



## INTRODUCTION

Even before the Japanese attack on Pearl Harbor in 1941, American industries were already mobilizing to support the Allied war effort. Every region in the nation provided war-related products, sometimes retooling entire factories and retraining workers to produce what the Allies needed most. This lesson challenges students to analyze WWII-era newspaper articles to learn how various regions responded to the wartime demand for goods, and to visually represent that information on a resource map. The lesson also asks students to identify some of the challenges faced by companies, the government, and workers while maintaining such high levels of production.

## GRADE LEVEL

7-12

## TIME REQUIREMENT

1-2 class periods

## MATERIALS

- + Copies of the blank **United States Outline Map**
- + Copies of the **Student Worksheet**
- + Copies of the **Arsenal of Democracy Scrapbook**
- + Reference material to help students place the various points on their maps (atlases, maps, etc.)

## OBJECTIVES

Students will analyze primary sources to find examples of defense-related products being produced around the United States and will represent that information spatially on a map of their own creation. In addition, they will identify successful strategies and challenges relating to wartime production, citing textual evidence to support their claims.

## COMMON CORE STANDARDS

### CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

### 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.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.

## ONLINE RESOURCES

[ww2classroom.org](http://ww2classroom.org)

-  Manufacturing Victory Video
-  Rosemary Elfer Oral History
-  Transporting the Arsenal of Democracy Map

## NATIONAL STANDARDS FOR HISTORY

### HISTORICAL CONTENT ERA 8, STANDARD 3B

The student understands World War II and how the Allies prevailed.

### HISTORICAL CONTENT ERA 8, STANDARD 3C

The student understands the effects of World War II at home.

### HISTORICAL THINKING STANDARD 4

The student is able to support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

## PROCEDURES

1. Start out by asking students, “What do you think the Allies needed to win World War II?” Have students start by listing the “big” items like tanks, ships, bombs, weapons, jeeps, and people. Then, challenge the students to list the various materials and parts that go into each of the big items they listed—things like nuts, bolts, engines, rope, gunpowder, and even as specific as oil, food, iron ore, paper, and corn. Get as detailed as you like, depending on the time you have available, even getting down to the raw materials needed to manufacture the smallest items, like the steel needed to create nuts, bolts, and screws. You may choose to keep track of one list for the entire class on the board, or have students break into groups and make their own lists, or a combination of both.
2. Choose a couple of items from the list and ask students where they think those items were produced, and why they think so. You could also ask which items from the list students believe might have been produced locally. The object here is to get students to make educated guesses based on their existing knowledge of history and geography (i.e. ships would be made along the coasts; food products probably came from states with a long history of agricultural production).
3. Explain that students will now analyze primary sources to further explore American wartime production and represent their findings on a map. Divide the class into groups of 5-7 students. Each group will analyze the **Arsenal of Democracy Scrapbook**, complete the **Group Evidence Sheet**, and create a resource map to show their findings.

**NOTE: There are a total of 25 newspaper articles in the Arsenal of Democracy Scrapbook. In classes with younger students or lower-level readers, make the groups larger so that each student is responsible for fewer articles, or you may choose to only have each group be responsible for a portion of the Scrapbook.**

4. Make sure each group has a copy of the **Arsenal of Democracy Scrapbook**, a copy of the **United States Outline Map**, and copies of the **Student Worksheet** for each group member. Inform students whether you expect each group to analyze all of the articles in the Scrapbook or only a specific portion of them. You may choose for group members to either divide the articles up and analyze them individually, or you may have them analyze each article together.
5. Instruct students to begin analyzing the newspaper articles in the **Arsenal of Democracy Scrapbook**. For each article they analyze, students should complete a line in the table under Part I on the **Student Worksheet**. Their response for “Product Category” should be one of the seven categories listed in the instructions. Students should read these articles carefully, even the short ones, because:
  - a) the name of the newspaper doesn’t necessarily tell you the place the article is discussing, and
  - b) some articles discuss multiple products or multiple locations.

6. Once the group has finished analyzing the **Arsenal of Democracy Scrapbook**, instruct students to begin filling out the **United States Outline Map**. For each line in Part I of the **Student Worksheet**, students should place a point in the appropriate spot on the map with a symbol to indicate what category of product was produced there. Students may come up with their own symbols and/or color-code the points by category. Instruct them to include a key or legend on their map.
7. After students have completed their maps, instruct them to answer the questions in Part II of the **Student Worksheet**, which will help them draw conclusions about the diversity of industrial production during World War II, as well as some of the challenges involved in such an immense nationwide undertaking.
8. Return to the whole class and ask students to share some of their answers to the questions in Part II of the **Student Worksheet**. Return to the list of defense-related needs the class created at the very beginning of the activity and encourage students to identify where some of the items were produced based on their findings. This would also be a good opportunity to show what kinds of defense-related goods were produced locally.

## ASSESSMENT

You will be able to assess students' ability to analyze primary sources based on how accurately they identify the products and locations given in the articles they analyze, as noted on the **Student Worksheet**. You will be able to assess their ability to discern less concrete ideas in primary sources by what they write in the "Challenges or Strategies" column in the table in Part I of the **Student Worksheet**, and how well they articulate these observations during discussion. Finally, you will be able to assess students' ability to represent information on a map based on their completed **United States Outline Map**.

## EXTENSION/ENRICHMENT

1. Have students create a similar resource map specifically for their state, using newspaper articles, yearbook advertisements, city directories, contemporary magazines, or other primary sources to find out where in the state various products were produced during World War II.
2. Have students conduct research on one particular local business or industry that operated during World War II and report on it to the class, explaining how that business either contributed directly to wartime production needs or helped supply the Home Front. Consider creating a map of the community, county, or region showing the locations of these businesses and the products they produced.

NAME:

DATE:

## PART I: PRIMARY SOURCE ANALYSIS

**Directions:** Each newspaper clipping in the **Arsenal of Democracy Scrapbook** mentions one or more war-related items being produced someplace in the United States during World War II. Use the table below to list each product, where it was produced, and what category it falls under. Also, for each article, try to identify either a challenge the industries being discussed were facing at the time, or a strategy they were using to meet the wartime demand for goods. Once your group has finished analyzing all of the newspaper clippings, use the **United States Outline Map** to show where the various war-related goods were produced around the country.

### Product Categories:

AVIATION | EQUIPMENT | FOOD | GROUND VEHICLES | RAW MATERIALS | SHIPS | WEAPONS

PRODUCT	WHERE WAS IT PRODUCED	PRODUCT CATEGORY	CHALLENGES OR STRATEGIES
<i>Phosphates</i>	<i>Florida</i>	<i>Raw Materials</i>	<i>Companies provided housing to attract nonlocal workers.</i>

## PART II: DRAWING CONCLUSIONS

**Directions:** Answer the following questions as a group, citing specific examples from the newspaper clippings you and your fellow group members have analyzed. Use additional sheets if necessary.

1. Identify some of the common challenges faced by businesses working to produce enough of the right kinds of goods to support the war effort.
2. Using the map your group has created, describe any patterns you see.  
Do geographic features affect the kinds of goods a region produces? If so, how?
3. Based on the evidence in the newspaper clippings, how would you describe the relationship between the government and private businesses during World War II? Cite examples to support your reasoning.

