

**Heather Deiches Wasemann
McKeel Academy of Technology
Lesson Plan World War II Home front**

How did the availability of resources change the lives of Americans at home during WWII?

I. A. Summary

This lesson is designed as a critical thinking classroom or group activity for students to investigate, discuss, and write about the impact the need for resources to fight WWII had on life in the home front. This lesson is designed as one segment of an overall Unit on America's involvement in World War II. Prior to this lesson, students should have previous knowledge of World War II prior to America's entrance into the war: origins and progression of the war, Allied and Axis power relationships, and America's debate over Isolationism and Pearl Harbor.

This lesson uses primary source documents and multimedia from United Streaming, WWII Posters from Dover Publications, and WesselsLivingHistoryFarm.org. To access the materials, you must first go to Wasemann's TAH Lessons website. If you do not have access to the website, send me an email at Heatherwasemann@mckeelacademy.com to request access. Once you have accessed Wasemann's TAH Lessons, click on the provided Glogster link. Make sure your school's filters do not prevent you from gaining access to this link. This lesson specifically looks at documents showing how the government and citizens changed their daily lives in order to support U.S. troops in WWII. This lesson takes approximately two 50 minute class periods and 1 week outside of class for the assessment. Other topics in the chapter would be addressed later on in the week using separate activities not provided. Materials include: Directions and links to the materials.

B. Objectives

1. This lesson addresses Sunshine State Standards SS.A.5.4.5, SS.D.2.4.3, and L.A. 1.4.2, L.A.A 2.4.4., L.A.A 2.4.2, LAA 2.4.7, LAA.2.4.8, L.A.A.2.2.1, L.A.B. 1.4.1, L.A.B. 1.4.2
2. Students will use prior knowledge and primary sources to examine the effectiveness of the government's use of bonds and bond drives in America to financially support WWII.
3. Students will use prior knowledge and primary sources to evaluate the effectiveness of the government campaigns in Americans to reduce the use of natural resources.
4. Students will use prior knowledge and primary sources to determine the impact of rationing in America during WWII.
5. Students will use prior knowledge and primary sources to determine the impact of victory gardens in America during WWII.
6. Students will use prior knowledge of primary sources to evaluate the impact of raw material drives in America in WWII.
7. Students will be able to use prior knowledge and primary sources to answer a document based question in the form of a 3.5 paragraph essay including a well written thesis sentence.
8. Students will be able to use prior knowledge and primary sources to write a persuasive essay that shows organization, uses proper grammatical techniques, and provides supporting arguments centered on proving a thesis.

C. U.S. History Time Period

WII U.S. enters the war. 1941-1945.

D. Grade Levels

The handouts and materials are geared more towards high school or advanced middle school students. The types of activities can be used for any grade level if you modify them to match the curriculum you use and modify the language or vocabulary to fit your students' needs.

E. Materials

1. Your American History Textbook.
2. Link to WWII Home front Glog, Student Research Notes Chart, 1 copy of the DBQ packet per student (instructions, DBQ question, background info, all Documents, copy of the document, and student rubric.

3. Rubrics and References

F. Lesson Time

Two fifty minute class periods. Essay- one week outside of class.

G. Assessment

On separate sheets of paper students will complete the DBQ Essay using his or her outline, the information in his or her document table, and by reviewing the documents. They have one week to complete the assignment outside of class. If applicable, have students type the assignment and turn it in electronically and in hard copy.

II. Lesson Procedures

- A.** Perform the lesson using a projector, teaching to the class, or in groups using student computers. Make sure you can access both the [wasemannhtahlesson website](#) and the WWII lesson glog link with the multimedia. The link to the WWII lesson multimedia is on my website listed below in the upright hand side tool bar. <http://sites.google.com/site/wasemannstahlessons/> . The Glog may take awhile to load. Right click and hold to enlarge posters. Pink circles that appear as you move your mouse signal active links.
- B.** Give students either a paper copy or electronic access to the Research Notes Chart at the beginning of the lesson.
- C.** Either have students explore the materials on the Glog on student computers, or access the materials and media as a class using a projector. Discuss the information in the Glog as a class as you view them. In the Glog there are documents, podcasts, music, and video clips to examine.
- D.** Students take notes in the chart as a group taking turns by topic or take notes in the chart individually.
- E.** Have each group or individuals share sections of their chart and discuss their answers. Give students the opportunity to make corrections or additions to their charts.
- F.** For assessment either have students create a blog as suggested in the Glog, or give students the DBQ Packet. Refer to the DBQ packet for instructions.

Glog own Research Notes Chart

Directions: Watch the video clips, examine the posters, listen to the music, and podcasts about the Home front. In this chart, take notes about the following topics listed on the left. Your notes should answer the question across the top. The information should be based on multimedia you looked at in the Glog. The Glog may take awhile to load. Right click and hold to enlarge posters. Pink circles that appear as you move your mouse signal active links.

Name	Documents	Required Actions by Civilians: Recycle, Conserve, Do it yourself, Invest, Volunteer	How did Americans respond to the government advertisements to perform this civic duty? How did daily lives change? Example: women and children started....instead of....	What Positive or Negative changes in the daily lives of Americans resulted out these government requests to support the war? Example: Led to moral, black-market,...	How effective was this government campaign? How did this request really affect America's ability to fight WWII? Example: By Americans reducing...the country could....
	Bonds, Bond Drive, Taxes				
	Natural Resources: Gas Rationing, Car pools, Electricity				
	Scraping for raw materials: metal, rubber, ect...				
	Victory Gardens				
	Food Rationing				

References

Food Is A Weapon: World War II Poster: Williams Dick, U.S. Office War Food Administration, 1944. From Leniston (ed.), World War II Posters: 24 Full-Color Cards, 2001 Dover Publications.

Of Course I Can: World War II Poster: Unknown Artists, U.S. War Food Administration, 1944. From Leniston (ed.), World War II Posters: 24 Full-Color Cards, 2001 Dover Publications.

Plant a Victory Garden: World War II Poster: Unknown Artist, War Production Office, 1943. From Leniston (ed.), World War II Posters: 24 Full-Color Cards, 2001 Dover Publications.

Profiles of Courage, Controversy, and Sacrifice: World War II: Homefront USA. On Deck Home Entertainment (2003). Retrieved June 1st, 2009, from Discovery Education: <http://streaming.discoveryeducation.com>

Switch off that Light: World War II Poster: Unknown Artist, U.S. Ministry of Fuel and Power, 1943. From Leniston (ed.), World War II Posters: 24 Full-Color Cards, 2001 Dover Publications.

Video Yearbook Collection: 1944. Discovery Education (2004). Retrieved June 1st, 2009, from Discovery Education: <http://streaming.discoveryeducation.com/>

Wessels Living History Farm: Farming the 1940's: Ganzel Group Communication (May 27, 2009). Retrieved June 1st, 2009, from Wessels Living History Farm: http://www.livinghistoryfarm.org!farminginthe40sllife_01.html

When you ride ALONE You ride with Hitler: World War II Poster: Weimer Pursell, U.S. Office of Price Administration, 1943. From Leniston (ed.), World War II Posters: 24 Full-Color Cards, 2001 Dover Publications.

You buy em and we'll fly em: World War II Poster: Wilkensions, U.S. War Production Board, 1943. From Leniston (ed.), World War II Posters: 24 Full-Color Cards, 2001 Dover Publications.

Your Scrap... Brought it Down: World War II Poster: Tudor, U.S. War Production Board, 1943. From Leniston (ed.), World War II Posters: 24 Full-Color Cards, 2001 Dover Publications.