

Part I: Thematic Primary Source Set

Goal: Demonstrate how primary sources can support at least one teaching strategy.

Topic/Big Idea: Use of American propaganda as imagery tool during World War II

Grade Level and Subject Area: 8-12 American History

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Stamp out the Axis / P.V.P. Creator(s): Von Phul, Phil, artist, United States. Works Progress Administration, sponsor Date Created/Published: Seattle, Wash.] : Thirteenth Naval District, United States Navy W.P.A., 1941. http://www.loc.gov/item/2010648603/</p>
	<p>Title: Dont tell him what you know about troop concentrations, departures arrivals Creator(s): Kraus, Russell W., artist Federal Art Project, sponsor Date Created/Published: [Missouri] : MO WPA Art Project, [between 1941 and 1943] http://www.loc.gov/item/98518059/</p>
	<p>Title: Keep it to yourself buddy Summary: Poster suggesting careless communication may be harmful to the war effort, showing a soldier with a finger to his lips. Contributor Names: Kraus, Russell W., artist, Federal Art Project, sponsor Created / Published: [Missouri] : MO WPA Art Project, [between 1941 and 1943] Url: http://www.loc.gov/item/98518067/</p>



Part II: Classroom Activity Plan

Goal: Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

Essential/Investigative Question: What is the message/idea of the propaganda? What emotions is it trying to elicit?

Objective(s):

Students will analyze the primary source and discuss the importance and significance of the source as it relates to the time period.

Standard(s) Addressed:

CC.8.5.11-12.B. 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.

CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

Procedure:

1. Students will be placed in three groups, 5-6 students in each group.
2. Each group will be assigned a primary source, accessing the link with Chrome books, students will analyze the source.
3. The group will discuss the source, writing down what they see, the underlining meaning, and any questions they have.
4. After 20-30 minutes, each group will take 3-7 minutes and present the source to the group.
5. Students will be assessed on presentation to the class.

