

World War Two: Alabama Veterans
A Social Studies Lesson Plan developed for
Upper Elementary- Level Students (grades 4-6)

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Instructor:

Lesson Title: World War Two: Alabama Veterans Estimated Time: This lesson can be divided
Grade Level: 4th-6th into 6 or more class periods
Curriculum Area: Social Studies Date:

Standards Connection:

Alabama Course of Study Social Studies Standards

4. 11) Describe the impact of World War Two on Alabamians

- Recognize Alabama participants in World War Two: Tuskegee Airmen,

Alabama Course of Study ELA Standards

4th Grade

4. 4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

16.) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [RI.4.7]

19.) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.4.10]

5th Grade

19.) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently. [RI.5.10]

6th Grade

32.) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. [SL.6.2]

Alabama Course of Study Technology Standards:

3-5. 5.) Practice safe use of technology systems and applications

Learning Objectives:

Students will gain basic understanding of

1. World War 2
2. The Tuskegee Airmen
3. One Alabama WW2 veteran
4. The branches of the Armed Services and their flags.

Evaluation of Learning Objectives:

The students will be formatively assessed throughout the lesson. The teacher will use anecdotal notes, random questioning and group assessments to monitor student activity

Learning Design

I Teaching Script:

1. Engage students by asking what they can remember about World War One from Lesson One. It is important that the students be reminded that the United States sent soldiers to fight in the trenches in the country of France against the Germans. The link below shows a map of Europe where most of World War I was fought. Students can identify France on the map:

[Map of the countries on the continent of Europe](#)

2. To learn more about several major events that happened in the United States after World War One and before World War Two, the students can be given copies of the pictures in the reading material [Part A: After World War 1 and Before World War 2](#). The text may be too advanced for students to read and can be used for teacher's information only; however, with teacher guidance the pictures can help the students in a beginning understanding of this part of history. They can write or discuss items they notice in the pictures. The teacher can ask leading questions such as "What do you see in these pictures that you could touch?" "Compare the pictures of Al Capone's home and the Tenge family home."

3. Tell the students that they are now going to study some of the events that led to World War II. World War I and World War II were connected. Part B is for teacher information and explains events that the teacher can summarize for students according to their level of understanding. The maps included in [Part B: World War 1 and World War 2 are Connected](#) show the land that was taken from Germany and given to other countries after World War I. Explanations in Part B give more of the reasons for Germany's invasion of Poland which started WW II in Europe. Using the map in #1 of Europe, ask the students to find Poland. They can also locate the main European countries fighting – Russia, United Kingdom, and France against Germany.

After completing the picture activity in Part B, students need to understand that World War II was fought not just in Europe but in many places. Use the map below to show the continents. Point out that the war was mainly fought on the continents of Europe, Asia, and Africa before the United States entered the war.

[World Map with continents](#)

4. [Part C: WWII in the Pacific](#) is complicated in content so teacher will need to summarize; however it is important for students to have some background on the Japanese and why the bombing took place at Pearl Harbor. The pictures in Part C may be copied and given to students to analyze.

5. If the reading material is too difficult for students to read together in [Part D: World War Two Impacts Alabama](#), the pictures may be copied for students in a class discussion to give their impressions of what is happening in the pictures. Before showing the video listed below, give the students an introduction to the Tuskegee Airmen from the reading material in Part D.

6. Show [video of the Tuskegee Airmen](#) and discuss their contributions.

7. Next the students can complete a timeline of the information from 1-6 above. The students can cut out the events on the [Timeline Events](#) handout and with a partner cut and paste the events on the [Blank Timeline](#). For each event draw a picture or a symbol beside the cut out on the time line.

8. Inform the students that now they are going to focus on the different branches of the military and the flags that represent each branch. Ask if anyone can name the five branches of the military (United States Armed Services). Write the branches on the board. They were mentioned in Lesson One (Army, Marine Corps, Navy, Air Force, Coast Guard). Engage the students for the next activity by asking a few questions. Examples of questions could include 1. Do any of you have family that served in the Armed Services? 2. Do you know which branch? 3. Do you know anything about the different branches? 4. How do you think the Navy would be different from the Air Force? 5. How do you think the branches might help each other during a war?

Explain to the students that the branch Air Force was not created until after World War II in 1947. Pilots and their crew who flew during World War II were called the Army Air Corps.

9. Inform the students that they are now going to participate in a fun activity.

Suggested Strategy: Carousel

1. Print off a picture of each flag representing each of the 5 branches ([Large Flags For Teachers](#)).
2. Teacher will glue one flag on each of 5 sheets of chart paper (or bulletin board paper).
3. Separate students into 5 groups. Place one poster per table. Tell students that each piece of paper has a flag that represents one of the major branches of the military.
4. Students have 2-3 minutes to use a marker to write everything that they know about what this flag represents or they can put the items that are on the flag. (Teacher Tip: Discuss what is appropriate as well as size of writing... you want graffiti but not so big that it covers others or is out of control. Students are reminded not to cross-out anyone's brainstorm either). Examples of questions to help students with their brainstorming: What is on the flag? Do you know the branch? Do you have any family members serving in this branch? How is this branch different from other branches? Does this branch support another branch?
5. After 2-3 minutes, groups move clockwise to another poster. The teacher reminds students of each question to possibly answer. If a student sees something written on the poster that they also know, they can place a check next to the statement.

6. After 2-3 minutes, groups move again (this continues until all groups have been to all 5). At each poster, the teacher reminds students of possible questions to answer. Teacher Tip: Use a sound effect like a bell, train whistle, etc. to let students know when to move.
7. After all groups have been to all posters, they return to their seats.

10. The teacher will then pass out copies of the [Five Branches Worksheet](#). There are five columns, each with the branch flag at the top. Give the students time to write the name of the branch under each flag. Students can make notes in the columns of the worksheet during the [Five Branches of the U.S. Military Slide Show](#) which the teacher can show now. As each branch is shown on the slide show, the teacher will go to that poster and see if any brainstormed ideas show up on the screen. This allows students to brainstorm and access prior knowledge.

11. After the slide show the students can give a few of their comments on their Five Branches Worksheet. The teacher can guide the students in adding to their chart the main topics they might have forgotten.

If students want more information about the duties of the different branches, they can go to <http://www.militaryspot.com/enlist/understanding-the-five-branches-of-the-military>

12. After the discussion, the teacher will then introduce three famous Alabama veterans from three different branches of service during World War II. The teacher will write or project the names of Oliver William Dillard, Sr., Lemuel Byrd Peterson and Holland Smith.

13. The teacher will need to access the best activity for his/her students for this section.

Two options are listed below:

The teacher can divide the students into groups of 3-4 students: the same veteran can be given to more than one group. This increases participation. Below are some suggested links that may be used as a starting point for the research, but students may find additional sources by using a search engine such as Google:

- [Holland Smith – Encyclopedia of Alabama \(use the Search function within this site to find him\)](#)
- Oliver W. Dillard – Wikipedia: https://en.wikipedia.org/wiki/Oliver_W._Dillard
- Lemuel B Peterson – [Alabama Veterans Memorial Park: The Story of Lemuel B Peterson](#)

Option One: as a simple activity, the students in their group can divide up the questions in the [Alabama Veterans Checklist](#) and research their veteran and answer the questions. After the research has been completed, the teacher can skip to the class discussion on “compare and contrast”.

Option Two: as a more advanced activity, the teacher can use the [Brochure Instructions](#). Each student should be assigned an equal part in participation within this project. Students can develop a well detailed brochure on their assigned veteran, using the Brochure Instructions and the [Alabama Veterans Checklist](#). Once this activity is completed the students can share their brochures.

14. Compare and contrast the three veterans. For this activity, the groups will need to be rearranged so that the new groups include a student from each of the veterans researched.

Option One: The teacher will give the groups two questions to use for compare and contrast. "List ways the three veterans are alike." "List ways the three veterans are different." They will record their answers and will need to elect a student to be the spokesman for their group in the class discussion to follow.

Option Two: More advanced learners can use the Venn Diagram to compare and contrast the veterans. Each group needs a copy of the [Venn Diagram](#). Explain the *Venn Diagram*. **(Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap)**. The group can appoint a spokesperson to be part of a class discussion after the groups have completed their chart. The students then return to their seats and the teacher can ask the leaders to comment on their groups' discoveries. Questions for the teacher to ask: 1. Did you discover ways that the veterans were all three alike? 2. Did you discover ways that the veterans were all three different? 3. Were there ways that Peterson and Smith were the same but not Dillard? 4. Were there ways that Smith and Dillard were the same but not Peterson? 5. Were there ways that Peterson and Dillard were the same but not Smith?

15. Class discussion: Once the students have returned to their seats, the spokesperson from each group will discuss their answers to the compare and contrast group activity.

II. Opportunity for Practice

Complete a writing assignment from one of these options: (1) write a news article about the Tuskegee Airmen; (2) write a news article about a topic of your choice from this lesson (3) pretend you are at Pearl Harbor when the Japanese attack and write a letter to your family about what you saw, heard, smelled, touched as well as what you were feeling. Allow any student who chooses to present practice to the class.

III. Assessment:

1. Students can be asked to write the five branches of the military
2. If more assessment is needed each student can individually complete the [Alabama Veterans Checklist](#) on their group's Alabama veteran after the group activity. This checklist can be printed for each student. If this method of assessment is selected, the students should be told when beginning the group activity on their veteran that they will

be asked to complete an individual check-list after completion of the group activity. Each student can take notes and use their notes for the assessment.

3. Students can be required to complete Section II – Opportunity for Practice. The writing assignment can be submitted for the teacher to assess.
4. Students can write a paragraph on the facts they remember about World War II.

IV. Closure:

The teacher will collect the assignments and tell the students that their next lesson will be on women's roles in WW2.

Plans for Individual Learners and Differentiation Strategies:

ELL Students: ELLs can focus on being able to identify symbols associated with the branches of the military. ELLs length and depth requirements for work can be adjusted according to language skill and WIDA standards.

Students with IEP: Students can be aided in taking notes or be provided with notes. Students' requirements for demonstrating mastery of standards can be adjusted (e.g. adjusting length of short story or offering another way to present information, such as an oral presentation during the closure section of the lesson).