

Week Long - Extended Lesson Plan for Home Front

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 the home front during World War II.
2. Analyze handwritten responses by black and white soldiers to determine how they felt about and responded to combat in the military.
3. Evaluate the feelings of soldiers during World War II.
4. Remember previous knowledge about World War II in the early 20th century.

Day 1: Screen *Private SNAFU: The Homefront* and *Private SNAFU: Censored* in class.

Begin class by giving students some contextual information about *Private SNAFU*. Private SNAFU was the main character of a series of adult animated shorts designed to instruct service personnel about a variety of topics. The character's name is a play on the military acronym "Situation Normal: All Fouled Up." 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 do these cartoons send to Americans? To soldiers?
2. How do these cartoons portray the home front?
3. Do you think this is an accurate depiction of the home front?

After this discussion, have students view a variety of [WWII propaganda posters](#). While doing so, encourage them to take notes on how these posters encouraged civilians to join the war effort. Students can ask themselves the following questions:

1. What kind of messages do these posters send to civilians?
2. Are they encouraging? Do they use scare tactics?
3. What kinds of feelings were these posters supposed to invoke?

Day 2: Use Lesson Plan for "Home Front." Encourage students to find differences between the scenes in *Private SNAFU*, the posters, and the responses they are reading.

Day 3: Spend class having students visit and explore [The American Soldier in World War II](#) website. They can search for keywords surrounding the home front, expanding their understanding of how the home front affected soldiers 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 both positive and negative responses.

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?

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?