

TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY**Louisiana Gumbo Lesson Resource**

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America at War: World War II

Subject Social Studies

Grades 8-11

Time Frame 4-6 days, 50-minute periods. Lesson activities can be modified to shorten the time required for this lesson.

Lesson Abstract

Students collaborate to investigate America at War during World War II. Group research projects include examining the home front, Higgins boats and war industries, German concentration camps, Louisiana prisoner of war camps, and General Claire Chennault's Flying Tigers.

This technology-based lesson integrates primary historical documents and artifacts housed in the LOUISiana Digital Library, <http://louisdl.louislibraries.org>, with classroom instruction.

Lesson Format

Critical thinking and analysis, technology-based lesson, primary source investigation, peer collaboration

Objectives

Students will

1. use analysis guidelines to evaluate primary sources
2. use technology resources and Internet poster collections to research photographs, posters and documents as historical analysis and interpretation
3. demonstrate effective time management by completing tasks in time allotted.
4. work effectively in peer groups.
5. use rubrics provided to guide essay construction, oral presentations and multimedia presentations.
6. demonstrate their ability to organize material through chart construction and completion.

Louisiana Benchmarks**Content Standards and Grade Level Expectations:**

- H-1A-M13 demonstrating historical perspective through the WW II, social, and economic context in which an event or idea occurred;
- H-1A-M4 analyzing historical data using primary and secondary sources;
- H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context;
- H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources;
- H-1A-H4 utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues;
- H-1C-H13 analyzing the causes and international consequences of World War I, the rise and actions of totalitarian systems, World War II, and other early 20th century conflicts;

Educational Technology Standards:

- Make informed choices among technology systems, resources, and services.
- Demonstrate knowledge and skills of Internet use and other resources consistent with acceptable use policies including the legal consequences of plagiarism and the need for authenticity in student work through an understanding of copyright issues.
- Refine knowledge and enhance skills in keyboarding, word processing, desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing and presenting classroom projects
- Collaborate (e.g., desktop conferencing, e-mail, on-line discussions) with peers, experts, and others to compile, synthesize, produce and disseminate information, models, and other creative works.
- Use appropriate technology to locate, retrieve, organize, analyze, evaluate, and communicate information for problem solving and decision making.

Materials

- Copies of current newspapers and/or news-oriented magazines.
- Computers; ratio of 1 computer per 1 student group
- The LOUISiana Digital Library Internet site, <http://louisdl.louislibraries.org>.
- [Poster Rubric](#)
- [Multimedia Storyboard](#)
- [Essay Rubric](#)
- [Oral Presentation Rubric](#)
- America at War: World War II Project Guidelines and Browsing Guide
- [National War Agencies Graphic Organizer Guidelines](#)

Pre-lesson Preparation

1. Make 1 copy per student or group of the rubrics listed under Materials and the [America at War: World War II Project Guidelines and Browsing Guide](#).
2. Divide the class into groups of 2 or 3 students.
3. As needed, schedule or plan for access to computers. Each group of students will need access to a computer and an Internet connection.

Lesson Procedures:

1. Explain that students will work in groups to research a variety of topics related to World War II. Each group will use resources from the LOUISiana Digital Library to research their topic and will complete an activity related to those resources.
2. Explain the projects described on the [America at War: World War II Project Guidelines and Browsing Guide](#).
3. If students are unfamiliar with rubrics, explain the guidelines on each rubric.
4. Assign topics to each group and allow adequate time for task completion. Approximate timeframe: 2 days research, 1 day activity construction, 2 days for presentations.
5. Presentations. To assess each group, use the rubric guidelines indicated on the Browsing Guide.

Assessment

- [Poster Rubric](#)
- [Multimedia Storyboard](#)
- [Essay Rubric](#)
- [Oral Presentation Rubric](#)
- [National War Agencies Graphic Organizer Guidelines](#)

Accommodations/Modifications Built Into the Lesson

- Cooperative grouping
- Small class segments
- Pre-teach vocabulary words
- Activity materials can be modified for individual needs
- Debriefing provides systematic feedback

Extension

Teachers may use this activity with posters from any historical period.

Teachers may also complete this activity using a poster that portrays events that have occurred within the past 5-10 years.

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America at War: World War II Project Guidelines and Browsing Guide

GROUP: PROPAGANDA POSTERS

1. Examine the Directory of National War Agencies. Organize this information by completing a [National War Agencies Graphic Organizer Chart](#).
2. Select one agency mentioned in the report and create a propaganda poster to raise support and public consciousness for that agency. Examine the [War posters--American--1910-1920](#) for ideas. Use MS Paint, PowerPoint or Word to construct your poster. Use the [Poster Rubric](#) for help constructing your poster.

[Directory of National War Agencies: Louisiana - Revised](#)

[Radio Campaign and Timetable for U.S. Crop Corps](#)

America at War: World War II Browsing Guide

GROUP: CHARACTER PORTRAYAL

Meet the man who built the World War II-era Higgins boats that were used to transport American troops to shore during the 1944 Normandy Invasion.

1. Examine the ["We, the People" Radio Program](#) written and delivered by Louisiana businessman Andrew Jackson Higgins. Search the LOUISiana Digital Library [America at War](#) Collection for additional articles about Andrew Jackson Higgins, including copies of his Eureka Bulletin.
2. Write and perform a **Character Portrayal** in which you act out the part of Andrew Jackson Higgins concerning issues he considered important during World War II. Mention specifics such as the importance of war industries and labor and management concerns during the war.
3. Use the [Essay Rubric](#) and [Oral Presentation Rubric](#) for help with your character portrayal.

[Script, "We, the People" Radio Program](#)

America at War: World War II Browsing Guide

GROUP: 1940 SPECIAL RADIO REPORT ON AMERICAN INVOLVEMENT OVERSEAS (FIRESIDE CHAT-STYLE)

1. Search the LOUISiana Digital Library [America at War](#) Collection and the [Louisiana Historical Photographs Collection of the State Library](#) for pictures and documents about General Claire Chennault and the Flying Tigers. (Chennault was from Waterproof, Louisiana)
2. Write and produce a Fireside Chat-style Special Radio Report in which you interview General Clair Chennault about American involvement overseas in 1940.
3. Use the [Oral Presentation Rubric](#) for help writing your script.

America at War: World War II Browsing Guide

GROUP: GOVERNMENT REPORT ON PRISONERS OF WAR

The date is 1944. You have been asked to brief the President concerning U. S. treatment of German prisoners of war. You decide to concentrate on the prisoner of war camp located in Louisiana.

1. Search the LOUISiana Digital Library [America at War](#) Collection and [Camp Ruston Collection](#) for information concerning German prisoners of war. Report on the location and construction of the camp, activities provided by the camp, morale of the prisoners and camp administrators, etc.
2. Use the [Oral Presentation Rubric](#), [Multimedia Presentation Storyboard](#), to prepare your report.

America at War: World War II Browsing Guide

GROUP: PRESIDENTIAL ADVISORY ON GERMAN CONCENTRATION CAMPS

The date is February 1945. You have been asked to brief the President concerning rumors about German concentration camps. You decide to concentrate on the Dachau concentration camp.

1. Search the LOUISiana Digital Library [America at War](#) Collection for information concerning Dachau. Report on the location and construction of the camp, activities provided by the camp, morale of the prisoners and camp administrators, etc.
2. Use the [Oral Presentation Rubric](#), [Multimedia Presentation Storyboard](#), to prepare your report.