This is a lesson that highlights the social impact that WWII had on various groups of people. Some of the groups specified in this lesson include: women, African Americans, and Japanese Americans.

SC Standards and Indicators

5-4.5 Summarize the political and social impact of World War II, including changes in women’s roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments.

Academic Vocabulary

Impact
Ration
Home Front
Victory Garden
Homemaker
Rosie the Riveter

Lesson Materials

Student Social Studies notebooks
SmartBoard Lesson – Impact of War
SmartBoard Lesson – Impact of War printed for groups
Journal Entry Rubric

Lesson Set

Content Objective(s)

Students will be able to summarize the social impact of World War II on a variety of groups of people. Students will be able to explain how the attitude toward women in the workplace changed. Students will be able to summarize the role of African Americans in WWII. Students will be able to describe the internment of Japanese Americans.

Literacy Objective(s)

Students will be able to use the new information from this lesson to write a journal entry in their student notebooks from the perspective of one of the groups of people discussed. Students will be assigned the task of playing the role of a woman, an African American soldier, a child on the home front, or a Japanese American. Students will apply knowledge about the treatment of each of these groups in order to make their response accurate based on the
historical evidence presented in the lesson.

| Lesson Importance | This lesson is important because it introduces students to the idea that life was difficult for many during WWII, not just for the soldiers overseas. Thinking about the war on the home front allows students to relate to the emotions of many groups of Americans during this time. |
| Connections to prior and future learning | All concepts associated with the social and political impacts of World War II are new for 5th grade students. In 8th grade, students will summarize the significant aspects of economic growth experienced by South Carolina during World War II (8-7.1). In United States History, students will summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans (USHC-8.3). |
| Anticipatory Set/ Hook (Engage) | At the beginning of the lesson, the teacher will ask the students to imagine only being allowed to buy cookies from the lunch line once every two weeks. The teacher will explain that there is a (hypothetical) shortage of cookie dough in the cafeteria and therefore students must sacrifice the regularity with which they consume the treat. The teacher will ask students to react to such a rule. |

### Skill Development

**Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.**

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

| Introduce content components | The teacher will explain that such a rule on the amount of a resource or the frequency with which one if allowed to consume it is known as **rationing**. The teacher will use this as the “jumping off point” to explain how things were different during WWII. The teacher will tell students that despite being at home, or on the **home front**, Americans had a very difficult time during WWII. |
| “I do” Skill from literacy objective introduce/explain/model | The teacher will go through slides 2-5 of the SmartBoard file and model how to use information found in the slides to develop a graphic organizer for the journal writing. The teacher will explain to the students that they will be responsible for learning about a specific group of Americans during WWII from the slides. The teacher will then explain that the students need to use this information to create a journal entry from the perspective of that person. The teacher will model this using slides 2-5, the teacher’s journal entry will be from the perspective of a child on the home front experiencing rationing. The teacher will model discovering key information and making a note of it in a graphic organizer for later use on the journal entry. |
Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

| “We do” Activity Description | After the teacher has modeled the use of the slides for preparation of the journal entry, students will be given an opportunity to ask any questions they may have about the assignment. When all questions have been answered, the teacher will divide the class into four heterogeneous small groups. Each group will be assigned a group of Americans: women, African Americans, children on the home front, or Japanese Americans. When the groups have assembled, the teacher will hand out the slides that correspond with each group. Students will work together to look through the slides to discover key information that will help them write from the perspective they have been assigned. Students will have access to primary sources that also relate to the group they are studying. Students will record important information in their student notebooks on their “note taking side”. This will later serve as their graphic organizer for their journal entry. |
| Checking for Understanding-“Informal” Assessment | While the students are working on their notes/graphic organizers, the teacher will circulate the room and listen in on the discussion of the groups. The teacher will ask questions of each group like, “What was one of the struggles your group of Americans dealt with?” and “How was this different in WWII than it had been before for these people?” The teacher will clarify any area that may be misunderstood. The teacher will answer any questions the groups may have. |

Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

| Content Solidified | After about 7-10 minutes of group time, the teacher will call the class back together. At this time, the teacher will display the remainder of the slides 7-11 as the class discusses each group. As the class examines each slide, the group responsible for the group of Americans covered will share the information they learned during their group time. It is during this group sharing that other students will record notes about the remaining groups of Americans. The teacher will also summarize main points about each group and stress necessary points for the class. The teacher will answer any questions the students may have about the social impact of WWII on Americans. |
### Independent Practice

| “You Do” | When the teacher has answered all of the questions about the social impact of WWII on Americans, the students will be assigned the task of using the notes they took in class to create a journal entry in which they explain the situation of their given group and summarize what life was like in the new climate of war. This can be done in class if time permits, or it could be assigned for homework. The teacher will pass out the rubric for the assignment so that students know what is required of them. |

### Summative/ “Formal” Assessment

| Assessment | The formal assessment in this lesson will be the final journal entry turned in by the students. This will be assessed using a rubric. |

### Differentiation

| During Lesson | During the lesson, the teacher can group lower students together and allow them to work on the slides that were modeled to the class. For instance, if the teacher modeled slides 2-5 during Skill Development, these students would use the teacher’s graphic organizer to complete their assignment. |
| Assessment | For students who have difficulty with writing, the teacher may allow them to create a before and after diagram of life during WWII instead of requiring a written response. This assessment still requires the student to show an understanding of the changes that took place for each group as a result of the war. |
Student Name ___________________________

Impact of War Journal Entry Rubric

<table>
<thead>
<tr>
<th></th>
<th>5 – Excellent</th>
<th>4 – Good</th>
<th>3 – Minimal</th>
<th>2 – Lacking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student explained in detail the changes that a group of Americans experienced as a result of the war.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Student summarized the role of a group of Americans during WWII.</td>
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</tbody>
</table>

A: 10
B: 9
C: 8
D: 7
F: 6 or lower

Comments:
_________________________________________________________________________
_________________________________________________________________________
Works Cited


