

Grade 7 & 8

Section 1: Home Front Gallery

Essential Questions:

How prepared was the United States to enter WWII?

In what ways did the American economy benefit and suffer as a result of being at war?

How did the conflict overseas affect daily life for Americans socially and economically?

How did American cultural norms begin to change as a result of WWII?

NH Curriculum Framework Standards:

SS:EC:8:5.3: Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation)

SS:HI:8:2.3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)

SS:HI:8:5.1: Analyze how societal changes have influenced the family, e.g., child labor or elderly care. (Themes: E: Cultural Development, Interaction, and Change, 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 ways in which the American economy changed as a result of being in a time of war. 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 motivations behind why the United States entered into an international conflict. Identify the societal changes that occurred for women during times of war. Determine the changes that took place at home as a result of more women entering into the workforce 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) Compare and contrast societal norms during times of war and today. 	<p>The National WWII Museum - Rationing Food Timeline of History</p> <p>The National WWII Museum – Women in World War II</p> <p>National Women’s History Museum – On the Home Front</p> <p>Imperial War Museums – How Children’s Live Changed</p> <p>The National WWII Museum - Take a Closer Look: America Goes to War</p>	<p>Escape the Museum</p> <p>What Am I?</p> <p>Cause and Effect to American Involvement</p>

Section 2: Time Tunnel

Essential Questions:

- In what ways did Americans adapt to the challenges of resource allocation as a result of the war?
- How did international cooperation and global events change as a result of the international conflict?
- How did common forms of media including films, newspapers, and magazines influence perspectives of the war?
- In what ways do forms of entertainment (film, music, magazines, newspapers, radio etc.) play a role in fostering a sense of American nationalism?

NH Curriculum Framework Standards:

- SS:EC:8:5.3: Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, F: Global Transformation)
- SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)
- SS:HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
- SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)

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"> • Analyze the economic changes in American society that took place as a result of the need to support the war effort. • Explain how interactions between countries allowed for the sharing of resources, information, and technology during times of war. • Identify how international cooperation and global events changed as a result of the international conflict. • Compare and contrast the changes in daily life that occurred over time during periods of war. • Determine the effectiveness of various forms of media in influencing America's perspective of the war. • Evaluate the role of different forms of media and their ability to foster a sense of unity or division within the United States. 	<p>Britannica.com – World War II 1939-1945</p> <p>History.com - Lend-Lease Act</p> <p>Daily News – World's Fair 1939 presented vision of "World of Tomorrow", with ominous signs of impending war</p> <p>The National WWII Museum – World War II and Popular Culture</p>	<p>Escape the Museum!</p> <p>Media Craze</p> <p>What Am I?</p>

Section 3: Military Gallery & Mezzanine

Essential Questions:

How did the exchange of resources, technology and information from other countries impact the ability to improve military technology?

How did the need to compete with other country's military technology impact international cooperation and/or division?

In what ways did American relationships change with other countries as a result of entering into WWII?

In what ways did America's reason for entering into WWII differ from the countries they were fighting with or against?

NH Curriculum Framework Standards:

SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)

SS:HI:8:2.3: Compare and contrast the rationales for entering into war with other nations, e.g., the American Revolution or the Korean Conflict. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)

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 ways in which advancements in military technology created more cooperation and/or division during WWII. Evaluate the technological military advancements developed during WWII that gave the allies an advantage over the Axis Powers. Compare and contrast the military technology and strategies utilized throughout WWII. Determine how the end of the war compared/contrasted with the rationales for entering into WWII. 	<p>The National WWII Museum – Innovating for Victory</p> <p>National Park Service – Decision to Use the Atomic Bomb</p> <p>Business Insider – The 5 Most Bizarre Weapons from WWII</p>	<p>Escape the Museum</p> <p>Who Did It Better?</p> <p>What Am I?</p>