Teaching American History: Meeting the Standards
Mini-Lesson Plans

Name Gloria F. Hayes Institute: Teaching American History

Time Required: a. 30 min.  b. 50 min.  c. 40 min.  d. 40 min. (2 days total)

Title of Lesson: a. Roosevelt asked for war and He got it.
   b. Blacks participation in war. (The Tuskegee Airmen)
   c. Starved survivors at Evensee's concentration camp.
   d. New Orleans waterway important to WW II.

Lesson Objective: a. Expose the students to the consequences of aggression.
   b. Show that Blacks played a big part in the war.
   c. Show how hate played a part in the genocide of WWII.
   d. Demonstrate the importance of New Orleans in the war.

Standard: Develop a sense of historical time and perspective using primary sources.

Benchmark: a. H-1B-H13
   b. H-1B-H13
   c. H-1B-H13
   d. H-1B-H13

GLE  a. Describe the conditions that led to the war. #38
   b. Describe the major events and turning points of WW II and key strategic decisions. #40.
   c. Describe the effects of war on the US. Home front and Europe including the Holocaust. #41.
   d. Describe the effects of war on the home front, #41.

Essential Questions:
   a. What caused the war and why did we get involved?
   b. What major part did Blacks play in this war?
   c. What are the men in this picture about?
   d. How did New Orleans participate in the war?
Materials Required

Selected Readings, Textbook, VCR, T.V., worksheets Primary sources, Movie clips, Axis Philosophy.

Instructional Strategies

Oral reading, interpreting pictures, scavenger Hunt Small group activity, large group activity.

Direction of the lesson:

a. Oral reading, Document scavenger hunt, Interpret the document, draw some conclusion.
b. Brainstorm, Read hand outnotes. Show the movie, open the question. Compare brainstorm to what fact.
c. Observe group, give guide questions, Show movie. Discuss movie, allow for script modifications.
d. Read the prepared script, find the various locations on the city map. Share stories that you found in family or neighborhood.

Assessment:

• 1. How do think the ladies feel, and you are one of them, they have never worked hard before and you have a wartime job with equal pay to the men.
• 2. The Nazi group killed - Jews.
  a. millionaires
  b. hundreds
  c. thousands
• 3. Black piolets were trained in
  a. special programs for Blacks
  b. Air planes and in the classroom
  c. at Tuskegee Institute
  d. all the above.
• 4. The Japanese attacked the U.S. fleet
  a. at Scrug Harbor
  b. at Pearl Harbor
  c. at Okinawa

Enrichment

a. The students will put themselves into the Presidents Shoes. Write a Declaration of war!
b. Write a paragraph “I am a Tuskegee Airman. How do you feel? Or I am proud
because

c. The students will perform. Write a skit based on what they have read and observed in the movie.

d. Write a description of the Industrial canal.

All ABCD. Visit the D-Day museums.
A Date Which Will Live In Infamy

Interpreting the Source  On December 8, 1941, President Franklin D. Roosevelt appeared before Congress to ask for a declaration of war against Japan. His address was broadcast to Americans over the radio. As you read this excerpt of his brief speech, imagine how Americans listening to the radio reacted to his words.

Mr. Vice President, Mr. Speaker, members of the Senate and the House of Representatives:

Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. . . .

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. . . .

As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

Always will we remember the character of the onslaught against us. . . .

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interest are in grave danger.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph. So help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

SOURCE: The Public Papers and Addresses of Franklin D. Roosevelt, 1941.

Portfolio Activity

Suppose you were an American teenager learning of this declaration of war. Write an entry in your diary dated December 8, 1941. Write another entry from the point of view of the teenager’s parent. How are the two entries similar? How do the diary entries differ?
Here is the link for the Tuskegee Airmen page at the United States Air Force Museum: [http://www.wpafb.af.mil/museum/history/prewwii/ta.htm](http://www.wpafb.af.mil/museum/history/prewwii/ta.htm)
Starved survivors at the concentration camp at Ewensee, Austria