

Week-Long - Extended Lesson Plan for Recreation & Entertainment

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 recreation and entertainment 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 recreation and entertainment in the army.
3. Evaluate the morale of black and white soldiers during World War II.
4. Remember previous knowledge about World War II in the early 20th century.

Day 1: Screen part of *This is the Army* in class.

Note: this movie is 2 hours long, but students should be able to gather the information needed by watching half of it. Feel free to encourage students to watch the rest on their own time, or screen the second half on the second day of class.

Begin class by giving students some contextual information about *This is the Army*. In 1943, this music comedy film was adapted from a 1942 Broadway musical of the same name. This film, a popular piece of entertainment during World War II, was designed to boost morale for citizens and soldiers. *This is the Army* included soldiers of the U.S. Army who were actors and performers in civilian life. Encourage students to take notes while watching 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 about the war?
2. Do you think this film was successful in boosting morale? What scenes would you say were most effective?
3. How do you think soldiers felt about this film?

Day 2: Use Lesson Plan for “Recreation & Entertainment.” Encourage students to find connections between the scenes in *This is the Army* 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 entertainment and recreation, expanding their understanding of how important entertainment and recreation was to 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 the 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 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 soldier's experience with recreation and entertainment?
2. How varied were the responses you found? Did some soldiers have positive experiences?
3. What kinds of entertainment and recreation did soldiers want to see? What did they not enjoy?

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?