

Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 9 th	Lesson: A Year in the Life; Service-Learning "Find a Way to Serve"

<p>OBJECTIVES: NCSS: 4. INDIVIDUAL DEVELOPMENT AND IDENTITY-Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions.</p> <p>5. INDIVIDUALS, GROUPS, AND INSTITUTIONS Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Computer Technology <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
MATERIALS:	Computer/laptop; internet (with access to YouTube); Smart Board; <u>Students will need access to a tablet/computer and the internet to complete part of this lesson;</u> copies of the Vocabulary, copies of "A Year in the Life" worksheet; copies of the Facebook worksheet
Engage: Hook the students	<p>Explain to students that during World War II many things, including food and gasoline were rationed in the United States. On December 1, 1942, a system was created to classify drivers for the purpose of fuel allocation. Drivers who used their cars for work that was deemed essential to the war effort were classified differently and received additional stamps. Class A drivers were allowed only 3 gallons of gasoline per week. Class B drivers (factory workers, traveling salesmen) received 8 gallons per week.</p> <p>Play the video: "WWII CHUCK JONES CARTOON "POINT RATIONING OF FOODS" 77354" https://youtu.be/HlyITg4_Q18</p> <p>Think/Pair/Share Activity- Pair the students with a partner. Explain the T/P/S directions. The students will think of their answer, get with their partner and share their answer.</p> <p>T/P/S Question: What would you do if food and gasoline were rationed today like it was in WWII? When have you heard the term "essential workers"?</p>
Explore: Students make sense of a concept through observations.	Hand out copies of the vocabulary; Play the video: <i>See You Next Year! High School Yearbooks in World War II</i> ; https://youtu.be/d_UpL_2up3o ; hand out copies of "A Year in the Life" Research worksheet; hand out copies of the Facebook worksheet.
Explain: Teacher introduces formal vocabulary and language to students.	Vocabulary attached, excerpted from http://www.ww2yearbooks.org/glossary/
Elaborate: Students apply what they have learned.	The students will examine the lives of students who were in high school between 1942-1945 by looking at yearbooks from that time period. Students will complete the "A Year in the Life" Research worksheet; students will use what they learned about the life of students during that time period to create a mock Facebook Page for one of the students.
Evaluate: assessment.	A Year in the Life Research worksheet; Mock Facebook page
Enrichment/Service-Learning Project	Collaborate with your class members to think of a need in your community. Organize a project to fulfill that need for the greater good of your community.

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A Year in the Life Research Worksheet

Directions: For the purpose of this project, you will be researching World War II from the perspective of a young person who would have been 14 years old when the Japanese attacked Pearl Harbor on Dec. 7, 1941.

- Go to <http://www.ww2yearbooks.org/home/> . This website gives you access to high school yearbooks from 1942-1945. The yearbooks come from across the United States and are a part of the digital collection of resources available from the National WWII Museum Collection, New Orleans, LA.
- Browse through the yearbooks. Select two yearbooks you will use to answer the questions below:

Yearbook Date (year)		
Yearbook Name		
Location of School City and State		
Using your vocabulary, what kinds of things, if any, did you see in the yearbooks that indicated the United States was involved in World War II?		
What similarities do you see in the high school YOU attend and the high schools you examined?		
What differences do you see in the high school YOU attend and the high schools you examined?		

Select one of the students from the yearbooks that you believe is similar to you. For example, maybe they played the same sports you play, or are in some of the same clubs that you are. Create a Facebook page for your student, using information from their yearbook!

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Name of your student.	Friends Applications Inbox (1) Home Search
	Wall Info Photos +
	Relationship
	What are you doing?
	Post
	What are you doing?
	Post
Friends	
Groups/Activities	About Me

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Vocabulary-A Year in the Life

Allies-Term used to refer to the United States, Great Britain, the Soviet Union, China, Canada and approximately 50 other countries who opposed the Axis nations during WWII.

Axis Powers-Term used to refer to the alliance between Nazi Germany, Imperial Japan and Fascist Italy and their allies and satellite nations during WWII.

Blackout Drills-The US Office of Civilian Defense was formed in May 1941 to manage preparations for war-related emergencies on the Home Front at a local level. Blackout drills were conducted so people could practice their response to hearing an air-raid alarm, which was a series of siren blasts to notify residents in the event of a Home Front attack by the Axis. They were called 'blackout drills' because people were instructed to turn off all the lights in their homes and draw their blinds so that visible light would not attract bombs or gunfire from above.

The Draft-The Draft or the Selective Training and Service Act was the way the United States raised its armies in WWII. On September 16, 1940, the United States instituted the Selective Training and Service Act of 1940, which required all men between the ages of 21 and 45 to register for The Draft. This was the first peacetime draft in United States' history. Those who were selected from the draft lottery were required to serve at least one year in the armed forces. Following the Attack on Pearl Harbor, draft terms were extended through the duration of the fighting and the minimum age of service lowered to 18.

Executive Order 9066-An Executive Order given by President Of The United States Franklin Roosevelt on February 19, 1942, authorizing the internment (removal and confinement) of Japanese and Japanese Americans along the West Coast out of fear that they might side with Japan and against the U.S. in WWII. Under this order, nearly 120,000 Japanese Americans and resident Japanese were forced to leave behind their homes, property and possessions and relocate to ten remote internment camps for the remainder of the war.

Gold Star Flag-A service flag with a gold star in the center of the banner, representing a service member that has died during service. Gold Star Flags were displayed in windows by family members, but also by businesses and schools who may have lost former employees or former students in the war. In many high school yearbooks from WWII, images of Gold Star Flags would be included alongside pictures or names of students who had died.

Home Front-Term used to describe Americans of all ages not serving in the military but making contributions to the United States' war effort in their job, school or community. Service on The Home Front – from working in war-time factories to collecting scrap paper or metal – proved essential to the United States' victory in WWII. Service on The Home Front also opened the workplace to many women and minorities for the first time.

Japanese American Internment-Following the Attacks on Pearl Harbor, racially motivated suspicions about the loyalty of Japanese Americans reached near-panic levels. With the passage of Executive Order 9066 in 1942, ten War Relocation centers were established in remote parts of the country to house the nearly 120,000 Japanese Americans and Japanese resident aliens forcefully removed from their homes and interned by the U.S. government during WWII.

Prisoners Of War-During WWII, over 120,000 Americans that were captured alive were held as Prisoners Of War (P.O.W.'s) by Nazi Germany, Imperial Japan or one of their allies. Conditions for P.O.W.'s were often harsh yet differed widely depending on when and where the soldier was captured and by whom.

Propaganda Posters-During WWII, most countries, both Axis and Allies, produced posters, newsreels, films and radio announcements to encourage their citizens to support their wartime policies and the war effort. These sets of messages, aimed at influencing the opinions and behaviors of large numbers of people, are known as Propaganda. Propaganda Posters were also aimed at young people and are visible in many WWII high school yearbooks

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Rationing-During WWII, supplies of food, gasoline, sugar and even some articles of clothing were rationed (limited and controlled) so that the American military would have everything it needed to fight while also giving citizens on The Home Front 'their fair share.' Starting in 1942, everyone in the United States – from the youngest infant to the oldest person in the community – received ration books, inside of which were coupons which were needed, along with money, to purchase any goods that were rationed. Even if you had enough money to purchase something, if you did not have the right amount of ration coupons, you would not be allowed to purchase it. Due to strict gas and rubber rationing, Americans were also forced to do less driving as the average household was allotted less than 5 gallons of gasoline per week. Due to rationing, every purchase a person made required extra thought as to whether it was essential or not.

Scrap Drives-Production of all the weapons, vehicles and supplies needed by the United States' military in WWII created critical shortages of materials. To overcome these shortages, war planners searched for substitutes to use, however, they also relied heavily on ordinary Americans to collect, save and recycle scrap paper, metal, rubber and even grease from cooking to support the war effort. These collection and recycling efforts were known as Scrap Drives with students and young people usually taking the lead in the collection of old or scrap materials in their neighborhoods and schools. Similar to War Bond Drives, schools or classes would have competitive Scrap Drives to see who could collect or recycle the most scrap.

Service Flag-A small, patriotic banner displayed during wartime to indicate that a member of one's family was serving in the conflict. A blue star or several blue stars in the center of the red and white banner indicates the number of service members currently serving. A gold star in the center of the banner represents a service member that has died during service.

V For Victory-A slogan and propaganda campaign widely used during WWII. The V For Victory slogan was made popular by various Allied leaders performing the V-Sign hand-gesture in photographs, most memorably British Prime Minister Winston Churchill.

V-Mail-During WWII, V-Mail or "Victory Mail" was a space-saving process in which servicemen overseas or friends and loved ones on The Home Front could write a letter on a regular-sized, one-page V-Mail blank which would then be photographed and reduced in size so that it fit on a roll of microfilm.

Victory Corps-During WWII, one of the U.S. government's efforts to make sure that there was enough food for everyone — civilian and military alike — was the campaign for Victory Gardens. The idea for Victory Gardens was that everyone could raise some fruits or vegetables. Victory Gardens were a way for Americans on the Home Front to feel patriotic and contribute to the war effort. During WWII, Victory Gardens provided 40 percent of the vegetables grown in the country. There were almost two million Victory Gardens in America during the war, from suburban backyards to small city plots of land. Many Victory Gardens were planted by students; some were even planted at schools.

War Bonds & Stamps-During WWII, the United States spent more than \$300 billion fighting the Axis Powers and supplying our Allies. To help fund this massive effort, the U.S. Treasury Department offered Americans a chance to buy series of saving bonds known as War Bonds. A War Bond was a way for ordinary Americans to invest in the war effort with the promise that the U.S. government would repay their investment in ten years' time. Everywhere they went Americans were encouraged to help support the war effort by purchasing War Bonds. Children and students did their part, too, purchasing .25¢ War Stamps to paste into War Bond booklets. Students would bring in nickels, dimes, and quarters to see if their school or class could out-raise other schools or classes.

Waste Fat Collection-In many high schools during WWII, there were Scrap Drives to collect and recycle materials needed for the war effort. One specific, though at first glance unlikely, material that was collected in these drives was left-over grease from cooking and food preparation. Waste-fats and grease contain the chemical glycerin – a component used in the production of ammunition and explosives. Some high schools during WWII had official Grease Clubs to meet this need.

Service-Learning Project

Lesson Plan





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- 1. Define Community Service**-Community service is unpaid work performed by a person or group of people for the benefit and betterment of their community.
- 2. Explain** that community service can take many different forms. (For example, students in the 1942-45 yearbooks conducted scrap drives and bought war stamps to support the war effort. Maybe you can hold a canned food drive for your local food bank, or raise money to help a local charity that provides food and other necessities for a local animal shelter, or providing school supplies for students whose families may have fallen on hard times.)
- 3. Describe** some of the opportunities available for your students to perform a community service project in your local community or school.
- 4. Brainstorm** ideas for a Service-Learning Project your students can perform! Think about needs your local Veterans may have or your local community or school.
- 5. Pick a Project**-Discuss the various ideas from the Brainstorming Activity, allow the students to vote or choose a project they can complete as a class. Choose a name for the project. Tell students to write the name of their project on the Service-Learning form.
- 6. Discuss** the next steps for their project. Tell the students to list the steps on the Service-Learning form. (This should include making a poster, like the Rosie the Riveter "We Can Do It" poster, to advertise their project.)
- 7. Examine** ways parents, family members and friends can help your class with their Service-Learning Project. Tell the students to write this on their Service-Learning form.
- 8. Decide** a Start and End date for your project. Tell the students to write the dates on their Service-Learning form.
- 9. Attach** a note to the Service-Learning Project form to send home to parents, letting them know their child will be participating in the project. The type of project your class decides to do will determine how much help they may need from parents and family members. For example, if they decide to clean up around the school playground, they may only need disposable gloves and trash bags.
- 10. Conduct** a debriefing when the project is complete. Ask students to write a short paragraph about their project. Explain to students that "service" does not have to be military service-they can "Find A Way to Serve" in many different ways!
- 11.** Make sure you send an email to teach@wreathsasscrossamerica.org telling us what kind of project your class completed, include pictures! Put your school's name and project name in the subject line of the email!! We look forward to hearing from you!!

Student Name _____ **Service-Learning Project Form**

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	Write the name of your class project here:
	Write the steps for your project here:
	How can my family & friends help?
	Date your class project will START: _____ Date your class project will END: _____