Community Helpers
For Ball State Digital Media Repository
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ASSESSMENT TASK

Abstract:
This task is designed to assess the students' knowledge of different types of careers and volunteers and their importance during WWII. After five lessons about different careers and types of volunteer jobs, the students will be creating a collage that includes 4 different types of people in the community that helped people during the war. They will explain how these jobs are still important to people in communities today.

Prompt:
We will pretend the students are each the mayor of a town during WWII. The students will only be able to choose 4 different careers to help their community. The students must determine which careers they feel would benefit their community the most.

Directions:
Each community is made up of several community workers. We are going to pretend that you can only choose 4 different community workers to help your community during WWII. You can work with a partner or by yourself to come up with any ideas of which ones you would pick. I will be around to ask you questions about your decisions:

1. What were some of your community workers?
2. How did you decide on which 4 you would include in your town?
3. If you could add 2 more, which 2 would you include? Why?
4. How many of these jobs are in your community now days?

Procedure:
The students can work independently or with a partner to decide which 4 community jobs they would have in their town during WWII. They will create a collage using magazine clippings, drawings, and Internet pictures showing the different jobs. The students will answer the previous questions and then will present their collage to the class.

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<td>2.4.2: Identify community workers who provide goods and services for the rest of the community, and explain how their jobs benefit people in the community</td>
<td>Collage depicts 2 or less community jobs, students did not describe why they chose particular jobs, did not relate how these jobs still benefit community today</td>
<td>Collage depicts 3 community jobs, students described why they chose particular jobs, students didn’t relate how these jobs still benefit community today</td>
<td>Collage depicts 4 community jobs, students explain why they chose their particular jobs, students explained which jobs are still benefiting the community today</td>
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Lessons:

Nursing Lesson:

The students will look through the World War II Government Publications: “Volunteers in Health, Medical Care, and Nursing” pamphlet. They will each draw a position out of a hat and will use the pamphlet to explain who can do this job, what the person does, education background required, and any training needed or provided. The students will also include why they think this job is important to the community and war effort. The students will make a short 2 minute presentation and will share with the class the description of the job and why they feel the job is important to the community.

Volunteer Lesson:

Students will be divided into four groups to review the following World War II Government Publications: 96. Volunteers In Child Care (pages 6-8), 98. Volunteers In Family Security (pages 7-9), 100. Volunteers In Recreation (pages 5-7), and 101. Volunteers In The Schools (pages 12-18). Students will review the information in the publications and identify ways that volunteers could provide services in the local community during the Second World War. Within the individual groups, students will discuss the information they have found and decide what information they feel is important to share with the entire class. All groups will come together for a final class discussion to discuss the services that they read about and what they believed to be the most valuable information. After the class discussion, students will individually produce a two columned chart identifying the various voluntary services and how they are similar and different from volunteer opportunities in their local community today.

Citizens Lesson:

Resource: Citizens of tomorrow: a wartime challenge to community action) 
The teacher can explain to the students how people in the community helped each other during World War II through the resource in the Ball State University Digital Media Repository. A few examples you could use the resource mentioned to tell the students would be sacrificing certain foods, sharing cars to save oil for the war, and having every adult who could work in factories. The activity the students would do to relate how people in the community were helping each other during the war can be asking the students how they help out around the house. Explain to the students that as children you help out your family comprehend to how people helped out their family and community during the war. The students will write a list of any way they can think of how they help out their families at
home. If the students cannot think of anything ask them what kind of chores they do at home. After the students make their own list quickly review what they wrote down to make sure there are not any surprises you would not want the other students to hear. The students will now be able to choose when task they wrote down to act out for the class quickly. If a student is shy about acting out their task or chore do it with the student. The last part is talk about the how there were many different tasks among the students and how this helped out their family at the end of the lesson.

Fire Fighters Lesson:

Firefighters will be introduced to the students. The teacher will have to read “The Fire Guards Instruction Manual” and summarize it for the students. She will talk about why the fireguard was so important during WWII times. The children will then create a letter that would have been written to the fireguard during WWII. The teacher will explain to the students the instructions. The students should write to a firefighter that may have existed during WWII. The students will thank the firefighter for their hard work and explain facts that the students learned about how the firefighters helped the community. The letter must follow a friendly letter format that was also taught to the students, and contain at least two facts that the teacher presented to the students about the fireguard in WWII.

Overall Activity:

The student will be assigned one of the community helpers taught throughout the unit plan. The students will be partnered up and given a large piece of butcher paper. The students will choose one of the partners to have the outline of their body traced on the butcher paper. The students will then color, decorate, add tools that the helper may have used, and other various items to the outline of the body to make their life size community helper on the butcher paper. The students will use the information that they learned form the past community helper lessons. The students will then write a description of their community helper. Each pair of students will share their drawing of their community helper along with why they made him or her look the way they did. The pair will also share their written description that must include at least three things that they learned about their specific community helper.