

Kyle McDowell		
<b>Intern</b>	<b>School</b>	
American Studies		
<b>Grade/Subject</b>	<b>Period</b>	<b>Date</b>
World War II/ US & Japanese Home Front		Visual/Research/Discussion/Comparison
<b>Lesson Topic/Activity</b>		<b>Instructional Method</b>

Ohio Benchmark:

**History Benchmark F:** Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain the significance.

**Standard 11:** Analyze the impact of US participation in World War II with emphasis on

1. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce;

Learning Objectives:

After attending to this lesson and completing all activities, students will be able to:

- a. Identify how both the American and Japanese governments used propaganda to gain support and money for the war by analyzing 5 sets of images.
- b. Demonstrate how both the American and Japanese people sacrificed at home to provide for the war effort.
- c. Compare and contrast the Japanese and American Home Fronts during World War II.

Essential Questions:

1. Why was propaganda used in the United States and Japan? Was it effective in gaining support for the war effort?
2. How did the people of each nation sacrifice to provide for the war effort? Did one nation give more than the other?
3. How did the “type of government” in Japan and in the United States cause different levels of devotion towards the war effort at home?

Total Time:

1-2 Days (Class Periods)

Teaching/Learning Materials:

- “Barefoot Gen” Handout
- Propaganda Posters & Photos (if distributing to the class)
- Assignment & Venn Diagram

Useful Websites and Readings:

<http://creativefan.com/war-propaganda-posters/> : Great site for WWII propaganda posters from the seven major countries involved, but be cautious of the interpretations that are given.

<https://sites.google.com/site/digitalpostercollection/propaganda/1939-1945-world-war-ii> : Great site for propaganda posters for all countries involved in war.

Barefoot Gen by Keiji Nakazawa (ISBN#: 0-86719-602-5)

<http://ww2history.com/> : Great website for WW2 information.

### Class Time / Activities:

#### **Day 1**

- Students will review the concepts of propaganda and mobilization in a large group. While in the large group, the students will also discuss the differences between the American democratic government and the Japanese constitutional monarchy government, highlighting the major point of devotion to the Leader/Deity in a Japan.
  - It is important for the students to understand that the Japanese had a complete sense of devotion to the Emperor, to the point that they would sacrifice their life for him without question.
- Separate the students into five groups handing each group one of the sets of propaganda (Past, Enemy, Patriotism, Unity, Industry) posters/pictures used by the US and Japan. Have the students look at the images and break them down according to the questions below. (You may need to decipher the Japanese writing, but it could be more effective to have the students decipher the meaning of the image without knowing the text.)
  - Questions:
    - Is the picture American or Japanese?
    - What is happening in the image?
    - What is the image telling the nation's people?
    - How is the image related to the topic (Past, Enemy, Patriotism, Unity, and Industry)?
- Pull the class back together and have each group share their findings with the class. Have the students fill in the first part of the assessment. Have them write a short summary for homework discussing which government, a constitutional monarchy or democracy, would need to rely more on propaganda.

#### **Day2**

- Discuss the term rationing with the students. Show them the American Rationing posters and explain the purpose of rationing and mobilization in during the war.
- Pass out or place the Barefoot Gen handout (Page 33) on the screen, and read through the page with the students. Have them discuss the three panels that talk about what the Japanese gave up during the war. Compare the panels to the posters that were discussed at the beginning of class and have the students fill in the Venn Diagram part of the assessment.
- Have the students relate the differences back to the types of government in each country. For homework, which nation seemed to give more during the war, and why.

## Keeping the War Effort Alive Assignment

Please note that there are **2 Parts** worth of questions that you need to complete.

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### Part 1:

( Points)

Complete the chart below by filling in what you see in each propaganda picture distributed in class.

	<b>Propaganda Picture</b>	<b>Is the picture American or Japanese?</b>	<b>What is happening in the image?</b>	<b>What is the image telling the nation's people?</b>	<b>How is the image related to the topic?</b>
<b>Enemy</b>	Image A				
	Image B				
<b>Industry</b>	Image A				
	Image B				
<b>Past</b>	Image A				
	Image B				
<b>Patriotism</b>	Image A				
	Image B				
<b>Unity</b>	Image A				
	Image B				

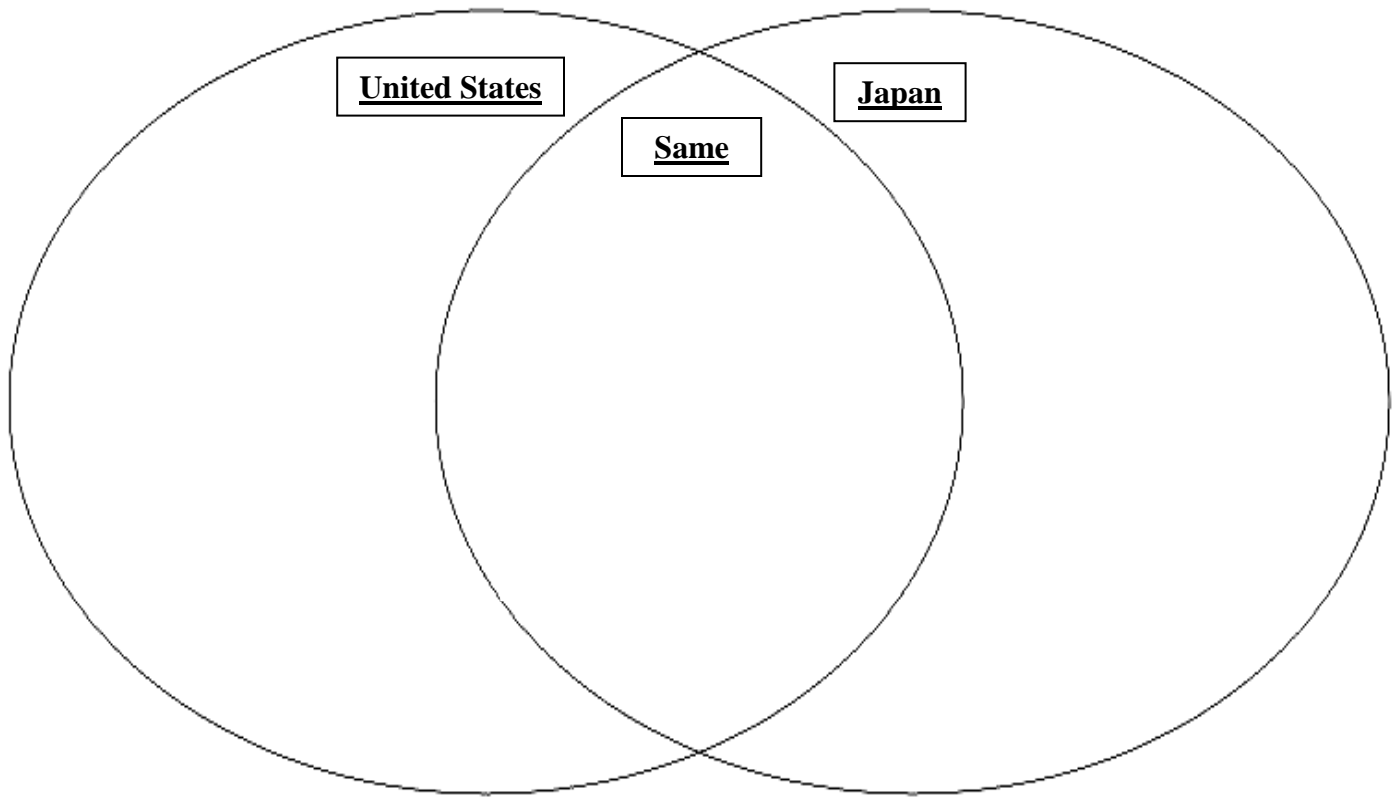
Identify and explain which government, a constitutional monarchy or a democracy, would need to rely more on propaganda to get its people involved in the war effort.

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**Part 2:**

( Points)

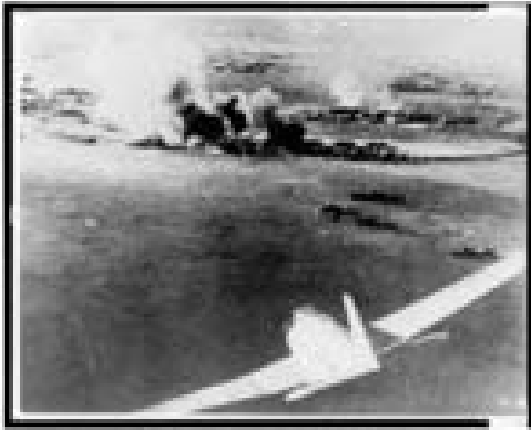
Fill in the Venn diagram by comparing the home fronts of the United State and the Japanese in World War II with at least 5 examples in each section.




Identify and explain which nation seemed more selfless during the war. Which ones were more willing to give up more rights to benefit the war?

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## Pearl Harbor Pictures





# New York World-Telegram

Latest Foreign: Light rain tonight, somewhat higher temperatures than last night, tomorrow cloudy followed by clearing, cooler than today.  
By LYLE C. WILSON.  
WASHINGTON, Dec. 8.—Congress today proclaimed existence of a state of war between the United States and the Japanese Empire 33 minutes after Pearl Harbor was bombed.  
about Roosevelt asked before a joint session to ask each nation and pledge that we will strengthen to help us.  
kind.  
Roosevelt was giving his right to a place in the

LATEST WALL ST. PRICES

Real Estate, Page 31

PRICE THREE CENTS

VOL. 74—NO. 111—DECEMBER 8, 1941

NEW YORK, MONDAY, DECEMBER 8, 1941

WORLD-WIDE SERVICE

# 1500 DEAD IN HAWAII

# CONGRESS VOTES WAR

Tally in Senate Is 82 to 0, In House 388 to 1, with Miss Rankin Sole Objector

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SOVIET UNION

CHINA

JAPAN

CANADA

UNITED STATES

PHILIPPINES

INDONESIA

AUSTRALIA

NEW ZEALAND

AFRICA

EUROPE

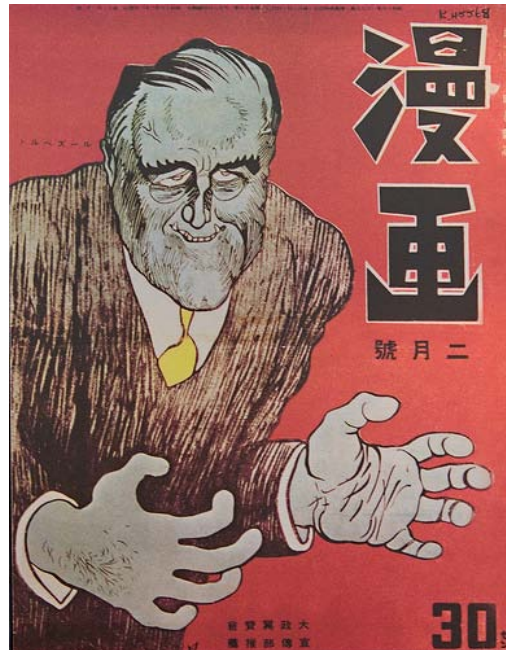
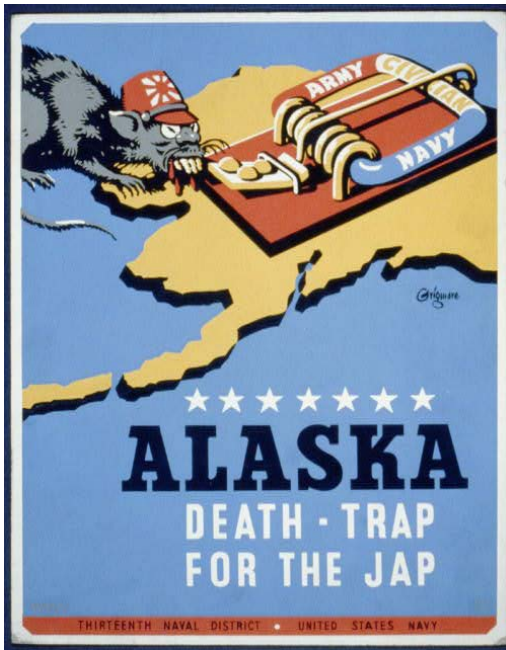
100 to 200 Soldiers Killed in Japanese Raid On Luzon in Philippines

By the United Press.

MANILA, Dec. 8.—Press dispatches reported that 100 to 200 troops, 60 of them Americans, were killed or injured today when Japanese warplanes raided Luzon, on the west coast of the island of Luzon, north of the Philippine capital here.

BELETTEN.

## Enemy Propaganda

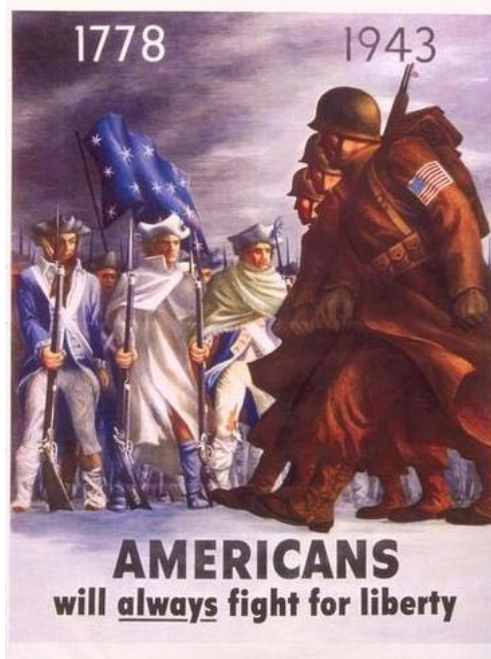


## Industry Propaganda





## Past Propaganda

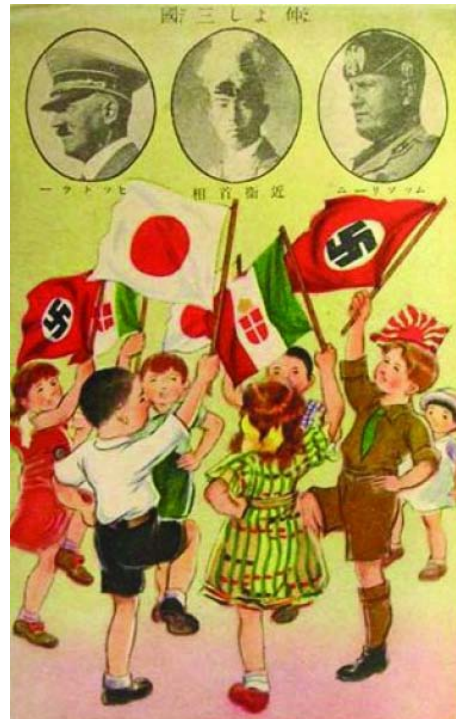




## Patriotism Propaganda



## Unity Propaganda

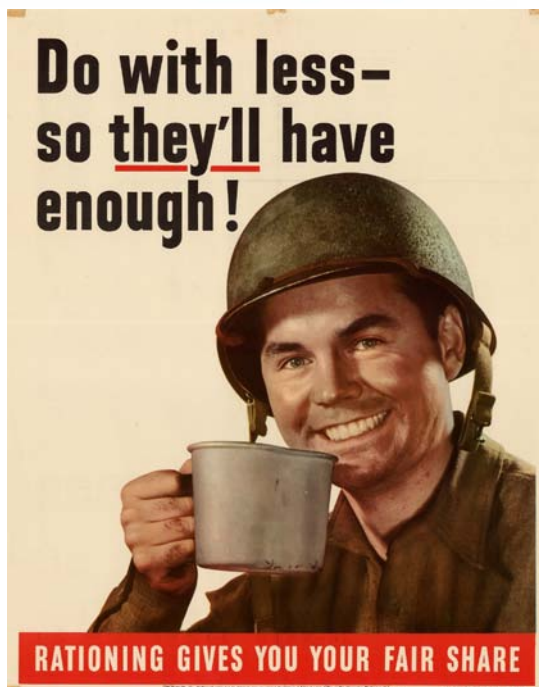


## Extra Japanese Propaganda





## Extra US Propaganda



# PLANT A VICTORY GARDEN



**OUR FOOD  
IS FIGHTING**

**A GARDEN WILL MAKE YOUR RATIONS GO FURTHER**

## Barefoot Gen Excerpt (Pg 33)

