DETROIT DURING WWII: USING PRIMARY AND SECONDARY SOURCES

INTRODUCTION
Students in sixth through twelfth grades will research and identify artifacts as primary or secondary sources – validating facts supporting the “Arsenal of Democracy” of WWII. Detroit and its suburban areas played an important part in the development manufacturing that supported the troops of WWII and the eventual victory of the Allies.

LEARNING OBJECTIVES
Students will:
• Experience identifying primary and secondary sources
• Practice MLA/APA citation with each artifact identifier as support evidence of researched findings
• Practice the skills of collaboration and peer-to-peer teaching and evaluating.

EDUCATION STANDARDS
• Technology –
  • BAC02 (communication), BAC03 (Problem-solving and critical thinking), BAC07 (leadership and teamwork)
• Education Standards –
  • CSR – Media Literacy Standards
  • Reading standards for literacy in history – Common Core State Standards
  • Key ideas and detailing 1-3
  • Craft and structure 4-6
  • Integration of knowledge and ideas 7-8
  • Writing standards for literacy in history – Common Core State Standards
  • Production and distribution of writing 4-6
  • Research to build and present knowledge 7-9
  • Range of writing 10 (with time for reflections and revisions)

TIME REQUIRED
• Independent lessons = 1 hour with 3-5 artifacts
• Group lessons - can be 2-3 hour blocks depending on length of information researched such as 7-10 artifacts.

PREPARATION
Primary and secondary sources reference attachment for review: http://www.princeton.edu/~refdesk/primary2.html

MATERIALS USED
• Computer
• Paper, pencil/pen
• Artifacts to be researched (computer generated or actual artifacts)
• Display board (for groups only)
• Worksheets
LESSON PLAN: USING PRIMARY AND SECONDARY SOURCES

INSTRUCTIONAL MODEL
Activities (guided practice and independent practice)
- Students will work independently to select various artifacts for research purposes - 3-5 items must be primary sources with at least 2 secondary sources to complete lesson
- Students will complete the worksheet required as specified by type of artifact being researched (worksheets are attached)
- Students will engage in share out peer-to-peer discussions

Student Engagement (cooperative learning groups, pairing, technology integration)
- Students may work in groups or pairs to cover more artifacts for research purposes and share outs.
- For groups and pairing, collaboration skills need to be addressed as additional learning skills:
  - Students will be able to engage in respect, trust, and goal setting
  - Leadership skills will also be addressed – task setting and ensuring team/groups stay on task
- Share-out to follow with engaging discussions and information findings displayed on poster boards per group

EXTENSION ACTIVITIES
- National Archive analysis sheets addressing forms of historical artifacts researched completed (written, photo, etc.)
- Visit the Detroit Historical Museum. Admission to the Museum is FREE! The Detroit Historical Museum is located in Detroit’s Cultural Center on Woodward Avenue. 5401 Woodward Ave., Detroit, MI 48202 (phone: 313.833.1805)

EVALUATION
Collaborative Work Skills: Group Presentation Rubric

ADDITIONAL RESOURCES
Willow Run Village, https://sites.google.com/site/willowrunvillage/

For more information about the Detroit Historical Society, or to schedule a field trip to the Detroit Historical Museum or Dossin Great Lakes Museum, visit detroithistorical.org
**DESCRIPTION:** MI Manufacturing In the Arsenal of Democracy effort - Map

**URL:** [http://ausaarsenalofdemocracy.org/ausaaod/](http://ausaarsenalofdemocracy.org/ausaaod/)

**DESCRIPTION:** Historian Charles K. Hyde details the industry’s transition to a wartime production powerhouse and some of its notable achievements along the way.


**DESCRIPTION:** Symbol for Arsenal of Democracy Organization of MI

**URL:** [http://ausaarsenalofdemocracy.org/ausaaod/](http://ausaarsenalofdemocracy.org/ausaaod/)

**DESCRIPTION:** Encouraging children to help in the war efforts – “Even a little can help a lot - now”--Buy U.S. war stamps, bonds / A. Parker. Communication

**URL:** [http://www.loc.gov/pictures/item/94511023/](http://www.loc.gov/pictures/item/94511023/)
**LESSON PLAN: USING PRIMARY AND SECONDARY SOURCES**

**DESCRIPTION:** Women assembling shells


![Women assembling shells](image)

**DESCRIPTION:** Chrysler war efforts displayed. The Detroit Arsenal Factory – Warren, Michigan

**URL:** [http://www.alchemistsblend.com/1/category/the%20narrows/1.html](http://www.alchemistsblend.com/1/category/the%20narrows/1.html)

![Chrysler war efforts](image)

**DESCRIPTION:** General Motors war effort. B24s under production at the old Willow Run plant.


![General Motors war effort](image)

**DESCRIPTION:** Detroit provides the tools for victory.

**URL:** [http://detroiths.pastperfect-online.com/33029cgi/mweb.exe?request=record;id=D84BEFAA-94CA-44B3-848F-919904444720;type=102](http://detroiths.pastperfect-online.com/33029cgi/mweb.exe?request=record;id=D84BEFAA-94CA-44B3-848F-919904444720;type=102)

![Detroit provides the tools for victory](image)
WRITTEN DOCUMENT ANALYSIS WORKSHEET

TYPE OF DOCUMENT (Check one):

___ Newspaper  ___ Letter  ___ Patent  ___ Memo
___ Telegram  ___ Press Release  ___ Report  ___ Congressional Record
___ Map  ___ Advertisement  ___ Census Report  ___ Other

UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

___ Interesting Letterhead  ___ Handwritten  ___ Typed  ___ Other
___ Seals  ___ Notations  ___ “RECEIVED” Stamp

DATE(S) OF DOCUMENT: _______________________

AUTHOR (OR CREATOR) OF THE DOCUMENT: _______________________________________

POSITION (TITLE): _______________________________________

FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

_________________________________________________________________________________

_________________________________________________________________________________

DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

B. Why do you think this document was written?

_________________________________________________________________________________

D. List two things the document tells you about life in the United States at the time it was written:

_________________________________________________________________________________

_________________________________________________________________________________

E. Write a question to the author that is left unanswered by the document:

_________________________________________________________________________________

_________________________________________________________________________________
MAP ANALYSIS WORKSHEET

TYPE OF MAP (Check one):

___ Raised Relief Map  ___ Topographical Map  ___ Political Map

___ Natural Resource Map  ___ Military Map  ___ Bird’s-eye View Map

___ Contour-line Map  ___ Artifact Map  ___ Satellite photograph/mosaic

___ Pictograph  ___ Weather Map  ___ Other

UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):

___ Compass  ___ Handwritten  ___ Date  ___ Notations

___ Scale  ___ Name of Mapmaker  ___ Title  ___ Legend (key _

___ Other

DATE OF MAP: _______________________________________________________

CREATOR OF THE MAP: _______________________________________________

WHERE WAS THE MAP PRODUCED? _______________________________________

MAP INFORMATION:

A. List three things in this map that you think are important:

________________________________________________________________________

________________________________________________________________________

B. Why do you think this map was drawn?

________________________________________________________________________

C. What evidence in the map suggests why it was drawn?

________________________________________________________________________

D. What information does the map add to the textbook’s account of this event?

________________________________________________________________________

E. Does the information in this map support or contradict information that you have read about this event? Explain.

________________________________________________________________________

________________________________________________________________________

F. Write a question to the mapmaker that is left unanswered by this map.

________________________________________________________________________

________________________________________________________________________
MOTION PICTURE ANALYSIS WORKSHEET

STEP 1. PRE-VIEWING
Title of film: ________________________________________________
Record Group source: ___________________________________________
What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

<table>
<thead>
<tr>
<th>Concepts/Ideas</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

STEP 2. VIEWING
Type of motion picture (check where applicable)

___ Animated Cartoon ___ Documentary Film ___ Newsreel ___ Propaganda Film
___ Theatrical Short ___ Training Film ___ Combat Film ___ Other

Physical qualities of the motion picture (check where applicable)

___ Music ___ Narration ___ Special Effects ___ Color
___ Live Action ___ Background Noise ___ Animation ___ Dramatization

Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?

___________________________________________________________________________

STEP 3. POST-VIEWING
1. Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.
2. What is the central message(s) of this motion picture?
3. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?
4. How do you think the filmmakers wanted the audience to respond?
5. Does this film appeal to the viewer’s reason or emotion? How does it make you feel?
6. List two things this motion picture tells you about life in the United States at the time it was made.
7. Write a question to the filmmaker that is left unanswered by the motion picture.
8. What information do you gain about this event that would not be conveyed by a written source? Be specific.
Use the following assessment to evaluate each Technology presentation you have been assigned. Assess each presentation and provide any comments that you think will be helpful to the presenter(s).

Presenter’s Name (Group Name): _______________________________________________________

The most interesting aspect of this presentation was:
________________________________________________________________________________________
________________________________________________________________________________________

The one thing I would change about this presentation is:
________________________________________________________________________________________
________________________________________________________________________________________

I would give this presentation a score of (please circle your choice):
1  2  3  4  5  6  7  8  9  10 (only if yes for all points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation did the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- showed technology and date of its creation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- need it addressed – why it was created</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- who created it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- which category it fits in to (communication, transportation, or manufac-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>turing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- compared to a similar technology that was created during the time period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- listed the need that drove the change, modification or creation of the new technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- used a 3 column table format to do a compare and contrast between the old and new technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presenter(s) did the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrated understanding of the technology presented and the relationship with the technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrated creativity and innovation in the presentation technology usage (video, movie, PowerPoint, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I understand the presentation - It was easy to follow and I was clear in the relationship of product/driver presented.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Collaborative Work Skills: Group Presentation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing to Inform</strong></td>
<td>The student focuses on a main idea and supports it with explanations and facts along with reliable historical sources including correct grammar and accurate punctuation &amp; spelling.</td>
<td>The student includes information from reliable historical sources with correct grammar and accurate punctuation &amp; spelling.</td>
<td>The student introduces the idea in a clear, lively, and interesting fashion with correct grammar and spelling.</td>
<td>The spelling, punctuation, and grammar on the writing assignment are accurate.</td>
</tr>
<tr>
<td><strong>Contributions</strong></td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort</td>
<td>Usually provides ideas when participating in the group and in classroom discussion. A strong group member who tried hard.</td>
<td>Sometimes provides ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.</td>
<td>Rarely provides ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td><strong>Quality of Work</strong></td>
<td>Provides work of the highest quality.</td>
<td>Provides work of high quality.</td>
<td>Provides work that occasionally needs to be checked/ redone by other group members to ensure quality.</td>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
</tr>
<tr>
<td><strong>Time Management</strong></td>
<td>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Tends to procrastinate, but always gets things done by the deadline. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person’s inadequate time management</td>
</tr>
<tr>
<td><strong>Problem-Solving</strong></td>
<td>Actively looks for and suggests solutions to problems.</td>
<td>Refines solutions suggested by others.</td>
<td>Does not suggest or refine solutions, but is willing to try out solutions suggested by others</td>
<td>Does not try to solve problems or help others solve problems. Lets others do the work.</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
<td>Rarely is publicly critical of the project or work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally is publicly critical of the project or the work of others. Usually has a positive attitude about the task(s).</td>
<td>Often is publicly critical of the work of other members of the group. Often has a negative attitude about the task(s).</td>
</tr>
<tr>
<td><strong>Pride</strong></td>
<td>Work reflects this student’s best efforts.</td>
<td>Work reflects a strong effort from this student.</td>
<td>Work reflects some effort from this student.</td>
<td>Work reflects very little effort on the part of this student.</td>
</tr>
</tbody>
</table>