

WHAT DID YOU DO DURING THE WAR? ILLINOIS CITIZEN EFFORTS TO SUPPORT THE WAR – 1941-1945

By Mark Foley, M.Ed.

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ABSTRACT

In this lesson the jigsaw technique is used to expose high school students to a variety of efforts made by Americans during World War Two to support the war efforts. Differentiation by readiness is utilized as primary sources from the Illinois State Archive are assigned to students based on the level of difficulty. Students begin in a readiness groups and then move to mixed-ability groups to share what they have learned. A classroom discussion and a writing assignment are then utilized as assessment.

ESSENTIAL QUESTIONS/ENDURING UNDERSTANDINGS

1. What are some ways fighting a war affects a country?
2. What are some of the ways Americans in Illinois sacrificed to help the war effort?

ASSESSMENT

1. Document analysis of one document.
2. Graphic organizer of ways Illinois citizens supported the war effort.
3. Classroom discussion.
4. Reflective writing: In what ways were the citizens of Illinois encouraged to sacrifice for their country during World War Two? Would you been willing to sacrifice in similar ways today? Defend your opinion.

TIES TO NATIONAL PRIMARY SOURCE OR SOURCE

Students will analyze and discuss an excerpt from President Roosevelt’s “A Call for Sacrifice” speech of April 28, 1942 (<http://www.fordham.edu/halsall/mod/1942roosevelt-sacrifice.html>) to identify the national significance of the sacrifices Americans in Illinois made during the war, and the motivating factors for much of that sacrifice.

SETTING THE PURPOSE

Project or hand out a copy of President Roosevelt’s “A Call for Sacrifice” speech. Read the excerpt together as a class or individually and discuss. Focus discussion on this passage:

Here at home everyone will have the privilege of making whatever self-denial is necessary, not only to supply our fighting men, but to keep the economic structure of our country fortified and secure during the war and after the war.

This will require, of course, the abandonment not only of luxuries but of many other creature comforts.

Ask students, “What are other words for self-denial?” “What are creature comforts?” “What do you think the average American in, say, Illinois might have had to abandon in order to support the war?”

ANALYSIS OF LOCAL PRIMARY SOURCES

Once the students have had a chance to reflect on FDR’s speech, tell them they are now going to break up into groups to determine some of the ways Americans in Illinois sacrificed to help the war effort.

Before class begins, it is wise to have students already grouped by readiness. There will be seven document groups, ranging in document difficulty from extremely difficult to easy. Place your highest achieving students in groups analyzing Documents C and F. Place your grade-level students in groups analyzing Documents A, D, and G. Place your lowest achieving students in groups analyzing Documents B and E.

Have students begin to analyze their group document by handing out the Document Analysis Worksheet. Students can work together in their group, or separately, but all students must complete the worksheet in the allotted time. While students are analyzing their documents, circulate and answer any questions. Meanwhile, have the students in each group count off from 1-4. Tell them to remember their number.

After all groups have completed their document analysis, inform the students that they should now form new groups by number. Give each group (1-4) a place to meet in the classroom. Once the groups are settled, hand out the Graphic Organizer to each student, then have each student explain to the rest of the group the document they examined and the answer that document provides to the essential question: What are some of the ways Americans in Illinois sacrificed to help the war effort?

Monitor groups, answering questions and providing direction when necessary.

When all groups have had a chance to fill out their graphic organizers, have the students return to their assigned seats. Project the graphic organizer on an overhead and conduct a class discussion about the documents in which the graphic organizer is completed as a class. Answer any questions the students might have at this point about ways Americans in Illinois sacrificed for their country during World War Two.

Assign the reflective paper:

In what ways were the citizens of Illinois encouraged to sacrifice for their country during World War Two? Would you been willing to sacrifice in similar ways today? Defend your opinion.

ANNOTATED LIST OF MATERIALS AND RESOURCES

- One copy of the excerpt from FDR’s “A Call to Sacrifice” speech of April 28, 1942 for each student and/or a transparency of this document.
- One copy of the document analysis worksheet for each student.
- One copy of the graphic organizer for each student, and a transparency of this document.
- Four to five copies of each of the following documents, found in the Illinois State Archive Document Pack:
 - Document A: “War Food Communique No. 1, Meat Rationing” October 1942 (doc. 21). Illinois State Archives, *Illinois at War, 1941-1945*. Office of the Illinois Secretary of State, 1994.
Readiness level: Grade-level
 - Document B: “Car Pooling Promotion” 1943 (doc. 32). Illinois State Archives, *Illinois at War, 1941-1945*. Office of the Illinois Secretary of State, 1994.
Readiness level: Low
 - Document C: “Office of Price Administration Press Release Concerning Rubber Conservation” October 11, 1942 (doc. 19). Illinois State Archives, *Illinois at War, 1941-1945*. Office of the Illinois Secretary of State, 1994.
Readiness level: Gifted
 - Document D: “This Is A V-Home Placard” September 20, 1942 (doc. 18). Illinois State Archives, *Illinois at War, 1941-1945*. Office of the Illinois Secretary of State, 1994.
Readiness level: Grade-level
 - Document E: “Victory Garden Diagram” 1942 (doc. 10). Illinois State Archives, *Illinois at War, 1941-1945*. Office of the Illinois Secretary of State, 1994.
Readiness level: Low
 - Document F: “Communication of Condolences Regarding The Death Of A Soldier Near Aachen, Germany.” September 14, 1944 (doc. 38). Illinois State Archives, *Illinois at War, 1941-1945*. Office of the Illinois Secretary of State, 1994.
Readiness level: Gifted
 - Document G: “You Too Are On The Firing Line, Waste Elimination” 1943 (doc. 29). Illinois State Archives, *Illinois at War, 1941-1945*. Office of the Illinois Secretary of State, 1994.
Readiness level: Grade-level