1925 – 1949
Arsenal For Democracy

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

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Discrimination During War
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• Resources

Nebraska Department of Education Content Area Standards A1
Discrimination During War

**activity**

**Discussion**

Read the story *Native Americans Help Build the Plant* at http://www.nebraskastudies.org/1925-1949/arsenal-for-democracy/discrimination/


Then answer the following questions:

- What does the use of terms like “braves” and “on the warpath” tell you about the attitude of the people living in Hastings with reference to Native Americans?
- Give examples of schools using symbols, mascots, or words that refer to Indians that Native American groups today find unacceptable?
- Did the citizens of Hastings treat the black servicemen and women any differently than they did the Native Americans? Why or why not?

**Nebraska Department of Education Content Area Standards**

**Social Studies**

SS 8.4.1; SS 8.4.4

**Language Arts**

LA 4.1.6 Comprehension; LA 8.1.6 Comprehension

nebraska-studies.org
activity
Discussion


Then answer the following questions:

• What did the spokesman for the northwest Hastings homeowners group suggest the views of the “Negroes” were concerning separate communities? Do you think that was an accurate statement? Why or why not?

• Why did Lorena Smith say the citizens of Hastings did not like African Americans? Why do you think the people living in Hastings did not like African Americans?

Nebraska Department of Education Content Area Standards

Social Studies
SS 8.4.1; SS 8.4.4

Language Arts
LA 4.1.6 Comprehension; LA 8.1.6 Comprehension
Hastings’ Reaction to African Americans

Activity

Discussion


Then answer the following questions:

• Do you think the citizens of your community would react the same way today if a similar situation developed?

• Why or why not?

Nebraska Department of Education Content Area Standards

Social Studies

SS HS 3.1; SSS HS.4.4; SS HS.4.5

Language Arts

Standard 12.1.6
activity

Cartoon Analysis & Design

Read the background information in the Hastings Grows story and look closely at the Axis Accidents comic strip at http://www.nebraskastudies.org/1925-1949/arsenal-for-democracy/hastings-grows/.

Then answer the following questions:

• Describe the action taking place in the comic strip.

• In your own words, explain how the words in the comic strip explain or clarify the symbols. (i.e. man in sixth column looks strikingly like Adolph Hitler).

• What is the message of the comic strip? Which words or phrases in the comic strip appear to be the most significant? Why do you think so?

• List adjectives that describe the emotions portrayed in the comic strip.

• Is this an effective comic strip? Why or why not?

• Pretend it is your job to draw a comic strip for the Nebraska Ordnance Plant News emphasizing safety or secrecy. Design a strip.

You may also use the National Archives’ Cartoon Analysis Worksheet in the Resources section of this document.

Nebraska Department of Education Content Area Standards

Social Studies
SS HS.4.1; SSS HS.4.4

Language Arts
Standard 12.1.6
activity

Map Creation & Analysis

Read the background information in the Arsenal for Democracy story at http://www.nebraskastudies.org/1925-1949/arsenal-for-democracy/.

Draw a map of the world that includes the major countries involved in World War II. Include major geographic features that affect the course of the war and location of defense plants.

Explain how geographic features were advantages and disadvantages for the U.S. and Nebraska during the war.

Social Studies
SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5
Roosevelt Visits Bombing Plant

activity

Photograph Analysis


Then answer the following questions:

• Who is Franklin D. Roosevelt and who are the men in the car with him?
• Why would he be visiting Nebraska?
• What questions does this photograph raise in your mind?
• Where could you find the answers to your questions?
• What do you know about the Martin Bomber Plant?

You may also use the National Archives’ Photograph Analysis Worksheet in the Resources section of this document.

Nebraska Department of Education Content Area Standards

Social Studies

SS HS.4.4
1925 – 1949
Arsenal For Democracy

resources

Cartoon Analysis Worksheet 9
Political Cartoons Worksheet 10
Map Analysis Worksheet 12
Photographic Analysis Worksheet 13

Nebraska Department of Education Academic Standards https://www.education.ne.gov/contentareastandards/
National Archives http://www.archives.gov/index.html

nebraska studies.org
1925 – 1949 Arsenal For Democracy

National Archives: Cartoon Analysis Worksheet

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level One</strong></td>
<td>1. Identify the cartoon caption and/or title.</td>
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<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
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<td>3. Record any important dates or numbers that appear in the cartoon.</td>
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<td><strong>Level Two</strong></td>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
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<td>2. Which of the objects on your list are symbols?</td>
<td>5. List adjectives that describe the emotions portrayed in the cartoon?</td>
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<td>3. What do you think each symbol means?</td>
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<td><strong>Level Three</strong></td>
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<td>A. Describe the action taking place in the cartoon.</td>
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<tr>
<td>B. Explain how the words in the cartoon clarify the symbols.</td>
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<td>C. Explain the message of the cartoon.</td>
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<td>D. What special interest groups would agree/disagree with the cartoon’s message? Why?</td>
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Designed and developed by the Education Staff • National Archives and Records Administration, Washington, DC 20408 • http://www.archives.gov
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:
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3. Caption: ..................................................................................................................................................................
......................................................................................................................................................................................

4. Geographic location: ...........................................................................................................................................

5. Label(s) indicated: ................................................................................................................................................
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6. Use of symbolism, irony, caricatures, etc.: ......................................................................................................
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7. Inferences you can make with reference to the author's opinion(s):
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8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:
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Guideline for Using Political Cartoons 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 cartoons. 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.
### 1. TYPE OF MAP (check one)

- Raised relief map
- Topographic map
- Political map
- Contour-line map
- Natural resource map
- Military map
- Bird’s-eye view
- Artifact map
- Satellite photograph/mosaic
- Pictograph
- Weather map
- Other ( )

### 2. PHYSICAL QUALITIES OF THE MAP (check one or more)

- Compass
- Handwritten
- Date
- Notations
- Scale
- Name of mapmaker
- Title
- Legend (key)
- Other

### 3. DATE OF MAP


### 4. CREATOR OF MAP


### 5. WHERE WAS THE MAP PRODUCED?


### 6. MAP INFORMATION

**A. List three things in this map that you think are important:**

1. .......................................................................................................................................................................................................
2. .......................................................................................................................................................................................................
3. .......................................................................................................................................................................................................

**B. Why do you think this map was drawn?**

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**C. What evidence in the map suggests why it was drawn?**

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**D. What information does the map add to the textbook’s account of this event?**

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**E. Does the information in this map support or contradict information that you have read about this event? Explain.**

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Write a question to the mapmaker that is left unanswered by this map.

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STEP 1. OBSERVATION

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
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<tbody>
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STEP 2. INFERENCE

Based on what you have observed above, list three things you might infer from this photograph.

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STEP 3. QUESTIONS

A. What questions does this photograph raise in your mind?

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B. Where could you find answers to them?

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## Social Studies Standards

### 8

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

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

### HS

**SS HS 3.1** Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface.

**SS HS.3.2** Evaluate how regions form and change over time.

**SS HS.3.4** Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

**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.4.4** 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.

HS

Standard 12.1.6 By the end of the twelfth grade, students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.