

## WWII VETERANS PROJECT

**CONTENT AREA & GRADE LEVEL: History, High School**

**TIME:** One class period to introduce project and available resources and have groups meet; Several weeks for groups to work on project; One-two follow-up class periods for presentations.

**LESSON FOCUS:** Students will learn to use oral histories of Veterans and other resources to research the major theaters of war in World War II.

### **STANDARDS ADDRESSED:**

**Colorado Model Content Standards in History**

**5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.**

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- explaining how military conquest and invasion have been used to assume, maintain, and extend political power throughout history;
- analyzing the causes and events of major wars of the contemporary era and the resulting changes in the distribution of political power (*for example, World War I, World War II, War in Vietnam, the Russian Invasion of Afghanistan*);

### **STANDARDS ASSESSED:**

**Colorado Model Content Standards in History**

**1.1: Students know the general chronological order of events and people in history.**

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- identifying events and people that characterize each of the major eras in United States and world history (ex. World War II and Post War United States, 1939-1961).

**1.2: Students use chronology to organize historical events and people.**

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- reconstructing the time structure and identifying connections found in historical narratives;

**2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.**

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- interpreting oral traditions and legends as “histories”.

### **ASSESSMENT:**

Students will demonstrate their ability to use oral histories and other sources of information to research World War II through:

1. a thorough map or set of maps showing this veteran’s experience in the context of the war
2. a typed paper (3-4 pgs.) on the theater of war and the vet’s role – include proper citations & a bibliography page.
3. a visual poster showing the story
4. a class presentation

### **MATERIALS/BACKGROUND INFORMATION:**

- Access to the internet
- Access to library resources

- Project Organizer, 1 per student
- Final project, 1 per group

This lesson is a part of a unit on World War II.

**POSSIBLE PROCEDURES:**

1. Assign groups of students to WWII Veterans from several theaters of the war, using oral histories available through The Collaborative Digitization Program's website & Douglas County Library website- see URL's below. Alternatively use other sources for veteran oral histories.
  - Daryl Tennial (WWII - Pacific)  
<http://www.douglascountyhistory.org/voices/tennal/daryltennal.htm>  
 Or <http://www.cdpheritage.org/streaming/index.cfm?filename=DCL2003.203.sideA>  
 & <http://www.cdpheritage.org/streaming/index.cfm?filename=DCL2003.203.sideB>
  - Otis Chartier (WWII - Europe)  
<http://www.douglascountyhistory.org/voices/chartier/otischartier.htm>  
 Or <http://www.cdpheritage.org/streaming/index.cfm?filename=DCL2003.204.sideA>  
 & <http://www.cdpheritage.org/streaming/index.cfm?filename=DCL2003.204.sideB>
  - Thomas Fallbach (WWII - Stateside 1944-1946)  
<http://www.douglascountyhistory.org/voices/fallbach/thomasfallbach.htm>  
 Or <http://www.cdpheritage.org/streaming/index.cfm?filename=DCL2003.209.sideA>  
 & <http://www.cdpheritage.org/streaming/index.cfm?filename=DCL2003.209.sideB>
  - Gerald Cronan (WWII - Pacific)  
<http://www.douglascountyhistory.org/voices/cronan/geraldcronan.htm>  
 Or <http://www.cdpheritage.org/streaming/index.cfm?filename=DCL2003.211.sideA>  
 & <http://www.cdpheritage.org/streaming/index.cfm?filename=DCL2003.211.sideB>
2. Introduce the assignment: Students will be researching a theater of war in WWII through the experiences and words of a WWII veteran. Students will be using oral histories, primary sources of history, and other sources of information for this research. Discuss what an oral history is, what a primary source of history, is and the difference between a primary and a secondary source of history.
3. Hand out the [World War II Veteran's Project Organizer](#) your students will use for this assignment. Handout the [final project](#).
4. Show students how to access their groups assigned Veteran's oral history- see URL's above or other on-line site. Students will determine how to divide up the oral history. Remind students to cite the oral history properly and show them a proper citation for an oral history.
5. In addition to the oral history, students will use at least three published books about this campaign. Remind them to cite bibliographic material accurately.
6. Students will use at least three electronic sources about this campaign and record the bibliographic data. Show students how to access other sites for information:
  - a. World War II Timeline: <http://history.acusd.edu/gen/ww2Timeline/start.html>
  - b. Voices of World War II: <http://www.umkc.edu/lib/spec-col/ww2/>

- c. EyeWitness to World War Two: <http://www.eyewitnesstohistory.com/w2frm.htm>
  - d. <http://www.loc.gov/vets/youth-resources.html#resources>
7. Encourage students to find other sites for this project, but remind them to verify the authenticity.
  8. Describe the final project and handout the assignment.

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