



1925 – 1949

The Home Front

lesson plan

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L1

LESSON PLAN

The North Platte Canteen and World War II

Activity Grade Level

8

HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Lesson Objectives

1. Students will analyze the rise and decline of the North Platte Canteen.
2. Students will evaluate the role played by the railroad in the transportation of American troops during World War II.
3. Students will assess the significance of volunteerism in North Platte and surrounding communities during World War II.
4. Students will develop skills to analyze primary resources.

Nebraska Department of Education Content Area Standards**Nebraska State Social Studies/History Standards**

SS 8.1.1; SS 8.1.2; SS 8.1.2.a; SS 8.1.2.b; SS 8.4.1; SS 8.4.1.a; S 8.4.1.b; SS 8.4.2; SS 8.4.2.a; SS 8.4.2.b ; SS 8.4.4; SS 8.4.4.b | SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.4; SS HS.4.5

Nebraska State English Language Arts Standards

LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency

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Introduction

Provide students with a copy of the following quotations and after they had read the information, conduct an oral discussion by using the following as a guide for the discussion:

1. What was the North Platte Canteen and why was it created?
2. Who paid for the goods and services provided by the canteen?
3. Why would so many soldiers pass through North Platte? Would the same be true during the Korean, Vietnam, Afghan, and Iraq wars? Why or why not?
4. Why were so many women involved in the canteen activities? Were there women serving in the United States Armed Forces in World War II?
5. Why would the national government attempt to keep troop train movements a secret?
6. Has there been any similar effort like the North Platte Canteen during other wars in which the United States has been engaged?

“It might have been a dream — but it wasn’t. Six million soldiers who passed through that little town — six million of our fathers, before we were born. And every single train was greeted; every man was welcomed.”

“Starting in December 1941 and throughout World War II, volunteers in North Platte, Neb., greeted and comforted millions of soldiers and sailors heading off to battle as troop trains made brief stops in the little town.” “Of course, most of the servers were women, and that was a gentler time. One local group made popcorn balls, with tiny pieces of paper holding names of local girls who could write to the men.

Many friendships and at least one marriage resulted.” “The only federal funding for the North Platte Canteen was a five-dollar bill that President Roosevelt sent from the White House because he had heard about what was taking place in North Platte, and he wanted to help.” “Train movements were supposed to be secret, but after awhile the railroad staff would spread the word. GIs, mostly teenagers dazed by their new world, remembered North Platte for the rest of their lives.”

“During the initial days of World War II, when troop movements were considered a military secret, word about the pending arrival of troop trains in North Platte was reportedly given by UP special agents only to head canteen officials. They in turn would alert other volunteers to come to the depot by calling and saying, ‘I have the coffee on.’ “

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Resources

- National Archives *Photograph Analysis Worksheet*, *Written Document Analysis Worksheet*, *Motion Picture Analysis Worksheet*, *Cartoon Analysis Worksheet*, *Artifact Analysis Worksheet*, and *Sound Recording Analysis Worksheet*, in the RESOURCES section of this document
- How to Conduct and Use Oral Interviews Worksheet, in the RESOURCES section of this document
- Multiple-choice quiz, at the end of this lesson plan
- Original Documents Library/Archives Nebraska State Historical Society reading rooms of the Society at 1500 “R” Street in Lincoln.
- Report from Nebraska: The North Platte Canteen Film Footage (Av2.265.04) This footage, taken by U.S. Army filmmakers, shows the community spirit and dedication behind the North Platte Canteen.

Books

- Cool, Robert N. “They Serve Our Service Men.” *Readers’ Digest Magazine*. April 1944. P. 129.
- Hinman, Daisy C. “The North Platte Canteen.” *Nebraska History*. Vol. 25. Pp. 124-128.
- *Nebraska History*. Vol. 76. Nos.2 and 3. Summer/Fall 1995. Pp. 54-143. [Discussion of Nebraska during World War II]
- Pratt, William, C. “Change, Continuity, and Context in Nebraska History, 1940-1960.” *Nebraska History*. Vol. 77. No. 1. Spring 1996. Pp. 45-54.
- “Teaching U.S. History with Primary Sources.” *Social Education*. Vol. 67. No. 7. November/December 2003, Pp. 372-428.
- “What Did You Do in the War?” *Nebraska History*. Vol. 72. No. 4. Winter 1991. Pp. 157-250. [Photograph and text of North Platte Canteen, p. 246]

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Magazines

- Armstrong, R.M. "Nebraska and Nebraskans at War". Nebraska History. Vol. 24. 1943. Pp. 174-180.
- Hartman, Douglas and Paul, Andrea I. "The Butler B. Miltonberger Collection." Nebraska History. Vol. 69. No. 4. Winter 1988. Pp. 199-203.
- "Nebraska Women in the War". Nebraska History. Vol. 25. 1944. Pp. 119-128.
- "Nebraskans at War: Heroes, Commanders, Correspondents, Commentators." Nebraska History. Nos. 1-2. 1944. Pp. 1-147.
- [Series of articles on Nebraska and World War II]. Nebraska History. Vol. 76. Nos. 2 and 3. Summer/Fall 1995. Pp. 54-143.
- "What Did You Do in the War?" Nebraska History. Vol. 72. No. 4. Winter 1991. Pp. 158-258.

Pamphlets

Nebraska Trailblazer. "World War II." No. 21

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Internet Resources

- Daryl Cagle's Professional Cartoonists Index. <https://www.cagle.com/>
- "Furlough Train Ticket." <https://www.gilderlehrman.org/collection/glc0961114803>
- General Scoring Rubric—Thematic Essay
http://www.socialstudieshelp.com/Thematic_Esaay_Rubric.htm
- Graphic Organizers. <http://www.graphic.org/venbas.html>
- Graphic Organizers. Venn Diagram Expanded <http://www.graphic.org/venexp.html>
- Nebraska History. "Flashback Friday: Shelton Farm Girl Remembers the WWII North Platte Canteen" <https://history.nebraska.gov/blog/flashback-friday-shelton-farm-girl-remembers-wwii-north-platte-canteen>
- History Nebraska: Nebraska Trailblazers.
<https://history.nebraska.gov/education/trailblazers>
- Nebraska Academic Standards. <https://www.education.ne.gov/contentareastandards/>
- History Nebraska. <https://history.nebraska.gov/>
- Nebraska State Social Studies/History Standards. <https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>
- Nebraska Studies. Key resource for this lesson. <http://nebraskastudies.org/>
- Ordering Back Issues of the Nebraska History Magazine. <https://history.nebraska.gov/publications/nebraska-history-magazine>
- Rubrics General Rubric <http://www.socialstudieshelp.com/rubric.htm>
- The American Memory Collection. All Collections. <https://memory.loc.gov/ammem/amtitle.new.html>
- The American Memory Collection. Library of Congress.
<http://memory.loc.gov/ammem/ammemhome.html>
- The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.
- "Questions for Analyzing Primary Sources." <https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=>
- The National Archives "Document Analysis Worksheets"
<http://www.archives.gov/education/lessons/worksheets/>
- "Using primary Sources - The Library of Congress"
<http://www.loc.gov/teachers/usingprimarysources/>

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The North Platte Canteen and World War II

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Process

1. On this Nebraska Studies website, have students read the background information on the *North Platte Canteen*.
<http://www.nebraskastudies.org/1925-1949/on-the-home-front/the-north-platte-canteen/>
2. Use the following questions as a guide for the discussion of the North Platte Canteen:
 - a. What sorts of similar volunteer efforts can you identify from the recent past? Compare & contrast
 - b. What is a canteen?
 - c. What was the purpose of the North Platte Canteen? Were there other canteens like North Platte's?
 - d. Did the national government provide the funds for the North Platte Canteen? If not, who did?
 - e. Was the North Platte Canteen successful in achieving its objectives?
 - f. What is the connection between steam locomotives and the North Platte Canteen?
3. Model for students how to analyze primary resources by using the National Archives *Photo Analysis Worksheet* (in the RESOURCES section of this document) as a guide for the analysis. Use the photograph of Lyda Swenson of North Platte presenting a birthday cake to Army PFC Clifton Hill as the primary resource to be analyzed (on the same page as in step #1 above).
4. Instruct students to access the letter written by Rae Wilson (on the same page as in step #1 above) and have them use the National Archives *Written Document Analysis Worksheet* (in the RESOURCES section of this document) as a guide for analyzing the letter.
5. Have students access the video clip of John Eugene Slattery offering to sell the shirt off his back located on the Nebraska Studies website on the same page as in step #1 above). Have students use the National Archives *Motion Picture Analysis Worksheet* (in the RESOURCES section of this document) as a guide for analyzing the video.
6. Have students read the letter written by E.N. Terranova expressing his appreciation for the services provided by North Platte Canteen (on the same page as in step #1 above). Conduct an oral discussion with students using the National Archives *Written Document Analysis Worksheet* (in the RESOURCES section of this document) as a guide for the discussion.
7. Review the content of the North Platte Canteen section of the Nebraska Studies website by conducting the following cooperative learning activity:

Assign students to one of the following groups and tasks:

 - Group 1: Evaluate how the canteen evolved and its purpose.
 - Group 2: Analyze the effectiveness of the canteen.
 - Group 3: Determine what happened to the headquarters building of the canteen and what role the Union Pacific Railroad played in the creation and demise of the building.
 - Group 4: Ascertain why similar canteens were not created during the war in more recent wars such as: Korea, Vietnam, Desert Storm, Afghanistan and Iraq.

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Learning Advice

1. Provide students with a copy of the following terms and have them define and explain the significance of each term listed: *Union Pacific Railroad*, *William M. Jeffers*, *troop trains*, *National Guard*, *Company D of the Nebraska National Guards*, *Rae Wilson Slattery*, *steam locomotive*, *John Eugene*, and *Cody Hotel*.
2. Review the History Nebraska website at <https://history.nebraska.gov/> and familiarize students with the Nebraska History magazine located at: <https://history.nebraska.gov/publications>. Teachers/ students can order copies of the magazine from the NSHS or check with their local library to see if they have copies. Try to secure a copy of the Winter 1991 Vol. 72. No. 4 issue of Nebraska History, which contains articles that are useful for discussing World War II issues.
3. Review the contents of the Nebraska Department of Education Social Science Resource Home Page and review the links with students. <https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>.
4. Purchase a copy of the National Council for Social Studies Social Education issue for November/ December 2003, which contains several articles on “Teaching U.S. History with Primary Sources.” This issue contains copies of the various National Archives worksheets that can be used to analyze various primary resources. There are a variety of articles that provide information on how to locate primary documents on-line as well as in the local community.
5. Instruct students to try and interview a person who lived in Nebraska when the North Platte Canteen was in operation or a person who served in the U.S. Armed Services who experienced the services of the canteen and use the *How to Conduct and Utilize Oral Interviews* (in the RESOURCES section of this document) as a guide for conducting the interview.

Conclusion

Students will have learned why the North Platte Canteen was created and how effective it was during World War II. They will also have learned how important the role played by the railroads was during the war. Students will realize the important role “volunteerism” played in raising the morale of American soldiers and evaluate whether that spirit manifested itself during later wars in which the United States became involved. Finally, students will develop analytical skills necessary to evaluate primary resources.

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Assessment Activity

One or both of the following activities could be used to assess student knowledge.

Activity Number 1: Essay

Instruct students to write a minimum 500-word essay analyzing the North Platte Canteen program during World War II. Students should include a discussion of why the canteen was created, its effectiveness, the role played by the railroad, and why such a program was not created during the wars in Afghanistan and Iraq.

Tell students to include a thesis statement, documentation, a conclusion, and a bibliography. Use a rubric to assess student knowledge. Provide students with a copy of the rubric that will be used to determine the grade they receive on their essay. Teachers can create their own rubric or use one of the following rubrics:

Rubric

A rubric is a rating system or scoring tool, which lists criteria used to determine a student's level of proficiency in performing a task. A rubric generally describes gradations of quality for each criterion. (Ginsberg and Wlodkowski, 2000; Moskal, 2000; Brualdi, 1998; Wiggins, 1998).

General Scoring Rubric--Thematic Essay

http://www.socialstudieshelp.com/Thematic_Esaay_Rubric.htm

Rubrics General Rubric <http://www.socialstudieshelp.com/rubric.htm>

North Platte Canteen & WWII Multiple-Choice Quiz

Name _____ Period No. _____

Directions: Circle the best answer.

1. The North Platte Canteen played any important role in which of the following wars:
A. World War I
B. Korean War
C. Gulf War
D. World War II
2. The costs of the services and goods made available by the North Platte Canteen were provided by:
A. the Union Pacific Railroad
B. Volunteers from neighboring states
C. Volunteers from North Platte and the surrounding area
D. The U.S. Federal Government
3. Which of the following was the temporary headquarters for the North Platte Canteen?
A. City Hall
B. Cody Hotel
C. Burlington Railroad depot
D. Local college
4. Which of the following items was not provided by the North Platte Canteen?
A. Cigarettes
B. Magazines
C. Bottled beer
D. Sandwiches
5. Which railroad carried the majority of the American troops through the North Platte area?
A. Burlington
B. Union Pacific
C. Baltimore and Ohio
D. Western Pacific
6. Which of the following women proposed creating a canteen for soldiers traveling through the North Platte area?
A. Lyda Swenson
B. Bonnie Paul
C. Rae Wilson
D. William Jeffers
7. John Eugene Slattery jumped down into a cattle sale ring in North Platte and offered to sell which of the following items to help finance the canteen:
A. shoes
B. shirt
C. belt
D. hat

L2

LESSON PLAN

World War II and Propaganda Efforts

Activity Grade Level

8

HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Lesson Objectives

1. Students will be able to define propaganda and list the various propaganda techniques used to influence people
2. Students will identify propaganda methods used by the American Government to encourage Americans to support the war effort
3. Students will compare and contrast propaganda methods used by the United States with methods used by other foreign countries involved in World War II
4. Students will develop skills to analyze primary documents, posters, letters, etc.

■ Nebraska Department of Education Content Area Standards

Nebraska State Social Studies/History Standards

SS 8.1.1; SS 8.1.2; SS 8.1.2.a; SS 8.4.1; SS 8.4.1.a; SS 8.4.1.b ; S 8.4.2 ; S 8.4.2.a; SS 8.4.2.b; SS 8.4.4; SS 8.4.4.b
SS HS.1.1; SS HS.4.4; SS HS.4.5

Nebraska State English Language Arts Standards

LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency

L2

LESSON PLAN

World War II and Propaganda Efforts

Activity Grade Level

8 HS

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Introduction

1. Project the following quotations on an overhead or provide students with a printed copy.

Speaking as an American, I feel it my duty to point out that American Propaganda posters, I am ashamed to say, are among the most racist and stereotypical of all combatant nations in WWI & WWII. Irrespective of the moral and political integrity of the democratic system the Americans fought to defend, the ideology of which is often given brilliant representation in their many fine propaganda posters, their depictions of the enemy, especially of the Japanese, are often bigoted, demonizing, and sometimes downright racist."

"... that 'that was. . . years ago, when it was all right to be racist about your enemy'. Indeed, the world was very much different then, and it must, to whatever level appropriate, be judged according to its time. At the same time, however, America has, generally speaking, traveled a certain distance further down the road of racial tolerance since then, with the result that many young Americans are both surprised and shocked to see some of the depictions of Japanese and Germans during this period - to say nothing about what innocent young Japanese and Germans feel and think when they see them.

"Therefore, it must be kept in mind that these images are products of their time, and it is to be both hoped and worked for that such images will remain a thing of the past, both in our own and in future times."

— Morley Safer, the famed TV correspondent of the "60 Minutes" television shows, during his historic interview of Iva Toguri ("Tokyo Rose" http://www.earthstation1.com/Tokyo_Rose.html)

"We went to the movies all the time. You see them now on television, the same movies and [they are] so blatantly propagandistic. There would be this grinning little guy again with the glasses and the buckteeth and the fur-lined helmet. And he's always in the cockpit. You're supposed to believe that there was somebody out on the wing shooting pictures of this guy in the cockpit while he was diving down."

— Barc Bayley. 9th grade. Nebraska town. Recollections of World War II.

"We were all the good guys. We did everything right and the Germans and the Japs, they looked awful and they sneered and they said lousy things. They were bad! It was really propaganda. I just accepted it. What else did I know?"

—Rose Marie Murphy Christensen, Columbus, grade school student.

Introduction continues >

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2. Engage students in a discussion of the quotations by using the following questions as a guide:

1. What are the authors of the quotations discussing?
2. Do Barc Bayley, Rose Marie Murphy, and Morley Safer agree?
3. What is propaganda?
4. How were posters and movies used to influence American citizens' views concerning World War II?
5. Did the authors of the quotations seem to agree that the propaganda techniques used in World War II by the Americans were successful?
6. Have propaganda techniques been used by political cartoonists, government officials, etc. to influence your view of the war in Afghanistan, Iraq, and the War on Terrorism? Cite examples.

Resources

Books

- Goldfield, David, etc. *The American Journey. A History of the United States*. Upper Saddle River, New Jersey: Prentice Hall, 1998.
- Cottrell, Barbara J. and Larsen, Lawrence H. *The Gate City A History of Omaha*. Lincoln: University of Nebraska Press, 1997.
- Naugle, Ronald C. and Olson, James. *History of Nebraska*. 3rd edition. Lincoln: University of Nebraska Press, 1997.

Magazines

- Armstrong, R.M. "Nebraska and Nebraskans at War". *Nebraska History*. Vol. 24. 1943. Pp. 174-180.
- Hartman, Douglas and Paul, Andrea I. "The Butler B. Miltonberger Collection." *Nebraska History*. Vol. 69. No. 4. Winter 1988. Pp. 199-203.
- "Nebraska Women in the War". *Nebraska History*. Vol. 25. 1944. Pp. 119-128.
- "Nebraskans at War: Heroes, Commanders, Correspondents, Commentators." *Nebraska History*. Nos. 1-2. 1944. Pp. 1-147.
- [Series of articles on Nebraska and World War II]. *Nebraska History*. Vol. 76. Nos. 2 and 3. Summer/Fall 1995. Pp. 54-143.
- "What Did You Do in the War?" *Nebraska History*. Vol. 72. No. 4. Winter 1991. Pp. 158-258.

Resources continues >

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Internet Resources

- Daryl Cagle's Professional Cartoonists Index. <https://www.cagle.com/>
- EDSITEment. Marco Polo. [Do a search for World War II and propaganda] <http://edsitement.neh.gov/>
- Graphic Organizers. <http://www.graphic.org/venbas.html>
- "100 Milestone Documents" <http://www.ourdocuments.gov/content.php?flash=true&page=milestone>
- History Nebraska: Nebraska Trailblazer.
<https://history.nebraska.gov/education/trailblazers>
- Nebraska Academic Standards. <https://www.education.ne.gov/contentareastandards/>
- History Nebraska. <https://history.nebraska.gov/>
- Nebraska State Social Studies/History Standards.
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>
- Propaganda. <http://www.propagandacritic.com/>
- Teaching with Documents Lesson Plan: Powers of Persuasion-Poster Art of World War II. Digital Classroom. National Archives. <http://www.archives.gov/education/lessons/wwii-posters/>
- That's Saying A lot. Uncle Sam Poster details. [Comparison of two types of "I want you" poster]
<http://americanart.si.edu/artist/james-montgomery-flagg-1571>
- The American Memory Collection. All Collections. <https://memory.loc.gov/ammem/amtitle.new.html>
- The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources. "Questions for Analyzing Primary Sources."
<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/>
- The National Archives "Document Analysis Worksheets" located at
<http://www.archives.gov/education/lessons/worksheets>
- The Office of War Information Was Created. http://www.americaslibrary.gov/jb/wwii/jb_wwii_owi_1.html
- World War II. <http://www.teacheroz.com/wwii.htm>
- World War II Propaganda, Cartoons, Film, Music, & Art. [Excellent links to a wide variety of posters, etc.]
<http://www.teacheroz.com/WWIIpropaganda.htm>

Resources continues >

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The Process

1. Direct students to access the <http://nebraskastudies.org> website. Click on the 1925-1949 time period, then on any topic within that timeline, then scroll down to the Home Front and read all the information listed under Bonds <http://www.nebraskastudies.org/1925-1949/on-the-home-front/warbonds-bring-hollywood-to-nebraska/> and the three pages on Propaganda <http://www.nebraskastudies.org/1925-1949/on-the-home-front/propaganda/>.
2. Explain to students that there are numerous examples of propaganda techniques distributed throughout the segment titled The Home Front. Conduct an oral discussion with students over the assigned reading material. Use the following questions as a guide for your discussion:
 - a. Why did the United States enter World War II?
 - b. What methods were used by the American Government to encourage Americans to support the war effort? Were their efforts successful?
 - c. How did Nebraskans respond to the government's efforts to get them to support the war effort?
 - d. How could Americans not involved in combat show their support for the war effort?
 - e. How could children show their support for the war effort?
3. Have students access the outside website Propaganda <http://www.propagandacritic.com/> and review what propaganda is and how it can be used to influence the general public. Emphasize the various propaganda techniques.
 - a. Name calling.
 - b. Glittering generalities
 - c. The device of transfer
 - d. The device of the testimonial
 - e. The device of plain folk
 - f. Card stacking
 - g. The band wagon device

The Process continues >

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4. Have students access the link to the slide show of the German, Italian, and Japanese soldiers located on the [nebraskastudies.org](http://www.nebraskastudies.org) page, Propaganda <http://www.nebraskastudies.org/1925-1949/on-the-home-front/propaganda/>. Use the National Archives “Poster Analysis Worksheet” in the Resources section of this document to model for students how to analyze one of the slides.

5. On the same web page as in number 4 above, Instruct students to access the German leaflet and have them analyze it by answering the following questions:

- a. Is this a primary resource? Why or why not?
- b. Who is the author of the leaflet?
- c. To whom is the leaflet directed and why?
- d. Where is the Ruhr Valley?
- e. What is the time period?
- f. Why are references made to the British?
- g. What does the statement “Better across than a cross” mean?

6. Instruct students to select one of the World War II posters located on the page John Falter: Painting for Victory <http://www.nebraskastudies.org/1925-1949/on-the-home-front/johnfalter-painting-for-victory/> for the years 1941-45 and use the National Archives “Poster Analysis Worksheet” in the Resources section of this document for their analysis.

7. On the same web page as in number 6 above, click on the link to A slide show of John Falter’s recruiting posters. Have student compare and contrast the posters by answering the following questions:

- a. Who is John Falter?
- b. Are the posters directed at males or females?
- c. What symbols are used?
- d. What organizations are females encouraged to join? What duties can you infer from the posters women are expected to do?
- e. Do you think the posters are effective? Why or why not?
- f. Would the posters be effective in recruiting women today? Why or why not?

The Process continues >

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8. Have students access the World War II poster of Uncle Sam located in the section Nebraska and World War II on the page The Front Lines and the Home Front <http://www.nebraskastudies.org/1925-1949/on-the-home-front/>. Then direct students to access “That’s Saying A Lot” Uncle Sam Poster Details located at this outside website, <https://americanart.si.edu/artwork/i-want-you-us-army-35637>

Have students review the two websites and then have them answer the following question:

- a. The idea for Uncle Sam was patterned after what person?
- b. Who is James Flagg?
- c. How would the impact of the poster change if the image were presented as Uncle Sam asking rather than commanding you to join the military?
- d. What symbols are used in the poster?
- e. Who is the intended audience for this poster?
- f. Do you think the poster would be as effective today as it was in World War II? Why or why not?

9. Have students click on the link to the comic strip, Axis Accidents located in the Arsenal for Democracy section on page Hastings Grows <http://www.nebraskastudies.org/1925-1949/arsenal-for-democracy/hastings-grows/>. Use the National Archives Cartoon Analysis Worksheet in the Resources section of this document to analyze the comic strip.

10. Conclude the discussion of propaganda and World War II by engaging students in an oral discussion of the following review questions:

- a. What methods were used by the American Government to encourage the general public to support the war effort?
- b. How did Nebraskans support the war effort?
- c. How did children support the war effort?
- d. Was the American Government successful in getting the general public to support the war efforts? Give examples.
- e. Would the same methods used to encourage Americans to support World War II also be effective in getting Americans to support a war today? Why or why not? The war in Afghanistan, Iraq, and the War on Terror could all be used to illustrate key points.

L2

LESSON PLAN

World War II and Propaganda Efforts

Activity Grade Level

8

HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Learning Advice

1. Review the History Nebraska website at <https://history.nebraska.gov/> and familiarize students with the Nebraska History magazine located at: <https://history.nebraska.gov/publications>. Teachers/students can order copies of the magazine from the NSHS or check with their local library to see if they have copies.

2. Access the Propaganda website at <http://www.propagandacritic.com/> and review the various propaganda techniques with students.

- a. Name calling
- b. Glittering generalities
- c. The device of transfer
- d. The device of the testimonial
- e. The device of plain folk
- f. Card stacking
- g. The band wagon device

Also access the National Archives Teaching With Documents Lesson Plan: Powers of Persuasion - Poster Art of World War II located at: <http://www.archives.gov/education/lessons/wwii-posters/>

Discuss with students how World War II posters could also be used to promote propaganda.

3. Have students access the National Archives World War II posters at http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/its_a_womans_war_too.html and discuss the following quotation:

“These jobs will have to be glorified as a patriotic war service if American women are to be persuaded to take them and stick to them. Their importance to a nation engaged in total war must be convincingly presented.” Source: Basic Program Plan for Womanpower. Office of War Information

Then have students, in groups or individually, select one of the World War II posters that feature females and have them explain to the class how the poster accomplishes the goals listed in the quotation.

Learning Advice *continues* >

L2

LESSON PLAN

World War II and Propaganda Efforts

Activity Grade Level

8 HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

4. Review with students the contents of the Nebraska Studies web site <http://nebraskastudies.org/> and how to navigate throughout the website. Emphasize the basic components included in each time period i.e. Tools, Teacher Resources, Media, Suggested Activities, the nine time periods and that they will be working primarily with the 1925-1974 period. Indicate to students that there are a variety of primary resources that may include posters, videos, letters, etc.

5. Stress to students that while the lesson centers around the propaganda segment of World War II (1925-1974 time period), there are several other segments in the World War II discussion that contain references to propaganda information.

6. Model for students how to use the various National Archives analysis worksheets in the Resources section of this document by selecting one of the posters list in the 1925-1974 period.

7. Have students do an analysis of one of the videos listed by using the National Archives Motion Picture Analysis Worksheet or the Sound Recording Analysis Worksheet in the Resources section of this document as a guide to for evaluating a video. Possible videos to analyze:

Attack on Pearl Harbor
Nebraska Guard Mobilized
Conscientious Objection
Conscientious objectors—Bill Anderson

8. Have students read the Victory and Children page in the On the Home Front section at the Nebraska Studies website <http://www.nebraskastudies.org/1925-1949/on-the-home-front/> that tells about Little Orphan Annie. Then provide students with a copy of page 185 “Junior Commandos” from the Nebraska History magazine titled “What Did You Do in the War?” Vol. 72. No. 4. Winter 1991. Engage students in a written or oral discussion of the following questions:

- What is the purpose of the comic strip?
- What role does Little Orphan Annie play?
- Do you think this form of propaganda was effective in World War II? Why or why not?
- Do you think this form of propaganda would be effective today?
- Cite examples of popular comic strip characters today that could be used to encourage Americans to support a war in contemporary times. What symbols could be used to make the comic strip effective.

Learning Advice *continues* >

L2

LESSON PLAN

World War II and Propaganda Efforts

Activity Grade Level

8

HS

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Conclusion

Students should learn what propaganda is and what the basic propaganda techniques are. They will also have learned what the causes of American entry in to World War II were, what role Nebraskans played, and how political posters were used to promote support by the American people for World War II. In conclusion, students will also develop skills to analyze primary resources such as videos, posters, letters, and political cartoons.

Assessment Activity

One or both of the following activities could be used to assess student knowledge.

Activity Number 1: Analytical Essay

Instruct students to do a written analysis of a minimum of 500 words analyzing the use of propaganda to influence the American people during World War II. Students should include an analysis of the following in their essay:

- a. A definition of propaganda and the various techniques used
- b. The use of posters as a propaganda device
- c. Examples of propaganda techniques used to influence adults and children
- d. The success or failure of the American government to win support from the American public for the war effort

A summary by the student indicating if they think it is ok for the government to use propaganda techniques to support an American war effort Include documentation, a bibliography, etc. Use a rubric to assess student knowledge. Teachers can create their own rubric or use one of the following rubrics:

Rubric A rubric is a rating system or scoring tool, which lists criteria used to determine a student's level of proficiency in performing a task. A rubric generally describes gradations of quality for each criterion. (Ginsberg and Wlodkowski, 2000; Moskal, 2000, Brualdi, 1998; Wiggins, 1998).

General Scoring Rubric—Thematic Essay

http://www.socialstudieshelp.com/Thematic_Esaay_Rubric.htm

Activity Number 2: Multiple-choice assessment.

(see quiz at end of this lesson plan.)

Answers to the Multiple Choice assessment activity:

1. B 2.B 3. A 4. D 5. C 6. C 7. D

Learning Advice *continues* >

World War II and Propaganda Efforts Multiple-choice Assessment

Name _____ Period No. _____

Directions: Circle the best answer.

- American children were encouraged to help in the war effort by doing which of the following:
 - selling war bonds
 - contributing their extra pennies for war bonds
 - serving in the Nebraska National Guard
 - selling scrap metal to the United States Government
- Which of the following men painted World War II posters and was born in Nebraska?
 - Butler Miltonberger
 - John Falter
 - Clark Gable
 - Dwight Griswold
- Nebraskans' greatest contribution to the war effort was:
 - agricultural production
 - the support of the Nebraska National Guard
 - scrap metal
 - military armaments
- Which of the following is not a propaganda technique?
 - the device of plain folks
 - the device of testimonials
 - the device of transfer
 - the device of recall
- Which of the following is true with reference to the use of propaganda during World War II?
 - the U.S. Government propaganda techniques were not successful
 - Germany and Italy did not use propaganda techniques
 - the U.S. Government used posters to encourage American women to join in the war effort
 - the U.S. Government passed laws making it illegal for the military to use propaganda techniques
- Which of the following is least characteristic of posters used for propaganda purposes?
 - the use of symbols
 - Distortion of the physical features of enemy soldiers
 - lack of color
 - appeals to patriotism and emotion
- Which of the following entertainment celebrities did not come to Nebraska during World War II to encourage Nebraska to support the war effort?
 - Ronald Reagan
 - Abbott and Costello
 - Robert Taylor
 - Gene Autry

1925 – 1949

The Home Front

activities

Activities created by Michael Young, former
History Department Chair, Omaha Burke High School

		grade level	page
1	DISCUSSION Canteens	4 8	23
2	DISCUSSION War Bonds	4	24
3	PHOTOGRAPH ANALYSIS War Bonds for Sale in Lincoln	4 8	25
4	DISCUSSION What is the USO?	4 8	26
5	DISCUSSION Rationing	HS	27
6	PHOTOGRAPH ANALYSIS Boy Scouts & Scrap	HS	28
7	PHOTOGRAPH ANALYSIS Canteens	HS	29
8	POSTER ANALYSIS & DESIGN Bonds & Propaganda	HS	30
9	DISCUSSION Propaganda	HS	31
10	PHOTOGRAPH ANALYSIS USO Entertainer	HS	32
11	DISCUSSION Recycling Scrap Materials	HS	33
12	DISCUSSION Rationing Gas	HS	34

1

Canteens

Activity Grade Level

4

8

■ activity

Discussion

Answer the following questions about canteens:

(Refer to the Home Front <http://www.nebraskastudies.org/1925-1949/on-the-home-front/> And North Platte Canteen stories: <http://www.nebraskastudies.org/1925-1949/on-the-home-front/the-north-platte-canteen/>)

- What is a canteen?
- Why were they set up during WWII in Nebraska?
- Who operated the canteens and how were they funded?
- Were canteens set up during the Gulf War? Why or why not?

■ Nebraska Department of Education Content Area Standards

Social Studies

SS 4.4.1; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.2; SS 8.4.3; SS 8.4.4

Language Arts

LA 4.1.6 Comprehension; LA 8.1.6 Comprehension

2

War Bonds

Activity Grade Level

4

■ activity

Discussion

- What is a war bond?

Refer to the War Bonds story: <http://www.nebraskastudies.org/1925-1949/on-the-home-front/war-bonds-bring-hollywood-to-nebraska/>

- Could children buy war bonds during World War II?
- What is a savings bond?
- Can you buy one today?
- How would it differ from a war bond?

■ Nebraska Department of Education Content Area Standards

Social Studies

SS 4.2.1

■ activity

Photograph Analysis

Study the photograph War Bond Sale in Lincoln on the War Bonds story page

<http://www.nebraskastudies.org/1925-1949/on-the-home-front/war-bonds-bring-hollywood-to-nebraska/>

Then use the Photograph Analysis Worksheet from the National Archives (in the Resources section of this document) as a guide to analyze the photograph.

■ Nebraska Department of Education Content Area Standards

Social Studies

SS 4.4.1; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.2; SS 8.4.3; SS 8.4.4

4

What is the USO?

Activity Grade Level

4

8

■ activity

Discussion

- What is the USO? (Refer to the USO story at: <http://www.nebraskastudies.org/1925-1949/on-the-home-front/uso-home-away-from-home/>)
- How does it differ from a canteen?
- Were there separate USOs for African Americans? (Refer to the Discrimination story in the Arsenal for Democracy section at: <http://www.nebraskastudies.org/1925-1949/arsenal-for-democracy/discrimination/>)
- If so, why?

■ Nebraska Department of Education Content Area Standards

Social Studies

SS 4.4.1; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.2; SS 8.4.3; SS 8.4.4

Language Arts

LA 4.1.6 Comprehension; LA 8.1.6 Comprehension

■ activity

Discussion

Answer the following questions related to the topic of rationing during World War II:

(Refer to the Rationing story at: <http://www.nebraskastudies.org/1925-1949/on-the-home-front/rationing/>)

- Define the word ration.
- Why were ration cards used?
- What items were rationed?
- If the U.S. were to be involved in another world war today, what items would you most not want rationed? Explain.
- Would items selected by the government today to be rationed during a war, be the same items that were rationed in World War II? Explain.

■ Nebraska Department of Education Content Area Standards

Social Studies

SS 4.4.1 | SS 8.2.4; SS 8.4.2; SS 8.4.3; SS 8.4.4

Language Arts

LA 4.1.6 Comprehension

■ activity

Photograph Analysis

Use the National Archives and Records Administration Photograph Analysis Worksheet (in the Resources section of this document) as a guide to analyze the photo, Lincoln Boy Scouts and their Scrap in the Scrap Metal story at

<http://www.nebraskastudies.org/1925-1949/on-the-home-front/scrap-metal/>.

■ Nebraska Department of Education Content Area Standards

Social Studies

SS 4.4.1; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.2; SS 8.4.3; SS 8.4.4

Language Arts

LA 4.1.6 Comprehension

■ activity

Photograph Analysis

Use the National Archives and Records Administration Photograph Analysis Worksheet (in the Resources section of this document) as a guide for analyzing the North Platte Canteen photographs at <http://www.nebraskastudies.org/1925-1949/on-the-home-front/the-north-platte-canteen/>.

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.1.1; SS HS.2.7; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.4; SS HS.4.5

8

Bonds & Propaganda

Activity Grade Level

HS

■ activity

Poster Analysis & Design

Review the poster titled *Don't Let that Shadow Touch Them* and read the *Propaganda* story at <http://www.nebraskastudies.org/1925-1949/on-the-home-front/propaganda/>.

Then read the story on War Bonds at <http://www.nebraskastudies.org/1925-1949/on-the-home-front/war-bonds-bring-hollywood-to-nebraska/>.

Answer the following questions:

- Identify and describe the symbols you see. Which are propagandistic? Which are patriotic? What's the difference between the two?
- Can you think of ways to change this poster to strengthen its message?
- To what segments of the home front public would this poster most likely appeal to?
- What group or groups today would be likely to plan a campaign similar to this one to convince people to buy savings bonds today?
- Consider this poster as a historical document. Should it be saved as a historical document? Why or why not?
- What artistic details make this an effective poster?
- Posters are frequently used in citizen participation campaigns. What characteristics do they have that make them effective?
- Suppose you are commissioned to design a poster to encourage Nebraskans to buy war bonds to pay for the war against terrorism. Design your own poster.

You could also use the National Archives and Records Administration *Poster Analysis* Worksheet (in the Resources section of this document).

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.4.4; SS HS.4.5

■ activity

Discussion

Read the background information from the *Propaganda* story and look at the German leaflet entitled *Welcome Men of the 35th Division* on the same page at

<http://www.nebraskastudies.org/1925-1949/on-the-home-front/propaganda/>.

Then answer the following questions.

- What is propaganda? How is it used?
- To whom is this document addressed?
- Who do you think wrote the document?
- What points are being made by the author(s)?
- What arguments are used to make these points?
- Do you find these arguments convincing? Why or why not?
- Describe the tone of the document.
- What assumptions have the authors made about the people addressed?
- How is the information in the document organized? How does this affect the message?
- Is there information in the document that links it to a particular event in U.S. history?
- Why do you think this document was written?
- Do you consider this document to be an example of propaganda? Why or why not?
- List examples of propaganda techniques used in the period in which these documents were created. How are they similar or different from present day techniques?

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.1.1; SS HS.4.1; SS HS.4.4; SS HS.4.5

■ activity

Photograph Analysis

Answer the following questions when you analyze the photograph of the USO entertainer in the *USO* story at <http://www.nebraskastudies.org/1925-1949/on-the-home-front/uso-home-away-from-home/>.

- What people and objects do you see?
- What is the setting?
- Is it posed or candid?
- What do you know about this time period or event?
- What can you conclude from what you see?
- What can you conclude about photojournalism?
- What was the creator's point of view?
- What was the creator's purpose?
- What was included to help you reach a conclusion?
- What could have been added to help you reach a conclusion?

You may also want to refer to the National Archives' *Photograph Analysis* Worksheet in the Resources section of this document or go to the Library of Congress American Memory Collection Lessons from the *Learning Page* for additional help analyzing primary sources: <http://learning.loc.gov/ammem/ndlpedu/lessons/index.html>

■ Nebraska Department of Education Content Area Standards

Social Studies

SSS HS.4.5

■ activity

Photograph Analysis

Answer the following questions when you analyze the photograph of the Campfire Girls in the Recycling Scrap Metals story at <http://www.nebraskastudies.org/1925-1949/on-the-home-front/recycling-scrap-materials/>.

- What is happening in the photograph?
- What details in the photograph provide clues about what is happening?
- What details in the photograph reveal the date of the event? How does the photograph reveal the time of day or year? What preceded taking the picture? What followed it? How does the picture reveal the stopping of time? What is caught in motion? What does the picture reveal of the times in which it was taken?
- Is there evidence in the photograph to place it in a particular location?
- Describe the mood of the photograph. (e.g. formal, candid, happy, unhappy etc.)
- If you knew that this photograph recorded the results of a scrap drive, what conclusions could you draw from it?
- Make a list of all the different types of items these girls collected. Why were they collected? What could they be used for in the future? Recent historical studies indicate that scrap drives were utilized more to promote patriotism and war awareness in citizens and really had little effect on increasing usable resources for the war effort. How can students prove or disprove this contention?
- How do the scrap drives of the 1940s compare with today's recycling efforts? Is today's recycling an organized, group effort?

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.4.4

■ activity

Discussion

- Were any tactics used to limit the amount of gasoline during World War II also used by Americans during the oil crisis in 1973?
- Why or why not?
- What rationing strategies would you suggest be used in the 21st century if another oil crisis should arise?

[Consult the Rationing page at <http://www.nebraskastudies.org/1925-1949/on-the-home-front/rationing/> as well as other reference sources such as U.S. history books, the Internet, etc.]

■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.2.5; SS HS.2.10; SS HS.4.4; SS HS.4.5



1925 – 1949

The Home Front

resources

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Nebraska Department of Education Academic Standards

<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies and History Standards

<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=>

Analyze an Artifact

Meet the artifact.

Material (check all that apply):

- | | | | | |
|----------------------------------|----------------------------------|--------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> Bone | <input type="checkbox"/> Pottery | <input type="checkbox"/> Metal | <input type="checkbox"/> Wood | <input type="checkbox"/> Stone |
| <input type="checkbox"/> Leather | <input type="checkbox"/> Glass | <input type="checkbox"/> Paper | <input type="checkbox"/> Cardboard | <input type="checkbox"/> Fabric |
| <input type="checkbox"/> Plastic | <input type="checkbox"/> Other | | | |

Observe its parts.

Describe it as if you were explaining it to someone who can't see it.

Think about: shape, color, texture, size, weight, age, condition, movable parts, or anything written on it.

Try to make sense of it.

Answer as best you can.

Where is it from?

When is it from?

Who used it? List reasons you think so.

What was it used for? List reasons you think so.

What does this tell you about the people who made and used it?

What does it tell you about technology at the time it was made?

What is a similar item from today?

Use it as historical evidence.

What did you find out from this artifact that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand the event or time in which this artifact was used?



Analyze a Cartoon

Meet the cartoon.

Quickly scan the cartoon. What do you notice first?

What is the title or caption?

Observe its parts.

WORDS

Are there labels, descriptions, thoughts, or dialogue?

VISUALS

List the people, objects, and places in the cartoon.

List the actions or activities.

Try to make sense of it.

WORDS

Which words or phrases are the most significant?

List adjectives that describe the emotions portrayed.

VISUALS

Which of the visuals are symbols?

What do they stand for?

Who drew this cartoon?

When is it from?

What was happening at the time in history it was created?

What is the message? List evidence from the cartoon or your knowledge about the cartoonist that led you to your conclusion.

Use it as historical evidence.

What did you find out from this cartoon that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Interpreting Political Cartoons

By Michael Young, former History Department Chair, Omaha Burke High School

Directions for Handout

Use the following questions as a guide when you analyze political cartoons. Answer each question that is pertinent to the political cartoons you are analyzing.

1. List the historical time period indicated:
2. State the issue or historical event that the cartoon addresses:
.....
3. Caption:
.....
4. Geographic location:
5. Label(s) indicated:
.....
6. Use of symbolism, irony, caricatures, etc.:
.....
.....
.....
7. Inferences you can make with reference to the author's opinion(s):
.....
.....
8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:
.....
.....

Interpreting Political Cartoons

By Michael Young, former History Department Chair, Omaha Burke High School

Guideline for Using Political Cartons to Teach Social Studies Concept

The use of pictorial representations can be an effective way to teach social studies concepts. Pictorial representations include cartoons, pictures, and diagrams. Cartoons are the most symbolic of these pictorial representatives because they usually contain satire, exaggeration, and frequently humor. The editorial cartoonist can replicate life with a few strokes of the pen, with stark directness. The reader needs to have familiarity with basic social studies (economics, geography, history, political science, etc.) concepts in order to interpret the cartoons and understand the symbolic representations. The goal of using cartoon interpretation activities is to provide students with practice in dealing with editorial cartoons in an analytical and critical way. Most social studies standards stress the importance of students developing the skills necessary to analyze documents and images.

The following four-step model is provided as a guide for introducing editorial cartoons to illustrate social studies concepts.

1. Provide background information for the social studies concept to be portrayed. For example, students will need a basic understanding of imperialism before a cartoon on this topic can be analyzed.
2. Provide background information on editorial cartoons. Discuss the purpose of editorial cartons. Make the students aware that such cartoons represent a specific viewpoint. Consequently, students should become familiar with the concept of bias. Students should, when possible, research the background of the political cartoonist.
3. Discuss the nature of editorial cartoons. Stress that such cartoons rely on oversimplification in order to clearly emphasize a particular point. Distortions of individuals and objects are frequently used to add dramatic or provocative qualities. Symbolism is used to represent reality as the cartoonist views it. Students should become familiar with symbols that are typically used in the various areas of social studies i.e. Uncle Sam and the eagle for the U.S., an empty bowl for scarcity, the donkey for the Democrat Party and the elephant for the Republican Party, etc.
4. Sequential guide for teaching how to analyze political cartoons:
 - a. Who is the author of the cartoon? Discuss the author's background.
 - b. What is the topic/issue of the cartoon?
 - c. What social studies concept is being presented?
 - d. What symbols are used?
 - e. What exaggerations or distortions exist?
 - f. What message is the cartoonist presenting? The teacher may want to introduce a variety of cartoons that deal with different issues as well as social studies disciplines. Students can then compare and contrast the various cartoon examples.
 - g. Encourage students to discuss their reactions with their classmates. Review the social studies concepts stressed in each political cartoon.

Analyze a Video

Anticipate.

What is the title?

What do you think you will see?

Meet the video.

Type (check all that apply):

- | | | | | |
|-------------------------------------|--------------------------------------|--|--|--|
| <input type="checkbox"/> Animation | <input type="checkbox"/> Propaganda | <input type="checkbox"/> Promotional | <input type="checkbox"/> Training film | <input type="checkbox"/> Combat film |
| <input type="checkbox"/> Newsreel | <input type="checkbox"/> News report | <input type="checkbox"/> Informational | <input type="checkbox"/> Documentary | <input type="checkbox"/> Entertainment |
| <input type="checkbox"/> Commercial | <input type="checkbox"/> Other | | | |

Elements (check all that apply):

- | | | | | |
|--------------------------------|--|------------------------------------|--|---|
| <input type="checkbox"/> Music | <input type="checkbox"/> Live action | <input type="checkbox"/> Narration | <input type="checkbox"/> Special effects | <input type="checkbox"/> Background noise |
| <input type="checkbox"/> Color | <input type="checkbox"/> Black and White | <input type="checkbox"/> Animation | <input type="checkbox"/> Dramatizations | |

What is the mood or tone?

Observe its parts.

List the people, objects and activities you see.

PEOPLE	PLACES	ACTIVITIES

Write one sentence summarizing this video.

Try to make sense of it.

When is this video from?

What was happening at the time in history it was created?

Who made it?

Who do you think is the intended audience?

How do you think the creator wanted the audience to respond? List evidence from the video or your knowledge about who made it that led you to your conclusion.

Use it as historical evidence.

What did you find out from this video that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Analyze a Video

Anticipate.

What is the title?

What do you think you will see?

Meet the video.

Type (check all that apply):

- | | | | | |
|-------------------------------------|--------------------------------------|--|--|--|
| <input type="checkbox"/> Animation | <input type="checkbox"/> Propaganda | <input type="checkbox"/> Promotional | <input type="checkbox"/> Training film | <input type="checkbox"/> Combat film |
| <input type="checkbox"/> Newsreel | <input type="checkbox"/> News report | <input type="checkbox"/> Informational | <input type="checkbox"/> Documentary | <input type="checkbox"/> Entertainment |
| <input type="checkbox"/> Commercial | <input type="checkbox"/> Other | | | |

Elements (check all that apply):

- | | | | | |
|--------------------------------|--|------------------------------------|--|---|
| <input type="checkbox"/> Music | <input type="checkbox"/> Live action | <input type="checkbox"/> Narration | <input type="checkbox"/> Special effects | <input type="checkbox"/> Background noise |
| <input type="checkbox"/> Color | <input type="checkbox"/> Black and White | <input type="checkbox"/> Animation | <input type="checkbox"/> Dramatizations | |

What is the mood or tone?

Observe its parts.

List the people, objects and activities you see.

PEOPLE	PLACES	ACTIVITIES

Write one sentence summarizing this video.

Try to make sense of it.

When is this video from?

What was happening at the time in history it was created?

Who made it?

Who do you think is the intended audience?

How do you think the creator wanted the audience to respond? List evidence from the video or your knowledge about who made it that led you to your conclusion.

Use it as historical evidence.

What did you find out from this video that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



How to Conduct and Utilize Oral Interviews

By Michael Young, former History Department Chair, Omaha Burke High School

Oral history is the process of collecting an individual's spoken memories of his or her life, of the people he or she has known, and the events which he or she witnessed or participated in. Oral history is another primary source technique historians use to help them interpret the past. Oral histories can be used to supplement written records, complement secondary sources (what has been written by historical scholars), and to provide information that would exist in no other form.

But, using oral histories as a source can also pose problems. Interviewees are human. They can forget things. Their memories can play tricks on them. You have to be very careful as a historian when you use oral history as a source.

Teachers need to explore activities that help students strengthen their abilities to develop good interviewing techniques. The teacher might conduct a personal interview with a person representative of whomever the students will be interviewing (an elderly person, etc.) in the classroom.

Students could then practice interviewing one another in the classroom as part of a paired activity. The practice interviews can help students develop awareness of key techniques that will help them when they conduct an actual interview. The teacher and/or students can offer suggestions on what the characteristics of a good interview are. The teacher may also want to review passages from actual transcripts of interviews to illustrate key attributes of successful interviews.

Caution students that oral history (conducting interviews) is not a substitute for basic research. Students should research printed and electronic resources for background information and historical accounts of the issue, event, or personality being studied.

Consider the following suggestions on how to how to conduct and utilize oral interviews.

Preparing

- 1. Decide which individuals would be most appropriate to interview.** There are many ways to find someone to interview. Ask your family members. Contact veterans' organizations, church groups, civic organizations etc. Put a request in your local newspaper. It's a good idea when you find someone to have them complete a brief preliminary questionnaire to give you some background on the person.
- 2. Schedule the interview as soon as possible and by telephone if possible.** Confirm the meeting time and date a day before conducting the Interview.
- 3. Learn as much as possible about the topic of your interview before conducting the interview.** Contact the local media reporters for suggestions on related topics, sources, etc. Carefully read the person's completed questionnaire. Make up a list of questions from things on the questionnaire. Do enough preliminary research so that you are able to ask intelligent questions. Prepare a brief outline of questions you will be asking.
- 4. Make sure you are familiar with your recorder.** Make sure any equipment you will be using is working properly (camcorder, tape recorder, etc.) and secure the interviewee's permission to record the interview. Practice to make sure you can operate. Have an extra tape in case the interview is longer, or in case the tape would break.
- 5. When selecting the location for the interview, ask the interviewee where he or she would be most comfortable.** Choose a place that is quiet, where there won't be a lot of distractions.

How to Conduct and Utilize Oral Interviews

By Michael Young, former History Department Chair, Omaha Burke High School

Conducting the Interview

- 1. Dress appropriately and create a good impression.**
- 2. When you get to the interview, chat briefly with your interviewee to get him or her feeling relaxed and comfortable with you.** Explain, again, to the interviewee your purpose for the interview. Do not begin the interview abruptly. Introduce yourself, make the interviewee as comfortable as possible, and review the interview process you will be using. Be sure to let them know how much you appreciate getting the chance to talk with them.
- 3. During the interview, keep things moving.** Express an interest in what the interviewee is saying and listen carefully. Make a conscious effort to be unbiased and try not to influence how the interviewee will answer your questions. Have your questions ready, but do not rely totally on them. By listening carefully to what the person is speaking about, you can come up with additional questions. Avoid too many open-ended questions that require long complicated answers.
- 4. Use a tape recorder or camcorder to more accurately record the interview.** In addition, take notes and accurately record the correct spelling of name, places, etc. Silence can be productive. Do not rush the narrator to respond.
- 5. You may need to have the interviewee sign a legal release form** enabling you to use any information gained through the interview for research purposes.
- 6. Know the physical limitations of the person you are interviewing.** If the person has a hard time hearing, make sure you speak up loudly and clearly. Don't let an interview drag on endlessly. If you still have areas to cover, you might want to take a short break.
- 7. Have a good closing question that helps the interviewee summarize his/her statements and helps bring closure to the interview.**
- 8. Be sensitive. Indicate to the interviewee that his/her answers will be reported anonymously if requested.** Some subjects may provoke an emotional response. If a person starts to cry, you might turn off the tape recorder for a few minutes.
- 9. After the interview, send a thank you note to the person being interviewed within one week of the interview.** If you transcribe the tape, send your interviewee a copy of the tape, or if you don't transcribe the entire tape, send them the paper you wrote.

How to Conduct and Utilize Oral Interviews

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Examining

1. Prepare a written summary, note cards, and/or outline of the key points discussed in the interview that are relevant to your topic.
2. What perspective did the interviewee give you about the topic? 3. What did the interviewee tell you about the lifestyles, culture, political atmosphere, economic issues, education, etc. of the time period being studied?
4. Is the interviewee a dependable source of information? Did the interviewee have a difficult time remembering dates, places, and events?
5. Compare/Contrast the information given to you by the interviewee with the factual information you have learned from researching other primary and secondary sources.

Determine Its Usefulness

1. What information from this interviewee is useful for the development of your topic?
2. What does this information contribute to the development or analysis of your topic? How can incorrect information or biased viewpoints be used?
3. How can the information gained from your interview be most effectively used in your research project?
4. Oral history can be used to validate other data, to collect opinions reflecting different points of view, to acquire background or perspective, and to collect "up-to-date" data.
5. In summary, oral history can also demonstrate cause and effect, objectivity versus subjectivity, reality versus abstraction, fact versus opinion, and attitudes then and now.

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Lanman, Barry A. and Mehaffy, George L. Oral History in the Secondary Classroom. Oral History Association, 1988. "Pointers How to Prepare for and Use an Oral Interview". Indiana History Day. Indiana: Historical Bureau, 1989. Located in Magazine of History. Summer 1990. p. 54.

Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- | | | | | |
|--------------------------------------|------------------------------------|---|---------------------------------|--|
| <input type="checkbox"/> Portrait | <input type="checkbox"/> Landscape | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Action | <input type="checkbox"/> Architectural |
| <input type="checkbox"/> Event | <input type="checkbox"/> Family | <input type="checkbox"/> Panoramic | <input type="checkbox"/> Posed | <input type="checkbox"/> Candid |
| <input type="checkbox"/> Documentary | <input type="checkbox"/> Selfie | <input type="checkbox"/> Other | | |

Is there a caption? ☐ yes ☐ no

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



Analyze a Poster

Meet the poster.

Quickly scan the poster. What do you notice first?

Observe its parts.

WORDS

Does it have a message printed on it?

Are there questions or instructions?

Does it say who created it?

VISUALS

List the people, objects, places, and activities in the poster.

What are the main colors used?

Are there any symbols?

Does the poster try to persuade mainly through words, visuals, or both equally?

Write one sentence summarizing this poster.

Try to make sense of it.

When is this from?

What was happening at the time in history this poster was created?

Who do you think is the intended audience?

Why was it created? List evidence from the poster that tells you this.

Use it as historical evidence.

What did you find out from this poster that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Analyze a Sound Recording

Anticipate.

What is the title?

What do you think you will hear?

Meet the sound recording.

Type (check all that apply):

- | | | |
|--|--|---|
| <input type="checkbox"/> Campaign Speech | <input type="checkbox"/> Policy Speech | <input type="checkbox"/> Speech to or in Congress |
| <input type="checkbox"/> Musical Performance | <input type="checkbox"/> Entertainment | <input type="checkbox"/> Press Conference |
| <input type="checkbox"/> Convention | <input type="checkbox"/> Court Arguments | <input type="checkbox"/> Testimony |
| <input type="checkbox"/> News Report | <input type="checkbox"/> Interview | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Radio | <input type="checkbox"/> Podcast | <input type="checkbox"/> Other |

Elements (check all that apply):

- | | | | |
|---|------------------------------------|--|--|
| <input type="checkbox"/> Live broadcast | <input type="checkbox"/> Narration | <input type="checkbox"/> Commentary | <input type="checkbox"/> Studio recording |
| <input type="checkbox"/> Conversation | <input type="checkbox"/> Music | <input type="checkbox"/> Sound effects | <input type="checkbox"/> Background sounds |

What is the mood or tone?

Observe its parts.

List the people and topics you hear.

PEOPLE

TOPICS

Write one sentence summarizing this sound recording.

Try to make sense of it.

When is this sound recording from?

What was happening at the time in history it was created?

Who made it?

Who do you think is the intended audience?

How do you think the creator wanted the audience to respond? List evidence from the sound recording or your knowledge about who made it that led you to your conclusion.

Use it as historical evidence.

What did you find out from this sound recording that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Analyze a Written Document

Meet the document.

Type (check all that apply):

- | | | | | |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter | <input type="checkbox"/> Speech | <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Court document |
| <input type="checkbox"/> Chart | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Report | <input type="checkbox"/> Email | <input type="checkbox"/> Identification document | | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | | <input type="checkbox"/> Other | | |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Nebraska Department of Education Content Area Standards

Social Studies Standards

4

SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.4 Develop historical inquiry and research skills.

8

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.

SS 8.1.2.a Demonstrate ways individuals participate in the political process.

SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.

SS 8.2.4 Justify and debate economic decisions made by North American societies.

SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.

SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.

SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.

HS

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.

SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.4.1 Analyze and evaluate patterns of continuity and change over time in history.

SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.5 Apply the inquiry process to construct and answer historical questions

Nebraska Department of Education Content Area Standards

■ Language Arts Standards

4

LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

8

LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 8.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 8.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).