### Lesson Materials
- Copy of DBQ—Document Based Questioning (located at the end of this document)
- Graphic organizers (located at the end of this document)

### Content Narrative
World War II had a profound social impact on the United States that would
have long term political effects. The nation came together as each American was encouraged to “Do Your Part” in the war effort. Each and every American was called upon to conserve scarce materials by contributing to scrap metal drives and planting “Victory Gardens.” However voluntary conservation was not enough and Americans were required to use ration booklets. The economy was finally pulled out of the Depression by the war efforts. Everyone went to work to help win the war. Women, as homemakers, were responsible for rationing and victory gardens. More women also began to work outside the home. They took the place of husbands, sons, and brothers in factories and built airplanes, trucks, and ships. Although women faced discrimination, ‘Rosie the Riveter’ became an icon of the period. Women were expected to return home when the war ended and the soldiers returned to their jobs. Despite hardships, such as discrimination and lack of child care, many women missed the workplace. This wartime experience helped lay the foundation for the women’s movement of the 1960s.

African Americans demanded the right to wartime jobs and President Roosevelt ordered that they be given opportunity. Many more African Americans moved to cities in the north and on the Pacific coast to work in wartime industries. African Americans made some strides in the military during the war, such as the Tuskegee Airmen; however, they still served in segregated units, as was the experience in previous wars, and were often assigned duties of lesser importance because of racial prejudice that often led those in power to doubt in their capabilities.

The role played by African American soldiers in the war and the treatment by whites on the home front during and after the war ended prompted President Truman to order that the army be desegregated after World War II. The experiences of African Americans proving themselves by serving their country at home and abroad, called the double victory campaign, helped lay the foundation for the Civil Rights Movement of the 1960s.

Japanese Americans faced the most profound discrimination. Following the bombing of Pearl Harbor, one hundred ten thousand Japanese Americans were moved to internment camps in the western deserts of the United States. Made to leave their homes and businesses with little warning or compensation for the loss of their possessions and livelihoods, they were imprisoned behind barbed wire fences without the right to a trial and without proof that they were disloyal. Nonetheless, the Japanese Americans continued to be loyal to the United States. Some of them served with distinction in military units in the European theater.

As a result of the war, political boundaries of some nation-states were changed and some governments were altered. The United States established a democracy in occupied Japan. Germany was divided into four zones and occupied by the four Allied powers. Soon the United States, Great Britain, and France united their zones and helped to create a democratic government in what later became known as West Germany. The Soviet Union established a communist government in East Germany. Berlin, the former capital of Germany, was similarly divided although it was located entirely within the Soviet zone. The Soviet Union also set up
puppet regimes in the eastern European nations that they liberated from German occupation. Although the United States emerged from the war as a dominant world power, it would soon find itself in confrontation with its World War II ally, the Soviet Union. The Cold War had its roots in differences in wartime priorities between the United States, Great Britain and France, and the Soviet Union.

**Lesson Set**

<table>
<thead>
<tr>
<th>Content Objective(s)</th>
<th>The students will analyze the primary sources for women, children, African Americans, and Japanese Americans during World War II. The students will write a paper justify if they believe Americans should support the war effort.</th>
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<tr>
<td>Literacy Objective(s)</td>
<td>Explain how political, social, and economic institutions have influenced the state and nation throughout history.</td>
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<tr>
<td>Lesson Importance</td>
<td>This lesson helps students understand the role women, children, African Americans, and Japanese Americans played in WWII.</td>
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<td>Connections to prior and future learning</td>
<td>The concepts associated with the United States’ involvement in World War II are new to students in fifth grade. In eighth grade, students will compare the ramifications of World War II on South Carolina and the United States as a whole, including the training of the Doolittle Raiders and the Tuskegee Airmen, the building of additional military bases, the rationing and bond drives, and the return of economic prosperity (8-6.5). In United States History and the Constitution, students will summarize the impact of World War II and war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans (USHC-7.2).</td>
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<tr>
<td>Anticipatory Set/ Hook (Engage)</td>
<td>The teacher will ask the students to describe the bombing of Pearl Harbor. The teacher will then read the “Hook Exercise” on the DBQ. The hook is a letter from Corporal Henry G. Rieth. He explains to his family back in Boston the lengths he has gone to in the days after the attack in order to let them know he is safe. The students will answer the corresponding questions with the hook exercise.</td>
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</tbody>
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**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 | Introduce vocabulary as we discuss each primary source. The teacher will go... |
components through each primary source with the students explaining the basic of the source.

“I do” Skill from objective introduce/explain/model  The teacher will give students a copy of the content narrative to the students. The teacher will have the students read the narrative in groups and highlight the important information from the content narrative for their notes. Then the students will explain what they thought was important and why.

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 Include student “explore” components and opportunities for them to explain their learning.

Give students a blank graphic organizer to create how, what, when, where, and why questions. The students will all receive a copy of the DBQ, “Is it an American duty to support the war effort?” The students will work in their groups to analyze the primary sources and complete an organizer for each source. The students will complete and discuss the associating questions on the DBQ for each source. The students should continue to compile the information through the questions on the graphic organizer, the questions on the DBQ, and the content narrative to form their own opinion with justification to the main questions, “Is it an American duty to support the war effort?” (This will take one class period.)

Checking for Understanding- “Informal” Assessment

The teacher will travel to each group checking for understanding of the primary sources through questioning. The teacher will relate each group back to the original question, “Is it an American duty to support the war effort?”

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 common core strategies.

Content Solidified After each group has had a chance to discuss, the teacher and students will go through each primary source and answer the questions associated with each source (See DBQ). The teacher will encourage students to create a discussion based on these sources. The teacher will again pose the questions, “Is it an American duty to support the war effort?” The student responses need to pertain to the focus question and have justification from the sources.

Independent Practice

“You Do” The students will place their primary sources into a graphic organizer. Each source will be placed under the titles: Yes, support the war; No. do not support the war; or Maybe support the war. Then the students are to write a brief statement justifying why the primary source belongs in this category.
Summative/ “Formal” Assessment

| Assessment | The students will then write an essay answering the question, “Is it an American duty to support the war effort?” The students will write five paragraphs and include justification based on the primary sources, content narrative, and graphic organizers to complete the paper. |

Differentiation

| During Lesson | Lower students will be given specific primary sources to discuss which are easier for them to analyze. |
| Assessment | Questioning during the “checking for understanding” component will be geared towards specific students to ensure the students understand the content. |

Reflection

| Lesson Reflection (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson) | Overall, students were involved and understood the main points of the lesson. Groups tended to feel strongly about the children assisting in the war effort. Through this lesson, my students have gained an understanding and consideration of other’s perspectives. Fifth graders are extremely egocentric and since this lesson they are more aware of other people’s feelings and thoughts. If I were to conduct this learning experience differently, I would be more strategic in group placements. I think my students who tend to be shier should be placed together with a not so outgoing individual. This may promote more participation with my students. The all boy group was really strong with their discussion. I feel my boys were more interactive than the girls in discussion. I may have homogenous groups next time to promote more discussion with the girls. I think I would also break up the categories of people being discussed. Perhaps I could have the groups discuss two different categories one day and then have them discuss the other two groups the next day. From here the class could compare the groups. This may have them less focus on one particular group and more willing to discuss the others. Furthermore, assigning specific roles could promote more equality in discussion and the smoothness of group progression. |

Materials

| Lesson Materials | Letter from Corporal Henry G. Rieth. He explains to his family back in Boston the lengths he has gone to in the days after the attack in order to let them know he is safe. |
| Lesson Materials | **December 14, 1941 (postmarked December 24, 1941)** |
| Lesson Materials | Dear Mom and Family |
| Lesson Materials | Hi. I hope you people haven’t worried too much. I sent a telegram yesterday in hopes that you wouldn’t. I know you will understand how busy we’ve been, so excuse me for being so tardy with this first letter. |
I have already told you that I am O.K. in the telegram, which by the way I almost sent collect to convince you that it was me that sent it. They told me at the radio station that it would only take 24 hours at the most to reach you. I hope it did. I also sent a card the beginning of the week which you will probably receive last.

I received a letter from you the other day and was very glad to hear from you. That was the one in which you told me that Marion and her folks were down to see you. I’m sure she’ll be down more often now. So far I’ve only written her a card, but I will also write to her this morning if I can. I hope you sent word to her as soon as you received the gram.

I’ve had to stop writing this 3 times. Here it is Mon. night 8:30. Up since pretty early this morning and quite tired. The greater part of the afternoon I was working in the rear end of the ship I’m on, which for me is pretty close quarters and left me feeling sort of kinky. The boys are doing a swell job of it though and are really taking this whole affair in swell spirits.

I’ve been living or rather sleeping at 3 or 4 different places in the past week. Johnnie and several other fellows and I have managed to stick together though. Wish you could see us at times or maybe it’s better you don’t. I think you might consider disowning me. We still manage to find time to shower and get in some clean clothing. Incidentally, I had a couple of pairs of socks that I wore out on the field which when I took them off I believe would have stuck to the wall if I threw them hard enough. Well anyway I washed them, and I’m telling you I surprised myself. I hope you don’t tell Marion of this, as it would sort of make things a bit difficult if and when I should decide to take her out of circulation, unless someone beats me to it. The boys still rib me about me thinking a gal would wait that long.

I’m sorry pop didn’t have a chance to write a few lines, but then I guess he would have if he could. I also wish you’d tell Elizabeth to just not worry about my taking care of myself such as she has been doing, because it if continues I’ll just have to remind her of her age. That ought to hold her for awhile.

Well mom I’ve just about rambled on enough for one letter and I think I’ll hit the hay and get this off in the morning.

By the way I hope this gets to you before the 26th because I’m going to wish all a Merry Xmas and Happy New Year. I really mean it although things are a bit upset, but it’s nothing that can’t be straightened out. That alone should make us all be able to keep in good spirits. Don’t forget now chins up and please don’t worry. I’d feel a lot better knowing things were that way. So till the next time. I’ll be seeing you.

With Love to You All,

Henry

P.S. Take care of yourselves, and be good. That’s all you have to do. Today I also sent Marion a telegram. I thought I should.

Love,


**DBQ –Attached:**

--Propaganda Poster on title page


--Bill Clinton letter:


--Japanese American image:

<table>
<thead>
<tr>
<th>-- African American:</th>
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<table>
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<tr>
<th>--Women working:</th>
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<table>
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<tr>
<th>--children collecting items</th>
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Teacher made graphic organizers.
WWII: Is it an American duty for American citizens to support the war effort?
Hook Exercise:

Many take advantage of instant communication like text messaging, email, or instant messenger. It is hard to imagine what those stationed at Pearl Harbor on December 7, 1941 and their families went through to get in touch with one another in the aftermath of that terrible day.

This is a letter from Corporal Henry G. Rieth. He explains to his family back in Boston the lengths he has gone to in the days after the attack in order to let them know he is safe.

December 14, 1941 (postmarked December 24, 1941)

Dear Mom and Family

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With Love to You All,
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P.S. Take care of yourselves, and be good. That’s all you have to do. Today I also sent Marion a telegram. I thought I should.

Love,
H

1. What is the purpose of this letter?

2. Why would a message like this be important when fighting a war?
Background Essay:

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As a result of the war, political boundaries of some nation-states were changed and some governments were altered. The United States established a democracy in occupied Japan. Germany was divided into four zones and occupied by the four Allied powers. Soon the United States, Great Britain, and France united their zones and helped to create a democratic government in what later became known as West Germany. The Soviet Union established a communist government in East Germany. Berlin, the former capital of Germany, was similarly divided although it was located entirely within the Soviet zone. The Soviet Union also set up puppet regimes in the eastern European nations that they liberated from German occupation. Although the United States emerged from the war as a dominant world power, it would soon find itself in confrontation with its World War II ally, the Soviet Union. The Cold War had its roots in differences in wartime priorities between the United States, Great Britain and France, and the Soviet Union.
1. Should children work to collect items during WWII? Why or why not?
________________________________________________________________________
________________________________________________________________________

2. Explain what you think children should be during the war.
________________________________________________________________________
________________________________________________________________________

3. Would you feel obligated to support the war effort if you were alive during WWII? Explain.
________________________________________________________________________
________________________________________________________________________
1. Women were homemakers prior to WWII, why did they feel obligated to support the war effort?

_____________________________________________________________________
_____________________________________________________________________

2. How do the women in the image appear to feel about the war? Explain your response.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3. Should women feel this war is a personal event? Why or why not?

_____________________________________________________________________
_____________________________________________________________________
1. Should Americans be required to ration their food during war for a war fought over seas? Explain your answer.

________________________________________________________________________
________________________________________________________________________

2. Why should it be an American duty to not buy things wanted and be limited during this time of war?

________________________________________________________________________
________________________________________________________________________

3. How would you feel if you and your family were made to ration food and other items as an American duty for a war being fought today?

________________________________________________________________________
________________________________________________________________________
1. African Americans were given the dirtiest and most dangerous jobs with poor equipment. Why do you think they were so adamant about fighting in the war?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Do you think African Americans proved themselves as a true American by serving in the war? Why or why not?

________________________________________________________________________
________________________________________________________________________

3. African Americans faced discrimination during the war, why did they still believe fighting was their American duty? Would you fight if you were treated in this fashion?

________________________________________________________________________
Japanese Americans were forced into internment camps because of their heritage.

1. If you were a Japanese American and forced into an internment camp, would you still support the American people fighting in WWII? Explain your response.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Why do you think it took over 50 years for the government to offer an official apology and compensation? Do you think this covered the treatment these people faced?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Would you forgive the American people if this were you and your family? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
After reviewing all of the information and examining the documents, is it the duty of Americans to support the war effort? Compare the evidence you have examined. Put each document in the column you think fits best. Remember, you must support your claim with specific evidence.

<table>
<thead>
<tr>
<th>Yes, it is an American duty to support the war effort.</th>
<th>Maybe, it is an American duty to support the war effort.</th>
<th>No, it is not an American duty to support the war effort.</th>
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</table>

Once you have sorted all of your documents, you will need to write an essay answering the initial question.

**Is it an American duty to support the war effort during WWII?**

**Paper requirements:**

- Must have specific evidence supporting your responses using the primary documentations given.
- Must have an introduction, body, and conclusion.
- Must have appropriate grammar, spelling, and punctuation.
- Must be written neatly and clearly.
Graphic Organizer

Who

When

How

What

Why

Where