

# 1925 – 1949

## 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/ndestandards/documents/SocialStudiesHistoryStandards.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>

<http://www.kent.k12.wa.us/staff/LindaJancola/6Trait/6-trait.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  
Artifact Analysis Worksheet****1. PHYSICAL QUALITIES OF THE ARTIFACT**

Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, wood, plastic, other material.

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**2. SPECIAL QUALITIES OF THE ARTIFACT**

Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.

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**3. USES OF THE ARTIFACT**

- A. What might it have been used for? \_\_\_\_\_
- B. Who might have used it? \_\_\_\_\_
- C. Where might it have been used? \_\_\_\_\_
- D. When might it have been used? \_\_\_\_\_

**4. WHAT DOES THE ARTIFACT TELL US**

- A. What does it tell us about technology of the time in which it was made and used?

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- B. What does it tell us about the life and times of the people who made it and used it?

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- C. Can you name a similar item today?

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**5. BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.**

Designed and developed by the Education Staff  
National Archives and Records Administration, Washington, DC 20408

<http://www.archives.gov>

## 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>_____</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>_____</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>_____</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>_____</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>C. Explain the message of the cartoon.</p> <p>_____</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:

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2. State the issue or historical event that the cartoon addresses:

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3. Caption:

---

4. Geographic location:

---

5. Label(s) indicated:

---

---

6. Use of symbolism, irony, caricatures, etc.

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7. Inferences you can make with reference to the author's opinion (s):

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8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:

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#### 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 Motion Picture Analysis Worksheet

### Step 1: Pre-viewing

- A. Title of film: \_\_\_\_\_  
Record Group source: \_\_\_\_\_
- B. 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

- A. Type of motion picture (check where applicable)
- |   |   |
|---|---|
| <input type="checkbox"/> Animated cartoon | <input type="checkbox"/> Theatrical short subject |
| <input type="checkbox"/> Documentary film | <input type="checkbox"/> Training film            |
| <input type="checkbox"/> Newsreel         | <input type="checkbox"/> Combat film              |
| <input type="checkbox"/> Propaganda film  | <input type="checkbox"/> Other                    |
- B. Physical qualities of the motion picture (check where applicable)
- |  |   |
|--|---|
| <input type="checkbox"/> Music           | <input type="checkbox"/> Live action      |
| <input type="checkbox"/> Narration       | <input type="checkbox"/> Background noise |
| <input type="checkbox"/> Special effects | <input type="checkbox"/> Animation        |
| <input type="checkbox"/> Color           | <input type="checkbox"/> Dramatizations   |
- C. 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 (or repeated viewing)

- Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.
- A. What is the central message(s) of this motion picture?
- \_\_\_\_\_
- \_\_\_\_\_
- B. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?
- \_\_\_\_\_
- \_\_\_\_\_
- C. How do you think the filmmakers wanted the audience to respond?
- \_\_\_\_\_
- \_\_\_\_\_

**RESOURCES      Motion Picture Analysis Worksheet (continued)**

D. Does this film appeal to the viewer's reason or emotion? How does it make you feel?

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E. List two things this motion picture tells you about life in the United States at the time it was made:

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

F. Write a question to the filmmaker that is left unanswered by the motion picture.

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G. What information do you gain about this event that would not be conveyed by a written source? Be specific.

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## RESOURCES

### How to Conduct and Utilize Oral Interviews

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

Oral history is the process of collecting an individual's spoken memories of his or her life, of the people he or she has known, and the events which he or she witnessed or participated in. Oral history is another primary source technique historians use to help them interpret the past. Oral histories can be used to supplement written records, complement secondary sources (what has been written by historical scholars), and to provide information that would exist in no other form.

But, using oral histories as a source can also pose problems. Interviewees are human. They can forget things. Their memories can play tricks on them. You have to be very careful as a historian when you use oral history as a source.

Teachers need to explore activities that help students strengthen their abilities to develop good interviewing techniques. The teacher might conduct a personal interview with a person representative of whomever the students will be interviewing (an elderly person, etc.) in the classroom.

Students could then practice interviewing one another in the classroom as part of a paired activity. The practice interviews can help students develop awareness of key techniques that will help them when they conduct an actual interview. The teacher and/or students can offer suggestions on what the characteristics of a good interview are. The teacher may also want to review passages from actual transcripts of interviews to illustrate key attributes of successful interviews.

Caution students that oral history (conducting interviews) is not a substitute for basic research. Students should research printed and electronic resources for background information and historical accounts of the issue, event, or personality being studied.

Consider the following suggestions on how to how to conduct and utilize oral interviews.

#### Preparing:

1. **Decide which individuals would be most appropriate to interview.** There are many ways to find someone to interview. Ask your family members. Contact veterans' organizations, church groups, civic organizations etc. Put a request in your local newspaper. It's a good idea when you find someone to have them complete a brief preliminary questionnaire to give you some background on the person.
2. **Schedule the interview as soon as possible and by telephone if possible.** Confirm the meeting time and date a day before conducting the Interview.
3. **Learn as much as possible about the topic of your interview before conducting the interview.** Contact the local media reporters for suggestions on related topics, sources, etc. Carefully read the person's completed questionnaire. Make up a list of questions from things on the questionnaire. Do enough preliminary research so that you are able to ask intelligent questions. Prepare a brief outline of questions you will be asking.
4. **Make sure you are familiar with your recorder.** Make sure any equipment you will be using is working properly (camcorder, tape recorder, etc.) and secure the interviewee's permission to record the interview. Practice to make sure you can operate. Have an extra tape in case the interview is longer, or in case the tape would break.
5. **When selecting the location for the interview, ask the interviewee where he or she would be most comfortable.** Choose a place that is quiet, where there won't be a lot of distractions.

## RESOURCES

## Oral Interviews (continued)

### Conducting the Interview:

1. **Dress appropriately and create a good impression.**
2. **When you get to the interview, chat briefly with your interviewee to get him or her feeling relaxed and comfortable with you.** Explain, again, to the interviewee your purpose for the interview. Do not begin the interview abruptly. Introduce yourself, make the interviewee as comfortable as possible, and review the interview process you will be using. Be sure to let them know how much you appreciate getting the chance to talk with them.
3. **During the interview, keep things moving.** Express an interest in what the interviewee is saying and listen carefully. Make a conscious effort to be unbiased and try not to influence how the interviewee will answer your questions. Have your questions ready, but do not rely totally on them. By listening carefully to what the person is speaking about, you can come up with additional questions. Avoid too many open-ended questions that require long complicated answers.
4. **Use a tape recorder or camcorder to more accurately record the interview.** In addition, take notes and accurately record the correct spelling of name, places, etc. Silence can be productive. Do not rush the narrator to respond.
5. **You may need to have the interviewee sign a legal release form** enabling you to use any information gained through the interview for research purposes.
6. **Know the physical limitations of the person you are interviewing.** If the person has a hard time hearing, make sure you speak up loudly and clearly. Don't let an interview drag on endlessly. If you still have areas to cover, you might want to take a short break.
7. Have a good closing question that helps the interviewee summarize his/her statements and helps bring closure to the interview.
8. **Be sensitive.** Indicate to the interviewee that his/her answers will be reported anonymously if requested. Some subjects may provoke an emotional response. If a person starts to cry, you might turn off the tape recorder for a few minutes.
9. **After the interview,** send a thank you note to the person being interviewed within one week of the interview. If you transcribe the tape, send your interviewee a copy of the tape, or if you don't transcribe the entire tape, send them the paper you wrote.

### Examining:

1. Prepare a written summary, note cards, and/or outline of the key points discussed in the interview that are relevant to your topic.
2. What perspective did the interviewee give you about the topic?
3. What did the interviewee tell you about the lifestyles, culture, political atmosphere, economic issues, education, etc. of the time period being studied?
4. Is the interviewee a dependable source of information? Did the interviewee have a difficult time remembering dates, places, and events?
5. Compare/Contrast the information given to you by the interviewee with the factual information you have learned from researching other primary and secondary sources.

## RESOURCES

### Oral Interviews (continued)

#### Determine Its Usefulness:

1. What information from this interviewee is useful for the development of your topic?
2. What does this information contribute to the development or analysis of your topic? How can incorrect information or biased viewpoints be used?
3. How can the information gained from your interview be most effectively used in your research project?
4. Oral history can be used to validate other data, to collect opinions reflecting different points of view, to acquire background or perspective, and to collect "up-to-date" data.
5. In summary, oral history can also demonstrate cause and effect, objectivity versus subjectivity, reality versus abstraction, fact versus opinion, and attitudes then and now.

#### Bibliography:

*American Memory. Life History Manuscripts from the Folklore Project.* WPA. Federal Writer's Project 1936-1940. Summary of Resources. U.S. History Content.

<http://lcweb2.loc.gov/wpaintro/wpahome.html>

Lanman, Barry A. and Mehaffy, George L. *Oral History in the Secondary Classroom.* Oral History Association, 1988. "Pointers How to Prepare for and Use an Oral Interview". Indiana History Day. Indiana: Historical Bureau, 1989. Located in Magazine of History. Summer 1990. p. 54.

## 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?

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

## RESOURCES

### National Archives Poster Analysis Worksheet

1. What are the main colors used in the poster?  
\_\_\_\_\_
2. What symbols (if any) are used in the poster?  
\_\_\_\_\_
3. If a symbol is used, is it
  - a. clear (easy to interpret)? \_\_\_\_\_
  - b. memorable? \_\_\_\_\_
  - c. dramatic? \_\_\_\_\_
4. Are the messages in the poster primarily visual, verbal, or both?  
\_\_\_\_\_
5. Who do you think is the intended audience for the poster?  
\_\_\_\_\_
6. What does the Government hope the audience will do?  
\_\_\_\_\_
7. What Government purpose(s) is served by the poster?  
\_\_\_\_\_

The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

## RESOURCES

### National Archives Sound Recording Analysis Worksheet

#### Step 1. Pre-listening

A. Whose voices will you hear on this recording?

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---

B. What is the date of this recording?

---

C. Where was this recording made?

---

#### Step 2. Listening

A. Type of sound recording (check one):

- |  |   |
|--|---|
| <input type="checkbox"/> Policy speech           | <input type="checkbox"/> Convention proceedings   |
| <input type="checkbox"/> Congressional testimony | <input type="checkbox"/> Campaign speech          |
| <input type="checkbox"/> News report             | <input type="checkbox"/> Arguments before a court |
| <input type="checkbox"/> Interview               | <input type="checkbox"/> Panel discussion         |
| <input type="checkbox"/> Entertainment broadcast | <input type="checkbox"/> Other                    |
| <input type="checkbox"/> Press conference        |   |

B. Unique physical qualities of the recording

- |   |  |
|---|--|
| <input type="checkbox"/> Music          | <input type="checkbox"/> Special sound effects |
| <input type="checkbox"/> Live broadcast | <input type="checkbox"/> Background sound      |
| <input type="checkbox"/> Narrated       |  |

C. What is the tone or mood of this recording?

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#### Step 3. Post-listening (or repeated listening)

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

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

B. Why do you think the original broadcast was made and for what audience?

---

---

C. What evidence in the recording helps you to know why it was made?

---

---

D. List two things this sound recording tells you about life in the United States at the time it was made:

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

**RESOURCES      Sound Recording Analysis Worksheet (continued)**

E. Write a question to the broadcaster that is left unanswered by this sound recording.

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F. What information do you gain about this event that would not be conveyed by a written transcript? Be specific.

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## RESOURCES

### National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter     | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent     | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report        | <input type="checkbox"/> Other                |

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

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

3. DATE(S) OF DOCUMENT: \_\_\_\_\_

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: \_\_\_\_\_

POSITION (TITLE): \_\_\_\_\_

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

\_\_\_\_\_

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

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

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

B. Why do you think this document was written?

\_\_\_\_\_

C. What evidence in the document helps you know why it was written? Quote from the document.

\_\_\_\_\_

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:

\_\_\_\_\_

Designed and developed by the Education Staff  
National Archives and Records Administration, Washington, DC 20408  
<http://www.archives.gov>

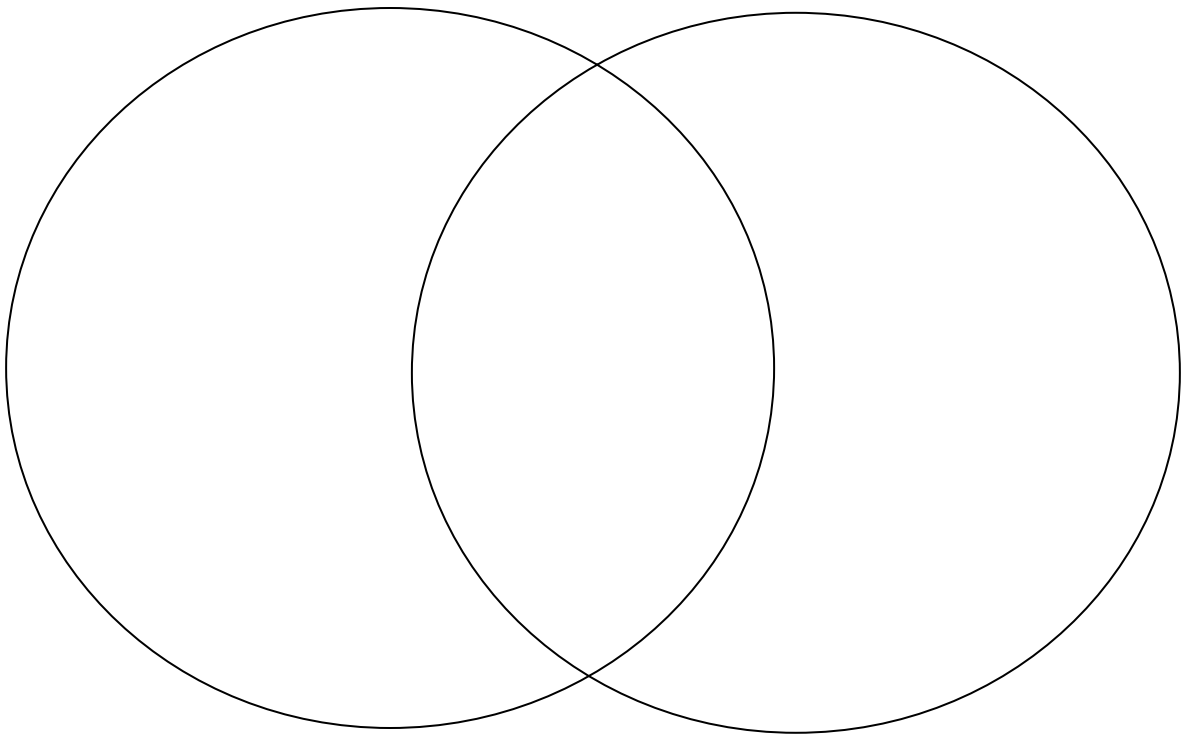
## RESOURCES

### Venn Diagram

This is a Venn Diagram. You can use it to write down factors that are unique to one item in the left hand sector. Then plot those factors that are unique to another item in the right hand sector. Then look for factors that are present in both and plot those in the middle.

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.

It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.



## Additional World War II Resources

### World War II (general)

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>

### Reactions at Home

Nebraska Trailblazer, World War II: North Platte Canteen page 3

<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21/page3.htm>

Nebraska Trailblazer, World War II: Bomb factories page 5

<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21/page5.htm>

Cornhusker Army Ammunition Plant (former Ordnance Plant)

<http://www.globalsecurity.org/military/facility/aap-cornhusker.htm>

[http://www.theindependent.com/stories/050100/opi\\_edit01.html](http://www.theindependent.com/stories/050100/opi_edit01.html)

Larson, George A., Spring 1993. *Nebraska's World War II Bomber Plant: The Glenn L. Martin – Nebraska Company*. Nebraska History Magazine, Volume 74, Number 2.

Petersen, Todd L., Fall 1991. *Kearney, Nebraska, and the Kearney Army Air Field in World War II*. Nebraska History Magazine, Volume 72, Number 3.

Simmons, Jerold, Winter 1984. *Public Leadership in a World War II Boom Town: Bellevue, Nebraska*. Nebraska History Magazine, Volume 65, Number 4.

Wit, Tracy Lynn, Fall 1990. *The Social and Economic Impact of World War II Munitions Manufacture on Grand Island, Nebraska*. Nebraska History Magazine, Volume 71, Number 3.

Poster: “Be with Him at Every Mail Call”

[http://images.library.uiuc.edu:8081/cdm4/item\\_viewer.php?CISOROOT=/tdc&CISOPTR=106&CISOBOX=1&REC=2](http://images.library.uiuc.edu:8081/cdm4/item_viewer.php?CISOROOT=/tdc&CISOPTR=106&CISOBOX=1&REC=2)

### Combat

Nebraska Trailblazer World War II Pearl Harbor page 1

<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21/index.htm>

World War II Chronology

<http://www.worldwar2.org/>

Interactive Map of the European Theater World War II

<http://www.cyberlearning-world.com/lessons/ushistory/ww2/europeatheater.htm>

Timeline World War II -- Pacific War

<http://www.historyplace.com/unitedstates/pacificwar/timeline.htm>

Pearl Harbor

<http://www.history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm>

[http://en.wikipedia.org/wiki/Attack\\_on\\_Pearl\\_Harbor](http://en.wikipedia.org/wiki/Attack_on_Pearl_Harbor)

<http://www.ewwitnesshistory.com/pearl.htm>

<http://plasma.nationalgeographic.com/pearlharbor/>

USS Arizona

<http://www.nps.gov/usar/>

Anzio, 1944

<http://www.army.mil/cmh-pg/brochures/anzio/72-19.htm>

Exercise Tiger

<http://www.history.navy.mil/faqs/faq20-2.htm>

**Combat (continued)**

Saint Lo Hill 122

<http://coulthart.com/134/hill122.htm>

<http://coulthart.com/134/flag.htm>

Eisenhower speech at NE State Fair about 134<sup>th</sup>

<http://www.eisenhowermemorial.org/speeches/19460901%20Address%20at%20Veterans%20Day%20-%20Nebraska%20State%20Fair.html>

Battle of Peleliu, Palau Islands

[http://en.wikipedia.org/wiki/Battle\\_of\\_Peleliu](http://en.wikipedia.org/wiki/Battle_of_Peleliu)

Battle of Peleliu Slide Show

<http://www.worldwar2database.com/cgi-bin/slideviewer.cgi?list=peleliu.slides>

World War II: Big Fight on Palau

<http://www.pacificworlds.com/palau/memories/memory1.cfm>

World War II Multimedia: Peleliu

<http://www.worldwar2database.com/html/peleliu.htm>

Congressional Medal of Honor Peleliu

<http://www.worldwar2history.info/Medal-of-Honor/Peleliu-Island.html>

USS Bismarck

[http://en.wikipedia.org/wiki/USS\\_Bismarck\\_Sea\\_\(CVE-95\)](http://en.wikipedia.org/wiki/USS_Bismarck_Sea_(CVE-95))

<http://www.navybuddies.com/cve/cve95.htm>

Gray, Denver D., Winter 1981. *I Remember Pearl Harbor: A Nebraska Army Air Force Officer in the Pacific Theater During World War II*. Nebraska History, Volume 62, Number 4.

Hartman, Douglas R., Summer 1992. *Nebraska's Lost Battalion*. Nebraska History Volume 73, Number 2.

Hartman, Douglas R., 1994. *Nebraska's Militia: A History of the Nebraska National Guard 1854-1991*. Donning Company: Virginia Beach, VA.

Research Guide to World War II Service Records at the Connecticut State Library

<http://www.cslib.org/worldwar2.htm>

*The History of the 304th Infantry*. Brugel, C. & Sohn: Ansbach, Germany, 1945. (Includes photographs of units with names, as well as biographical sketches of commanding officers.)

Killed in World War II

<http://www.rootsweb.com/~necivwar/ww2/honorlsta.html>

**African American Experiences**

The History Place: African Americans in World War II

<http://www.historyplace.com/unitedstates/aframerwar/>

National Park Service: Tuskegee Airmen

<http://www.nps.gov/history/museum/exhibits/tuskegee/airoverview.htm>

Nebraska Trailblazer 18, "Aviation in Nebraska"

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

U.S. Dept. of Defense, Tuskegee Airmen's Legacy

<http://www.defenselink.mil/speeches/speech.aspx?speechid=954>

Dorie Miller

<http://www.ipetitions.com/petition/WWIIHEROSTAMP/>

[http://livinghistoryfarm.org/farminginthe40s/life\\_18.html](http://livinghistoryfarm.org/farminginthe40s/life_18.html)

<http://www.history.navy.mil/faqs/faq57-4.htm>

<http://www.pearlharbor.org/dorie-miller.asp>

**African American Experiences (continued)**

Thurman Hoskins

[http://livinghistoryfarm.org/farminginthe30s/life\\_31.html](http://livinghistoryfarm.org/farminginthe30s/life_31.html)

[http://livinghistoryfarm.org/farminginthe30s/life\\_31\\_03.html](http://livinghistoryfarm.org/farminginthe30s/life_31_03.html)

Wikipedia: Captain Alfonza W. Davis, Tuskegee Airman

[http://en.wikipedia.org/wiki/Alfonza\\_W.\\_Davis](http://en.wikipedia.org/wiki/Alfonza_W._Davis)

Benjamin O. Davis

[http://www.fatherryan.org/blackmilitary/davis\\_jr.htm](http://www.fatherryan.org/blackmilitary/davis_jr.htm)

Tuskegee Airmen 332<sup>nd</sup> Fighter Squadron

[http://www.everworld.com/tuskegee/332d\\_fighter\\_squadron.htm](http://www.everworld.com/tuskegee/332d_fighter_squadron.htm)

[http://findarticles.com/p/articles/mi\\_qa3651/is\\_199510/ai\\_n8719338/pg\\_5](http://findarticles.com/p/articles/mi_qa3651/is_199510/ai_n8719338/pg_5)

<http://www.defenselink.mil/speeches/speech.aspx?speechid=954>

Building Bombs and Planes

[http://livinghistoryfarm.org/farminginthe40s/life\\_10.html](http://livinghistoryfarm.org/farminginthe40s/life_10.html)

The Ku Klux Klan

[http://livinghistoryfarm.org/farminginthe30s/life\\_32.html](http://livinghistoryfarm.org/farminginthe30s/life_32.html)

Benjamin O. Davis, Jr., Tuskegee Hero

[http://www.fatherryan.org/blackmilitary/davis\\_jr.htm](http://www.fatherryan.org/blackmilitary/davis_jr.htm)

332<sup>nd</sup> Fighter Squadron

[http://www.everworld.com/tuskegee/332d\\_fighter\\_squadron.htm](http://www.everworld.com/tuskegee/332d_fighter_squadron.htm)

[http://findarticles.com/p/articles/mi\\_qa3651/is\\_199510/ai\\_n8719338/pg\\_5](http://findarticles.com/p/articles/mi_qa3651/is_199510/ai_n8719338/pg_5)

<http://www.defenselink.mil/speeches/speech.aspx?speechid=954>

Wessels Living History Farms: Civil Rights for Minorities

[http://www.livinghistoryfarm.org/farminginthe40s/life\\_18.html](http://www.livinghistoryfarm.org/farminginthe40s/life_18.html)

**Mexican American Experiences**

The War: Nebraska Stories, Minority Experiences: Mexican Americans

[http://www.nebraskastudies.org/0800/stories/0801\\_0606.html](http://www.nebraskastudies.org/0800/stories/0801_0606.html)

The War: Nebraska Stories, Combat: Over There (Nick Garcia)

[http://www.nebraskastudies.org/0800/stories/0801\\_0603.html](http://www.nebraskastudies.org/0800/stories/0801_0603.html)

Nebraska Trailblazer: 29. Mexican Americans in Nebraska

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

Wikipedia: Mexicans in Omaha, Nebraska

[http://en.wikipedia.org/wiki/Mexicans\\_in\\_Omaha,\\_Nebraska](http://en.wikipedia.org/wiki/Mexicans_in_Omaha,_Nebraska)

Mexican American Traditions in Nebraska

<http://www.nebraskahistory.org/lib-arch/whadoin/mexampub/traditns.htm>

Our Treasures, A Celebration of Nebraska's Mexican Heritage

<http://www.nebraskahistory.org/lib-arch/whadoin/mexampub.pdf>

Mexicans in Nebraska by Dr. Ralph F. Grajeda

<http://www.nebraskahistory.org/lib-arch/whadoin/mexampub/mexicans.htm>

Mexican Americans in World War II

<http://www.hsp.org/files/mexicanamericansandworldwarii.pdf>

<http://www.utexas.edu/utpress/books/rivmex.html>

<http://www.csupomona.edu/~jis/2001/Santillan.pdf>

<http://aftertheblessing.com/>

San Gabriel Valley Tribune (California) Online Extra Videos: Untold stories of Mexican-American veterans of WWII

<http://www.sgvtribune.com/mexicanveterans>

**Japanese American Experiences**

The War: Nebraska Stories, Minority Experiences: Japanese Americans

[http://www.nebraskastudies.org/0800/stories/0801\\_0607.html](http://www.nebraskastudies.org/0800/stories/0801_0607.html)

PBS Most Honorable Son

<http://pbs.org/mosthonorableson>

Nebraska State Dept. of Education: Profile of Ben Kuroki

<http://www.nsea.org/news/KurokiProfile.htm>

PBS Conscience and the Constitution: Profile of Ben Kuroki

[http://www.pbs.org/itvs/conscience/the\\_story/characters/kuroki\\_ben.html](http://www.pbs.org/itvs/conscience/the_story/characters/kuroki_ben.html)

Wertheimer, Andrew B., *Admitting Nebraska's Nisei: Japanese American Students at the University of Nebraska, 1942-1945*, Nebraska History Magazine, Volume 83, No. 2. Summer 2002

<http://www.nebraskahistory.org/publish/publicat/history/back02.htm>

Nisei Invade . . . Nebraska

[http://livinghistoryfarm.org/farminginth40s/life\\_14.html](http://livinghistoryfarm.org/farminginth40s/life_14.html)

Nebraska Trailblazer World War II Ben Kuroki page 2

<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21/page2.htm>

Japanese Internment Camps

[http://en.wikipedia.org/wiki/Japanese\\_American\\_internment](http://en.wikipedia.org/wiki/Japanese_American_internment)

San Francisco State University: Japanese Internment Camps Lesson Plans

<http://bss.sfsu.edu/internment/lessonplans.html>

Japanese American (Nisei) Students at University of Nebraska-Lincoln

<http://www.unl.edu/libr/libspec/exhibits/NiseiSite/index.html>

A Nisei on Corregidor

<http://www.thedropzone.org/pacific/akune.html>

**Native American Experiences**

The War: Nebraska Stories, Combat: Over There (Hollis Stabler)

[http://www.nebraskastudies.org/0800/stories/0801\\_0603.html](http://www.nebraskastudies.org/0800/stories/0801_0603.html)

nebraska studies.org Arsenal for Democracy, Building Bombs on the Plains: Native Americans Help Build the Plant

[http://www.nebraskastudies.org/0800/stories/0801\\_0140.html](http://www.nebraskastudies.org/0800/stories/0801_0140.html)

Native Americans in World War II

[http://www.shsu.edu/~his\\_ncp/NAWWII.html](http://www.shsu.edu/~his_ncp/NAWWII.html)

<http://history.sandiego.edu/gen/WW2Timeline/nativeamericans.html>

<http://www.history.navy.mil/faqs/faq61-1.htm>

Native American Women Veterans

<http://www.defenselink.mil/specials/americanindian/women.html>

Stabler, Hollis D., 2005. Edited by Victoria Smith. *No One Ever Asked Me, The World War II Memoirs of an Omaha Indian Soldier*. University of Nebraska Press, Lincoln and London.

**The Horrors of War**

Louis Bulow: The Holocaust, Crimes, Heroes, and Villains

<http://www.auschwitz.dk/>

U.S. Holocaust Memorial Museum: The Holocaust

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005143>

U.S. Holocaust Memorial Museum: Bergen-Belsen Concentration Camp

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005224>

ThinkQuest: The Holocaust, A Tragic Legacy

<http://library.thinkquest.org/12663/>

**The Horrors of War (continued)**

Simon Wiesenthal Center's Museum of Tolerance

<http://motlc.wiesenthal.com/site/pp.asp?c=gvKVLcMVIuG&b=358201>

Anne Frank: Lessons in Human Rights and Dignity

<http://www.sptimes.com/annefrank/>

Anne Frank, The Writer

<http://www.ushmm.org/museum/exhibit/online/af/htmlsite/>

PBS Frontline: Memory of the Camps Transcript

<http://www.pbs.org/wgbh/pages/frontline/camp/campscript.html>

Global Human Rights: Why Do We Need Human Rights? A Case to Consider

<http://humanrights.unl.edu/teach/need.html?pg=1>

Global Human Rights: What are Human Rights and Where Do They Come From? The Importance of the Holocaust

<http://humanrights.unl.edu/teach/origins.html?pg=12>

Wikipedia: Nuremberg Trials

[http://en.wikipedia.org/wiki/Nuremberg\\_Trials](http://en.wikipedia.org/wiki/Nuremberg_Trials)

The University of Missouri Kansas City School of Law: Nuremberg Trials

<http://www.law.umkc.edu/faculty/projects/ftrials/nuremberg/nuremberg.htm>

Harvard Nuremberg Trials Documents

[http://nuremberg.law.harvard.edu/php/docs\\_swi.php?DI=1&text=overview](http://nuremberg.law.harvard.edu/php/docs_swi.php?DI=1&text=overview)

The U.S. Holocaust Memorial Museum: Nuremberg Trials

<http://www.ushmm.org/outreach/wcrime.htm>

Wikipedia: Allied Occupation of Europe

[http://en.wikipedia.org/wiki/Liberation\\_of\\_Europe](http://en.wikipedia.org/wiki/Liberation_of_Europe)

Through the Eyes of Children, 5<sup>th</sup>/6<sup>th</sup> Grade Holocaust Teaching Trunks

<http://www.wsherc.org/Trunks/5th6thTrunk.asp>

The Japanese War Crime Trials 1946-1948

<http://www.worldwar2database.com/html/warcrimes.htm>

Japanese War Crimes

[http://en.wikipedia.org/wiki/Japanese\\_war\\_crimes](http://en.wikipedia.org/wiki/Japanese_war_crimes)

**The Atom Bomb**

*I Never Saw Another Butterfly...: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944.* Edited by Hana Volavkova. 2<sup>nd</sup> Ed. by USHMM. NY: Schocken Books, 1993. Sample poem at this website:

<http://www.hmh.org/minisite/butterfly/book.html>

The History of the Atom Bomb

<http://inventors.about.com/library/weekly/aa050300a.htm>

Atom Bomb – President Truman Release

<http://www.trumanlibrary.org/teacher/abomb.htm>

Hiroshima Peace Station

[http://www.pcf.city.hiroshima.jp/index\\_e2.html](http://www.pcf.city.hiroshima.jp/index_e2.html)

(Click "cancel" when prompted to install characters.)

Nebraska Trailblazer 25, "The Atomic Age" War's End p. 6

<http://www.nebraskahistory.org/museum/teachers/material/trailblz/21/page6.htm>

Radio Days: V-J Day (text and audio files of music and announcements)

<http://www.otr.com/vj.html>

Life: The Smack Seen Round the World

<http://www.life.com/Life/special/kiss01a.html>

BBC: On This Day, August 15, 1945

[http://news.bbc.co.uk/onthisday/hi/dates/stories/august/15/newsid\\_3581000/3581971.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/august/15/newsid_3581000/3581971.stm)

**The Atom Bomb (continued)**

Fat Man and Little Boy

<http://www.atomicmuseum.com/tour/dd2.cfm>

The History of the Atom Bomb

<http://inventors.about.com/library/weekly/aa050300a.htm>

Atom Bomb – President Truman Release

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Hiroshima Peace Station

[http://www.pcf.city.hiroshima.jp/index\\_e2.html](http://www.pcf.city.hiroshima.jp/index_e2.html)

(Click “cancel” when prompted to install characters.)

Harry S. Truman Library and Museum: The Decision to Drop the Atomic Bomb

[http://www.trumanlibrary.org/whistlestop/study\\_collections/bomb/large/index.php?sortorder=category](http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php?sortorder=category)

Hiroshima and the Enola Gay

<http://www.wwiivets.com/MonthlyStories/Hiroshima%20and%20the%20Enola%20Gay.htm>

A Teacher’s Guide to *Sadako and the Thousand Paper Cranes*

<http://www.sdcoe.k12.ca.us/score/crane/cranetg.html>

The Sadako Story

<http://www.sadako.org/sadakostory.htm>

*Sadako and the Thousand Paper Cranes* video

<http://www.sadako.com/>

Kid’s Peace Station (This is a Japanese-produced web site. When prompted to install characters, click cancel and the English version will appear.)

[http://www.pcf.city.hiroshima.jp/kids/KPSH\\_E/top\\_e.html](http://www.pcf.city.hiroshima.jp/kids/KPSH_E/top_e.html)

Haiku

<http://www.kidzone.ws/poetry/haiku.htm>

Japanese culture

<http://web-japan.org/kidsweb/>

How to Create Origami

<http://monkey.org/~aidan/origami/crane/>

<http://www.learner.org/jnorth/tm/crane/OrigamiCrane.html>

<http://www.tutorials.com/08/0855/0855.asp>

<http://www.planetpals.com/IKC/images/papercranes.jpg>

<http://home.earthlink.net/~robertcubie/origami/cranepage.html>

“V-J and V-E Day” Nebraska History. Volume 76. Nos. 2 & 3 Summer/Fall 1995

Coerr, Eleanor, 1977. *Sadako and the Thousand Paper Cranes*. G.P. Putnam

A 40-minute reader's theatre version of the Sadako story for grades 5-8 is available from the Institute for Peace and Justice, for \$2.00 (as of 2007, includes mailing). Institute for Peace and Justice, 475 East Lockwood Ave., St. Louis, MO 63119

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