

## Week-Long - Extended Lesson Plan for Race & Ethnicity

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

1. Understand how segregation affected American soldiers during World War II.
2. Analyze handwritten responses by black and white soldiers to determine how they felt about and responded to segregation in the army.
3. Evaluate the feelings of black and white soldiers during World War II.
4. Remember previous knowledge about World War II, the Jim Crow South, and race relations in the early 20th century.

**Day 1:** Screen *The Negro Soldier* in class.

Begin class by giving students some contextual information about *The Negro Soldier*. In 1944, *The Negro Soldier* was produced by Frank Capra as a follow up to his *Why We Fight* series. The army used this film to convince Black Americans to enlist in the army. 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 African Americans? White Americans?
2. How does this film encourage African Americans to join the army?
3. How does the film depict army life for African Americans? Do you think this is an accurate depiction?

**Day 2:** Use Lesson Plan for "Race & Ethnicity." Encourage students to find differences between the scenes in *The Negro Soldier* 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 segregation and the experiences of black soldiers, expanding their understanding of how segregation 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 responses from both black and white soldiers.

**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 black American 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 black soldier's experience?
2. How varied were the responses you found? Did some soldiers have positive experiences? Were some hopeful for the future?
3. What kind of responses did white soldiers have? Were all of them negative and/or hurtful?

**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?