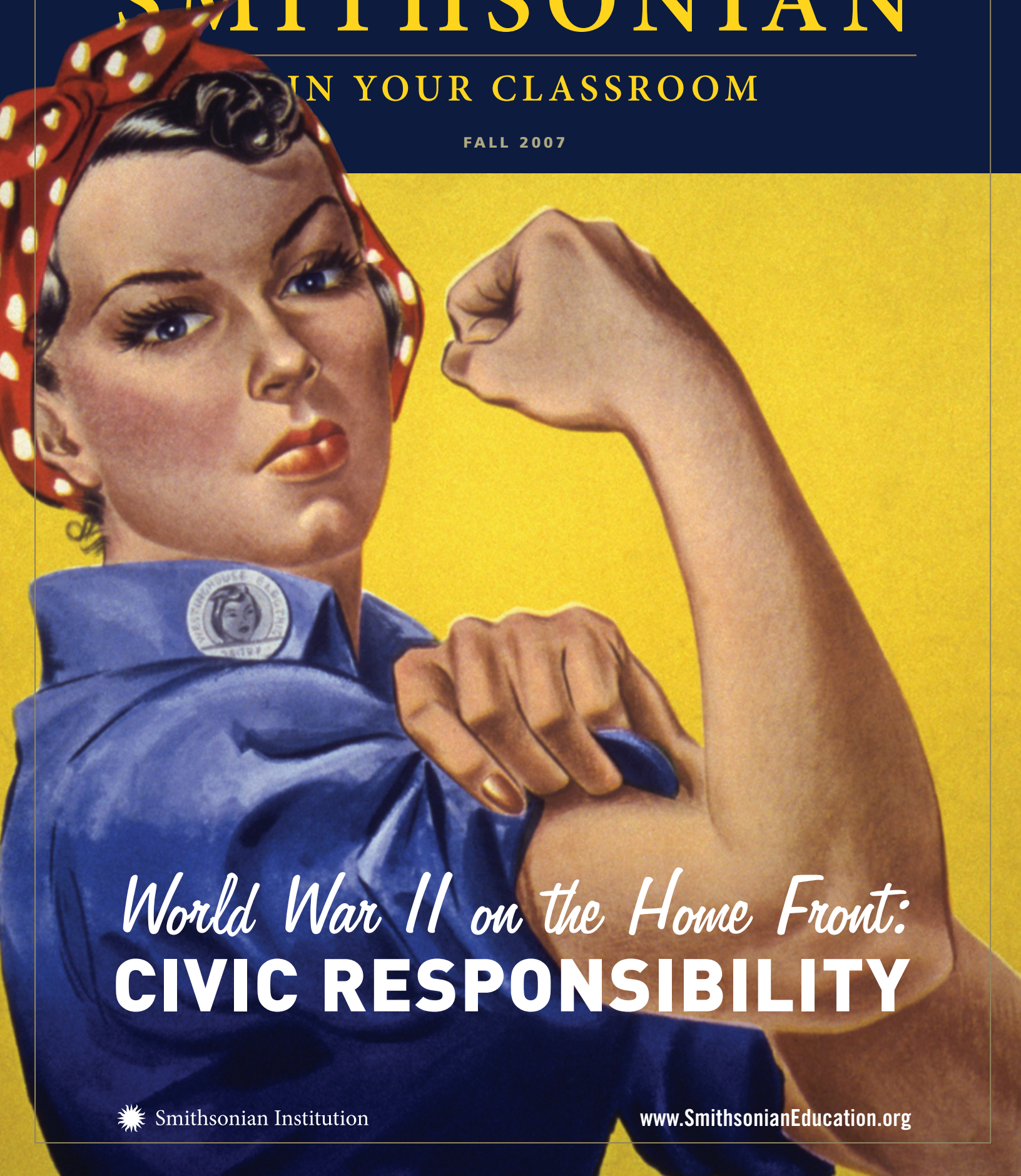


SMITHSONIAN

IN YOUR CLASSROOM

FALL 2007



World War II on the Home Front:
CIVIC RESPONSIBILITY

World War II on the Home Front:

CIVIC

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RESPONS

NATIONAL STANDARDS

The lesson addresses Standard V of the National Standards for Civics and Government:

STUDENTS SHOULD BE ABLE TO:

- Identify personal and civic responsibilities and explain their importance.
- Explain the meaning of civic responsibilities as distinguished from personal responsibilities.
- Evaluate the importance for the individual and society of fulfilling civic responsibilities.
- Evaluate when their responsibilities as Americans require that their personal rights and interests be subordinated to the public good.

STATE STANDARDS

See how the lesson correlates to standards in your state by visiting www.SmithsonianEducation.org/educators.

ILLUSTRATIONS

Page 2, right: Groucho Marx Collection, Archives Center, National Museum of American History.

Page 4, top: Warshaw Collection of Business Americana—War, Archives Center, National Museum of American History. Page 10: Comprehensive Social Studies Assessment Project.

Cover and all other illustrations: National Museum of American History.

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Nothing in America went unchanged by World War II.

More than 16 million men and women—more than one-tenth of the population—served in the armed forces. More than 400,000 never returned. Those who remained at home found themselves taking on the responsibilities of “citizen soldiers” at every turn of their daily lives. Decisions that were once only personal—what to buy, what to eat, how to spend free time—now had global consequences.

SIBILITY

To explain these responsibilities, and to encourage a voluntary spirit, the U.S. government launched the biggest advertising and public relations campaign in history. An important outlet for the messages were posters of the kind that had appeared during World War I—posters exemplified by the image of a stern Uncle Sam declaring, *I Want You*. Since that war, there had been great advances in communication technology. Motion pictures now could talk. Radio networks, established in the 1920s, now broadcast coast to coast to more than 80 percent of American homes. But posters, as a government report put it, could “work a 24-hour shift.”

In this issue’s lesson, students learn about life in a time of national emergency by examining some of the posters, all taken from the collections of the Smithsonian’s National Museum of American History. The class considers ideas of personal responsibility and citizenship by focusing on an essential question: *How does volunteering demonstrate civic responsibility?* The lesson is part of a unit created by the Comprehensive Social Studies Assessment Project (CSSAP) of the Council of

Chief State School Officers. At its completion, the project will include twelve online units for elementary through high school. Each addresses the big ideas in the national standards by exploring important issues of our time. Some of the titles are “Pandemics,” “Resources and Production,” “Culture and Civilization,” and “Liberty and Citizenship,” from which the lesson is drawn.

Each CSSAP unit includes a summative assessment, in which the student applies knowledge and understanding in a provided context; essential questions that get to the heart of the national standard; instructional strategies that scaffold learning, from the gathering of information to application; formative assessments that check for understanding after each strategy; and student-ready resources for the teachers.

The Smithsonian is collaborating with CSSAP through an agreement with the Council of Chief State School Officers, the goal of which is to bring Smithsonian collections and scholarship into classrooms across the country. To learn more, see the article on page 10.

Background

During World War II, all American men between eighteen and forty-five years old were eligible for the military draft. The number of Americans who paid the federal income tax rose from 13 million to 60 million. Business owners were subject to taxes on excess profits and workers were subject to wage controls. But the winning of this total war required a commitment beyond what could be required by law. Most war-effort posters urged citizens toward voluntary action of three kinds: investment, production, and conservation.

Investment

One of the great incarnations of the volunteer spirit in American history was the public response to a government savings-bond program. Called Defense Bonds before the Japanese attack on Pearl Harbor and War Bonds afterwards, these U.S. Treasury securities served two purposes, financing the war and taking money out of circulation to hold down inflation. The bonds were sold in denominations



beginning at \$25. Less expensive stamps could be saved in a book and redeemed for a bond. Purchase of bonds amounted to a generous loan from the American people to the American government: they yielded a modest return, 2.9 percent after a maturity of ten years.

The Treasury Department began to commission bond posters early in 1941. From the beginning, the emphasis was not on what the bonds could do for the individual's financial security, but on what each individual could do for the cause by buying "a share in America."

"I cannot tell you how much to invest in War Bonds," said President Franklin D. Roosevelt in one of his radio "fireside chats" in 1943. "No one can tell you. It is for you to decide under the guidance of your own conscience."

If a sense of duty was the selling point of the bonds, the campaign was helped along by an American sense of flash and fun. Hollywood celebrities appeared at "Stars over America" bond rallies across the country. Lana Turner alone raised \$5.25 million by offering kisses to bond buyers. In 1944, purchase of bonds was the price of admission for a circus-like three-way baseball game at the Polo Grounds in



New York, in which the Brooklyn Dodgers defeated both the Yankees and the Giants. The event raised \$56.5 million.

By the end of the war, more than 85 million Americans, out of a population of 139 million, had bought bonds. Millions had participated in bond-selling drives organized by such groups as Scout troops, men's lodges, women's clubs, and union locals. The total cost of the war to the federal government has been estimated at \$340 billion in 1940s dollars. Nearly half of that came from bond sales.

Production

In a fireside chat in December 1940, one year before Pearl Harbor, President Roosevelt called on the country to become the “arsenal of democracy.” That year, Nazi Germany had overrun Denmark, Norway, Holland, Belgium, and France. Only Britain, bombarded from the air, stood in the way of Nazi domination of the Atlantic. The United States would soon unleash its productive might to send armaments, raw materials, and food to Britain and its allies.

“As the government is determined to protect the rights of the workers,” the president said in the talk, “so the nation has a right to expect that the men who man the machines will discharge their full responsibilities to the urgent needs of defense.”

By the end of the war in 1945, American civilian workers had built 14,000 ships, 88,000 tanks, 300,000 airplanes, and millions of guns. Posters were the ideal medium for the message that every bit of effort was a contribution to this feat, and that



every sick day, every extra minute on a break, and every broken tool was a boon to the enemy. Posters could be mounted at the factory itself as a reminder that this, too, was a battlefield.

As most young men were entering the military, millions of women entered the workforce, many in places that had not seen women before. The Ford Motor Company, for instance, lifted a ban on hiring women for any but secretarial positions, and women would soon make up nearly half of the workforce at Ford’s Willow Run bomber plant in Michigan.

While these “Rosie the Riveters” were often figures of fun in popular culture, posters created for the factory reflected back to women an idealized image of themselves. A labor-management committee of the Westinghouse Company commissioned the now-famous poster on which a young woman flexes new muscles while remaining as glamorous as Rita Hayworth. There seems a bit of defiance in the caption: *We Can Do It!*

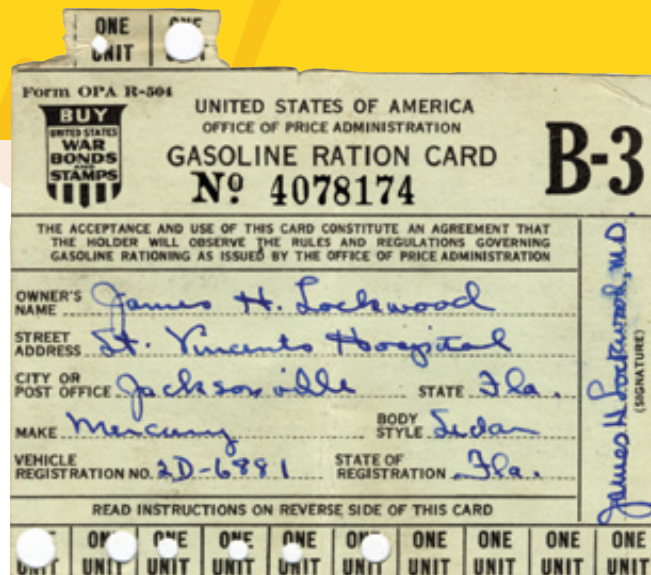
Background

Conservation

War production propelled the United States out of a depression and into a boom economy. In 1944, American farms produced 324 million more bushels of wheat and 477 million more bushels of corn than in 1939. By the end of the war, the U.S., with about 5 percent of the world's population, was producing half of the world's manufactured goods.

But the economic shortages of the Great Depression were replaced during the war by government-enforced shortages of those goods. Consumers were issued ration cards to limit their purchases of groceries and gasoline. Factories that had made everything from automobiles to waffle irons were now producing war materiel exclusively. The diversion of fabrics to the military dictated civilian fashion: long evening gowns went out, along with cuffs, pleats, vests, patch pockets, and wide padded shoulders. To the alarm of many, the skimpy two-piece women's bathing suit came in.

Posters reminded Americans of the reasons for the shortages and asked them to make do by conserving, by avoiding the black market, and by generally becoming more self-reliant. Nowhere is the totality of the war effort seen more clearly than on posters that connect the campaigns overseas with growing vegetables in a home "Victory Garden," cleaning one's plate, or saving bacon grease. (Glycerin in



recycled fat was used for ammunition and for some medicines.) One poster encouraged the making of one's own clothes with a pun on Pearl Harbor and the purling stitch in knitting: *Remember Pearl Harbor. Purl Harder.*

A product that never became scarce was the war effort poster itself. In the 1930s, the government Works Progress Administration (WPA) had developed a silk-screening process that facilitated the mass reproduction of color posters. In 1943, the WPA put out a handbook for amateurs that stated, "Anyone can make a poster." By the end of the war, businesses and private organizations were producing more posters than were government agencies. The government urged employers to "use enough" posters, at least one for every hundred workers.



In 1942, a privately produced catalog of posters advised that the objectives of the war effort "must be gained by methods that are in harmony with the principles of a democratic society . . . by supplying incentives that will induce voluntary action." This idea, in one way or another, is found on nearly every poster: the defense of freedom depends on individual responsibility, freely chosen.

FOOD IS A WEAPON



DON'T WASTE IT!

BUY WISELY - COOK CAREFULLY - EAT IT ALL

FOLLOW THE NATIONAL WARTIME NUTRITION PROGRAM

**“Even a little
can help a lot - *NOW*”**



Buy
U.S. WAR STAMPS  BONDS

U.S. GOVERNMENT PRINTING OFFICE : 1942 - O - 455803 FORM DSS-405

ILLUSTRATION COURTESY OF LADIES' HOME JOURNAL

A Victory Creed for 43



I shall be regular in my attendance because every unnecessary day I take off is a red letter day for the enemy.



I shall be thrifty with my time, giving every working hour 60 minutes.



I shall be careful of my work so that neither waste nor delay shall endanger the life of a Navy man.



I shall be loyal to my job and my country, remembering that tomorrow's front line victories begin on the production lines today.

PRODUCE FOR YOUR NAVY

Victory Begins at Home!

"We'll have lots to eat this winter, won't we Mother?"



**Grow your own
Can your own**

HELP BRING THEM BACK TO YOU!

Find time for war
work

Raise and share
food

Walk and carry
packages

Conserve every-
thing you have

Save 10% in War
Bonds



MAKE YOURS

A VICTORY HOME!

Teaching and Assessing for Understanding in Social Studies

JOANN FARRISH PREWITT

Education Associate, Delaware Department of Education
Chair, CSSAP Project

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nonprofit organization of public officials who head departments of elementary and secondary education in the states and the District of Columbia, as well as the Department of Defense Education Activity and five U.S. extra-state jurisdictions. One of the missions of the CCSSO is to undertake collaborative projects in order to share best practices and to model solutions. The lesson in this issue of *Smithsonian in Your Classroom* is a small sample of the work of one these projects, the Comprehensive Social Studies Assessment Project (CSSAP).

CSSAP is a collaboration of states that sought a solution to some of the issues/concerns of social studies in the states and districts across the nation:

- How can districts align social studies assessment, curriculum, and instruction so that the level of expectation in the standards is reached?
- How can units be structured so that they are deep in understanding, rich in resources, and engaging for teachers and students, but also clear and simple?
- How can units be structured so that they are instruction-ready for the classroom and are also training tools for understanding alignment, evidence, twenty-first-century skills, formative assessments, and the use of best practice models?

The result of this collaboration was the development of units that integrated research models for *depth of knowledge alignment*, *instructional scaffolding*, and *backward design* of instruction and assessment. A complete CSSAP unit includes:

- **Summative assessments** (or “transfer tasks”) to provide evidence of understanding through application.
- **Essential questions** to clarify each standard and to provide the structure for alignment of the lessons to the standard.
- **Formative assessments** to check for understanding at each strategy.
- Content from civics, economics, geography, and/or history presented through **twenty-first-century skills** and **technology**.
- Instructional strategies that use **research-based best practices** in social studies.

Liberty and Citizenship

Lesson 3

Essential Question

- How does volunteering demonstrate civic responsibility?

Background

This lesson uses as its main resource posters produced by the United States government during the Second World War that were intended to encourage Americans to demonstrate civic responsibility by taking voluntary action needed for the war effort.

World War II posters helped to mobilize a nation. Inexpensive, accessible, and ever-present, the poster was an ideal agent for making war aims the personal mission of every citizen. Government agencies, businesses, and private organizations issued an array of poster images linking the military front with the home front—calling upon every American to boost production at work and at home. Posters conveyed more than simple slogans. Posters expressed the needs and goals of the people who created them.

— from *Produce for Victory*, an online exhibition of the Smithsonian Institution's National Museum of American History

Smithsonian Institution
Produce for Victory

Instructional Strategies

Strategy 1

Gathering Information: KWL Chart

The KWL strategy activates prior knowledge and organizes information for learning.

Have students think about what life was like in America during the Second World War by posing this question.

- How might American citizens demonstrate citizenship during war time?

WWW.SCASSCSSAP.ORG

These units—the result of collaborations between states and an integration of research models—are relevant to issues at the forefront of public education today. For example: *What is the relationship between formative and summative assessment? Why is alignment to a level of knowledge important to effective assessment? Why is scaffolding important to instruction? How do alignment of the assessment and scaffolding of instruction work together?*

The lesson in this issue is just one part of a unit titled “Liberty and Citizenship,” and it has been modified for the print format. On the Web, the units include links to resources, many from the Smithsonian, and to assessment at the “point of use.” To see the entire “Liberty and Citizenship” unit, or to learn more about the project, visit www.scasscssap.org, which is open to the general public. A member page—accessible by password to states that are members of the project—includes all of the CSSAP units. The current members are Delaware, Georgia, Kentucky, Missouri, Nebraska, and New Jersey. If you are a teacher in one of these states, contact the social studies supervisor at the state department of education for access.

To learn more about CCSSO, visit www.ccsso.org. You may also contact CCSSO Coordinator Arthur Halbrook at arthurh@ccso.org or Joann Farrish Prewitt at jprewitt@doe.k12.de.us.

Lesson

Essential Question

How does volunteering demonstrate civic responsibility?

Background

This lesson uses as its main resource World War II-era posters that encouraged Americans to demonstrate civic responsibility by taking voluntary action for the war effort.

World War II posters helped to mobilize a nation. Inexpensive, accessible, and ever-present, the poster was an ideal agent for making war aims the personal mission of every citizen. Government agencies, businesses, and private organizations issued an array of poster images linking the military front with the home front—calling upon every American to boost production at work and at home. Posters conveyed more than simple slogans. Posters expressed the needs and goals of the people who created them.

—from *Produce for Victory*, an online exhibition of the Smithsonian's National Museum of American History



Instructional Strategies

Strategy 1

GATHERING INFORMATION: KWL CHART

The KWL strategy activates prior knowledge and organizes information for learning.

Have students begin to think about what life was like in America during World War II by posing this question:

How might American citizens demonstrate citizenship during war time?

Have students complete the first two columns of the KWL chart (page 13) independently, and then compare responses with a partner.

| WHAT I KNOW | WHAT I WANT TO KNOW | WHAT I LEARNED |
|-------------|---------------------|----------------|
| | | |
| | | |

CHECK FOR UNDERSTANDING = FORMATIVE ASSESSMENT

How is your response like or unlike your partner's?

Strategy 2

GATHERING INFORMATION: NOTE-TAKING

Have students analyze the posters by taking notes on the main ideas and supporting details. (Hand out copies of the posters on pages 5-9 or ask students to go to the *Produce for Victory* exhibition at americanhistory.si.edu/victory.)

Have students divide a sheet of paper in half, or draw two columns. While working in pairs, the students should write the main ideas found in the posters on one side and the details on the other. For example, a main idea from a poster might be saving food, while a supporting detail might be canning vegetables, or planting a garden. Stress with the students that the main ideas are likely to be one or two words, while the details may be examples of the ideas in action.

Work with the class to create a master list of the main ideas found in the posters.

Ask students: *Why might the U.S. government have used these posters to encourage people to volunteer?*

Instructional Strategies

Introduce the term *civic responsibility* as a main idea. Explain that this term is another way to describe the duties of citizenship.

Ask students: *If you were to write “civic responsibility” or “duties of citizenship” as a main idea, what supporting details from the posters would you list?*

CHECK FOR UNDERSTANDING = FORMATIVE ASSESSMENT

- After viewing the posters, what do you now know about what life was like for Americans during World War II?
- Fill in the “What I learned” column of the KWL chart from Strategy 1.
- How did your understanding of American life during World War II change as a result of viewing the posters?

Strategy 3

EXTENDING & REFINING INFORMATION: SUMMARIZING & IDENTIFYING SIMILARITIES AND DIFFERENCES

Summarizing requires the student to process information and then to write in his or her own words the main and supporting ideas of the material.

Have students work in pairs to create a topic sentence that represents the main ideas they have gathered from the posters. The topic sentence should respond to this question:

How might American citizens have demonstrated citizenship during war time?

Have students write the topic sentences on the board or in sentence strips for the entire class to compare. Ask students to use a T-chart (opposite page) to compare the similarities and differences between the topic sentences.

The big idea of *volunteerism* should be brought out by students as topic sentences are compared.

| SIMILARITIES | DIFFERENCES |
|--------------|-------------|
| | |
| | |
| | |

CHECK FOR UNDERSTANDING = FORMATIVE ASSESSMENT

Why is volunteering important?

Note: In the original CSSAP lesson, this formative assessment is linked to an activity in a previous lesson in the unit, which can be viewed at www.scasscssap.org. In that lesson, the teacher sets up an online survey and the students submit answers to questions along these lines: *What makes a good citizen? What would your community look like if most people did these things? What can be done to encourage people to be good citizens?* Students compare the survey answers to their answers on the T-chart in this lesson.

Strategy 4

APPLICATION: INTERACTIVE FEATURE AND DISCUSSION WEB

Have pairs of students go to the Peace Corps Web site* to find out what it's like to volunteer in another country.

Students should use one of the four interactive features available in order to discuss the essential question:

How does volunteering demonstrate civic responsibility?

How to conduct a discussion web:

- A student draws on research conducted in the previous strategy, the class textbook, previous classroom discussions, and personal experience as he or she thinks about the question and discusses it with a partner.
- The partners must come up with evidence that supports a response. Opinions are fine as long as they are supported by information from the text or by personal experience.
- Then the partners are paired with another set of partners to form a discussion group. The members of the group share their responses. Together, they reach a consensus on a point of view. Then student groups have the opportunity to share their point of view with the entire class.
- As a follow-up, students might be asked to debate the question, to support and write their individual opinions, or to discuss as a class.

CHECK FOR UNDERSTANDING = FORMATIVE ASSESSMENT

Why should a person's sense of civic responsibility extend beyond the borders of his or her community?

*Go to www.peacecorps.gov. Click on “What's It Like to Volunteer” and then “Interactive Features.”

Charts

WHAT I KNOW

WHAT I WANT TO KNOW

WHAT I LEARNED

*World War II on
the Home Front:*

CIVIC

SIMILARITIES

DIFFERENCES

RESPON

SIBILITY

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PEOPLE'S VOICE
2007
WEBBY
AWARDS

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★★★★★ *More than a thousand Smithsonian resources—websites, lesson plans, activity sheets—searchable by alignment to the standards of all fifty states*

★★★★★ *A rate-and-review feature—like those on book-and movie-selling sites—where you can share your thoughts with colleagues around the world*



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