into action. In addition, students will examine the contrasting governmental pro-war sentiments found in propaganda posters which worked to influence public opinion after Pearl Harbor. This analysis will lead to an understanding of life in America during World War II which will provide greater perspective as they read a historical fiction or nonfiction novel in a language arts class or study World War II in social studies.

Objectives:

Students will be able to:

- evaluate political cartoons from the Library of Congress
- recognize point of view in print materials
- explain the common message found in political cartoons
- analyze political messages in print materials
- analyze the impact of World War II on American life
- compare and contrast the historical impact of war on American life with personal experience during current or recent wars
- draw upon primary sources to create a modern day patriotism poster

Standards:

Middle School Michigan ELA:

R.CM.06-08.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, t

R.CM.06-08.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written expression

R.WS.06-08.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes

R.IT.06-08.01 Analyze the structure, elements, features, style and purpose of informational genre

W.PS.06-08.01 Exhibit personal style and voice to enhance the written message in informational writing (e.g. emotional appeal, strong opinion, credible support)

S.DS.06-08.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols

L.RP.08.07 Interpret and analyze the various ways in which visual image-makers (e.g. graphic artists, illustrators) communicate information and affect impressions and opinions

Middle School Social Studies

6,7 -HI.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources

6,7-HI.4.3 Use historical perspective to analyze global issues faced by humans long ago and today

Time Required:

Four to five class periods

Recommended Grade Level(s):

ELA 6-8, would also work in 9-12 Language Arts or Social Studies

Topic(s):

American print media perspectives on World War II and its impact on the home front

Era:

Great Depression and WWII, 1929-1945

Preparation:

Materials:

• Use as an introductory piece (or alternately as a concluding activity) with a historical fiction or nonfiction novel such as:

- The Devil's Arithmetic by Jane Yolen
- Number the Stars by Lois Lowry
- The Diary of Anne Frank by Anne Frank

• The memoir The Home Front 1941-1945 by Hazel Shelton Abernethy or similar selection which gives a personal account of war support efforts at home

• Background information for WWII can be found at the Library of Congress in the Great Depression and WWII 1929-1945 resource piece

- One printout of each of the Political Cartoons or computer access for each group to link to an assigned cartoon online
- One printout of each of the Four Freedoms posters (Speech, Worship, Fear, Want) or computer access for each student to link to an assigned poster online
- Promoting Patriotism Today worksheet and rubric handouts for each student
- Computers (optional on days one and two, needed on day four)
- Poster making supplies (paper, markers, etc.)

Resources:

[Using Primary Sources](#) (explanatory page at the Library of Congress)

[Teacher's Guide: Analyzing Political Cartoons](#)

[Primary Source Analysis Tool](#)

[Teacher's Guide: Analyzing Photographs and Prints](#)

[Great Depression and World War II, 1929-1945](#)

[Herblock Exhibition](#) at the Library of Congress

[Isn't This What We Really Want?](#) cartoon about the Neutrality Act by Herbert L. Block

[No Foreign Entanglements](#) cartoon depicting America's commercial interests around the world by Herbert L. Block

[Losses](#) cartoon by Herbert L. Block

[Story of the last seven years](#) cartoon by Herbert L. Block

[Travelogue](#) cartoon by Herbert L. Block

[Four Freedoms. Speech](#) poster

[Four Freedoms. Worship](#) poster

[Four Freedoms. Want](#) poster

[Four Freedoms. Fear](#) poster

[On the Homefront](#) patriotism poster gallery

Promoting Patriotism Today Worksheet and Rubric **(ATTACHED TO THE END OF THIS LESSON PLAN)**

| Image | Description | Citation | URL |
|---|---|----------|---|
| Primary Source Analysis Tool | Student resource for recording observations and reflections on primary source subjects. | | http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf |
| Teacher's Guide: Analyzing Political Cartoons | Guide for leading class discussion on political cartoon analysis. | | http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf |

| | | | |
|---|---|--|---|
| Teacher's Guide: Analyzing Photographs and Prints | Guide for leading class discussion on analyzing visuals. | | http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf |
| Using Primary Sources explanation | Provides an explanation of what primary sources are and suggestions for use | | http://www.loc.gov/teachers/usingprimarysources/ |
| Great Depression and World War II, 1929-1945 | Provides an overview of the history of WWII. | "Great Depression and World War II, 1929-1945." <i>Library of Congress</i> . The Library of Congress, n.d. Web. 28 Jun 2011. < http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/wwarii/wwarii.html >. | http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/wwarii/wwarii.html |
| Herblock Exhibition at the Library of Congress | Biography of Herbert L. Block | <u>Herblock!</u> . Library of Congress. The Library of Congress, n.d. Web. 28 Jun 2011. < http://myloc.gov/Exhibitions/herblock/Pages/default.aspx >. | http://myloc.gov/Exhibitions/herblock/Pages/default.aspx |

| | | | |
|--|---|---|--|
| | <p><u>Isn't This What We Really Want?</u> cartoon about the neutrality act by Herbert L. Block</p> | <p>Block, Herbert L. <u>Is This What We Really Want?</u> 1939. NEA Service, Inc. Herblock's History: Political Cartoons from the Crash to the Millenium Collection. Library of Congress, Washington, D.C.</p> | <p>http://www.loc.gov/r/print/swann/herblock/light.html</p> <p>Permanent URL:</p> <p>http://www.loc.gov/pictures/item/00652176/</p> |
| | <p><u>No Foreign Entanglements</u> cartoon depicting America's commercial interests around the world.</p> | <p>Block, Herbert L. <u>No Foreign Entanglements.</u> 1935. NEA Service, Inc. Herblock's History: Political Cartoons from the Crash to the Millenium Collection. Library of Congress, Washington, D.C.</p> | <p>http://www.loc.gov/r/print/swann/herblock/light.html</p> <p>Permanent URL:</p> <p>http://www.loc.gov/pictures/item/00652179/</p> |

| | | | |
|---|---|--|--|
|  | <p><u>Losses</u> cartoon</p> <p>After Adolf Hitler's invasion of Poland in September 1939, the United States began to supply England and other allies with as much material as possible. Yet it continued to sell oil and scrap iron to Japan, despite that country's aggressions in China and elsewhere in the Far East. American shipments destined to help the Allies were lost to German submarine warfare, but material destined for Japan arrives safely.</p> | <p>Block, Herbert L. <u>Losses</u>. 1939. NEA Service, Inc. Herblock's History: Political Cartoons from the Crash to the Millenium Collection. Library of Congress, Washington, D.C.</p> | <p>http://www.loc.gov/r/print/swann/herblock/light.html</p> <p>Permanent URL: http://www.loc.gov/pictures/item/00652181/</p> |
|---|---|--|--|

| | | | |
|---|---|---|--|
| <p>STORY OF THE LAST 7 YEARS</p> <p>MAN: WHO'S TO BLAME FOR THE RESPONSIBILITY OF THE WAR? I ASK YOU, AMERICAN!</p> <p>MAN: I'M SURE, GUARDIAN!</p> <p>EVERYBODY WHO'S BEEN HERE TODAY (STRAINS) AT NIGHT, THERE'S A NAME OUTSIDE THE OFFICE!</p> <p>IT'S NOT THAT WAY! AGENT! THE MONEY OF THE RESOURCES!</p> <p>HE PLAYED A GAME BUT IT'S!</p> <p>WHEN THE GENERAL PEOPLE REALIZE THAT'S GOT THEM INTO IT'S REVOLUTION!</p> <p>THEY WERE IN AND HERE!</p> | <p><u>Story of the last seven years</u></p> <p>In the 1930s, the American public, recalling the losses of World War I, was loath to take seriously the menace posed by Hitler and his aggressive moves. Many Americans did not face up to the German threat even after the start of World War II when German troops overran much of Europe. Strong voices, including that of Charles Lindbergh, joined with "America First" organizations in asserting that the war was none of America's business; that England would fall anyhow; and that Hitler was not a menace. Through "lend-lease" and other measures Roosevelt aided England and increased American preparedness</p> | <p>Block, Herbert L. <u>Story of the last seven years.</u> 1940. NEA Service, Inc. Herblock's History: Political Cartoons from the Crash to the Millenium Collection. Library of Congress, Washington, D.C.</p> | <p>http://www.loc.gov/r/print/swann/herblock/images/s03403u.jpg</p> <p>Permanent URL:</p> <p>http://www.loc.gov/pictures/item/00652183/</p> |
| <p>AND SO WE SAY GOODBYE TO...</p> <p>NORTH CHINA</p> <p>CZECHOSLOVAKIA</p> | <p><u>Travelogue</u></p> <p>During the "war in Europe" one of Herblock's most effective cartoons was this one, based on movie travelogues that ended with a farewell to the visiting country. Here the goodbye is in the picturing of countries that had fallen under Nazi rule.</p> | <p>Block, Herbert L. <u>Travelogue.</u> 1940. NEA Service, Inc. Herblock's History: Political Cartoons from the Crash to the Millenium Collection. Library of Congress, Washington, D.C.</p> | <p>http://www.loc.gov/r/print/swann/herblock/dove.html</p> <p>Permanent URL:</p> <p>http://www.loc.gov/pictures/item/2010636203/</p> |

| | | | |
|---|---|---|--|
|  <p>A black and white poster titled 'Four Freedoms Speech'. It features a man in a suit speaking into a microphone. The text at the top reads 'SAVE FREEDOM OF SPEECH' and at the bottom 'BUY WAR BONDS'.</p> | <p><u>Four Freedoms. Speech</u> poster</p> | <p>Rockwell, Norman. <u>Four Freedoms. Speech.</u> 1943. Farm Security Administration/ Office of War Information Black and White Negatives Collection. Library of Congress Prints and Photographs Division, Washington, D.C.</p> | <p>http://www.loc.gov/pictures/item/owi2001045752/PP/</p> |
|  <p>A black and white poster titled 'Four Freedoms Worship'. It shows a group of people in profile, some with their hands raised in prayer. The text at the top reads 'SAVE FREEDOM OF WORSHIP' and at the bottom 'BUY WAR BONDS'.</p> | <p><u>Four Freedoms. Worship</u> poster</p> | <p>Rockwell, Norman. <u>Four Freedoms. Worship.</u> 1943. Farm Security Administration/ Office of War Information Black and White Negatives Collection. Library of Congress Prints and Photographs Division, Washington, D.C.</p> | <p>http://www.loc.gov/pictures/item/owi2001045753/PP/</p> |
|  <p>A black and white poster titled 'Four Freedoms Want'. It depicts a family sitting at a table with a meal. The text at the top reads 'OURS...to fight for' and at the bottom 'FREEDOM FROM WANT'.</p> | <p><u>Four Freedoms. Want</u> poster</p> | <p>Rockwell, Norman. <u>Four Freedoms. Want.</u> 1943. Farm Security Administration/ Office of War Information Black and White Negatives Collection. Library of Congress Prints and Photographs Division, Washington, D.C.</p> | <p>http://www.loc.gov/pictures/item/owi2001045754/PP/</p> |
|  <p>A black and white poster titled 'Four Freedoms Fear'. It shows a woman in a white dress holding a child. The text at the top reads 'OURS...to fight for' and at the bottom 'FREEDOM FROM FEAR'.</p> | <p><u>Four Freedoms. Fear</u> poster</p> | <p>Rockwell, Norman. <u>Four Freedoms. Want.</u> 1943. Farm Security Administration/ Office of War Information Black and White Negatives Collection. Library of Congress Prints and Photographs Division, Washington, D.C.</p> | <p>http://www.loc.gov/pictures/item/owi2002048907/PP/</p> |

| | | | |
|--|---|--|--|
| | <p style="text-align: center;">On the Home Front patriotism poster gallery</p> | | <p style="text-align: center;">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/homefront/</p> |
|--|---|--|--|

Procedure:

Activities

Activity One (one class period): This lesson is designed to provide introductory background knowledge of World War II before reading a historical novel about the holocaust. The goal is to provide a snapshot of selected perspectives in America before and during our involvement in the war.

1. Begin with a class share out about what students know about World War II. Make a list on the board summarizing student comments.
2. After students have shared, tell the class that they will be learning more about this time period as they study the historical novel, but before they begin they are going to view and analyze some primary sources to get a snapshot of American perspectives during this time.
3. If students are familiar with what a primary source is, continue with the next step, if not, use the [Using Primary Sources](#) page at the Library of Congress site to introduce and discuss the concept.
4. Introduce the cartoonist Herbert Block. Biographical information about him can be found at the [Herblock Exhibition](#) at the Library of Congress. Either direct students to this link on their individual computers or project this resource from the teacher computer as you briefly summarize his biographical information.
5. Break the class into small groups. Distribute a copy of one of the political cartoons (listed in resources) to each group along with a copy of the [Primary Source Analysis Tool](#). (You could also choose to have students use their computers to access the digital images through the Library of Congress using the resource links. If using this option, be sure to direct students to select the View Larger button below the image.) Use the questions indicated on the [Teacher's Guide: Analyzing Political Cartoons](#) to facilitate the group discussion as they work through the observe, reflect, and question columns. If this is the student's first experience with the primary source analysis tool, the teacher will need to walk the class through this process using the Teacher's Guide for assistance. He or she may also choose to analyze one comic together as a class before putting the groups to work on their own piece.
6. Small groups will next share out with the whole class through the following process with each member responsible for at least one component:
 - Share your political cartoon with the class
 - Describe what the team observed

- Describe what reflections (thoughts) the team had on this image
- Share questions you had about the image
- Give a summary of what message you feel this image is presenting.

-Collect the Primary Source Analysis tool from each group to assess student performance and understanding of the use of this tool. Provide necessary feedback the next day before individual attempts with this tool.

7. Come back together as a whole class and discuss the common theme of these political cartoons. This discussion should address his criticism of America's isolationist policy by which the government avoided foreign entanglements and focused on efforts within its own borders thus hesitating to join the war effort. End the class by pointing out the years on these cartoons and how they are prior to America's involvement in World War II. The students need to come to class tomorrow prepared to discuss what changed America's hesitancy to enter into this war.

Activity Two (one class period):

1. Begin the class with a brief review of the previous activity and discussion. Next ask the class for feedback on what students learned about what caused America to join forces and become involved in World War II. This discussion should include discussion of the attack on Pearl Harbor on December 7, 1941. This attack very quickly prompted our government to change its isolationist policy and declare war on Japan on December 8. Three days later, Germany and Italy declared war on the United States.
2. The American government's sentiment very quickly changed from the isolationist view which was attacked in Herbert Block's political cartoons to a pro-military involvement, pro-patriotism agenda. This shift in perspective is clearly visible in the war bonds and patriotism posters and their messages which spread throughout the country. The class will analyze two types of these posters as primary sources in the following steps.
3. Students will use the process they practiced with the political cartoons to complete a similar activity using a series of posters created by Norman Rockwell and reproduced for dissemination across America. These posters represent what America was fighting for through sentimental images and powerful words.
4. Distribute a different copy of each of the Four Freedoms ([Speech](#), [Worship](#), [Want](#), and [Fear](#)) to each student along with a copy of the [Primary Source Analysis Tool](#). One fourth of your students should be assigned the Speech poster; one fourth should have the Worship poster, and so on. (You could also choose to have students use their computers to access the digital images through the Library of Congress using the resource links. If using this option, be sure to direct students to select the View Larger button below the image.) Use the questions indicated on the [Teacher's Guide: Analyzing Photographs and Prints](#) to guide students as they work

through the observe, reflect, and question columns analyzing the poster independently.

5. Next, have the students get up and move around the class to find others who have the same poster. They are to join these students in four groups and discuss their responses on the Primary Source Analysis Tool.
6. Small groups will next share out with the whole class through the following process with each member responsible for one component of the group discussion:
 - Share your poster with the class
 - Describe what the team observed
 - Describe what reflections (thoughts) the team had on this image
 - Share questions you had about the image
 - Give a summary of what message you feel this image is presenting.
7. End the class with a discussion of the shift in the government's position from the position attacked in the political cartoons to that expressed in the war bonds posters. Lead the discussion into a brief introduction of the impact this shift may have had on the average American home.

Activity Three (two to three class periods):

Day One:

1. Begin by passing out a blank Venn diagram form. Ask students to fill in the first circle with examples of how their life has changed (or did change) during the Iraq War (2003-2010) or the War in Afghanistan (2001-present) or the affect the war has had on their day to day life. Suggest they think about changes in their country, their town, their homes, their families (such as members off at war, spending changes, volunteer efforts to support the military, etc.). Very likely, many students will struggle to identify any changes or impact on day to day life examples. Assure them that that is ok.
2. As a class, read aloud the memoir The Home Front 1941-1945 by Hazel Shelton Abernethy or a similar primary source which gives a personal account of war support efforts at home (such as gas rationing, scrap metal drives, shortages of food, etc.). Students should title the second circle on the Venn diagram "Changes at Home during WWII" and fill this in with *at least five* details as the class reads the memoir. Assign the final section of the diagram to be completed at home, or allow students the option to answer the following question instead of the middle similarity section if they feel there aren't any similarities.
 - If you struggled to list changes at home in your first circle on your diagram, instead of listing the similarities between your and the author's experiences, write at least 5 sentences on the back of your form about why you feel your life has had so few changes during our times of war and why your experiences are so different from the author's.

Day Two (and three if needed):

1. This is the final activity in this primary source lesson. Students will use the Library of Congress resource [On the Homefront](#) exhibit to explore patriotism posters which urged citizens to support the war effort during WWII.
2. Students need to find a partner. As a team, they are to explore the [On the Homefront](#) exhibit resource from the Library of Congress. Give each team an [Analyzing Primary Sources Tool](#). They should now be very familiar with this process and can use this to direct their discussion as they explore these sources. Direct students to explore all five links (Volunteer Work, Civil Defense, Conservation Efforts, Economic Initiatives, and Patriotic Support) and to look at posters with a WWII label. Students should explore a few examples under each category and select a favorite as a model for their own modern day Promoting Patriotism Today poster.
3. Distribute a Promoting Patriotism Today worksheet to each group and provide markers and paper for poster creation. Students need to select a patriotic message that would work for today and make a simple poster to share this message with the class. The class should end with each group sharing the posters and explaining the decisions behind the message, phrasing, and graphic image selected. Posters will be turned in with a completed Promoting Patriotism Today worksheet.

Extension Activities:

- Provide an opportunity for students to explore answers to the questions they generated on their analysis tools.
- Students' Venn diagrams could be extended into a compare and contrast essay topic.
- The poster activity could be extended to create a more finished product.
- If used as a novel introduction, the class should continue with the novel study providing a more global view of this era which will be enhanced by the understanding they have developed of our national sentiment during this period.
- The teacher may choose to extend this concept and have students analyze newspapers, film, and other media from the era.

Evaluation:

- The teacher will collect the political cartoon and political poster Primary Source Analysis tools completed by individual students. The teacher should look through the group responses on day one to provide feedback to the class as they complete the same tool on day two for the second primary source. Students will receive credit on the individual response forms if all sections are completed with relevant and logical details, comments, and questions.

- The teacher will collect the Venn diagram forms from the students. They should have at least 5 details from the memoir included and either the similarities section or the 5 sentence explanation completed for full credit.
- Completed Promoting Patriotism posters will be evaluated using the rubric included on the Promoting Patriotism Today worksheet.

Promoting Patriotism Today

1. Team members: _____

2. Which poster from the Library of Congress did you select as your model?

3. Why did you select this poster? _____

4. What is the message for patriotic action you chose to focus on? _____

5. Why did you choose this message? _____

6. How is this message appropriate for today? _____

7. What image did you choose to include on your poster? _____

8. Why did you select this image? _____

9. What changes did you make from the model you selected to modernize the graphic and message? _____

10. Who is the target audience for the poster you created? _____

Patriotism Poster Evaluation Rubric

Name(s): _____

| | Outstanding | Satisfactory | Needs Improvement | Weak | Teacher Evaluation |
|----------------------------------|--|---|---|--|---------------------------|
| Text | Poster has a clear title and message statement. The text uses powerful word choice to influence the audience. The text does not contain errors. (5 points) | Poster has a title and message that is present, but not necessarily clear and or powerful. The text contains limited errors that do not distract the reader. (3 points) | Poster does not have a written message, but does have a title. The text contains several errors that distract from the meaning. (1 point) | Poster does not include text. (0 points) | |
| Graphic | Poster includes a graphic modeled after the primary source poster. The graphic is modernized and fitting to the modern message chosen. (5 points) | Poster includes a graphic which simply replicates the image on the primary source. The graphic does fit the intended message. (3 points) | Poster includes a graphic, but it isn't clear how the choice relates to the intended message. (1 point) | Poster does not include a graphic. (0 points) | |
| Meeting Purpose of Poster | Poster fits the intended purpose of promoting patriotism through the selection of text and graphic(s) that are persuasive and powerful. (5 points) | Poster attempts to promote patriotism through adequate text and graphic choice. (3 points) | Poster addresses the topic of patriotism, but does not promote a patriotic action. (1 point) | Poster does not relate to the assigned topic. (0 points) | |
| | | | | Total Score: | _____ |