

Where  
the past  
is present

# DETROIT HISTORICAL SOCIETY

## TEACHER RESOURCE LESSON PLAN

### DETROIT DURING WWII: USING PRIMARY AND SECONDARY SOURCES



#### CREATED BY

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#### 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)

- 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.)
- Virtual Tour – Detroit Historical Museum “Arsenal of Democracy” <http://detroithistorical.org/detroit-historical-museum/exhibitions/signature-exhibitions/detroit-arsenal-democracy>
- 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

- Babson, Steve. *Working Detroit*. Detroit: Wayne State University Press, 1986.
- Bauer, Lt. Col. Eddy. *History of World War II*. New York: Galahad Press, 1966.
- Brown, Arthur Joseph. *The Arsenal of Democracy*. Oxford University Press, 1941.
- Davis, Michael W.R. *Detroit’s Wartime Industry: Arsenal of Democracy*. Chicago: Arcadia Publishing, 2007.
- Gervasi, Tom. *Arsenal of Democracy: American Weapons Available for Export*. New York: Grove Press, 1978.
- Herman, Arthur. *Freedom’s Forge: How American Business Produced Victory in World War II*. 2012.
- Jeffries, Edward. *Detroit and the “Good War”*. 1996.
- Moranz, John. *Leaders of Wartime Michigan*. 1945.
- Nelson, Donald M. *Arsenal of Democracy: The Story of American War Production*. New York: Harcourt, 1946.
- Peterson, Sarah Jo. *Planning the Home Front: Building Bombers and a Communities at Willow Run*. University of Chicago Press, First Edition: 2013.
- Staff of the Detroit News. *War in Headlines from The Detroit News 1939-1945*. 1946.
- Strains on Rural Housing, [http://www.livinghistoryfarm.org/farminginthe40s/life\\_11.html](http://www.livinghistoryfarm.org/farminginthe40s/life_11.html)
- Willow Run Village, <https://sites.google.com/site/willowrunvillage/>
- Wrynn, V. Dennis. *Detroit Goes To War*. Osceola, WI: Motorbooks International Publishing, 1993.

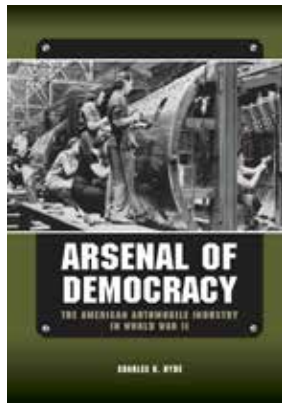
**For more information about the**  
**Detroit Historical Society,**  
**or to schedule a field trip to the**  
**Detroit Historical Museum or**  
**Dossin Great Lakes Museum,**  
**visit [detroithistorical.org](http://detroithistorical.org)**

# LESSON PLAN: USING PRIMARY AND SECONDARY SOURCES



**DESCRIPTION:** MI Manufacturing In the Arsenal of Democracy effort - Map

**URL:** <http://ausaarsenalofdemocracy.org/ausaad/>



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

**URL:** <http://detroithistorical.org/things-do/events-calendar/events-listing/charles-k-hyde-arsenal-democracy-american-automobile>



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

**URL:** <http://ausaarsenalofdemocracy.org/ausaad/>



**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/>

# LESSON PLAN: USING PRIMARY AND SECONDARY SOURCES



**DESCRIPTION:** Women assembling shells

**URL:** <http://detroithistorical.org/detroit-historical-museum/exhibitions/signature-exhibitions/detroit-arsenal-democracy>



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

**URL:** <http://www.alchemistsblend.com/1/category/the%20narrows/1.html>



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

**URL:** <http://www.thedetroitbureau.com/2013/04/it-anchored-the-arsenal-of-democracy-but-old-gm-plant-soon-to-come-down/>



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

**URL:** <http://detroitsh.pastperfect-online.com/33029cgi/mweb.exe?request=record;id=D84BEFAA-94CA-44B3-848F-919904444720;type=102>

# WRITTEN DOCUMENT ANALYSIS WORKSHEET

**TYPE OF DOCUMENT** (Check one):

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Letter	<input type="checkbox"/> Patent	<input type="checkbox"/> Memo
<input type="checkbox"/> Telegram	<input type="checkbox"/> Press Release	<input type="checkbox"/> Report	<input type="checkbox"/> Congressional Record
<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Census Report	<input type="checkbox"/> Other

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

<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Handwritten	<input type="checkbox"/> Typed	<input type="checkbox"/> Other
<input type="checkbox"/> Seals	<input type="checkbox"/> Notations	<input type="checkbox"/> "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):

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Raised Relief Map    | <input type="checkbox"/> Topographical Map | <input type="checkbox"/> Political Map               |
| <input type="checkbox"/> Natural Resource Map | <input type="checkbox"/> Military Map      | <input type="checkbox"/> Bird's-eye View Map         |
| <input type="checkbox"/> Contour-line Map     | <input type="checkbox"/> Artifact Map      | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Pictograph           | <input type="checkbox"/> Weather Map       | <input type="checkbox"/> Other                       |

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

- |                                  |   |                                |                                       |
|----------------------------------|---|--------------------------------|---------------------------------------|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Handwritten      | <input type="checkbox"/> Date  | <input type="checkbox"/> Notations    |
| <input type="checkbox"/> Scale   | <input type="checkbox"/> Name of Mapmaker | <input type="checkbox"/> Title | <input type="checkbox"/> Legend (key_ |
| <input type="checkbox"/> 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:

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B. Why do you think this map was drawn?

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

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

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

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

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# 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.

Concepts/Ideas	People
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

## STEP 2. VIEWING

Type of motion picture (check where applicable)

<input type="checkbox"/> Animated Cartoon	<input type="checkbox"/> Documentary Film	<input type="checkbox"/> Newsreel	<input type="checkbox"/> Propaganda Film
<input type="checkbox"/> Theatrical Short	<input type="checkbox"/> Training Film	<input type="checkbox"/> Combat Film	<input type="checkbox"/> Other

Physical qualities of the motion picture (check where applicable)

<input type="checkbox"/> Music	<input type="checkbox"/> Narration	<input type="checkbox"/> Special Effects	<input type="checkbox"/> Color
<input type="checkbox"/> Live Action	<input type="checkbox"/> Background Noise	<input type="checkbox"/> Animation	<input type="checkbox"/> 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.

# PEER ASSESSMENT FORM

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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): \_\_\_\_\_

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

The most interesting aspect of this presentation was:

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The one thing I would change about this presentation is:

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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)



## COLLABORATIVE WORK SKILLS: GROUP PRESENTATION RUBRIC

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