

VITAL INFORMATION

Subject(s): American Studies, History

Objective(s):

- Students will write a narration to illustrate how the American Home Front contributed to Allied victory in World War II.
- Students will use technology to create a digital story about the contributions of various groups to the wartime effort.
- Students will participate in a collaborative group project

Purpose:

1. You will become familiar with how an entire society is affected by historical processes.
2. You will also learn how to interpret primary and secondary historical sources.

Prerequisite Skills:

- Unit on the Great Depression
- Introduction to FDR and his role in WWII
- Introduction to US neutrality during the onset of WWII
- Introduction to why the US finally entered into WWII.

Grade Level: 10-12

Materials: Classroom materials needed:

- "[Walt Disney On the Front Lines](#)" DVD
- Computer Projector
- Computer lab
- Microsoft PhotoStory
- Internet Access
- Microphones
- Handouts

Attachments

1. [The 7 Elements of Digital Storytelling](#) Mostly for students who do not understand the concept of a digital story. Will be available on wiki, but not as a handout..
2. [Using Microsoft Photostory3 handout](#) Gives step-by-step directions for using Photostory3.

Links

1. [World War II Home Front Project wiki](#) includes reference material for students, links to free music, images, PhotoStory, Gcast, Gabcast, rubric, directions and examples.

Anticipatory Set: Poll students with the question:

Which Homefront group do you think contributed the most to WWII victory?

- Minorities
- Women
- Industry / Big Business

- Agriculture
- The Media

Input:

- Take attendance
- Have students participate in the homefront poll
- Three clips from **Walt Disney on the Front Lines** dvd
 - "Food Will Win the War" (role of farmers)
 - "Out of the Frying Pan and into the Firing Line" (role of women)
 - "The Spirit of '43'" (role of war bonds)
- Pass out Homefront project handout
- Discuss expectations, copyright, music, Photostory, rubric, due dates, library time
- Questions?
- Project wiki, photostory, atomic learning
- Explain story board/concept map
- Assign groups
- Head to computer lab

Modeling:

- Show use of ww2homefront wiki
- Show example of digital story

Check for Understanding:

Ask students if everyone knows what they are doing before heading to the lab.

Guided Practice:

Students will have the opportunity to begin working on their projects with their group members. Students will begin by reading the chapter on their given topic, filling out their concept map and choosing their images.

Teacher should stop by every group to check on their progress.

Closure:

- Review due dates and expectations for next class.
- Have students write due date in their planner.
- Make sure students are filling out their digital story checklist.

Independent Practice:

It will be the students responsibility to meet and work with their group members outside of class. The next class will also be spent in the library/tech center working on their digital stories. Students will then present their finished project in class. All 7 groups should have enough time to present in one 90 minute block.

Enrichment:

Students can take the opportunity to teach the class about Artists in the United States during WWII. The topic would be "Selling war and Peace in the 'American Century'." Information should be taken out of the book titled Artists of an Era: Artists of World War II by Barbara McCloskey. The chapter on the US, discusses many of the artists who created the posters used in this homefront project which would just expand on the information presented by the other students.

Remediation:

A World War II Homefront thinkquest will be available for students needing a different way to understand the U.S. Homefront during WWII. A student can

go to the given site, research a family that was here during the war and then write a journal entry for a given day. The journal entry would be from the point of view of that family member.

Links

1. **Introduction to the Homefront Families** This simulation will follow the lives of five families during the school year of September 1943-June 1944. This thinkquest uses American families and deals with the American homefront of World War II. Journal writing was a very important part of the World War II homefront.

Standard(s):

MI- Michigan Curriculum Frameworks

- **Subject:** Social Studies

- **Strand I:** Historical Perspective

Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments. A rich historical perspective begins with knowledge of significant events, ideas, and actors from the past. That knowledge encompasses both our commonalities and our diversity exemplified by race, ethnicity, social and economic status, gender, region, politics, and religion. Meaningful understanding of the past involves the integration of historical knowledge and thinking skills. Neither historical knowledge nor thinking develops independently of the other. If our decisions in contemporary life are to be guided by knowledge of the past, we must learn to engage in historical reasoning, to think through cause-effect relationships, to reach sound historical interpretations, and to conduct historical inquiries. Over time and in varying contexts, students develop an increasingly sophisticated historical perspective by drawing upon the following fields of historical thinking:

- **Standard I.2:** Comprehending the Past

All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events. Reading accounts of human events with understanding requires recognition of chronological sequence—the beginning, middle, and end of a story. Comprehension also requires identification of the characters involved, the situation or setting in which the narrative takes place, and the sequence of events through which the story unfolds, including the initiating event(s) and the results.

- **Grade HS - High School**

- **Performance Benchmark 1:** Draw upon narratives and graphic data to explain significant events that shaped the development of Michigan as a state and the United States as a nation during the eras since Reconstruction.

- **Standard I.3:** Analyzing and Interpreting the Past

All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. History is not a succession of facts marching to a settled conclusion. Written history is a human construction and conclusions about the past are tentative and arguable. Documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, and other fragments of the past are subject to analysis and interpretation. Credible reconstruction of the past draws upon a variety of records and compares interpretations that reveal more than one perspective on events. One can engage in "doing history" by assessing historical narratives written by others or by creating a narrative from evidence that has been compiled, analyzed, and interpreted.

- **Grade HS - High School**

- **Performance Benchmark 1:** Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation since the era of Reconstruction.

- **Subject:** Technology

- **Standard 3:** Applying Appropriate Technologies

All students will apply appropriate technologies to critical thinking, creative expression, and decision making skills.

- **Key Idea:** Creative Expression

- **Grade HS - High School**

- **Performance Benchmark 2:** Represent ideas using a combination of technologies aimed at reaching a diverse audience (voice, data, video, graphics, etc).

Assessment/Rubrics: The attached progress checklist and rubric for their class presentation will be used as the final assessment for this project.

Attachments

1. **Digital Storytelling Rubric**