



World War II Secondary



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Standards

Standards as developed by the Louisiana Department of Education. Available online at <http://www.vermilionville.org/vermilionville/educate/lesson-plans>.

Grade 7

Social Studies

Historical Thinking Skills

- **GLE #45:** Explain the point of view of key historical figures and groups in U.S. history (H-1A-M2)
- **GLE #46:** Explain the causes, effects, or impact of a given historical event in U.S. history (H-1A-M3)
- **GLE #48:** Compare and contrast two primary sources related to the same event in U.S. history (H-1A-M4)
- **GLE #50:** Conduct historical research using a variety of resources, and evaluate those resources for reliability and bias, to answer historical questions related to U.S. history (H-1A-M6)

Grade 8

Social Studies

Historical Thinking Skills

- **GLE #64:** Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts (H-1A-M2)
- **GLE #70:** Conduct historical research using a variety of resources, and evaluate those resources, to answer historical questions related to Louisiana history (H-1A-M6)

Louisiana History

- **GLE #77:** Describe major conflicts in context of Louisiana history (e.g. Rebellion of 1768, the French and Indian War) (H-1D-M3)

High School: United States History

Standard 1 - Historical Thinking Skills

- **GLE US.1.1:** Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
 - Conducting short and sustained research
 - Evaluating conclusions from evidence (broad variety, primary and secondary sources)
 - Evaluating varied explanations for actions/events
 - Determining the meaning of words and phrases from historical texts
 - Analyzing historians' points of view

Standard 4 - Becoming a World Power through World War II

- **GLE US.4.8:** Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society
- **GLE US.4.9:** Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war

High School: World History

Standard 1 - Historical Thinking Skills

- **GLE WH.1.1:** Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
 - Conducting historical research
 - Evaluating a broad variety of primary and secondary sources
 - Comparing and contrasting varied points of view



- Determining the meaning of words and phrases from historical texts
- Using technology to research, produce, or publish a written product

Standard 6 - Conflict and Resolution

- GLE WH.6.7: Evaluate the political, social, and economic consequences of World War II

Objectives

1. The learner will use the internet to research how World War II affected a specific minority group.
2. The learner will create part of a wiki page using their internet research about a minority in World War II.
3. The learner will participate in group presentations about a minority group's experience during World War II.

Pre-Visit Activity

Teachers. We have made two introduction documents available to you on our website – a word document as well as a PowerPoint with pictures depicting the cultures that we represent. Please take some time to review these two documents with your class prior to your visit here. You can access them [here](#), by clicking on

- Introduction to Vermilionville and
- Vermilionville PowerPoint

Before doing this lesson, students will have covered the major events and players on the side of the axis and the allies from 1938 to 1945. This could be the last lesson before the review for the test.

Students will write a focus journal entry based on the following prompt.

- You are being transported back in time to experience World War II. What would your role be? A soldier? A nurse? A spy? A translator? A citizen during the Blitz? You can be anyone you choose. What would you experience?

Students will have 3 to 5 minutes to complete their journal entry. The teacher asks for three volunteers to read their entry aloud.

Anchor Lesson

Vermilionville is a place where students can learn by experiencing, touching, seeing what life was like between 1776 and 1890. It is like going back in time. The artifacts in the houses are primary sources. Discuss the artifacts that you see in the house you are visiting before starting the lesson about the 2nd World War.

The teacher reviews some of the major World War II events by questioning the students.

- What is a primary source?
- What are some examples?
- Why are primary sources important?
- What is a secondary source?



- What are some examples?
- Why are secondary sources important?

The teacher will give students a hand-out of a primary source about the French Resistance in World War II (choose one from the list of websites at the end of this document or use one you already have).

The teacher will lead a discussion with the class about the document and ask questions such as:

- Is this document reliable?
- What is the most important aspect of the French Resistance?
- What is the consensus?
- Why?
- How did this help the war effort for the Americans?
- For the French?
- How did it hurt Germany and its allies?

Now, the teacher will give students a hand-out of a secondary source about the French Resistance in World War II (choose one from the list of websites at the end of this document or use one you already have).

Again, the teacher will lead a discussion with the class with questions such as:

- Is there any potential bias by the author of this document?
- If so, what?
- Why is this report important?

Finish the lesson by reiterating again that Vermilionville is a great example of a primary source and how essential those are to fully understand our history and our past.

Post-Visit Activity

Referring back to the primary source document of the Anchor Lesson, the class as a whole, will write a paragraph about the role of the French Resistance during World War II.

This writing activity could be added to a class wiki. It is easy to create a wiki and also free for educators. Go to www.wikispaces.com and follow the instructions.

Now, it is the students' turn to be historians and conduct research. Students will be given the wiki/presentation rubric. Then, students will be put into groups of four and each will be responsible for researching one minority that was involved in World War II. The minorities they will be researching are the following:

- Navajo
- Tuskegee Airmen
- Cajuns
- Women in the military
- Hispanic Americans
- Japanese Americans

Every member of the group will have a special assignment, and will do his research accordingly.

- Historian: will research the group in the decade before the war
- War Reporter: will research the group during the war
- Photographer: Will find and explain a photograph, a book, and a movie or documentary about the group
- Biographer: will find a first-hand account of the war



Each member will be responsible for at least one paragraph on their topic. They should use at least one primary source and one secondary source.

Each group will be responsible for adding a wiki page to the existing class page created for this activity. Their page must contain each members' information. Each group will be given time to present their wiki page to the class.

Students will present to the class with their group partners. They will bring up their wiki page and explain the information shared on it.

Here is an interesting fact about each minority researched.

- Navajo – created and communicated an unbreakable code
- Tuskegee Airmen – African American pilots during the war
- Cajuns – were used as spies because they knew how to speak French
- Women in the military – were involved in the military
- Hispanic Americans – fought in the war
- Japanese Americans – were detained in American internment camps

The teacher can prompt the class for more discussion after all the presentations are done.

- Did anyone know of these accomplishments before today?
- Why is it important that we research these accomplishments and not forget them?
- What are some other minorities that may have been involved in the war that you could research on your own?

Evaluation

The teacher will use the rubric to evaluate the groups' presentations.

Differentiation of Instruction

Students with disabilities will be given specific sources to use to create their paragraphs instead of having to search for websites. They will also be allowed to work with a buddy.



Rubric for the presentation of the wiki

Minority group: _____ Name: _____

| | 4-5 points | 2-3 points | 1 point | 0 points |
|----------------------------|--|--|--|---|
| Information on wiki | Accurate information | Most accurate information | Inaccurate information | No information |
| Wiki | Information is presented in an organized fashion | Information is mostly organized | Information is fairly organized | No information or information is poorly organized |
| Sources | Student used primary and secondary sources | Student used only one source | Student did not use any primary or secondary sources | Student did not research |
| Citation | Two correct citations | Two attempted citations | One attempted citation | No citations |
| Presentation | Student included all their information and accurately stated information | Student accurately conveyed most information | Student gave a lot of inaccurate information about their topic | Student did not present |

Comments:



Visit the [National World War II Museum in New Orleans website](#) for this information and much more. [National World War II Museum - New Orleans](#)

Navajo in World War II

Code talkers were people who used obscure languages as a means of secret communication during wartime. The term is now usually associated with the United States soldiers during the world wars who used their knowledge of Native-American languages as a basis to transmit coded messages. In particular, there were approximately 400–500 Native Americans in the United States Marine Corps whose primary job was the transmission of secret tactical messages. Code talkers transmitted these messages over military telephone or radio communications nets using formal or informally developed codes built upon their native languages. Their service improved communications in terms of speed of encryption at both ends in front line operations during World War II.

The name *code talkers* is strongly associated with bilingual Navajo speakers specially recruited during World War II by the Marines to serve in their standard communications units in the Pacific Theater. Code talking, however, was pioneered by Choctaw Indians serving in the U.S. Army during World War I. These soldiers are referred to as Choctaw code talkers.

Other Native American code talkers were deployed by the United States Army during World War II, including Cherokee, Choctaw, Lakota, Meskwaki, and Comanche soldiers.

Tuskegee in World War II

The Tuskegee airmen were the first black servicemen to serve as military aviators in the U.S. armed forces, flying with distinction during World War II. Though subject to racial discrimination both at home and abroad, the 996 pilots and more than 15,000 ground personnel who served with the all-black units would be credited with some 15,500 combat sorties and earn over 150 Distinguished Flying Crosses for their achievements. The highly publicized successes of the Tuskegee Airmen helped pave the way for the eventual integration of the U.S. armed forces under President Harry Truman in 1948.

Cajuns in World War II

During World War II, hundreds of French-speaking Cajun men from South Louisiana enlisted in the U.S. military. Their linguistic skills and French heritage had been denigrated for decades in South Louisiana and was ridiculed as well by American officers in the processing centers at Camp Shelby, Mississippi, and Fort Polk, Louisiana. Remarkably, these same men found that their ability to speak French became of vital importance to the American war effort in French North Africa and in France and Belgium. French-speaking Cajuns not only worked with the French resistance after D-Day, but they also provided the U.S. Army's most effective means of communication with local authorities and the civilian population, which, in turn, provided critical support and intelligence to the American army. Indeed, Cajun translators were as important to the American war effort as the now much acclaimed Native American "Code Talkers," yet, the Cajun translators' contributions in this regard have been largely ignored until now.

Women in World War II

American women played important roles during the war, both at home and in uniform. Not only did they give their sons, husbands, fathers, and brothers to the war effort, they gave their time, energy, and some even gave their lives.



When the war began, quick marriages became the norm, as teenagers married their sweethearts before their men went overseas. As the men fought abroad, women on the home front worked in defense plants and volunteered for war-related organizations, in addition to managing their households. In New Orleans, as the demand for public transportation grew, women even became streetcar “conductorettes” for the first time. When men left, women had to take care of the house, manage the finances, and learn basic mechanics, among other things. Rosie the Riveter helped assure that the allies would have the war materials they needed to defeat the Axis.

Hispanic-Americans in World War II

Over 500,000 Latinos served in World War II. Exact numbers are difficult because, with the exception of the 65th Infantry Regiment from Puerto Rico, Latinos were not segregated into separate units, as African Americans were.

In the Pacific Theater, the 158th Regimental Combat Team, of which a large percentage was Latino and Native American, fought in New Guinea and the Philippines. They so impressed General MacArthur that he called them “the greatest fighting combat team ever deployed in battle”. Latino soldiers were of particular aid in the defense of the Philippines. Their fluency in Spanish was invaluable when serving with Spanish speaking Filipinos.

Japanese-Americans in World War II

On December 7, 1941, Japanese naval and air forces attacked the United States at Pearl Harbor, Hawaii, bringing the U.S. into World War II. In the weeks following the attack, fear and suspicion grew of the sizable Japanese American community in the U.S. Might these immigrants and first generation Americans side with Japan against the United States? Based on those fears, combined with a long history of anti-Japanese immigrant sentiment, the U.S. government forced more than 110,000 Japanese Americans living along the West Coast into Internment Camps for the duration of the war. In a war that the U.S. fought to preserve liberty around the world, this event stands out starkly as a violation of the civil and human rights of tens of thousands right here at home

These camps were located in isolated, often desolate locations. Barbed wire and military police surrounded them. Along with loss of freedom, families shared a single room (often without plumbing and little heat), ate in communal dining halls, endured harsh weather, and suffered mental and physical stresses of being confined against their will. Nutrition, education, and health care were all inadequate. Despite these sub-standard conditions, people did their best to make life in the camps as “normal” as possible. They established schools and governing bodies, organized baseball teams, created music and art groups, planted vegetable gardens, and held religious services—anything they could do to make life in the camps bearable.

On January 2, 1945, internees slowly began to return home to rebuild their lives. In 1988 the U.S. government issued a formal apology to all former internees and paid \$20,000 to each surviving internee. The government acknowledged that the internment had been based on “race prejudice, war hysteria, and a failure of political leadership.” To this day, Japanese American Internment during WWII is studied as a cautionary tale of the need for vigilance when maintaining the constitutional rights of all Americans.



Important web sites

Primary sources

<http://ww2db.com/doc.php?q=2>

Here, you will read the Armistice that was signed by France and Germany after France surrendered.

<http://www.docsteach.org>

Some short videos relating to World War II are available on this web site.

Secondary sources

http://en.wikipedia.org/wiki/French_Resistance

Learn more about the French Resistance here.

<http://www.scrapbookpages.com/Natzweiler/History/FrenchResistance.html>

Web site that recalls the French Resistance's actions during the occupation of France.

http://www.historylearningsite.co.uk/french_resistance.htm

Learn more about the French Resistance here.

<http://www.nationalww2museum.org>

Official website of the National World War II Museum in New Orleans.



