

# 1925 – 1949

## ARSENAL FOR DEMOCRACY

### ACTIVITIES

*Created by Michael Young,  
former History Department Chair, Omaha Burke High School*

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## Activity 1: Discrimination During War

**Activity Grade Level:**  
4<sup>th</sup> & 8<sup>th</sup> Grade

### Activity: Discussion

Read the story *Native Americans Help Build the Plant* at [http://nebraskastudies.org/0800/stories/0801\\_0140.html](http://nebraskastudies.org/0800/stories/0801_0140.html)  
And the story *African Americans Face Discrimination* at [http://nebraskastudies.org/0800/stories/0801\\_0141.html](http://nebraskastudies.org/0800/stories/0801_0141.html)  
Then answer the following questions:

- What does the use of terms like "braves" and "on the warpath" tell you about the attitude of the people living in Hastings with reference to Native Americans?
- Give examples of schools using symbols, mascots, or words that refer to Indians that Native American groups today find unacceptable?
- Did the citizens of Hastings treat the black servicemen and women any differently than they did the Native Americans? Why or why not?

### Nebraska State Social Studies/History Standards

**Standard 8.1.9** Students will develop skills for historical analysis, such as the ability to:

- Identify, analyze, and interpret primary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, such as television, movies, and computer information systems to better understand events and life in United States history to 1877.
- Identify characters, settings, and events from narratives of Nebraska, America, and world history.
- Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.
- Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and, identify the states that formed the Confederacy during the Civil War.

*Time, Continuity, and Change  
People, Places, and Environments  
Power, Authority, and Governance  
Science, Technology, and Society*

### Nebraska State Reading/Writing Standards

**Standard 4.2.5** By the end of the fourth grade, students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

**Standard 8.1.1** By the end of the eighth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

## Activity 2: African Americans Face Discrimination

### Activity Grade Level:

4<sup>th</sup> & 8<sup>th</sup> Grade

### Activity: Discussion

Read the two quotes from the story *African Americans Face Discrimination* at [http://nebraskastudies.org/0800/stories/0801\\_0141.html](http://nebraskastudies.org/0800/stories/0801_0141.html).

Then answer the following questions:

- What did the spokesman for the northwest Hastings homeowners group suggest the views of the "Negroes" were concerning separate communities? Do you think that was an accurate statement? Why or why not?
- Why did Lorena Smith say the citizens of Hastings did not like African Americans? Why do you think the people living in Hastings did not like African Americans?

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- Identify characters, settings, and events from narratives of Nebraska, America, and world history.
- Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.
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### Activity 3: Hastings' Reaction to African Americans

#### Activity Grade Level:

12<sup>th</sup> Grade

#### Activity: Discussion

Analyze how the citizens of Hastings reacted to the influx of African Americans who were brought to Hastings to work in the Naval Ammunition Depot in the story *African Americans Face Discrimination* at [http://nebraskastudies.org/0800/stories/0801\\_0141.html](http://nebraskastudies.org/0800/stories/0801_0141.html).

Then answer the following questions:

- Do you think the citizens of your community would react the same way today if a similar situation developed?
- Why or why not?

#### Nebraska State Social Studies/History Standards

**Standard 12.2.6** Students will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

*People, Places, and Environments  
Time, Continuity, and Change  
Power, Authority, and Governance  
Production, Distribution, and Consumption  
Individuals, Groups, and Institutions*

**Standard 12.3.17** Students will develop skills for historical analysis.

*Time, Continuity, and Change*

**Standard 12.3.18** Students will develop discussion, debate, and persuasive writing skills, focusing on enduring issues and demonstrating how divergent viewpoints have been addressed and reconciled.

*Power, Authority, and Governance  
Civic Ideals and Practices  
Culture  
Individual Development and Identity  
Individuals, Groups, and Institutions*

#### Nebraska State Reading/Writing Standards

**Standard 12.1.6** By the end of the twelfth grade, students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

## Activity 4: Propaganda Cartoon

### Activity Grade Level:

12<sup>th</sup> Grade

### Activity: Cartoon Analysis & Design

Read the background information in the *Hastings Grows* story and look closely at the *Axis Accidents* comic strip at [http://nebraskastudies.org/0800/stories/0801\\_0138.html](http://nebraskastudies.org/0800/stories/0801_0138.html).

Then answer the following questions:

- Describe the action taking place in the comic strip.
- In your own words, explain how the words in the comic strip explain or clarify the symbols. (i.e. man in sixth column looks strikingly like Adolph Hitler).
- What is the message of the comic strip? Which words or phrases in the comic strip appear to be the most significant? Why do you think so?
- List adjectives that describe the emotions portrayed in the comic strip.
- Is this an effective comic strip? Why or why not?
- Pretend it is your job to draw a comic strip for the Nebraska Ordnance Plant News emphasizing safety or secrecy. Design a strip.

You may also use the National Archives' *Cartoon Analysis* Worksheet in the Resources section of this document.

### Nebraska State Social Studies/History Standards

**Standard 12.3.11** Students will demonstrate an understanding of the origins and effects of World War II, identifying events and factors.

*Time, Continuity, and Change  
People, Places, and Environments  
Individuals, Groups and Institutions  
Global Connections*

**Standard 12.3.17** Students will develop skills for historical analysis.

*Time, Continuity, and Change*

### Nebraska State Reading/Writing Standards

**Standard 12.1.6** By the end of the twelfth grade, students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

## Activity 5: World Map During World War II

### Activity Grade Level:

12<sup>th</sup> Grade

### Activity: Map Creation & Analysis

Read the background information in the *Arsenal for Democracy* story at [http://nebraskastudies.org/0800/stories/0801\\_0132.html](http://nebraskastudies.org/0800/stories/0801_0132.html).

Draw a map of the world that includes the major countries involved in World War II. Include major geographic features that affect the course of the war and location of defense plants. Explain how geographic features were advantages and disadvantages for the U.S. and Nebraska during the war.

### Nebraska State Social Studies/History Standards

**Standard 12.3.11** Students will demonstrate an understanding of the origins and effects of

**Standard 12.2.14** Students will analyze the forces of conflict and cooperation as they influence:

- The way in which the world is divided among independent and dependent countries.
- Disputes over borders, resources, and settlement areas.
- The historic and future ability of nations to survive and prosper.
- The role of multinational organizations.

*People, Places, and Environments*

*Time, Continuity, and Change*

*Global Connections*

*Culture*

*Individuals, Groups, and Institutions*

**Standard 12.2.15** Students will apply geography to interpret the past, understand the present, and plan for the future by:

- Explaining the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents.
- Relating current events to the physical and human characteristics of places and regions.

*People, Places, and Environments*

*Time, Continuity, and Change*

*Production, Distribution, and Consumption*

*Global Connections*

## Activity 6: Roosevelt Visits Bombing Plant

### Activity Grade Level:

12<sup>th</sup> Grade

### Activity: Photograph Analysis

Analyze the photograph of President Franklin D. Roosevelt visiting *The Martin Bomber Plant* at [http://nebraskastudies.org/0800/stories/0801\\_0133.html](http://nebraskastudies.org/0800/stories/0801_0133.html).

Then answer the following questions:

- Who is Franklin D. Roosevelt and who are the men in the car with him?
- Why would he be visiting Nebraska?
- What questions does this photograph raise in your mind?
- Where could you find the answers to your questions?
- What do you know about the Martin Bomber Plant?

You may also use the National Archives' *Photograph Analysis Worksheet* in the Resources section of this document.

### Nebraska State Social Studies/History Standards

#### Standard 8.2.7 Students will develop skills for historical analysis, such as the ability to:

- Identify, analyze, and interpret primary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.
- Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.
- Distinguish fact from fiction by examining documentary sources.
- Construct various time lines of United States history since 1877, such as landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.
- Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.

*Time, Continuity, and Change  
Individuals, Groups, and Institutions*

#### Standard 4.12 Students will develop historical analytical skills by:

- Identifying, analyzing, and making generalizations about how people in Nebraska lived, using primary sources, such as artifacts, diaries, letters, photographs, art, documents, and newspapers.
- Comparing documentary sources on historical figures and events with fictionalized characters and events to distinguish fact from fiction.

*Time, Continuity, and Change*

### Nebraska State Reading/Writing Standards

**Standard 8.1.1** By the end of the eighth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

**Standard 8.1.2** By the end of the eighth grade, students will locate, access, and evaluate resources to identify appropriate information.

# 1925 – 1949

## ARSENAL FOR DEMOCRACY

### RESOURCES

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**Nebraska Department of Education Academic Standards**

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

**Nebraska Department of Education Social Studies and History Standards**

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

**National Archives**

<http://www.archives.gov/index.html>

**Library of Congress Learning Page Lesson Plans**

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

**Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.**

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

**Nebraska Trailblazer World War II (4<sup>th</sup> grade level)**

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

**Educational Packet: *What Did You Do in the War?* Nebraska History. Volume 72. No. 4 Winter 1991.**

<http://www.nebraskahistory.org/museum/teachers/material/nebdata/WWII.pdf>

## RESOURCES

### National Archives Cartoon Analysis Worksheet

Visuals	Words (not all cartoons include words)
<p><b>Level One:</b></p> <p>1. List the objects or people you see in the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1. Identify the cartoon caption and/or title.</p> <p>_____</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>_____</p> <p>_____</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p> <p>_____</p> <p>_____</p>
<p><b>Level Two:</b></p> <p>2. Which of the objects on your list are symbols?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. What do you think each symbol means?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>_____</p> <p>_____</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Level Three:</b></p> <p>A. Describe the action taking place in the cartoon.</p> <p>_____</p> <p>_____</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>_____</p> <p>_____</p> <p>C. Explain the message of the cartoon.</p> <p>_____</p> <p>_____</p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

## RESOURCES

### Interpreting Political Cartoons

By Michael Young, former History Department Chair, Omaha Burke High School

#### Directions for Handout

Use the following questions as a guide when you analyze political cartoons. Answer each question that is pertinent to the political cartoons you are analyzing.

1. List the historical time period indicated:  
\_\_\_\_\_
2. State the issue or historical event that the cartoon addresses:  
\_\_\_\_\_
3. Caption:  
\_\_\_\_\_
4. Geographic location:  
\_\_\_\_\_
5. Label(s) indicated:  
\_\_\_\_\_  
\_\_\_\_\_
6. Use of symbolism, irony, caricatures, etc.  
\_\_\_\_\_  
\_\_\_\_\_
7. Inferences you can make with reference to the author's opinion (s):  
\_\_\_\_\_
8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:  
\_\_\_\_\_

#### Guideline for Using Political Cartoons to Teach Social Studies Concepts

The use of pictorial representations can be an effective way to teach social studies concepts. Pictorial representations include cartoons, pictures, and diagrams. Cartoons are the most symbolic of these pictorial representatives because they usually contain satire, exaggeration, and frequently humor. The editorial cartoonist can replicate life with a few strokes of the pen, with stark directness. The reader needs to have familiarity with basic social studies (economics, geography, history, political science, etc.) concepts in order to interpret the cartoons and understand the symbolic representations.

The goal of using cartoon interpretation activities is to provide students with practice in dealing with editorial cartoons in an analytical and critical way. Most social studies standards stress the importance of students developing the skills necessary to analyze documents and images.

**The following four-step model is provided as a guide for introducing editorial cartoons to illustrate social studies concepts.**

1. Provide background information for the social studies concept to be portrayed. For example, students will need a basic understanding of imperialism before a cartoon on this topic can be analyzed.

## **RESOURCES      Interpreting Political Cartoons (continued)**

2. Provide background information on editorial cartoons. Discuss the purpose of editorial cartoons. Make the students aware that such cartoons represent a specific viewpoint. Consequently, students should become familiar with the concept of bias. Students should, when possible, research the background of the political cartoonist.
3. Discuss the nature of editorial cartoons. Stress that such cartoons rely on oversimplification in order to clearly emphasize a particular point. Distortions of individuals and objects are frequently used to add dramatic or provocative qualities. Symbolism is used to represent reality as the cartoonist views it. Students should become familiar with symbols that are typically used in the various areas of social studies i.e. Uncle Sam and the eagle for the U.S., an empty bowl for scarcity, the donkey for the Democrat Party and the elephant for the Republican Party, etc.
4. Sequential guide for teaching how to analyze political cartoons:
  - a. Who is the author of the cartoon? Discuss the author's background.
  - b. What is the topic/issue of the cartoon?
  - c. What social studies concept is being presented?
  - d. What symbols are used?
  - e. What exaggerations or distortions exist?
  - f. What message is the cartoonist presenting? The teacher may want to introduce a variety of cartoons that deal with different issues as well as social studies disciplines. Students can then compare and contrast the various cartoon examples.
  - g. Encourage students to discuss their reactions with their classmates.  
Review the social studies concepts stressed in each political cartoon.

## RESOURCES

### National Archives Map Analysis Worksheet

1. TYPE OF MAP (check one):

- |   |  |
|---|--|
| <input type="checkbox"/> Raised relief map    | <input type="checkbox"/> Bird's-eye view             |
| <input type="checkbox"/> Topographic map      | <input type="checkbox"/> Artifact map                |
| <input type="checkbox"/> Political map        | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map     | <input type="checkbox"/> Pictograph                  |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map                 |
| <input type="checkbox"/> Military map         | <input type="checkbox"/> Other ( )                   |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> Compass     | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title            |
| <input type="checkbox"/> Date        | <input type="checkbox"/> Legend (key)     |
| <input type="checkbox"/> Notations   | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Scale       |   |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP  
PRODUCED?

--	--	--

6. MAP INFORMATION

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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.

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

## RESOURCES

### National Archives Photograph Analysis Worksheet

#### Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

#### Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Step 3. Questions

A. What questions does this photograph raise in your mind?

\_\_\_\_\_  
\_\_\_\_\_

B. Where could you find answers to them?

\_\_\_\_\_  
\_\_\_\_\_