**Pathways Project**

**College and Career Readiness**

**Lesson Frames: Writer’s Guidelines**

**A. Lesson Title**

*Through the Peoples’ Eyes: The American Home Front During World War II*

**B. Lesson Description**

Students are asked to view the American Home Front during World War II through multiple perspectives. This lesson assesses students’ ability to analyze causes and effects of major political, economic and social changes impacting diverse groups in the United States during World War II by collaboratively moving through learning stations containing primary sources. Students will learn vocabulary, analyze positive and negative consequences, orally share findings and complete a written product.

**C. Grade Level/Subject Area*.***

***Grade Level(s): 11th Grade High School***

***Subject Areas: U.S. History***

**1st CCRS Dimension:**

**Interpret Information**

* how to analyze competing and conflicting descriptions of an event or issue to determine the strengths, flaws, or commonalities in each description/issue
* how to synthesize the results of an analysis of competing or conflicting descriptions of an event/issue/phenomenon into a coherent explanation

**2nd CCRS Dimension:**

**Display Critical Skills in the Social Sciences: Geography, Political Science, Economics, Psychology, Sociology, History and the Humanities**

* how to interpret sources
* how to evaluate evidence and competing claims

**3rd CCRS Dimension:**

**Practice Self-Management**

* how to monitor actively, regulate, evaluate, and direct their own thinking

**Practice Successful Study Skills**

* that successful study encompasses a range of active learning strategies that extend beyond reading the text and answering homework questions

**4th CCRS Dimension:**

**Utilize specific knowledge of the norms, values, and conventions of interaction in the college context**

* how to collaborate and work in a team

**D. Objectives**

***Students will be able to master the follow TEKS objectives***

H.2(a) identify the major characteristics that define an historical era

H.7(d) analyze major issues of World War II, ~~including the Holocaust~~; the internment of German, Italian, and Japanese Americans and Executive Order 9066; ~~and the development of conventional and atomic weapons~~

H.7 (g) explain the home front and how American patriotism inspired exceptional actions by citizens ~~and military personnel, including high levels of military enlistment;~~ volunteerism; the purchase of war bonds; Victory Gardens; ~~the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers;~~ and opportunities and obstacles for women and ethnic minorities

H.17 (a) describe the economic effects of World War II on the home front such as ~~the end of the Great Depression~~, rationing, and increased opportunity for women and minority employment;

H.19 (b) explain constitutional issues raised by federal government policy changes during times of significant events, ~~including World War I, the Great Depression,~~ World War II, ~~the 1960s, and 9/11;~~

**Students will also be able to**

* analyze causes and effects of major political, economic, and social changes on diverse groups of Americans during WWII.
* analyze ethical issues relating to WWII home front in their historical contexts.
* evaluate the experiences and contributions of diverse groups of Americans during WWII.
* identify and analyze the main ideas and points-of-view in primary sources materials relating to the WWII American home front

* situate primary source materials relating to the American home front during WWII in their historical contexts

* evaluate primary sources materials relating to the WWII American home front from multiple perspectives.
* articulate their findings from primary source materials both orally, visually and in written form.
* gather evidence to support their findings.
* identify the key information and supporting details in primary source materials
* analyze textual and visual primary source information critically.

**E. Prior Knowledge**

Students should have the conceptual understanding that significant events can bring great changes in the political, economic and social realities of a nation. To successfully complete the learning centers, students will need to analyze a wide variety of primary source documents, use graphic organizers, draw appropriate conclusions and articulate knowledge in oral and written form. Furthermore, students will need to have a sense of empathy with those in the past.

**F. Preparation and Materials**

Generally when students think about World War II they think about the actual war, and neglect to think that wars are often won by what is commonly referred to as the Home Front. The American Home Front during World War II was a morass of activity for many different groups. These groups experienced both positive and negative consequences as a result of the war.

**In order to prepare for the lesson the teacher will need to:**

**Vocabulary Activity**

* Create a space for World War II word wall cards to be posted
* *For each group, make a copy of the* ***World War II Vocabulary Card*** *handout*
* Provide markers or colored pencils to make the drawing on the card (optional)
* Provide dictionary, glossaries, etc. (optional)

**Character Group Discussion**

* Make enough copies of the **Character Cards** handout so that each student will have a card
* Project the **Interview of Eileen Hughes** or make enough copies of the Interview of Eileen Hughes so that all students can access it
* For each student make copies of the **SOAPS Handout** or have a template available so that students can do a SOAP analysis

**Home Front Learning Stations**

* Prepare a space for the **Home Front Learning Stations.** Depending on classroom space, Learning Stations could be mounted on walls or placed in folders on tables or desks.
* Copy **Introduction to Learning Stations** and **Placards for Home Front Learning Stations**
* For each student make a copy of the **Positive and Negative Consequences Foldable**

**Political, Economic, Social Conversation**

* For each student make a copy of the handout **Character Writing: Political, Economic and Social Impact**

**Home Group Collaboration**

* For each student make a copy of a **Cornell Notes Template** (Optional)

**World War II Graffiti Wall or Mural**

* Provide chart or butcher paper
* Provide space to hang or display the Graffiti Wall or Mural so that students can do a Gallery Walk

**G. Scaffolding/Instructional Support**

Inherent in this lesson are numerous scaffolding strategies and instructional supports. These include:

* The use of multiple learning modalities: visual, verbal, written and kinesthetic
* Preteaching vocabulary
* Use of glossary or dictionary for the vocabulary assignment
* Providing guided practice to effectively analyze a primary source
* Use of a graphic organizer to display thinking during Home Front Learning Stations
* Peer groupings in multiple activities

*Specific strategies might include:*

* Shorter written portion
* Providing multi-level texts

**H. Lesson Design**

1. Connection to College and Career

Success in college level history courses requires that students be able to interpret and analyze primary source materials. For example upon the successful completion of introductory college history classes in Texas students are expected to do the following:

1. Create an argument through the use of historical evidence.

2. Analyze and interpret primary and secondary sources.

3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

By asking students to analyze and interpret primary sources materials, situate them in their historical context, and articulate their findings in various formats, this lesson prepares students to successfully complete the first two college learning outcomes. This lesson also prepares students to successfully complete the third learning outcomes by having them analyze the causes and effects of historical forces on diverse Americans during WWII.

2. CCRS Performance Expectations:

**Social Studies Standards**

I. Interrelated Disciplines and Skills

CCRS IB3 - Analyze causes and effect of major political, economic, and social changes in U.S. and world history.

CCRS IF2- Analyze ethical issues in historical, cultural, and social contexts.

II. Diverse Human Perspectives and Experiences

CCRS IIA2- Evaluate the experiences and contributions of diverse groups to multicultural societies.

IV. Analysis, Synthesis, and Evaluation of Information

CCRS IVA1- Identify and analyze the main idea(s) and point(s)-of-view in sources.

CCRS IVA2 - Situate an informational source in its appropriate contexts (contemporary, historical, cultural).

CCRS IV A3 - Evaluate sources from multiple perspectives.

V. Effective Communication

CCRS VA1-Use appropriate oral communication techniques depending on the context or nature of the interaction.

CCRS VA2 - Use conventions of standard written English.

**Cross-Disciplinary Standards**

I. Key Cognitive Skills

CCRS IB1 - Consider arguments and conclusions of self and others.

CCRS IB3 - Gather evidence to support arguments, findings, or lines of reasoning.

CCRS IE1 - Work independently.

CCRS IE1 - Work collaboratively.

II. Foundational Skills

CCRS IIA2 - Use a variety of strategies to understand the meanings of new words.

CCRS IIA4 - Identify the key information and supporting details.

CCRS IIA5 - Analyze textual information critically.

CCRS IIA8 - Connect reading to historical and current events and personal interest.

CCRS IIC5 - Synthesize and organize information effectively.

CCRS IIC6 - Design and present an effective product.

Texas Higher Education Coordinating Board and the Texas Education Agency, *Texas College and Career Readiness Standards:* <http://www.thecb.state.tx.us/collegereadiness/crs.pdf>

3. Timeframe:

This is a full unit on teaching the Home Front during World War II, not just one lesson. It is designed to last 4-5 days. Listed below is the general timeframe:

**Introduction and Vocabulary Activity - 30 minutes**

**Home Front Group - Character Biography - 15 minutes**

**Character Group Discussion - 45 minutes**

**Home Front Stations - 1-2 class periods**

**Political, Economic and Social Conversation and Home Group Collaboration - 1 period**

**World War II Graffiti Wall or Mural - 30 minutes**

4. Vocabulary:

*Create a bulleted list and include vocabulary words that students must understand to successfully complete this lesson.*

* alien
* Bracero program
* colored
* constitutional
* double victory (double v)
* draft
* enlistment
* ethnic minority
* executive order
* inequality
* internment
* martial law
* parity
* patriotism
* rationing
* rivet (riveter)
* significant
* tenet
* Victory Garden
* volunteerism
* war bond
* Zoot suit

5. Procedures:

|  |  |  |
| --- | --- | --- |
|  | **PROCEDURES FOR TEACHERS** | **CONNECTIONS TO CCRS**  |
| **ENGAGE** | **Vocabulary** |  |
|  | Divide class into 11 groups.Give each group onecard from the **Handout:** **WWII Vocabulary Card.**Students define the vocabulary word and draw an image that represents the vocabulary word, using available resources. (It is the teacher’s choice to use a textbook, glossary, or other available resources for this part of the lesson.)One student from each group presents the vocabulary word to the whole class and then posts it on a word wall. | CCRS CD IE1CCRS CD IIA2 |
| **EXPLORE** | **Home Front Group - Character Biography** |  |
|  | Divide students into **Home Front Groups**. There should be six students in each**Home Front Group**.Each student chooses one of the six **Character Cards.** This will be their identity as they move through the Learning Stations.Students read their chosen **Character Card** out loud to their group members. | CCRS CD IIA8 |
| **EXPLAIN** | **Character Discussion in Home Front Groups** |  |
|  | Students predict the similarities and differences among the characters.Students speak from the point of view of their character:* Which characters do you think had common experiences during World War II?
* What is the biggest change that you have experienced in your lifetime?
* How do you think WWII will change your life?

Choose an excerpt of **Handout: Interview of Eileen Hughes** for a model teach of primary source analysis.Teacher models the primary source analysis, using **Handout: Interview of Eileen Hughes** and a primary source analysis tool **Handout: SOAPSTone**. Students record how their **Characte**r is impacted by the events described in the source **Interview of Eileen Hughes.**Teacher facilitates a discussion with students. Volunteers share the positive and negative impact of the events described in **Interview of Eileen Hughes** on their character. | CCRS SS IVA1CCRS SS IVA2CCRS SS IVA3CCRS CD IIA4CCRS CD IIA5 CCRS CD IIA8. |
| **EXPLORE** | **Home Front Primary Source Stations (in Character Groups)** |  |
|  | Set up the **Primary Source Placards** for each station around the room. Each **Primary Source Placard** will contain an introductory statement and question, and five to seven primary source documents or images. You may also choose to present the materials as **Primary Sources Folders** rather than placards. Stations are:1. Women2. Latino3. Propaganda4. Internment5. The Home Front6. African AmericanDistribute **Handout: Positive and Negative Consequences Foldable**. Students set up their Positive and Negative Consequences document for recording information from each session. (**Handout: Positive and Negative Consequences Foldable** should be printed as a two sided document. Students cut along dashed lines only.)Students travel to each station with their **Character Group**, recording their responses.At each station, **Character Groups** read and analyze each source. **Character Groups** then discuss answers to the guiding questions at the station. Each student records the positive and negative impact on their **Character** on **Handout: Positive and Negative Consequences Foldable.** | **CCRS SS IB3 CCRS SS IF2 CCRS SS IIA2** **CCRS SS IVA1****CCRS SS IVA2****CCRS SS IV A3****CCRS CD IB3** **CCRS CD IIA5** **CCRS CD IIA8**  |
| **EXPLAIN** | **Political, Economic, Social Conversation (in Character Groups)** |  |
|  | **Character Groups** discuss the political, economic and social impacts (positive and negative) on their character.Students write a journal or letter to explain the political, economic, and social impact of World War II on their character (see **Character Writing Document**). | **CCRS SS IB3****CCRS SS IF2** **CCRS SS IVA1** **CCRS SS IVA2** **CCRS SS VA2** **CCRS CD IB1 CCRS CD IB3** **CCRS CD IE1****CCRS CD IE1 CCRS CD IIA2 CCRS CD IIA4 CCRS CD IIA5****CCRS CD IIA8 CCRS CD IIC5** **CCRS CD IIC6** |
| **ELABORATE** | **Home Group Collaboration** |  |
|  | Students work with **Home Front Group** members.Each group member reads their written letter to the rest of the group. While each character reads, the other group members use a note-taking format, such as Cornell notes (see **Cornell Notes Template**), to record significant experiences that other **Character Groups** experienced during World War II.Teacher facilitates discussion. Questions to pose:* What are the major issues of World War II?
* What opportunities and obstacles existed on the Home Front?
* What are the economic effects of World War II on the home front?
* Which constitutional issues were raised by federal government policy changes?
 | **CCRS SS IB3****CCRS SS IF2****CCRS SS IIA2****CCRS SS IVA1****CCRS SS IVA2****CCRS SS IV A3****CCRS SS VA1****CCRS CD IIC5**  |
| **EVALUATE** | **World War II Graffiti Wall or Mural** |  |
|  | Distribute one piece of chart paper or butcher paper and markers or paint to each group.**Home Front Groups** create a **Graffiti Wall** or a **Mural** that represents each **Character’s** perspective. Students create a graffiti wall that answers the following question: **What was the most important positive and negative impact on life on the Home Front during World War II?**Students do a Gallery Walk to each **Graffiti Wall** or **Mural**, looking for similarities and differences with their **Home Front Group’s** **Graffiti Wal**l or **Mural.**Teacher facilitates discussion:* Which groups had similar experiences during World War II?
* Which groups had significantly different experiences during World War II?
* Which groups experienced the most change during World War II? Why?
* Did your prediction from the beginning of this lesson change? Why?
 | **CCRS SS IF2****CCRS SS IIA2****CCRS SS IV A3** **CCRS CD IIC6** **CCRS CD IIA4** **CCRS CD IIA8****CCRS CD IIC5** **CCRS CD IB1****CCRS CD IB3****CCRS CD IE1**  |

6. Solutions

Teachers will need to monitor student understanding of the realities for each group. For example, Latinos and African American experienced both positive and negative aspects of life during World War II. Both had increased work opportunities, but both also experienced racism. It is important that students see all sides of an issue.

***Cultural Sensitivity***

As always, teachers should remind students to be culturally sensitive. An important component of this lesson is to ask students to try to empathize with groups who are of a different race, ethnicity and gender and who lived in a different time period.