

Grade 4

Section 1: Home Front Gallery

Essential Questions:

How did global changes impact daily life for Americans?

How did American society adapt to the needs and changes that were a result of WWII?

NH Curriculum Framework Standards:

SS:EC:4:1.1: Identify the factors of production and explain how businesses use these to produce goods and services. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)

SS:EC:4:1.3: Explain how decisions by consumers and producers affect and are affected by the economy. (Themes A: Conflict and Cooperation C: People, Places and Environment D: Material Wants and Needs)

SS:EC:4:2.2: Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs)

SS:HI:4:5.3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)

Section Enduring Understandings:

As students make their way through the Home Front Gallery, they will be able to see a collection of artifacts that defined America and the world in the 20th century. Students will begin to understand how the impact of what was occurring overseas affected the daily lives of the people at home from 1939-1945. Students will be able to see the changes in society as homes and businesses adapted to new technology and cultural norms that defined this time period, which included a lack of resources and a change in family dynamics. Students will begin to empathize with what life was like during this time of conflict and sacrifice around the world.

Objectives: What students will know	Additional Resources Resources to provide further information	Museum Activities Age appropriate activities for students at the Museum
<ul style="list-style-type: none">Identify the need for rationing resources during times of war.Evaluate the effectiveness of the wartime policies in allocating resources to all individuals.Identify the societal changes that occurred for women during times of war.Identify how the lives of children changed as result of times of war and the impact it had on daily life. (i.e.-education, activities for entertainment)	<p>Imperial War Museums - What You Need to Know About Rationing</p> <p>History.com – Women in World War II</p> <p>Imperial War Museums – How Children’s Live Changed</p>	<ol style="list-style-type: none">What Am I?Rationing ActivityBingo

Section 2: Time Tunnel

Essential Questions:

In what ways did the war effect the exchange of ideas between countries and the expansion of culture and technology?
How did common forms of media including films, newspapers, and magazines influence perspectives of the war effort?
How did daily life for Americans change over time as the war continued?

NH Curriculum Framework Standards:

SS:EC:4:5.3: Explain that trade between countries involves imports and exports and the reasons why countries trade. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation).

SS:HI:4:5.3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)

SS:WH:4:2.1 Explain how events or global issues affect interactions between countries, e.g., the Olympics or the war on terrorism. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, G: Science, Technology, and Society)

Section Enduring Understandings:

Throughout the Time Tunnel, each room will demonstrate to students the changes in American society throughout each year of the war (1939-1945). Students will be able to see the displays that reflect various artifacts and events that took place in the United States and globally. Students will learn and understand how American culture, technology, and daily life changed over time as the war continued. Students will understand the role that various forms of art and media played in society to influence war efforts on the home front.

Objectives: What students will know	Additional Resources Resources to provide further information	Museum Activities Age appropriate activities for students at the Museum
<ul style="list-style-type: none">• Explain how interactions between countries allowed for the sharing of resources, information, and technology during times of war.• Analyze how global issues occurring during the time period impacted global events such as the Olympics and the World's Fair.• Identify the societal changes that occurred for women during times of war.• Compare and contrast the changes in daily life that occurred over time during periods of war.	<p>History.com - Lend-Lease Act</p> <p>The Atlantic – The 1939 New York World's Fair</p> <p>The National WWII Museum – World War II and Popular Culture</p>	<ol style="list-style-type: none">1. What Am I?2. Picture Matching3. Bingo

Section 3: Military Gallery & Mezzanine

Essential Questions:

- How did the need to produce weaponry for the war effort impact factory production and the economy during times of war?
- How did the exchange of resources, technology and information from other countries impact the ability to improve military technology?
- How did the improvements in wartime technology help provide an advantage for Americans during World War II?

NH Curriculum Framework Standards:

- SS:EC:4:1.1: Identify the factors of production and explain how businesses use these to produce goods and services. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)
- SS:EC:4:5.3: Explain that trade between countries involves imports and exports and the reasons why countries trade. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation).
- SS:HI:4:5.3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)

Section Enduring Understandings:

Students will be able to see the various vehicles and exhibits that document the efforts of the different branches of the United States military. Students will understand the changes in military technology that occurred over time in order to provide the United States and its allies with a tactical advantage. Students will be able to see how changes in factory production altered within the United States in order to develop materials and goods to support the war effort. Students will understand the various military strategies that were developed when determining how to fight the war in Europe and in the Pacific.

Objectives: What students will know	Additional Resources Resources to provide further information	Museum Activities Age appropriate activities for students at the Museum
<ul style="list-style-type: none">Identify how changes in factories led to increased production of military technology during WWII.Identify the societal changes that occurred for women during times of war.Evaluate the effectiveness of the propaganda used to encourage women to enter the workforce.Evaluate the technological advancements developed during WWII that gave the allies an advantage over the Axis Powers.Analyze the role women played in factory production during WWII and the cultural changes that occurred in society as a result.	<p>Ducksters – World War II Technology Khan Academy – American Women and World War II</p>	<ol style="list-style-type: none">What Am I?Picture That!Bingo