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Primary Sources: World War II

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Product** (2 pages)
- Lesson Plan** (4 pages)
- Primary Source Document** (1 page)

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— PRIMARY SOURCES —
World War II
1939-1945



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How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–77 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

“We Can Do It!”

Standard/Objective

- Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues. (NCSS)
- Students will analyze how the roles of women have changed since World War II and share their information in a graphic organizer.

Materials

copy of the “Rosie the Riveter” poster; copies of the historical background information (page 60); copies of the student activity sheet (page 61)

Discussion Questions

- What is the feminine ideal expressed by this poster?
- Who was “Rosie the Riveter”?
- How does this symbolize a real turning point for American women?
- How did things change for Rosie and others after the war?



“Rosie the Riveter” poster by J. Howard Miller (Corbis)

Using the Primary Source

Have students look at the poster and tell what they think it means. Then have them read the background information sheet (page 60). Use the student activity sheet after the class discussion, sparked by the questions above.

On the board or on chart paper, write *World War II*, *Vietnam*, and *War on Terrorism*. Have the students research to discover how the roles of women have changed throughout these conflicts. Students should record their findings in graphic organizers (e.g., Venn diagram, three-column chart) Would a “Rosie the Riveter” poster be effective today? Why or why not?

Extension Idea

- There are many personal accounts of the working women of World War II available online and in the library. Using *Rosie the Riveter* as a keyword, have each student locate and read at least two accounts of these personal experiences. Students can work individually or in groups. They can present brief oral reports or more elaborate presentations, such as “live” interviews with the women.

"We Can Do It!" (cont.)

Historical Background Information

The woman on this poster, Rose Will Monroe, became the poster child for women workers in the military plants during the 1940s. She was actually working in a Michigan plant riveting parts when she was cast for a war movie being filmed at the factory. Her poster became well known as a symbol for working women. After the war, she drove a taxi, operated a hair salon, and started a home building company called *Rose Builders*. Rose died in 1997 in Indiana at age 77.

Because of Rosie, many women, who had never before worked outside of their homes, entered the high-paying world of war production. Prior to World War II, most women worked in the home raising the family, while the men pursued careers outside.

Women who did work were usually young women who worked as secretaries, clerks, and salespersons. As more and more men were drafted into the armed forces or volunteered, more airplanes, tanks, and trucks were needed. Women flocked to fill the job vacancies.

Women were anxious to fulfill their patriotic duty and help the war effort. Besides, they were offered high wages, which was welcome after the Depression of the 1930s.

Women were not the only ones given job opportunities by the war. Minority men and women were given the opportunity to work alongside white workers. This was in contrast to the Great Depression, when minority workers were either denied employment or given low-wage and low-skill jobs. Teenagers also pitched in the war effort by collecting recyclables including rubber, tin, and steel. They also worked in factories and farms and helped around the home.

After the war was over, the men came home. They replaced the women at the factory jobs, which sometimes caused problems. Many women wanted to stay in their jobs because they were proud of their skills and enjoyed making money. Many men were jealous of the skills their "stand-ins" had received. It was a period of adjustment for America in more ways than one. The factories turned from producing war machines—tanks and bombers—to automobiles and passenger planes. Returning veterans had lots of cash to spend. So there was no more rationing. Thus began the largest building, buying, and spending spree in the United States. Some women remained in the factories, but most (replaced by returning soldiers) had to use their newfound skills in other industries. Some returned home to contribute to America's other post-war industry: the Baby Boom.



War production aides (Corbis)



Name _____

“Rosie the Riveter”

Background Information

The woman on this famous poster is Rose Will Monroe. Rose became the poster child for women workers in the military plants during the 1940s. Because of Rosie, many women who had never before worked outside of their homes entered the high-paying world of war production. As more and more men were drafted into the armed forces or volunteered, more airplanes, tanks, and trucks were needed. Women flocked to fill the job vacancies. After the war was over, some of these women remained in the factories, but most, replaced by returning soldiers, had to use their newfound skills in other industries. Many women returned home to contribute to America’s other post-war industry: the Baby Boom.

Activity

Directions: Examine the “Rosie the Riveter” poster, and read the background information on page 60. Then, complete the following activities.

Knowledge

Who is the “we” in the poster?

Comprehension

What is it that “we” can do?

Application

Would you say that the message is mostly visual, verbal, or both? Why?

Analysis

How did the artist use Rosie to symbolize strength and determination? What other qualities do you think Rosie symbolizes?

Synthesis

Many historians believed that the United States would ultimately win the war “on the farms and in the factories of the nation.” How does this poster represent this idea?

Evaluation

Explain why this is such an effective and well-known image.

Challenge

American ingenuity flourishes, even in wartime. Sometimes technology moves forward even faster in a war, because the government is more concerned with the outcome than the costs. Many innovative items created for warfare ended up as products we use everyday. For example, during the war in the Pacific, scientists were called on to invent something to kill mosquitoes—in order to stop the spread of malaria among the troops. The scientists came up with a “pressurized bug bomb,” which, when modified for peacetime, became the first aerosol cans. Everything from nylon stockings to can openers to Jeeps can be traced to World War II. Research and report on one of these “inventions of war.”

“Rosie the Riveter” Poster



We Can Do It!



POST FEB. 15 TO FEB. 28



WAR PRODUCTION CO-ORDINATING COMMITTEE