



## Hampton Roads Naval Museum Enrichment Activity The Impact of WWII on the Homefront

9-12 Grade World History or US History

This activity is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.

Two class periods of 45-60 minutes

Students work in 5 small groups of examining two primary sources related to the impact of WWII on the people and economy. What can we infer from each source? What additional questions do we have to investigate further? Students lead us through the discussion of each document set.

Focus Question: How did WWII impact American (US) society and government?

Context: To be used within a unit on WWII and before or after a trip to the Hampton Roads Naval Museum.

Objectives: Explain the impact of WWII on the homefront, assess the growing power of the government and reactions of the citizenry.

### Virginia Standards

#### World History

##### STANDARD WHIL.1a, b, e, f

The student will improve skills in historical research and geographical analysis by

- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);
- b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);
- e) analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;
- f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events from 1500 A.D. (C.E.).

##### STANDARD WHIL.12a

The student will demonstrate knowledge of the worldwide impact of World War II by

- a) explaining economic and political causes, describing major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.



## US History

### STANDARD VUS.1a, b, c, d, e, f, g, h, i

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to increase understanding of events and life in the United States;
- c) formulate historical questions and defend findings, based on inquiry and interpretation;
- d) develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American history;
- e) communicate findings orally and in analytical essays or comprehensive papers;
- f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
- g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

### STANDARD VUS.12a

The student will demonstrate knowledge of the effects of World War II on the home front by

- a) explaining how the United States mobilized its economic, human, and military resources.

### STANDARD VUS.12b

The student will demonstrate knowledge of the effects of World War II on the home front by

- b) describing the contributions of women and minorities to the war effort.

### STANDARD VUS.12d

The student will demonstrate knowledge of the effects of World War II on the home front by

- d) describing the role of media and communications in the war effort.

## Common Core

### CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

### CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

### CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.



CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Activity Details

Primary Sources: see below

Procedure: Group students. Practice the routine together on the starter document. After that, each group should work together to analyze each document, recording their thoughts on the chart. Each group will lead the class discussion on their doc. set and present/discuss their findings with the class.

What you will need before implementing: ideally computer access for all students, chart shared with all students in Google doc.s. This could be accomplished with several sets of paper copies of all documents for each group and each student with their own paper copy of the chart.

Assessments: formative assessments include group work, class discussion, and filling out the chart, summative assessment included as closure



Group 1

Doc. A



Bay View School Victory Gardens, 1943 - Norfolk, Virginia  
photographer unknown

[1434 East Bayview Boulevard](http://cdm15987.contentdm.oclc.org/cdm/ref/collection/p15987coll9/id/5679#) in the [Ocean View section](http://cdm15987.contentdm.oclc.org/cdm/ref/collection/p15987coll9/id/5679#) of [Norfolk, Virginia](http://cdm15987.contentdm.oclc.org/cdm/ref/collection/p15987coll9/id/5679#)  
<http://cdm15987.contentdm.oclc.org/cdm/ref/collection/p15987coll9/id/5679#>.

Doc. B



Bomb Raid Sand Pile, 1942 - Norfolk, Virginia  
photographer unknown

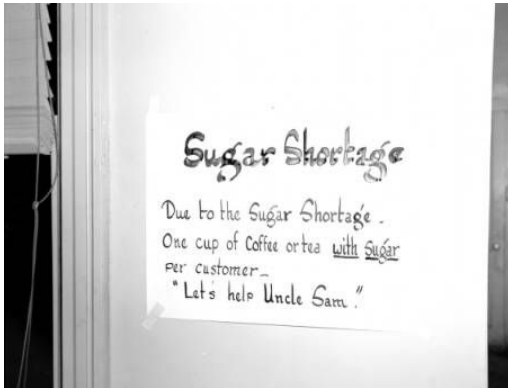
[February 3, 1942](http://cdm15987.contentdm.oclc.org/cdm/ref/collection/p15987coll9/id/3141#)

<http://cdm15987.contentdm.oclc.org/cdm/ref/collection/p15987coll9/id/3141#>.



Group 2

Doc. C



Sugar Shortage Sign at the YWCA, 1942 - Norfolk, Virginia

Unknown photographer

January 31, 1942

<http://cdm15987.contentdm.oclc.org/cdm/ref/collection/p15987coll9/id/3143#>.

Doc. D



Rosies of Transit Mixed Concrete Corp - Norfolk, Virginia

Charles Borjes, *Virginian-Pilot*

June 25, 1942 photograph

<http://cdm15987.contentdm.oclc.org/cdm/ref/collection/p15987coll9/id/304#>.



Group 3

Doc. E.



Mrs. Naguchi and two children, Manzanar Relocation Center  
Ansel Adams  
1943  
<https://www.loc.gov/item/2002695958/>

Doc. F



Roy Takeno, editor, and group reading paper in front of office, Manzanar Relocation Center, California  
Ansel Adams  
1943  
<https://www.loc.gov/item/2002696016/>



Group 4

Doc. G



Norfolk Japanese Rounded Up - Norfolk, Virginia

Charles Borjes, *Virginian-Pilot*

December 7, 1941

<http://cdm15987.contentdm.oclc.org/cdm/singleitem/collection/p15987coll9/id/309/rec/2>

Doc. H



German POWs Working - Virginia Beach, Virginia

Harden David Vollmer, *Norfolk Ledger-Dispatch Newspaper*

April 6, 1944

<http://cdm15987.contentdm.oclc.org/cdm/singleitem/collection/p15987coll9/id/516/rec/23>



Group 5

Doc. I



Pictures of German U-boat mine attacks

<http://www.dailypress.com/features/history/photos/dp-german-uboa-t-mine-attacks-brought-battle-of-the-atlantic-to-hampton-roads-20140616-photogallery.html>

Doc. J

<http://www.dailypress.com/features/history/our-story/dp-german-uboa-t-mine-brought-battle-of-the-atlantic-to-hampton-roads-20140616-post.html>

Instructions for students:

Examine both documents carefully.

Assess the impact of the war on the homefront.

What questions do you still have?

How are the two documents related to one another?

Can these give us a better understanding of how regular citizens were affected by World War Two?

Do any represent the growth of governmental power? If so, for what purpose?

Each group should answer these questions as fully as possible and fill in the chart below (as a Google doc.) to share with the class.

If that is not possible, the teacher should project the documents for the entire class to see as the group is discussing their analysis with the class. Students would fill in the chart as other groups discuss the other document sets.





## WWII Impact on the Homefront

	Describe content of the document	Immediate impact on society/the people	Evidence of growth of governmental power
Doc. A			
Doc. B			
Doc. C			
Doc. D.			



	Describe content of the document	Immediate impact on society/the people	Growth of Governmental Power
Doc. E			
Doc. F			
Doc. G			
Doc. H			



	Describe content of the document	Immediate impact on society/the people	Growth of Governmental Power
Doc. I			
Doc. J			



Summative assessment task:

Write a short essay identifying and discussing several ways in which WWII affected life on the homefront and brought further expansion of governmental powers.

Alternative versions could allow for students to choose a different mode of expression such as a work of art or writing a song to achieve the same goal (depicting several ways in which WWII affected life on the homefront and brought further expansion of governmental powers).