

Chautauqua Summer Institute  
June 20-24, 2007

**Lesson Plan**

**Lesson Plan Title:** Mansfield's WW II Home Front ("Our Story")

**Concept / Topic to Teach:** Mansfield, Ohio's contribution to the WW II "home front effort".

**Grade Level:** 10<sup>th</sup> Grade

**Standards Addressed:** History: #11-A; Economics #5

**Duration:** Two days.

**General Goal(s):** To give students a clear picture of their city's special role in WW II production.

**Specific Objectives:**

- 1) Meeting two O.D.E. Social Studies benchmarks (see above).
- 2) Give students the chance to see a large number of primary sources.

**Required Materials:** Background lecture notes (which I will use the current technology available); *The Americans Reconstruction Through the 20<sup>th</sup> Century*; and general background information on production/mobilization/home front on a national level.

**Primary Sources Used:** Many photos (of which I have a small collection of actual/vintage Mansfield during WW II); dozens of Internet based photos and production documents that were retrieved through many sites (list of sites is available upon request); Mansfield Memorial Museum, 34 Park Avenue West, Mansfield, Ohio field trip. This museum has a very nice WW II theme.

**Warm-up:** Prior to any lecture/discussion, students who have living relatives (or the next generation) who lived in Mansfield (or any other town/city during WW II) tell their stories of what they did for the war effort. Attempt to make a personal connection. My personal stories of my parents and grandparents, etc "breaks the ice" for further discussion.

**Step-By-Step Procedures:** This two-day lesson would be just a part of the study of U.S. involvement in WW II. Thus, a rather comprehensive background has hopefully been built. The following steps would then be taken as part of the "big picture"

- 1) The Americans readings (see below);
- 2) Completion of an ONA (open-note-assignment) from the readings;

- 3) Lecture/discussion/power point/overhead projection of forma notes (of which they are given a copy);
- 4) Field trip to Mansfield Memorial Museum (if funding is available)  
<http://www.mrps.org/>;
- 5) Completing a primary source worksheet on selected items viewed at the museum; and
- 6) Aspects of this Mansfield mobilization would be touched upon as part of the comprehensive WW II Test (150 points), given at the end of the WW II unit.

**Homework and Practice:** Readings from The Americans text (Chapter 17, Section 1, pp. 570-577). I have a question worksheet from the above reading assignment that students are assigned as “homework”.

**Closure (Re-teach):** First of all, much of this lesson would be based upon a rather extensive WW II background on national mobilization. Our closure would cover the mobilization of the entire nation of which Mansfield played a small, but significant role. The use of a “review puzzle” personally constructed from [www.puzzleworks.com](http://www.puzzleworks.com) is a common method I use in re-teaching/closure/review.

**Assessment Based On Objectives:** The principal assessment of the objectives in this lesson plan would be covered as part of a comprehensive WW II test-with multiple choice, matching, true and false, extended response, and short answer questioning.

**Possible Connections to Other Subjects:** Language Arts