



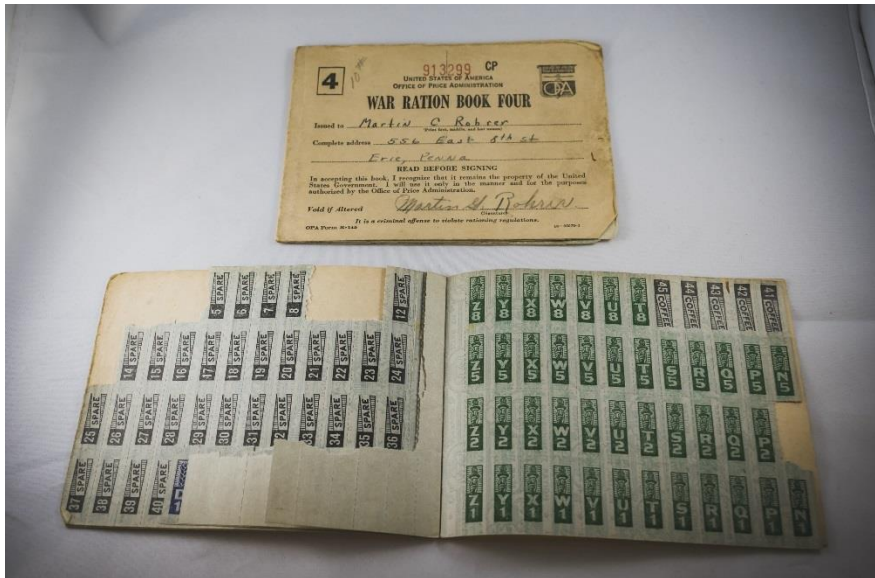
Traveling Trunk Teacher's Guide
"The Wars"

Artifact Guide



Language Guides

These small booklets were published by the War Department during World War II as cultural and language guides for soldiers. The Pocket Guides advise soldiers on cultural expectations in a foreign territory, both enemy and friendly. The Language Guides include hints on pronunciation, useful words and phrases commonly used, a description of local currency, and a word list.



Ration Books with Stamps

Food was in short supply for a variety of reasons: much of the processed and canned foods were reserved for shipping overseas to our military and our Allies; transportation of fresh foods was limited due to gasoline and tire rationing and the priority was transporting soldiers and war supplies instead of food; imported foods, like coffee and sugar, were limited due to restrictions on importing. Because of these shortages, the US government's Office of Price Administration established a system of rationing that would more fairly distribute foods that were in short supply. Every American was issued a series of ration books during the war. The ration books contained removable stamps good for certain rationed items, like sugar, meat, cooking oil, and canned goods. A person could not buy a rationed item without also giving the grocer the right ration stamp. Once a person's ration stamps were used up for a month, they couldn't buy any more of that type of food. This meant planning meals carefully, being creative with menus, and not wasting food. More than 8,000 ration boards across the country administered the program.



Soldier's Mess Kit with Canteen

Military mess kits are designed to be compact, using their space as efficiently as possible. Thus, lids will almost always be used for preparing, cooking, and/or eating, and usually come in two or three pieces. To complement the mess kit, soldiers used a stamped cup especially molded to fit over the bottom of the U.S. Army's standard one-quart (950 ml) canteen. This cup could be used as a boiling vessel, when boiling water for coffee, or for heating or reconstituting soup and other foods.



M-1 Helmet

The M1 is two "one-size-fits-all" helmets—an outer metal shell, sometimes called the "steel pot", and a hard hat-type liner that is nestled inside the shell and contains the suspension system that would be adjusted to fit the wearer's head. Helmet covers and netting would be applied by covering the steel shell with the extra material tucked inside the shell and secured by inserting the liner. The outer shell cannot be worn by itself. The liner can be worn by itself providing protection similar to a hard hat.



Soldier's ID Tag, or "Dog Tag"

"Dog tag" is an informal but common term for the type of identification tag worn by military personnel. The tags are primarily used for the identification of dead and wounded soldiers; they have personal information about the soldiers and convey essential basic medical information, such as blood type and history of inoculations. The tags often indicate religious preference as well. Dog tags are usually fabricated from a corrosion-resistant metal. They commonly contain two copies of the information, either in the form of a single tag that can be broken in half or two identical tags on the same chain. This duplication allows one tag (or half-tag) to be collected from a soldier's body for notification and the second to remain with the corpse when battle conditions prevent it from being immediately recovered. The term "dog tags" arose because of their resemblance to animal registration tags.



Women's Army Corp Pins

With war looming, U.S. Rep. Edith Nourse Rogers of Massachusetts introduced a bill for the creation of the Women's Army Auxiliary Corps, in May 1941. Having been a witness to the status of women in World War I, Rogers vowed that if American women served in support of the Army, they would do so with all the rights and benefits afforded to Soldiers. Spurred on by the attack on Pearl Harbor, Dec. 7, 1941, Congress approved the creation of WAAC, May 14, 1942. President Franklin D. Roosevelt signed the bill into law, May 15, and on May 16, Oveta Culp Hobby was sworn in as the first director. WAAC was established "for the purpose of making available to the national defense the knowledge, skill, and special training of women of the nation."



First Aid Pouch and Belt

This dressing, already developed in 1904, and subsequently introduced in 1906, was supplied to the troops in a sealed brass casing, to protect the bandage inside against gas attacks, and to also ensure that it remained sterile. Early examples of these First Aid packets were opened by pulling a metal D-ring, which separated the two halves of the packaging, revealing the paper-sealed bandage within (contents consisted of 3 separate items: one sterile bandage, another sterile bandage, and two large safety pins). As medical advances and discoveries were made, it was found that the First Aid Packet was inadequate for dealing with front line casualties and wounds. Very early examples of the Carlisle Bandage tin were issued in sealed, pressed brass, rectangular containers (cover, box, and seal), once again designed to ensure the sterility of the bandage contained within.



Soldier's Uniform Pins

Pins were given to soldiers to identify rank, unit, and awards, decorating our military men and women for their brave acts in times of need. By the time of World War One, an array of lapel pins were being used in ceremonies and given to the loved ones of fallen soldiers, their significance to those who received them was of extreme honor and pride.

Suggested Activities:

Introduction to Objects:

Pre-Class Assignment: Have students bring in an object (not a picture) from home that describes them/their life. On day of activity: Divide students into small groups and distribute objects among groups. Instruct students to pass the objects around, and come up with a story explaining what the object was used for and information about the life of its owner. One group member should write out the story in paragraph form. As a follow up, have students claim their objects, and tell the class how they represent their lives. Finally, the teacher should facilitate a discussion about how historical objects can help tell the stories of historical figures.

Object Analysis:

Divide students into small groups and distribute one object from the trunk to each group. Instruct students to discuss the object as a group, but answer the following questions individually: What are you looking at? How does the object feel? What color(s) is/are the object? What is the object made of? How was the object made? What resources/materials would be necessary to make this object? What was the intended function of this object? Where was the object used? Who used the object? What can we learn about world war from this object? Draw a picture of the object. The teacher may create a graphic organizer with the questions and distribute copies to students or can project the questions at the front of classroom and have students use their own paper. After allowing enough time for analysis, have students present their objects, describing each to the class.

Propaganda Poster Analysis

Depending on the age group of your students, choose one of the poster analysis graphic organizers located in the teacher resources emailed to you. Distribute GO's to your students along with examples of propaganda posters found in the trunk. (*There are both WWI and WWII posters, each is labeled on the back.) You may also make additional copies of posters for your classroom if you need more than one set, pdf's can be found in your resource packet. Instruct students to examine each poster closely and make notes according to the guidelines on the worksheet. After completing the worksheet, instruct students to draw their own propaganda poster for the war and finally, have each student explain why their poster would be effective at encouraging others to help in the war effort.

If I Could Talk

If an object could talk, what would it say? Distribute objects of your choice to students individually or in groups. Instruct students to write a short story or poem from the perspective of the object. E.g., what has it seen, done, etc? How does it feel? Length of assignment is up to teacher.

Photo Analysis

This activity may be completed individually or in groups. Distribute primary source graphic organizer and photos appropriate to your study (WWI or WWII) to students. Instruct students to make notes on graphic organizer, noting what they see (observe), what they think is happening (reflect), and to think of several questions they would like to ask about the photo (question). For the final section (further investigation) have students attempt to answer at least one of their questions by utilizing books, encyclopedias, or approved internet sites if computers/tablets are available.

Day in the Life Storyboard

Pre-lesson: choose portion(s) from *A War Nurses Diary* (Passages have been highlighted) and make copies of chosen passage(s). Distribute copies of storyboard (found in resource packet) and excerpts from *A War Nurses Diary*. Instruct students to read a portion, length to be determined by teacher. After reading this primary source, instruct students to complete a storyboard, drawing pictures and captioning them to depict the experience of the nurse (Note: this diary was written by a British nurse in WWI. Some passages describe wounds/injuries that were common during trench warfare, in graphic detail).

Act it Out

This activity should be completed toward the end of your study so that students have plenty of background information. Gather students in a circle, and pass out the wearable objects from the trunk (helmets, belt, soldiers uniform, nurses uniform, etc.) they can also utilize the ID tags, meal kit, and other objects as the teacher sees appropriate. Instruct students to act out a scene from the perspective of the person who would have worn that object (soldier, nurse). The teacher should facilitate a brief discussion on why the student's scene was appropriate or not, and how it connects to the content. Continue to pass around the objects until all students have had the opportunity to complete the activity.

Standards

Depending on how the teacher structures her/his lesson plans, it is possible to meet all of the standards below by utilizing the Traveling Trunk

Kindergarten

| ACOS | CCRS |
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| 8. Recognize maps, globes, and satellite images. | <u>CCSS.ELA-LITERACY.RI.K.1</u> With prompting and support, ask and answer questions about key details in a text. |
| 9. Differentiate between land forms and bodies of water on maps and globes. | <u>CCSS.ELA-LITERACY.RI.K.2</u> With prompting and support, identify the main topic and retell key details of a text. |
| G 10. Apply vocabulary related to giving and following directions. | <u>CCSS.ELA-LITERACY.RI.K.3</u> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| 11. Identify symbols, customs, famous individuals, and celebrations representative of our state and nation. | <u>CCSS.ELA-LITERACY.RI.K.4</u> With prompting and support, ask and answer questions about unknown words in a text. |
| 12. Describe families and communities of the past, including jobs, education, transportation, communication, and recreation. | <u>CCSS.ELA-LITERACY.RI.K.10</u> Actively engage in group reading activities with purpose and understanding. |
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1st Grade

| ACOS | CCRS |
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| 2. Identify rights and responsibilities of citizens within the local community and state. | <u>CCSS.ELA-LITERACY.RI.1.1</u> Ask and answer questions about key details in a text. |
| 3. Recognize leaders and their roles in the local community and state. | <u>CCSS.ELA-LITERACY.RI.1.2</u> Identify the main topic and retell key details of a text. |
| 4. Identify contributions of diverse significant figures that influenced the local community and state in the past and present. | <u>CCSS.ELA-LITERACY.RI.1.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| 5. Identify historical events and celebrations within the local community and throughout Alabama. | <u>CCSS.ELA-LITERACY.RI.1.4</u> Ask and answer questions to help |

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| | determine or clarify the meaning of words and phrases in a text. |
| 6. Compare ways individuals and groups in the local community and state lived in the past to how they live today | <u>CCSS.ELA-LITERACY.RI.1.7</u> Use the illustrations and details in a text to describe its key ideas. |
| 7. Describe how occupational and recreational opportunities in the local community and state are affected by the physical environment. | |
| 8. Identify land masses, bodies of water, and other physical features on maps and globes | |
| 9. Differentiate between natural resources and human-made products | |
| 10. Describe the role of money in everyday life | |

2nd Grade

| ACOS | CCRS |
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| 2. Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good. | <u>CCSS.ELA-LITERACY.RI.2.1</u> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| 3. Use various primary sources, including calendars and timelines, for reconstructing the past. | <u>CCSS.ELA-LITERACY.RI.2.3</u> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| 4. Use vocabulary to describe segments of time, including year, decade, score, and century. | <u>CCSS.ELA-LITERACY.RI.2.5</u> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| 6. Identify states, continents, oceans, and the equator using maps, globes, and technology | <u>CCSS.ELA-LITERACY.RI.2.7</u> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| 7. Explain production and distribution processes | |
| 8. Describe how scarcity affects supply and demand of natural resources and human-made products | |

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| 10. Identify ways people throughout the country are affected by their human and physical environments. | |
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3rd Grade

| ACOS | CCRS |
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| 1. Locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes. | <u>CCSS.ELA-LITERACY.RI.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 2. Locate the continents on a map or globe | <u>CCSS.ELA-LITERACY.RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 3. Describe ways the environment is affected by humans in Alabama and the world | <u>CCSS.ELA-LITERACY.RI.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| 4. Relate population dispersion to geographic, economic, and historic changes in Alabama and the world | <u>CCSS.ELA-LITERACY.RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| 6. Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences. | |
| 11. Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs. | |

4th Grade

| ACOS | CCRS |
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| 13. Describe the economic and social impact of World War II on Alabamians, | <u>CCSS.ELA-LITERACY.RI.4.1</u> Refer to details and examples in a text |

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| including entry of women into the workforce, increase in job opportunities, rationing, utilization of Alabama’s military installations, military recruitment, the draft, and a rise in racial consciousness. | when explaining what the text says explicitly and when drawing inferences from the text. |
| | <u>CCSS.ELA-LITERACY.RI.4.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| | <u>CCSS.ELA-LITERACY.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| | <u>CCSS.ELA-LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . |
| | <u>CCSS.ELA-LITERACY.RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| | <u>CCSS.ELA-LITERACY.RI.4.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| | <u>CCSS.ELA-LITERACY.RI.4.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |

5th Grade

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| ACOS | CCRS |
| N/A | <u>CCSS.ELA-LITERACY.RI.5.1</u> Quote accurately from a text when |

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| | explaining what the text says explicitly and when drawing inferences from the text. |
| | <u>CCSS.ELA-LITERACY.RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| | <u>CCSS.ELA-LITERACY.RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| | <u>CCSS.ELA-LITERACY.RI.5.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . |
| | <u>CCSS.ELA-LITERACY.RI.5.5</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| | <u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
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6th Grade

| ACOS | CCRS |
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| 3. Identify causes and consequences of World War I and reasons for the United States' entry into the war. | <u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources. |
| 4. Identify cultural and economic developments in the United States from 1900 through the 1930s | <u>CCSS.ELA-LITERACY.RH.6-8.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| 6. Identify causes and consequences of World War II and reasons for the United States' entry into the war. | <u>CCSS.ELA-LITERACY.RH.6-8.3</u> Identify key steps in a text's description of a process related to history/social studies |

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| | (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| 7. Identify changes on the American home front during World War II. | <u>CCSS.ELA-LITERACY.RH.6-8.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| | <u>CCSS.ELA-LITERACY.RH.6-8.5</u> Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| | <u>CCSS.ELA-LITERACY.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| | <u>CCSS.ELA-LITERACY.RH.6-8.9</u> Analyze the relationship between a primary and secondary source on the same topic. |

7th Grade

| ACOS | CCRS |
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| Geography | <u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources. |
| 1. Describe the world in spatial terms using maps and other geographic representations, tools, and technologies. | <u>CCSS.ELA-LITERACY.RH.6-8.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| 8. Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people. | <u>CCSS.ELA-LITERACY.RH.6-8.3</u> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| 12. Explain ways geographic features and environmental issues have influenced historical events. | <u>CCSS.ELA-LITERACY.RH.6-8.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| Civics | <u>CCSS.ELA-LITERACY.RH.6-8.5</u> Describe how a text presents information |

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| | (e.g., sequentially, comparatively, causally). |
| 3. Compare the government of the United States with other governmental systems, including monarchy, limited monarchy, oligarchy, dictatorship, theocracy, and pure democracy. | <u>CCSS.ELA-LITERACY.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| 5. Compare duties and functions of members of the legislative, executive, and judicial branches of Alabama’s local and state governments and of the national government. | <u>CCSS.ELA-LITERACY.RH.6-8.9</u> Analyze the relationship between a primary and secondary source on the same topic. |
| 10. Describe individual and civic responsibilities of citizens of the United States. | |
| 11. Compare changes in social and economic conditions in the United States during the twentieth and twenty-first centuries. | |
| 12. Describe how the United States can be improved by individual and group participation in civic and community activities. | |

8th Grade

| ACOS | CCRS |
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| N/A | <u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources. |
| | <u>CCSS.ELA-LITERACY.RH.6-8.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| | <u>CCSS.ELA-LITERACY.RH.6-8.3</u> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| | <u>CCSS.ELA-LITERACY.RH.6-8.4</u> Determine the meaning of words and phrases as they are used in a text, |

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| | including vocabulary specific to domains related to history/social studies. |
| | <u>CCSS.ELA-LITERACY.RH.6-8.5</u> Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| | <u>CCSS.ELA-LITERACY.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| | <u>CCSS.ELA-LITERACY.RH.6-8.9</u> Analyze the relationship between a primary and secondary source on the same topic. |

9th Grade

| ACOS | CCRS |
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| 11. Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan’s power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States’ imperialism. | <u>CCSS.ELA-LITERACY.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| 12. Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system. | <u>CCSS.ELA-LITERACY.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| 14. Describe causes and consequences of World War II. | <u>CCSS.ELA-LITERACY.RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| | <u>CCSS.ELA-LITERACY.RH.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| | <u>CCSS.ELA-LITERACY.RH.9-10.7</u> Integrate quantitative or technical |

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| | analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| | <u>CCSS.ELA-LITERACY.RH.9-10.9</u> Compare and contrast treatments of the same topic in several primary and secondary sources. |
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10th Grade

| ACOS | CCRS |
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| N/A | <u>CCSS.ELA-LITERACY.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| | <u>CCSS.ELA-LITERACY.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| | <u>CCSS.ELA-LITERACY.RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| | <u>CCSS.ELA-LITERACY.RH.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| | <u>CCSS.ELA-LITERACY.RH.9-10.7</u> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| | <u>CCSS.ELA-LITERACY.RH.9-10.9</u> Compare and contrast treatments of the same topic in several primary and secondary sources. |
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11th Grade

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| <p>4. Describe causes, events, and the impact of military involvement of the United States in World War I, including mobilization and economic and political changes. [</p> | <p><u>CCSS.ELA-LITERACY.RH.11-12.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> |
| <p>5. Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald.</p> | <p><u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> |
| <p>8. Summarize events leading to World War II, including the militarization of the Rhineland, Germany’s seizure of Austria and Czechoslovakia, Japan’s invasion of China, and the Rape of Nanjing</p> | <p><u>CCSS.ELA-LITERACY.RH.11-12.3</u> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> |
| <p>9. Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences.</p> | <p><u>CCSS.ELA-LITERACY.RH.11-12.5</u> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> |
| <p>10. Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African-American community, racial and ethnic tensions, Servicemen’s Readjustment Act of 1944 (G. I. Bill of Rights), and desegregation of the military.</p> | <p><u>CCSS.ELA-LITERACY.RH.11-12.6</u> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> |
| | <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively,</p> |

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| | as well as in words) in order to address a question or solve a problem. |
| | <u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |

12th Grade

| ACOS | CCRS |
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| N/A | <u>CCSS.ELA-LITERACY.RH.11-12.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| | <u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| | <u>CCSS.ELA-LITERACY.RH.11-12.3</u> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| | <u>CCSS.ELA-LITERACY.RH.11-12.5</u> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| | <u>CCSS.ELA-LITERACY.RH.11-12.6</u> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| | <u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, |

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| | as well as in words) in order to address a question or solve a problem. |
| | <u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |

Additional Resources for Teachers

World War I

National Archives, WWI Centennial

- <https://www.archives.gov/topics/wwi#event-/timeline/item/archduke-assassination>

WWI and Alabama

- <http://www.encyclopediaofalabama.org/article/h-1545>

Women in WWI

- <http://americanhistory.si.edu/collections/object-groups/women-in-wwi/introduction>
- <https://unwritten-record.blogs.archives.gov/2016/03/22/women-in-world-war-i-in-photographs/>

40 Maps that Explain WWI

- <https://www.vox.com/a/world-war-i-maps>

British National Archives, WWI

- <http://nationalarchives.gov.uk/first-world-war/>

Wilson's 14 Points Lesson Plan

- <https://edsitement.neh.gov/lesson-plan/fighting-peace-fate-wilsons-fourteen-points#sect-activities>

Buzzfeed, The Most Powerful Images from WWI

- https://www.buzzfeed.com/matthewtucker/important-photos-to-help-us-remember-the-outbreak-of-worl?utm_term=.suEN9P9OX#.co9WA6A4O

Harlem Hellfighters

- <http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/who-were-the-harlem-hellfighters/>

Propaganda Posters

- <https://history.army.mil/art/Posters/WWI/WWI.htm>
- <http://www.loc.gov/pictures/search/?st=grid&co=wwipos>

World War II

African Americans in WWII

- <https://www.archives.gov/research/african-americans/ww2-pictures>
- <https://www.smithsonianmag.com/history/why-african-american-soldiers-saw-world-war-ii-two-front-battle-180964616/>

WWII Photos, The National Archives

- <https://www.archives.gov/research/military/ww2/photos>

Women's Army Corp:

- <http://soldiers.dodlive.mil/2016/05/20-facts-about-the-womens-army-corps/>
- <https://armyhistory.org/skirted-soldiers-the-womens-army-corps-and-gender-integration-of-the-u-s-army-during-world-war-ii/>

Victory Gardens

- <https://www.floridamemory.com/items/show/299298?id=1>
- <http://extension.uga.edu/content/dam/extension/programs-and-services/school-gardens/documents/5-Historical-Victory-Garden-and-WWII.pdf>
- <https://www.cbsnews.com/pictures/propaganda-art-for-wwii-victory-gardens/>

Victory Mail

- <https://postalmuseum.si.edu/VictoryMail/classroom/introduction.html>
- <https://postalmuseum.si.edu/exhibits/past/the-art-of-cards-and-letters/mail-call/v-mail.html>

Alabama Native, Gerow Hodges in WWII

- <https://www.samford.edu/alabama-mens-hall-of-fame/inductees/Hodges.html>

Propaganda Posters

- <https://www.history.com/topics/world-war-ii/world-war-ii-history/pictures/world-war-ii-posters/poster-by-j-howard-miller-4>
- <http://ww2propagandaposters.org/home/>

General WWII info from the WWII Museum in New Orleans

- <https://www.nationalww2museum.org/students-teachers/educator-resources/classroom-resources>

Cadets Train at Maxwell Field in Montgomery, AL, 1943

- http://www.al.com/news/montgomery/index.ssf/2015/07/vintage_photos_show_how_maxwel.html

Tuskegee Airmen

- <http://www.tuskegeemuseum.org/who-were-they/>