Course Title: Ball State Library Archives
Grade level: 6th grade
Unit: WWII

Abstract
This unit introduces children to WWII and some key events that took place during that time. Students will do 5 lessons in the unit covering Pearl Harbor, women in the war, home life, victory over Germany and Japan. The students will watch WWII films at the beginning of each lesson and complete activities regarding information covered by the videos.

Focus Questions
1. What events enticed America into joining the war?
2. What were women's roles in the war?
3. What were the jobs of the home front?
4. What was the significance of the victory over Germany?
5. What was the significance of the victory over Japan?

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<th>Key Concepts</th>
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<td>Students will: 6.1.16</td>
<td>Students will: 1. Students will write a journal entry as if they were there that day describing the events that took place. (6.1.18)</td>
<td>• Pearl Harbor</td>
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<tr>
<td>Modern Era: 1700 to the present. Trace the individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth centuries.</td>
<td>2. Students will describe the roles of women during WWII. Students will compare and contrast roles of women of the present. (6.1.24)</td>
<td>• The Army Nurse</td>
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<td>6.1.17</td>
<td>3. Students will identify the different ways civilians contributed to the war effort. (6.1.24)</td>
<td>• Victory Gardens</td>
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<td>Modern Era: 1700 to the present. Compare the opportunities and dangers related to the development of a highly technological society.</td>
<td>4. Students will create a timeline of the events that led to the United States victory over Germany. (6.1.16)(6.1.18)</td>
<td>• Victory over Germany</td>
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<tr>
<td>6.1.18</td>
<td>5. Students will create a</td>
<td>• Victory over Japan</td>
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<tr>
<td>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and compare</td>
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Instructional Resources

Ball State University Library Archives: http://libx.bsu.edu/

Catalog of Lessons

Lesson 1: Pearl Harbor

Have students watch the WWII film Bombing of Pearl Harbor. Students will discuss the events that took place in the movie. Inform the students of the reasons Japan attacked Pearl Harbor and the impact it had on America. Point out to the students that the attack on Pearl Harbor was the significant event that led to America entering the war. Students will then write a descriptive journal entry as if they were there that day describing the events that took place.

Lesson 2: Women in the War

Have students watch the movie, The Army Nurse. Students will then discuss the roles of an army nurse and then have students research other roles women played in the war. After researching the different roles of women in the war, students will form into groups and discuss what each person found. Students will then research the roles of women in war now and compare and contrast the differences between the roles then and now. Have the students generate a list of the comparisons and differences.

Lesson 3: Victory Gardens

Students will watch the film, Gardens of Victory. Students will get into groups and come up with different ways in which civilians could help the war efforts from the home-front. The students will then research their ideas and figure out the actual ways in which non-soldiers contributed to war efforts. Students will then be asked what they could do to contribute to the war efforts of today. As a class
create a Venn-diagram and compare the different ways we could help today with the ways people contributed during WWII.

Lesson 4: Victory over Germany

Student will watch the film, Victory Over Germany. Then have the students research significant events that occurred between the United States and Germany. The timeline will consist of a summary of the event, major people, and specific identifiable time. Students will use their findings to create a timeline. The students will then present their timeline to the class.

Lesson 5: Victory over Japan

Student will watch the film, Japan Surrenders. Then have the students research significant events that occurred between the United States and Japan. Discuss with the students the significance of the Atomic Bomb and its importance in the victory over Japan. Also discuss the world’s view of America as a major power due to the advancements in technology. The timeline will consist of a summary of the event, major people, and specific identifiable time. Students will use their findings to create a timeline. The students will then present their timeline to the class.

Assessment Tasks

Abstract

This task is to assess lesson 2 & 3: Students are being assessed on the roles of civilians and the roles that women played during WWII, and how they have changed in present times of war. Students are to come up with at least five differences for women’s roles, past to present. Students will then list the different ways in which civilians contributed to the war effort, such as buying war bonds, growing victory gardens, and working in factories to build supplies for troops. Then as a class we will create a Venn-diagram over the contributions of civilians.

Prompt

- http://dvisweb1.bsu.edu/media/wwii/VHS-SP_3869 - army_nurse.aspx
- Computer access for research
- Venn-Diagram charts
- Student’s notes

Directions

Students will watch the movie, Army Nurse. The students will then construct a list of the roles women had as a nurse. Students will research on the internet the other roles women had during WWII and the roles of women have in the military today. Students will compare the roles of the past to the modern. The students will construct a list of the information they found, and present the information to
the class. Students will watch *The Gardens of Victory*. Students will list the importance of growing victory gardens. The students will research other ways in which civilians helped out in the war effort. Students will construct a list of how civilians contributed during WWII. Students will then research how civilians help out in the war effort of today. The class will construct a Venn-diagram together to show comparisons and differences between civilian contributions to the war effort.

**Procedure**

Students will watch the movies, *Army Nurse* and *The Gardens of Victory*. After watching the movies, students will get together in their groups and discuss what they viewed. The students will then construct a list of the roles women had as a nurse. Students will research on the internet the other roles women had during WWII. After researching the roles of women during WWII, they will research the roles of women in the military today. Students will compare the roles of the past to the modern. The Students will present their findings to the class. Students will then watch the film, *Gardens of Victory*. Students will get into groups and come up with different ways in which civilians helped in the war efforts. The students will discuss their ideas with the entire class. The students will then research to find out ways in which civilians contributed to the war effort such as: buying war bonds, growing victory gardens, and working in factories. Students will then be asked what they could do to contribute to the war efforts of today. As a class create a Venn-diagram and compare the different ways we could help today with the ways people contributed during WWII.

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<th>Benchmark</th>
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<tbody>
<tr>
<td>6.1.24 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.</td>
<td>Students must be able to identify at least one role women played in WWII.</td>
<td>Students must create a list of comparison for the roles of women in WWII and present day consisting of at least 2 differences</td>
<td>Students must create a detailed list of comparison for the roles of women in WWII and present day consisting of 4 differences</td>
<td>Students must create a detailed list of comparison for the roles of women in WWII and present day consisting of 5 or more differences.</td>
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<td>Students must be able to identify one way that civilians helped the war efforts during WWII.</td>
<td>Students also must create a Venn-diagram comparing the different ways civilians contributed to the war effort for WWII and present day. Students must have at least 3 contributions.</td>
<td>Students also must create a Venn-diagram correctly comparing the different ways civilians contributed to the war effort for WWII and present day. Students must have 5 contributions.</td>
<td>Students also must create a Venn-diagram correctly comparing the different ways civilians contributed to the war effort for WWII and present day. Students must have 6 or more contributions.</td>
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Assessment Tasks

Abstract

This task is to assess lesson 4-5: Victory of Germany and Japan. Students are assessed over the information they researched to create a list of significant events to form a timeline. Students will then compare the timelines between the victory of Germany and the victory over Japan. Students will also learn about significant events that lead to the victories such as the dropping of the two atomic bombs on Japan. Students will learn how warfare changed forever with the invention of the atomic bomb.

Prompt

- Student's research
- Timeline sheet

Directions

Have the students watch the movie Victory Over Germany. After watching the movie have the students form groups and discuss the major events of Germany, and the significant events that lead to the victory over Germany. Have the students then research the events discussed and create a list of significant events and date. Use the list created to form a timeline. Have the students then watch the movie Japan Surrenders. After watching the movie have the students discuss the major events of Japan, and the significant events that lead to the victory over Japan. Have the students then research the events discussed. Have the students research the importance of the atomic bomb, and how the change in technology changed warfare forever. Have the students form groups and create a list of significant events and date. Use the list created to form a timeline. Use all the timelines to create a class timeline.

Procedure

Have the students watch the movies Victory Over Germany and Japan Surrenders. Following the movies, have the students form together in groups and discuss the movies. Have the students research significant events of the Germans and the Japanese during the war. Have them create a list of significant events, people, and dates. Have the students do specific research on the atomic bomb, and discuss how the change in technology changed warfare forever. Use the list to then form a timeline. Have the students present to the class. Have the students compare the timelines. Have the teacher create a classroom timeline that combines all the timelines into one large classroom timeline. Present the classroom timeline to the PTA.
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<td><strong>1</strong> Students must create a timeline for either German or Japanese events. Students must correctly list main people, significant events, and dates. Students must have at least 3 specific things on the timeline. Students didn’t mention the atomic bomb.</td>
</tr>
<tr>
<td><strong>6.1.17</strong> Modern Era: 1700 to the present. Compare the opportunities and dangers related to the development of a highly technological society.</td>
<td><strong>1</strong> Students must create a timeline for either German or Japanese events. Students must correctly list main people, significant events, and dates. Students must have at least 3 specific things on the timeline. Students didn’t mention the atomic bomb.</td>
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<tr>
<td><strong>6.1.18</strong> Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.</td>
<td><strong>1</strong> Students must create a timeline for either German or Japanese events. Students must correctly list main people, significant events, and dates. Students must have at least 3 specific things on the timeline. Students didn’t mention the atomic bomb.</td>
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