

## Week Long - Extended Lesson Plan for Allies, Axis & the Aims of War

The weeklong lesson plan is intended to give students a deeper understanding of topics relating to World War II. By the end of this weeklong plan, students should be able to:

1. Understand how American soldiers felt about their allies and enemies during World War II.
2. Analyze handwritten responses by black and white soldiers to determine how they felt about and responded to their allies and enemies.
3. Evaluate the feelings of soldiers during World War II.
4. Remember previous knowledge about World War II, alliances, and enemies in the early 20th century.

**Day 1:** Screen *Know Your Ally: Britain* in class.

Begin class by giving students some contextual information about *Know Your Ally: Britain*. This film was produced in 1944 by the United States War Department and Signal Corp to solidify solidarity between Americans and the British within the ranks as well as counter Nazi propaganda that tried to create strife between the Alliance. As they're watching, encourage them to take notes on the film.

Once you have screened the film, use these questions as a guide for discussion:

1. What kind of message does this film send to soldiers?
2. How does this film portray the British?
3. Do you think this is an accurate depiction of the British?

**Day 2:** Use Lesson Plan for "Allies, Axis & the Aims of War." Encourage students to find differences between the scenes in *Know Your Ally: Britain* and the responses they are reading.

**Day 3:** Spend class having students visit and explore [The American Soldier in World War II](http://TheAmericanSoldierinWorldWarII.com) website. They can search for keywords surrounding allies and enemies, expanding their understanding of how soldiers viewed allies and enemies during the war. This also gives them the opportunity to explore other topics related to the American GI's experience.

While students are exploring the site, have them collect five free responses that they have not seen before. Encourage them to choose responses about both allies and enemies..

**Day 4:** Ask students to revise their historical summary from Day 2 using the five free responses they found on Day 3. Have them explain how the new sources helped enhance their understanding of what it was like for soldiers during World War II. You can use these questions to guide discussion in class:

1. How did these new sources change your understanding of the soldier's experience?
2. How varied were the responses you found? Did some soldiers have positive experiences?
3. How did soldiers differ in their opinions about allies and enemies?

**Day 5:** Have students choose their favorite (or most meaningful) response out of the ones they read and do a “deep analysis” using the **SCIM-C method**. The objective here is for students to practice extracting data from text, both the expressly written data and information they can infer by interpreting the details. Students should use the following questions to guide their analysis:

- 1. Summarize** - What specific information, details and/or perspectives does the source provide? Who is the author of the source? What is the purpose/subject of the source?
- 2. Contextualize** - What was happening within the immediate and broader context at the time the source was produced? Why was this source produced?
- 3. Infer** - What is suggested by the source? What interpretations may be drawn from the source? What inferences may be drawn from absences or omissions in the source?
- 4. Monitoring** - What ideas, images, or terms need further defining from the source? What additional evidence beyond the source is necessary to answer the historical question?
- 5. Corroborating** - What similarities and differences between this and other sources exist? What factors could account for these similarities and differences? What conclusions can be drawn from the accumulated interpretations?