



## 2010 *Back to History* Lesson Plan

### “Dominion of War”

<b>Team Members:</b>	Patrick Johnson Kim Wheeler Jen Boggs
<b>Instructional Unit:</b>	World War II: Place
<b>Title of Lesson:</b>	<b>The Global War through Primary Source Images</b>
<b>Grade Level:</b>	10 (but could be modified for other grades)
<b>Description:</b>	This lesson will require students to analyze primary source photographs and propaganda related to World War II and connect the primary source to its geographic location.
<b>Standards:</b> <b>Include Standard,</b> <b>Benchmark Letters,</b> <b>and GLI numbers</b>	History – D. Connect developments related to World War I with the onset of World War II.  7. Analyze the impact of US participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.
<b>Duration:</b>	2 Days

#### Materials and Resources :

- Images from the following web address:
- <https://www.archives.gov/research/military/ww2/photos>



- Trifold with image of the world sketched on its entirety, 4 file folders labeled and attached to the bottom of each corresponding section (United States, Europe, Pacific, propaganda)

**Primary Source Materials with citations:** (Include attachments or link to online sources)

The National Archives. *Pictures of World War II*. 12 Jun 2010.

<https://www.archives.gov/research/military/ww2/photos>

**Warm Up:**

Pose this question to students, "What locations were impacted by World War II?" Provide the class time to consider the question and then discuss. Some famous images could also be displayed and projected with time given for the class to discuss where they are from, and what the images represent. On a world map, allow volunteers to show the rest of the class where they believe the images were taken.

**Instructional Strategies:**

This lesson plan will incorporate ability groupings that require critical thinking, discussion, and a presentation.

**Homework and Practice:**

Have students research and bring to class a primary source photograph from World War II. Students will need to turn in their photo with an explanation as to the locations related to the image, and the impact of the image.



**Assessment Question:**

After the group presentations by the entire class, students should be able to individually answer this question:

“What geographic locations were impacted by World War II? How were these geographic locations specifically impacted by the war? Please provide examples in your writing.”

**WWII Assessment Question Rubric**

	<b>2</b>	<b>1</b>	<b>0</b>
<b>Geographic Locations</b>  <i>/2</i>	<b>Answer clearly explains the global locations of WWII including impact to US, Europe, and Pacific.</b>	<b>Answer partially explains global locations of WWII; however, it lacks detail and specificity in answer.</b>	<b>Answer does not explain global locations of WWII nor does it provide detail.</b>
<b>WWII Impact</b>  <i>/2</i>	<b>Answer clearly explains the impact of WWII on the different regions of the world through examples (i.e. bombing in Japan, DDay in Normandy, internment in US, attack at Pearl Harbor)</b>	<b>Answer partially explains the impact of WWII on the different regions of the world; however, it lacks details or complete examples</b>	<b>Answer does not explain the impact of WWII on the different regions of the world.</b>

Grade: \_\_\_\_\_/4

**Re-teach Activity:**

Model the activity with students using laminated images with detachable backs (velcro). Begin modeling with the most familiar images and those that have already been discussed as a whole class (see warm-up activity). Progress to more abstract images (label the levels on the back for future reference and grading purposes). Also include a description on the back so that students can teach one another without the teacher facilitating (he/she can be alternately assessing students at this point). A more in-depth look at the photography could also lead to conversations about why the images were taken, what feelings are



conveyed by those who are in the images, and/or by those who are viewing the images.

"Why is this one so famous? Can you tell from what viewpoint this photo was taken? What is surrounding the image that tells you these things?"

### **Extension Activity:**

Have a student research five quotes or speeches from WWII and then explain their impact on the war and the locations impacted. A good website to use for an index of famous quotes, including a flag image and exact dates is:

<http://www.worldwar-2.net/famous-quotes/famous-quotes-index.htm>.

Students can then add the quotes to the completed trifold board on the places that were impacted.