

**Lesson Plan Title:** Living in Minnesota during World War II

**Concept / Topic To Teach:** The impact of government and community sponsored programs that were used on the home front in Minnesota during World War II

**Minnesota Academic Standards Addressed:**

1. *The student will understand* the origins of World War II, the course of the war, and *the impact of the war on American society.*

**General Goal(s):**

1. Students will describe the impact of the war on people at home during World War II.

**Specific Objectives:** This lesson will allow the student to understand what life was like for Minnesotans at home shortly after the United States enters World War II. The student will:

- a. Read and interpret secondary selections from Dave Kenney's Minnesota Goes to War: The Home Front During World War II regarding Minnesotans living at home during World War II
- b. Analyze primary documents from the Minnesota Historical Society regarding Minnesotans living at home during World War II
- c. Plan and conduct an oral history with someone who lived in Minnesota during World War II

**Required Materials:**

1. *Poster Analysis Worksheet* – copies for each student (attached)  
[http://www.archives.gov/education/lessons/worksheets/poster\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf)
2. Chapter 2 (pages 38-68) of Dave Kenney's Minnesota Goes to War: The Home Front During World War II – copies for each student
3. *How to Conduct a Literature Circle Handout* – copies for each student or an overhead for students to look at
4. *Document Analysis Worksheet* – copies for each student (attached)  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)
5. *Oral History Guidelines* - attached
6. *Oral History Rubric* – attached

**Anticipatory Set (Lead-In):**

1. After you have introduced students to the necessary background regarding World War II (causes, key figures, U.S. involvement, etc.), instruct them that now they are going to focus on what life was like living in the state of Minnesota during World War II. Specifically, pose this question to students:
  - a. *What was life like in Minnesota during World War II?*
2. Pass out copies of Chapter 2: The Home Front from Dave Kenney's book Minnesota Goes to War: The Home Front During World War II to each student.
3. Show war advertisement on page 40. Use Poster Analysis Worksheet from the National Archives website to spark conversation regarding how Minnesotans may have viewed the war.

4. Read the introductory part of the chapter together as a class (page 38-41). Discuss where appropriate.

### **Step-By-Step Procedures:**

5. Now divvy up the chapter into 3 parts. Put students in groups and assign each group a part of the chapter. The chapter can be divided in these 3 part:
  - a. Part 1 – Civilian Defenders – pages 41-48(OCD, blackouts, etc.)
  - b. Part 2 – Consuming for Victory – pages 48-47 (OPA, Victory Gardens, rationing, etc.)
  - c. Part 3 – Waste Not – pages 57-64 (salvage drives)

Have groups read their selected parts and then conduct a literature circle. You may wish to allow students to choose their own roles based on their strengths. The directions for running a literature circle are attached. An entire class period or two may be needed for the literature circle. Use your discretion. Serve as a facilitator at this time.

Allow each group/literature circle share what they came up with the other groups. Promote discussion.

6. Afterwards, tell students that their next task is to locate a primary reading/document from a Minnesotan who lived at home during World War II era. Direct them to the Minnesota Historical Society website and the *Minnesota's Greatest Generation* online exhibit. Instruct students to go to the *In Their Words* portion of the online exhibit. Click on *The War* and then *Stories from the War* and the *Keeping the Home Fires Burning* at the bottom of the page. Students are to find a primary reading/document from this website to analyze. Give them time to peruse the site because there are numerous sources.

You may wish to predetermine the sources that are to be used and have them already printed out depending on the availability of computer labs. Pass out the Document Analysis Worksheet to each student. You may wish to pair students up or keep them in their same groups from the previous activity.

7. Allow your students time to share the answers with the rest of the class.

### **Plan For Independent Practice:**

8. Now students are going to conduct an oral history/interview with someone who lived during the time period and in Minnesota. Brainstorm with you class both possible interviewees and questions. Encourage students to use what they recently learned when creating their questions.
9. Help students set up interviews. You may wish to call community members to come in. You may also want to partner students up if you have a hard time locating enough people to interview.
10. Use Oral History Guidelines (attached). Go over with students.
11. Give students plenty of time to conduct their oral histories.

### **Closure (Reflect Anticipatory Set):**

12. Students will write a paper based on their oral history. Use guidelines provided. Before they turn in, have a roundtable discussion on what they learned.

### **Assessment Based On Objectives:**

1. Poster Analysis Worksheet
2. Literature Circle – observe

3. Document Analysis Worksheet
4. Oral History Paper

**Adaptations (For Students With Learning Disabilities):**

1. Any questions on the document analysis sheets can be modified and condensed as well as the requirements of the oral history.

**Extensions (For Gifted Students):**

1. Assign other chapters of Dave Kenney's Minnesota Goes to War: The Home Front During World War II. Have students conduct other literature circles.
2. Have students submit their oral histories to local museums based on criteria given by each organization.
3. Create a mural based on what was learned during this time frame.

**How to conduct a Literature Circle**

1. Mr. Boe will assign you a reading. You will all be expected to read the selected reading.

2. Each participant is assigned a different role as a reader.
  - a. **Discussion director** – Your job is to write down some good questions about the story that you think your group would want to talk about.
  - b. **Artful artist** – Your job is to draw a picture of something about the story. Don't let anyone see what you are drawing. When you show your group the picture, they will have to guess what you drew. After they guess, tell them what you drew and why you drew it. It might be
    - i. A character
    - ii. A problem
    - iii. A funny part
    - iv. An interesting part
    - v. A scary part
  - c. **Word wizard** – Your job is to pick two special words in the story. They might be words that are new, weird, interesting, funny, descriptive, or important. When it is your turn to share, read the sentence from the book and tell what word you thought was special. Tell your group why you picked that word.
  - d. **Connector** – Your job is to make connections between what you read and your own life. Write about what the story reminds you of. It might be
    - i. Something from your own life
    - ii. Something that happened at school
    - iii. Another story that you have read
3. Read independently and quietly.
4. Get together in a literature circle and share your thoughts about your connections.

## Poster Analysis Worksheet

1. What are the main colors used in the poster?

\_\_\_\_\_

2. What symbols (if any) are used in the poster?  
\_\_\_\_\_
3. If a symbol is used, is it  
1. clear (easy to interpret)? \_\_\_\_\_  
2. memorable? \_\_\_\_\_  
3. dramatic? \_\_\_\_\_
4. Are the messages in the poster primarily visual, verbal, or both?  
\_\_\_\_\_
5. Who do you think is the intended audience for the poster?  
\_\_\_\_\_
6. What does the Government hope the audience will do?  
\_\_\_\_\_
7. What Government purpose(s) is served by the poster?  
\_\_\_\_\_
8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?  
\_\_\_\_\_

## Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter     | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent     | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report        | <input type="checkbox"/> Other                |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

3. DATE(S) OF DOCUMENT:

\_\_\_\_\_

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

\_\_\_\_\_

POSITION (TITLE):

\_\_\_\_\_

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

\_\_\_\_\_

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

B. Why do you think this document was written?

\_\_\_\_\_  
 \_\_\_\_\_

C. What evidence in the document helps you know why it was written? Quote from the document.

\_\_\_\_\_  
 \_\_\_\_\_

D. List two things the document tells you about life in the United States at the time it was written:

\_\_\_\_\_  
 \_\_\_\_\_

E. Write a question to the author that is left unanswered by the document:

\_\_\_\_\_  
 \_\_\_\_\_

## 60 Points

In this experiment you will have the opportunity to record oral history. If you have a tape recorder, or if you can get one from school, use it in this experiment. You'll want to get a long tape (60 or 90 minute cassettes are best) so that you don't run out of tape in the middle of your subject's story.

If a tape recorder is not available, use a notebook and pen. Write down the important parts of your subject's stories. Don't try to take down every word, or you will miss most of what is being said. Just jot down the essentials, especially those words which will later remind you of the entire story.

### **You will be interviewing a person who lived in Minnesota during WW II.**

**Preparation** – This is extremely important. If you are poorly prepared, your interview will probably not go smoothly.

- a. Make a list of possible people to interview that fit the criteria of the project.
- b. Create some very good open-ended questions. However, realize that some of the best questions are those that come up during an interview.
- c. Be sure to arrange for a quiet place and an interview time when you will not be interrupted.
- d. Make every effort to obtain a tape recorder; having to take notes will interfere significantly with the flow of the interview and may cause the interviewee to make his/her answers unnecessarily brief. If you must depend only on notes, consider breaking the interview into two shorter sessions.

### **Interview**

- a. Think of yourself as a reporter. A good reporter knows that being interested and politely persistent usually allows you to get the most information.
- b. If you are tape recording the interview, make sure you garner permission to do so.
- c. Begin with an open-ended question – one that can't be answered with a yes, no, name, or date. The first question you ask will set the tone for the responses you get throughout the entire interview. An example of an open-ended question is: "How would you describe the city or town where you lived when you were a teenager?"
- d. Ask only one question at a time. Wait for the complete answer. If there is a pause, don't feel obligated to fill it in with another question. This allows the subject to fill the space with his or her own thoughts and feelings.
- e. Use words like "Why," "How," "Describe," "Tell me about" when you ask your questions.
- f. Don't interrupt a good story. It may not relate to what you asked, but let it run its course. You might like the ending.

- g. “It was this big,” and “I ran from here to there,” means little when the tape is played back. Add verbal descriptions to any vague gestures: “You mean about as big as a box of Kleenex?”
- h. Do not antagonize your interviewee by pressing him/her too hard to answer a question he/she has indicated he/she does not wish to discuss.
- i. One question everyone should ask is, “What would you do differently if you were in high school today?” or “What have you learned in life that you wished you’d known then?”

### **Post Interview Tasks**

- a. Thank your interviewee profusely for the time and effort made. Give the interviewee the interview feedback sheet. They are to fill it out and put in a sealed envelope.
- b. As soon as possible after finishing the interview, listen to the tape or review your notes and jot down any follow-up questions you might have. Ask for this further information as soon as possible.

**Project** – Use this format for your final paper:

- a. **Cover Page** – Use a title that refers to a key point in the life of your subject, preferably a quote from your subject, and a subtitle that includes the subject’s name.

Example:                                   It’s a Fabulous Friday!  
  An Optimist Speaks, The Life of Lana Brody

- b. **Biography** – Summarize your interviewee’s teen life in a 2 – 3 page biographical paper that has an appropriate opening and conclusion. Be sure to compare and contrast your interviewee’s life with that of a modern teen/middle school student, either in the body of the biography or in a section at the end.
- c. **Appendix** – Comment on your experience as an interviewer and listener. Was it hard or easy to do the interview? Why? What did you do well and poorly? What questions would you add or delete?
- d. If possible, type the paper double-spaced. If not, write neatly in cursive in blue or black ink, leaving a right margin.

## **Oral History Interview Feedback Sheet**

Student Name: \_\_\_\_\_

Interview Date: \_\_\_\_\_

Location of Interview: \_\_\_\_\_



## Interviewer Information

Name: \_\_\_\_\_

Relation to student: \_\_\_\_\_

1. **Appearance of student:** *Appropriate attire, well groomed, posture*

5      4      3      2      1  
 Good      Fair      Needs Improvement

2. **Attitude of student:** *Positive, polite, poised, enthusiastic...asked permission to tape record if tape recorder was available*

5      4      3      2      1  
 Good      Fair      Needs Improvement

3. **Questions from student:** *Open-ended questions, easy to understand, appropriate follow-up questions, engaging questions, gave adequate time to answer questions*

5      4      3      2      1  
 Good      Fair      Needs Improvement

4. **Preparation For Interview**

- on time
- questions ready
- used words like “how, why, describe” to begin most questions
- was in control of interview

5      4      3      2      1  
 Good      Fair      Needs Improvement

5. **Active Listening:** *Eye contact, direct, concise answers, asking appropriate questions, THANKED YOU AFTERWARDS*

5      4      3      2      1  
 Good      Fair      Needs Improvement

**General Comments:**

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Interviewee signature: \_\_\_\_\_

NAME: \_\_\_\_\_

### Oral History Rubric NYMHS – U.S. History

Criteria	2 - POOR	3 - POTENTIAL	4 - GOOD	5 - EXCELLENT	Score
Questions	* sketchy questions	* questions show some	*for the most part they	*very detailed questions	

	*not open-ended questions *messy/not organized	potential of being open-ended *somewhat messy/not organized	are very detailed and open-ended *for the most part questions are organized and neat	*open-ended questions *neat and organized	
<b>Notes/Transcription</b>	*sketchy notes *hard to read and understand *notes are not linked to the questions asked	*some aspects of notes are thorough...shows some promise *some questions are linked to the interview answers	*for the most part very thorough notes *for the most part easy to read and understand *for the most part notes are linked to the questions asked	*very thorough notes *easy to read and understand *notes are linked to the questions asked <b>Tape recorded!</b>	
<b>Cover Page</b>	*does not meet criteria for cover page	*meets very little criteria for cover page	*meets most criteria for cover page	*meets all criteria for cover page	
<b>Biography</b>	*does not meet criteria for biography  *numerous spelling and grammar errors	*meets some criteria for biography  *several spelling and grammar errors	*meets most criteria for biography  *some spelling and grammar errors	*meets all criteria for biography  *no spelling and grammar errors	
<b>Appendix</b>	*does not meet criteria for appendix  *numerous spelling and grammar errors	*meets some criteria for appendix  *several spelling and grammar errors	*meets most criteria for appendix  *several spelling and grammar errors	*meets all criteria for appendix  *no spelling and grammar errors	
<b>Interviewee Comments</b>	*not flattering comments from interviewee	*some promising comments from interviewee	*good comments from interviewee	*excellent comments from interviewee	
<b>Total</b>					X 2 =