





## Part I: Thematic Primary Source Set

**Topic/Big Idea:** American Home Front during World War II

**Grade Level and Subject Area:** US History II (6th or 7th Grade) Social Studies

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**Date:** October 3, 2015

Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Service on the home front: There's a job for Every Pennsylvanian in These Civilian Defense Efforts.</p> <p>Creator(s): Hishman, Louis, artist Date Created/Published: [Pennsylvania : WPA War Services Project, between 1941 and 1943]</p> <p><a href="http://www.loc.gov/pictures/item/98518713/">http://www.loc.gov/pictures/item/98518713/</a></p>
	<p>Title: Home Safety is Front Line Defense: Conserve - Protect</p> <p>Creator(s): Federal Art Project Date Created/Published: N.Y.C. : N.Y.C. W.P.A. War Services, [between 1941 and 1943]</p> <p><a href="http://www.loc.gov/pictures/item/98516764/">http://www.loc.gov/pictures/item/98516764/</a></p>
	<p>Title: Stamp out the Axis</p> <p>Contributor Names: Phil Von Phul (artist); United States Works Progress Administration (sponsor) Date Created/Published: [Seattle, Washington] Thirteenth Naval District, United States Navy W.P.A. 1941</p> <p><a href="http://www.loc.gov/item/2010648603/">http://www.loc.gov/item/2010648603/</a></p>
	<p>Title: Let Me Do the Talking!: Serve in Silence</p> <p>Contributor Names: Ansley Homer (artist); Federal Art Project (sponsor) Date Created/Published: [California]: No. Cal. WPA Art Program, [between 1941 and 1943]</p> <p><a href="http://www.loc.gov/item/98518112/">http://www.loc.gov/item/98518112/</a></p>



## Part II: Classroom Activity Plan

**Essential/Investigative Question:** How was propaganda designed to influence public opinion in the United States and affect action on the home front during World War II?

**Objective(s):** The student will be able to identify and explain propaganda efforts made by the United States local and federal governing bodies during World War II.

**Standard(s) Addressed:** SOL USII.7c: The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by c) describing the impact of the war on the home front

### Procedure:

My goal with this lesson will be to have students think more critically about propaganda and realize why it was created during World War II. Through the activity, I hope to have students better understand the level of fear and paranoia, but also patriotism, that enveloped the country during this time. I also seek to emphasize the importance of making inferences about primary sources before formally learning about them. I would like to have the students apply what they have learned about World War II when learning about how the “folks at home” were affected by all the political maneuvers around the world. Because this lesson is for an older age group, the lesson is more involved. In an actual classroom, I would probably need two days to teach it!

1. Students will be divided into four groups. I will give each group a different reproduction of each propaganda poster. (For example, one group will receive the “Service on the Home Front” poster, the next will receive the one that says “Home Safety is Front Line Defense,” etc.) I will write questions on the board for each group to answer on a scrap sheet of paper using only their prior knowledge to make inferences: “What year was the poster created? Why was it created? Where was it created? Was it part of a broader campaign? What were events surrounding its creation?” The groups will discuss and answer these questions as a group in about 10 minutes.
2. Each group will then be given time to research the answers to their questions using their textbooks and the Internet. (I am assuming that I will have access to at least a few computers.) I will give them about 20 minutes to do so.
3. After finding the answers to those questions, students will have to compare them to what they had originally predicted and write individual reflections about what surprised them the most from what they learned. I will give them about 15 minutes to do so.
4. Following their research, each group will present their most interesting and important findings with the class. This will take about 30 minutes.
5. We will wrap up the lesson with a discussion about what each group noticed about their propaganda poster and what was happening in the country and the world at the time. This will take about 20 minutes.
6. For homework, students will have to create their own individual propaganda posters for either the World War II era or current day and write a short paragraph explaining it.

