

<b>Compelling Question</b>	According to the U.S. government, how important were the contributions of the home front in achieving the United States' victory in World War II?
<b>Standards and Practices</b>	<p><b>8.6 World War II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to the call for international efforts to protect human rights and prevent future wars.</b></p> <p><b>8.6b</b> From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.</p> <ul style="list-style-type: none"> <li>➤ Students will investigate the impact of the war on the American economy and day-to-day life.</li> </ul> <p>✓ Time, Continuity, and Change    Power, Authority, and Governance</p>
<b>Staging the Question</b>	Discuss how American military actions overseas affect American families at home after viewing the Three Doors Down video for their hit "When I'm Gone."

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What specific items did the U.S. government ration during the war? How did it convince Americans to go along with rationing?	How did women specifically contribute to the war effort at home?	How did U.S. government convince Americans to purchase war bonds?	What was reason behind the U.S. government's Japanese American Relocation Program during WWII? Was it the right thing to do?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Generate a list of items targeted for rationing and conservation by the Office of Price Administration, War Production Board, and Office	Fill in the blanks of a multi-flow map explaining the causes and effects of women entering the workforce during WWII as expressed in multiple examples of related	Create their own radio commercial script that would convince the public to purchase war bonds. <b>Accommodation: provide examples of scripts and</b>	Write a letter to the U.S. Government expressing your concern or support for the relocation of Japanese Americans using evidence from the sources to support you

<p>of War Information and identify the reasons given to the public for doing as expressed in multiple examples of related propaganda.</p> <p><b>*Modification: Provide the reasons given to the public and have the students match the reasons to their generated list</b></p>	<p>propaganda.</p> <p><b>*Modification: Create the map for the students and have the students fill in the blanks of the map</b></p>	<p><b>outlines for students to use to assist them in their creation</b></p>	<p>position.</p>
<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>
<p><b>Source A:</b> <i>They've Got More Important Places to Go Than You!- Save Rubber</i> by Walter DuBois</p> <p><a href="http://www.fortmissoulamuseum.org/WWII/detail.php?id=157">http://www.fortmissoulamuseum.org/WWII/detail.php?id=157</a></p> <p><b>Source B:</b> <i>"His Needs Come First-Take Care of Your Tires...Or You'll Walk!"</i> by U.S. Office of Price Administration (Unknown Artist)</p> <p><a href="http://www.fortmissoulamuseum.org/WWII/detail.php?id=137">http://www.fortmissoulamuseum.org/WWII/detail.php?id=137</a></p> <p><b>Source C:</b> <i>Fuel Fights! Save Your Share</i> by War Production Board (unknown artist)</p> <p><a href="http://www.fortmissoulamuseum.org/WWII/detail.php?id=96">http://www.fortmissoulamuseum.org/WWII/detail.php?id=96</a></p> <p><b>Source D:</b> <i>"Rationing Means a Fair Share for all of Us"</i> by Herbert Roesse (Office of Price Administration)</p> <p><a href="http://www.fortmissoulamuseum.org/WWII/detail.php?id=1">http://www.fortmissoulamuseum.org/WWII/detail.php?id=1</a></p>	<p><b>Source A:</b> <i>Rosie the Riveter audio song-</i> by The Four Vagabonds</p> <p><a href="http://www.authentichistory.com/1939-1945/3-music/10-Pitching_In/19430200_Rosie_the_Riveter-The_Four_Vagabonds.html">http://www.authentichistory.com/1939-1945/3-music/10-Pitching_In/19430200_Rosie_the_Riveter-The_Four_Vagabonds.html</a></p> <p><b>Source B:</b> <i>Rosie the Riveter Poster</i></p> <p><a href="http://loc.gov/pictures/resource/fsa.8d39781/">http://loc.gov/pictures/resource/fsa.8d39781/</a></p> <p><b>Source C:</b> <i>Women welders at the Landers, Ferry, and Clark plant-</i> photograph by Gordon Parks</p> <p><a href="http://loc.gov/pictures/resource/fsa.8d39781/">http://loc.gov/pictures/resource/fsa.8d39781/</a></p> <p><b>Source D:</b> <i>Women war production workers making M5 and M7 guns for the US Army-</i> photograph by Howard Hollem</p> <p><a href="https://www.loc.gov/item/wi2001026068/PP/">https://www.loc.gov/item/wi2001026068/PP/</a></p>	<p><b>Source A:</b> <i>Buy War Bonds Before It's Too Late</i> by Kroger Grocery and Baking Company (artist unknown)</p> <p><a href="http://www.nationalww2museum.org/learn/education/for-students/ww2-history/take-a-closer-look/war-bonds-propaganda-posters.html">http://www.nationalww2museum.org/learn/education/for-students/ww2-history/take-a-closer-look/war-bonds-propaganda-posters.html</a></p> <p><b>Source B:</b> <i>5<sup>th</sup> War Loan Promotion</i> (Radio Broadcast)</p> <p><a href="http://www.authentichistory.com/1939-1945/2-homefront/5-pitching_in/Bonds-5th_War_Loan_Promo_ver1.html">http://www.authentichistory.com/1939-1945/2-homefront/5-pitching_in/Bonds-5th_War_Loan_Promo_ver1.html</a></p> <p><b>Source C:</b> <i>The War Bond Man</i> by Andy Razaf/ performed by Frank Sinatra (U.S. Treasury Department War Finance Division)</p> <p><a href="http://www.authentichistory.com/1939-1945/3-music/10-Pitching_In/19440000_The_War_Bond_Man-Frank_Sinatra.html">http://www.authentichistory.com/1939-1945/3-music/10-Pitching_In/19440000_The_War_Bond_Man-Frank_Sinatra.html</a></p> <p><b>Source D:</b> <i>Invest in Invasion- Buy War Bonds</i> by Harold Lehman (U.S.</p>	<p><b>Source A:</b> <i>The Munson Report</i>, delivered to President Roosevelt November 7, 1941.</p> <p><a href="http://home.comcast.net/~chtongyu/internment/generations.html">http://home.comcast.net/~chtongyu/internment/generations.html</a></p> <p><b>Source B:</b> Harry Paxton Howard, "Americans in Concentration Camps," <i>The Crisis</i>, September 1942.</p> <p><a href="https://books.google.com/books?id=QFsEAAAMBAJ&amp;pg=PA281&amp;pg=PA281&amp;dq=Americans+in+Concentration+Camps+and+The+Crisis&amp;source=bl&amp;ots=Wk32Vfocov&amp;sig=uUcxoTUKTHcajzSnEhDskmMevTk&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwiJi8Tg0-vKAhWdVYyKHYrWDj0Q6AEILjAD#v=onepage&amp;q=Americans%20in%20Concentration%20Camps%20and%20The">https://books.google.com/books?id=QFsEAAAMBAJ&amp;pg=PA281&amp;pg=PA281&amp;dq=Americans+in+Concentration+Camps+and+The+Crisis&amp;source=bl&amp;ots=Wk32Vfocov&amp;sig=uUcxoTUKTHcajzSnEhDskmMevTk&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwiJi8Tg0-vKAhWdVYyKHYrWDj0Q6AEILjAD#v=onepage&amp;q=Americans%20in%20Concentration%20Camps%20and%20The</a></p>

<p><a href="#">45</a></p> <p><b>Source E:</b> <i>Gas Rationing, with Fibber McGee and Molly</i> (Radio Broadcast)</p> <p><a href="http://www.authentichistory.com/1939-1945/2-homefront/5-pitching_in/Rationing-Gas_Rationing-Fibber_McGee.html">http://www.authentichistory.com/1939-1945/2-homefront/5-pitching_in/Rationing-Gas_Rationing-Fibber_McGee.html</a></p> <p><b>Source F:</b> <i>America's Fighting Men Need Meat</i> (Radio Broadcast)</p> <p><a href="http://www.authentichistory.com/1939-1945/2-homefront/5-pitching_in/Rationing-Americas_Fighting_Men_Need_Meat.html">http://www.authentichistory.com/1939-1945/2-homefront/5-pitching_in/Rationing-Americas_Fighting_Men_Need_Meat.html</a></p> <p><b>Source G:</b> <i>Conserve Sugar and Gasoline</i> (Radio Broadcast)</p> <p><a href="http://www.authentichistory.com/1939-1945/2-homefront/5-pitching_in/Rationing-Conserve_Sugar_and_Gasoline.html">http://www.authentichistory.com/1939-1945/2-homefront/5-pitching_in/Rationing-Conserve_Sugar_and_Gasoline.html</a></p>	<p><b>Source E:</b> <i>The more women at work the sooner we win!</i> Poster by Alfred Palmer (photographer) Office of War Information, Bureau of Public Inquiries</p> <p><a href="https://vepca.wordpress.com/2012/10/02/rosie-the-riveter-and-wwii-home-front-posters/">https://vepca.wordpress.com/2012/10/02/rosie-the-riveter-and-wwii-home-front-posters/</a></p> <p><b>Source F:</b> <i>I'm proud ... My husband wants me to do my part</i> Poster by John Newton Howitt</p> <p><a href="http://www.loc.gov/pictures/item/95504753/">http://www.loc.gov/pictures/item/95504753/</a></p>	<p>Department of the Treasury- War Finance Division</p> <p><a href="http://www.fortmissoulamuseum.org/WII/detail.php?id=202">www.fortmissoulamuseum.org/WII/detail.php?id=202</a></p>	<p><a href="#">%20Crisis&amp;f=false</a></p> <p><b>Source C:</b> <i>Korematsu v. United States.</i> December 18, 1944.</p> <p><a href="http://www.law.cornel.edu/supct/html/histories/USSC_CR_0323_02_14_ZO.html">http://www.law.cornel.edu/supct/html/histories/USSC_CR_0323_02_14_ZO.html</a></p> <p><b>Source D:</b> The Commission on Wartime Relocation and Internment of Civilians, Personal Justice Denied: The Report of the Commission on Wartime Relocation and Internment of Civilians," February 24, 1983.</p> <p><a href="http://www.nps.gov/history/history/online_books/personal_justice_denied/index.htm">http://www.nps.gov/history/history/online_books/personal_justice_denied/index.htm</a></p> <p><b>Source E:</b> Japanese Relocation, U.S. Office of War Information, 1943. Retrieved from <a href="http://www.archive.org/details/Japanese1943">http://www.archive.org/details/Japanese1943</a></p>
Summative	Argument	Construct an argument (essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging	

Performance Task		competing views.
	<b>Extension</b>	Pursue arguments further by creating your own World War II propaganda poster that addresses a topic discussed using modern flair (e.g., emoji's, hashtags, etc.)
Taking Informed Action	<p><b>Understand:</b> Brainstorm a list of questions that one would like to ask a person who lived through the WWII era.</p> <p><b>Assess:</b> Evaluate the fairness and reasonableness of what was asked of the people by the U.S. government during WWII.</p> <p><b>Act:</b> Arrange for a local citizen who lived through the WWII era to visit the class to discuss the positive and negative aspects of home front life during the war.</p>	
	<p><b>Overview</b></p> <p><b>Inquiry Description</b></p> <p>This inquiry provides students with an opportunity to explore the role propaganda played in the U.S. Government's ability to convince Americans to support the war on the home front. Students will examine sources related to WWII propaganda, how lives of Americans not fighting overseas were affected, and how successful the use of propaganda was towards winning the war.</p> <p>The inquiry opens with the question "According to the U.S. government, how important were the contributions of the home front in achieving the United States' victory in World War II?" This question will allow the students take into consideration what the U.S. government wanted from the American public and how, in their opinion, it would help them win the war. Students will also discover how certain things required by the government were unreasonable.</p> <p>The first supporting question asks students to examine the specific items the U.S. government rationed during the war and how they convinced Americans to go along with it. Students will have the opportunity to view propaganda posters and listen to authentic radio commercials that attempted to demonstrate to Americans why rationing was so important.</p> <p>The second supporting question will have students explore what women were specifically asked to do to contribute to the war effort at home. Students will view photos, listen to music, and analyze propaganda posters that showcase women doing their part during the war.</p> <p>The third supporting question looks at how the U.S. government convinced Americans to purchase war bonds. Students will view propaganda posters and listen to radio commercials and songs that exhorted the virtues of contributing financially to the war effort and how it would help.</p>	

The fourth and final question asks students to examine the efforts of the U.S. government to relocate Japanese Americans. Students will view a film created by U.S. Office of War Information that attempted a biased and misleading explanation of the Japanese-American relocation efforts as well as multiple primary source point of views on whether or not this was the right thing to do.

### **Content Background**

World War II, which began in 1939 and ended in 1945, was the deadliest and most destructive war in history. More than fifty nations in the world were fighting, with more than 100 million soldiers deployed. Over the course of the war, the U.S. government was tasked with persuading Americans to support the war effort. As a result, the U.S. government (in the form of the Office of War Information, Office of Price Administration, U.S. Treasury Department War Finance Division, and various other organizations) produced posters, pamphlets, newsreels, radio spots and movies to convince Americans to get behind rationing of essential goods, women entering the workforce, the purchase of war bonds, and the relocation of Japanese Americans. Each of these things, according to the U.S. government, would help the Allies overcome its Axis enemies and win the war.

### **Content, Practices, and Literacies**

This inquiry has been designed to connect key curricular content with the social studies practices every student should master. Students will have the opportunity to practice Gathering, Using, and Interpreting Evidence from multiple sources, including *Gas Rationing, with Fibber McGee and Molly*; Power, Authority, and Governance practice by describing how events like the Relocation of Japanese Americans; and practice Time, Continuity and Change by examining the growing role of women contributing to the war effort. Additionally, the Taking Informed Action activity emphasizes the power of Civic Participation.

Students' content knowledge and skills are assessed in the inquiry through formative performance tasks, which increase in complexity during the inquiry. These tasks progress from generating a list of items targeted for rationing by the U.S. government and identifying the reasons for it to creating a multi-flow map explaining the causes and effects of women entering the workforce during WWII, creating their own radio commercial script that would convince the public to purchase war bonds, and finally writing a letter to the U.S. government expressing support or concern for the Japanese American Relocation program. The summative performance task asks students to address the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.

The New York State P–12 Common Core Learning Standards for English Language Arts & Literacy offer social studies teachers numerous opportunities to integrate literacy goals and skills into their social studies instruction. The Common Core supports the inquiry process through reading rich informational texts, writing evidence-based arguments, speaking and listening in public venues, and using academic vocabulary that complements the pedagogical directions advocated in the New York State K–12 Social Studies Framework. At the end of this inquiry is an explication of how teachers might integrate literacy skills into the content, instruction, and resource decisions they make. The Common Core connections are listed on the last page of this inquiry.