



# World War 2 Projects Website Handout

# Lesson 1 - Sorting Activity: Effects of the Treaty of Versailles

Students sort statements into two categories to better understand how the Treaty of Versailles affected Germany: **Economic Effects** and **Emotional/Social Effects**. This helps students visualize how hardship and resentment created conditions that allowed Hitler to rise to power.

## How to Do It:

Students draw two columns in their notebooks. You read (or display) statements one at a time, and students decide which column each belongs in.

Germany had to pay huge reparations.

Many Germans felt humiliated and blamed for the war.

Inflation made everyday goods extremely expensive.

People felt angry that their military was limited.

Unemployment increased as the economy collapsed.

Citizens felt betrayed by their government.

**Materials:** notebook, pencil

**Optional Extension:** Students write a short paragraph explaining which category they believe had the biggest impact on Germany's future.

# Lesson 1 - Sorting Activity: Effects of the Treaty of Versailles

## Answer Key

### Economic Effects

Germany had to pay huge reparations.

Inflation made everyday goods extremely expensive.

Unemployment increased as the economy collapsed.

Businesses closed because people had little money to spend.

Savings became worthless as prices rose faster than wages.

### Emotional/Social Effects

Many Germans felt humiliated and blamed for the war.

People felt angry that their military was limited.

Citizens felt betrayed by their government.

Many Germans feared the country would never recover.

People felt desperate for a strong leader who could fix the problems

# Lesson 1



## Refugee by Alan Gatz

Students analyze the heartbreaking 1939 voyage of the MS St. Louis to bridge the rise of Nazi anti-Semitism with global refugee policies. By researching real passengers alongside Josef's fictional narrative, students gain a deep, empathetic understanding of human rights, immigration quotas, and wartime displacement.

**How to Do It:** Read the early Josef chapters of *Refugee* by Alan Gatz, focusing on the "Kristallnacht" attack on his home and his family's tense boarding of the ship. Students construct replica 1930s "German Passport Documents" using tan cardstock. Inside, they write character logs detailing the escalation of the Nuremberg Laws. Next, students map the ship's actual physical route from Hamburg to Cuba, the US, and back to Europe. They cross-reference Josef's story with actual passenger logs to write a concluding reflection on how global foreign policy directly impacted individual civilian lives.

### Materials:

- tan cardstock (folded to mimic passport covers)
- historical passenger manifests and maps of the M.S. St. Louis route
- stamps, ink pads, and vintage-style writing pens
- fine-tip markers and colored pencils

**Optional Extension:** Students draft a modern "Letter of Appeal" to international consulates from the perspective of a passenger, arguing for sanctuary using arguments based on the later 1948 UN Universal Declaration of Human Rights.

## Lesson 2

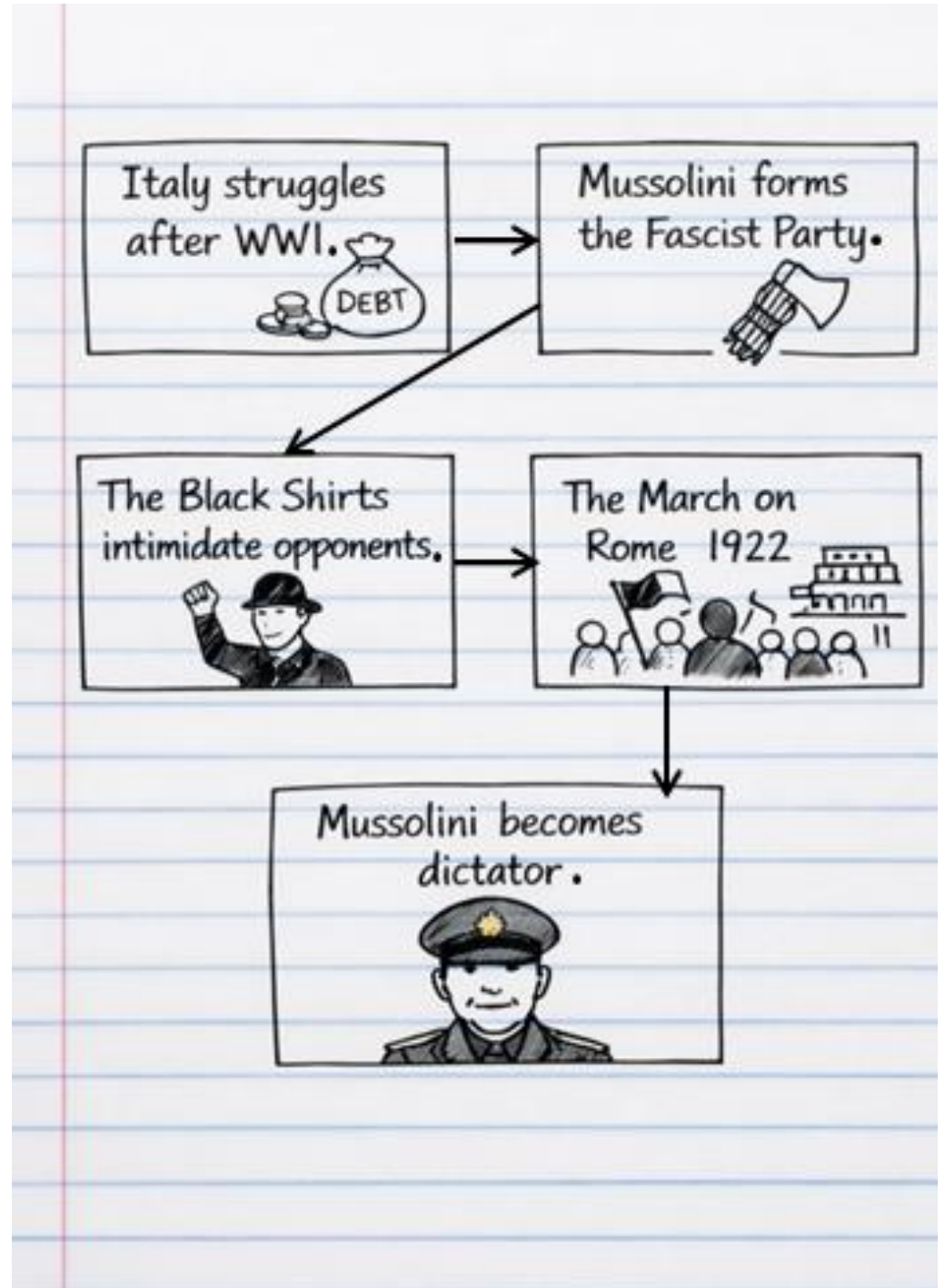
Students create a simple timeline showing how Mussolini rose to power in Italy. This helps them visualize the sequence of events that transformed Italy into a fascist dictatorship.

### How to Do It:

Students draw four or five connected boxes in their notebooks. In each box, they write one major event from the lesson and add a small sketch or symbol.

- Italy struggles after World War I.
- Mussolini forms the Fascist Party.
- The Black Shirts intimidate opponents.
- The March on Rome (1922).
- Mussolini becomes dictator.

Students add arrows to show how one event led to the next.



## Lesson 2

Students analyze symbols connected to Mussolini's fascist government to better understand how leaders use imagery to influence public opinion and create a sense of power.

### How to Do It:

Display or draw three simple symbols on the board:

- a bundle of sticks (fasces)
- a raised fist
- a marching boot or soldier silhouette

Students choose one symbol and write a short explanation of:

- what the symbol represents
- how Mussolini used symbols to gain support
- why symbols are powerful in politics



### Raised Fist Symbol

- Stands for power and rebellion.
- Mussolini used it to show strength and fighting spirit.
- Makes people feel angry and united.

# Lesson 3

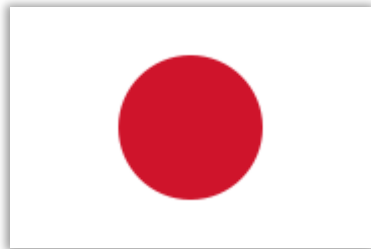
Make flags for the Axis powers.



Germany



Italy



Japan

## Lesson 3



### ***The Lion, the Witch and the Wardrobe* by C.S. Lewis**



### ***The War That Saved My Life* by Kimberly Brubaker**

Students explore the British home front and the psychological reality of Operation Pied Piper—the massive evacuation of urban children to rural estates. This activity links literary themes of trauma, isolation, and resilience to the physical, practical logistics of wartime displacement.

**How to Do It:** Read Chapters 1–4 of *The War That Saved My Life* by Kimberly Brubaker Bradley (or Chapter 1 of *The Lion, the Witch and the Wardrobe*), focusing on the packing restrictions and the emotional departure at the train station. Students use small, clean gift boxes or folded brown paper to construct a miniature "Evacuee Suitcase." They attach a string-tied replica "British Evacuation Tag" bearing their character's name and registration number. Inside the suitcase, they place 5 symbolic, hand-drawn or crafted artifacts representing the essential items a child would pack, accompanied by a diary entry detailing their first night away from home.

#### **Materials:**

- small cardboard gift boxes or heavy brown cardstock
- twine or yarn and manila shipping tags
- scraps of fabric, construction paper, and miniature craft items
- fine-tip black pens and colored pencils

**Optional Extension:** Students interview a family member or write a modern reflection comparing what they would pack today under emergency evacuation guidelines versus what children packed in 1939.

## Lesson 3 Map Activity

Using a European map from the 1930s make a key depicting which countries were overtaken by the Axis Powers. Save the map and continue coloring it as you read additional lessons.

### MAP KEY

(red) Western Allies and USSR since 1941

(green) USSR up to 1941

(blue) Axis and Vichy France

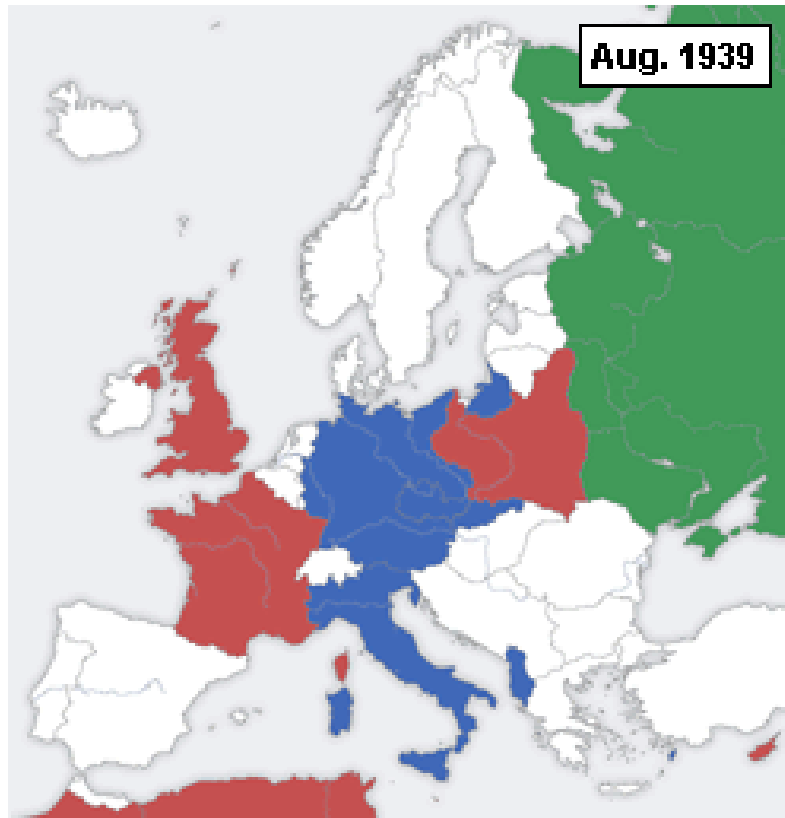
(white) neutral



# Lesson 3 Map Activity

## Answer Key

Using a European map from the 1930s make a key depicting which countries were overtaken by the Axis Powers. Save the map and continue coloring it as you read additional lessons.



### MAP KEY

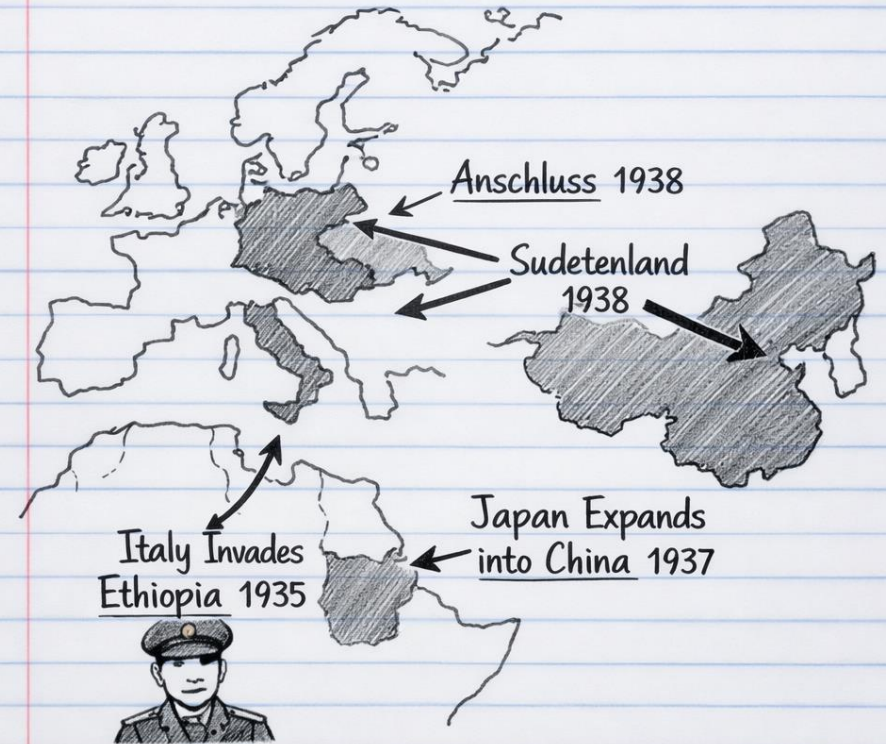
(red) Western Allies and USSR since 1941

(green) USSR up to 1941

(blue) Axis and Vichy France

(white) neutral

## Axis Expansion Before World War II



# Lesson 4 Blitzkrieg Diagram

Students create a simple diagram showing how Blitzkrieg ("lightning war") worked. This helps them understand why Germany was able to conquer so many countries so quickly.

## How to Do It:

Students divide a notebook page into three horizontal sections labeled:

**Step 1:** Air attacks weaken defenses.

**Step 2:** Tanks break through enemy lines.

**Step 3:** Soldiers move in to take control.

In each section, students draw a simple sketch or symbol and write a one-sentence explanation.

**Materials:** notebook, pencil

**Optional Extension:** Students add a fourth section explaining why Blitzkrieg was less effective against Britain.

## Blitzkrieg ("Lightning War")

### Step 1: Air attacks weaken defenses.



German planes bombed roads, bridges, and communication centers.

### Step 2: Tanks break through enemy lines.



Fast-moving tanks smashed through enemy lines.

### Step 3: Soldiers move in to take control.



Infantry followed to capture the area.

## Lesson 4



### ***Number the Stars* by Lois Lowry**

Students explore how the Danish Resistance used coded messages, subtext, and secret networks to rescue over 7,000 Danish Jews. This tactile project combines literary analysis of subtext with the real-world logistics of underground resistance movements during Nazi occupation.

**How to Do It:** Read Chapters 4 and 11 of *Number the Stars* by Lois Lowry, paying close attention to how Uncle Henrik and Mama use coded language (like "is the weather good for fishing?" and "bringing a carton of cigarettes") to speak about rescues right in front of Nazi soldiers. Students construct a two-tier cardboard cipher wheel (a Caesar Cipher) secured with a brass paper fastener. They use their wheels to encode and decode messages based on the novel's themes, such as coordinates for Henrik's boat or warnings about checkpoint locations.

#### **Materials:**

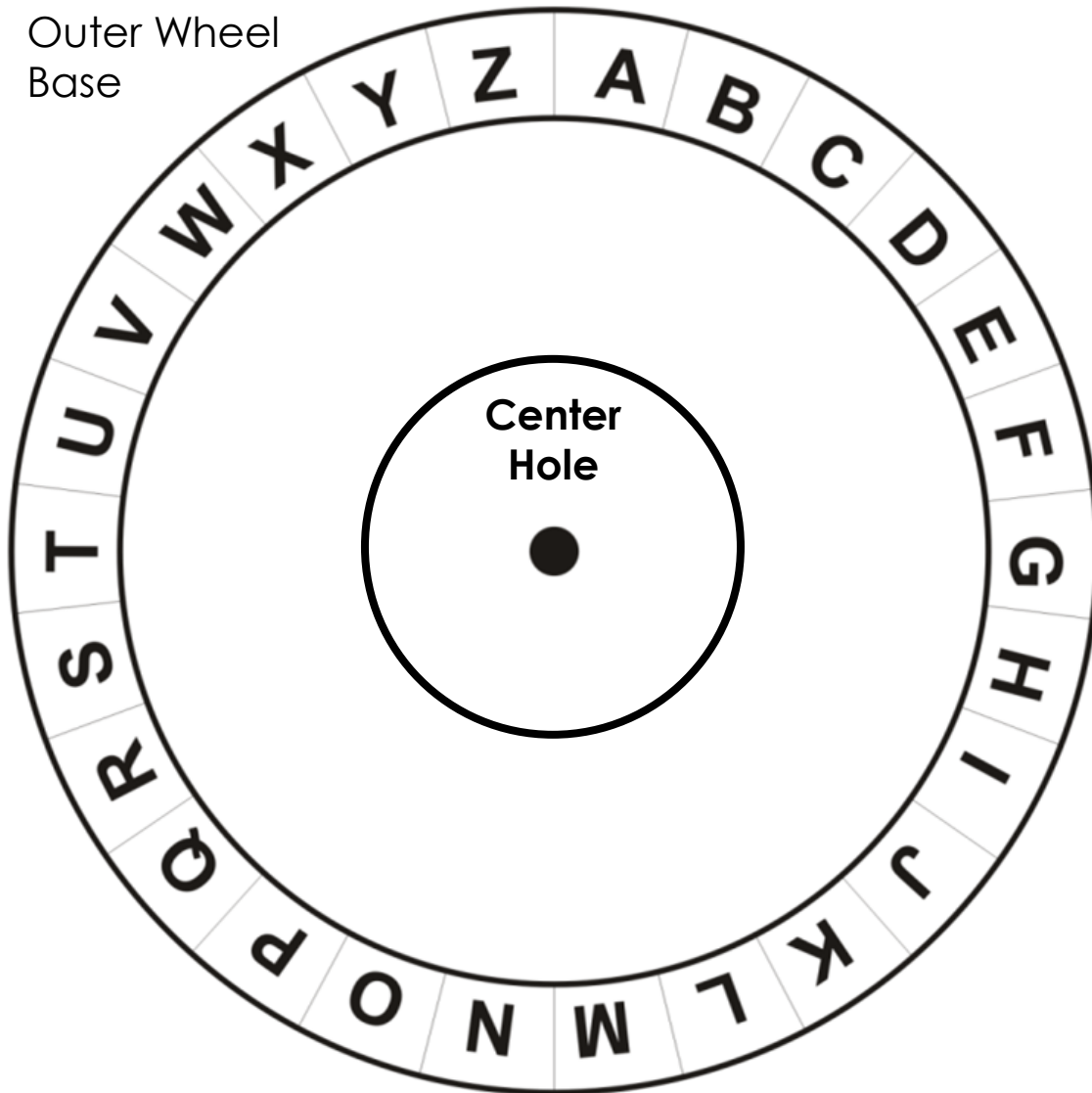
- heavy cardstock or thin cardboard templates
- brass paper fasteners (brads)
- scissors and fine-tip pens
- secret message worksheets

**Optional Extension:** Students write a short "innocent" letter home that secretly contains hidden details about an escape plan using the exact metaphor styles (like the "cigarettes" code) found in the novel.

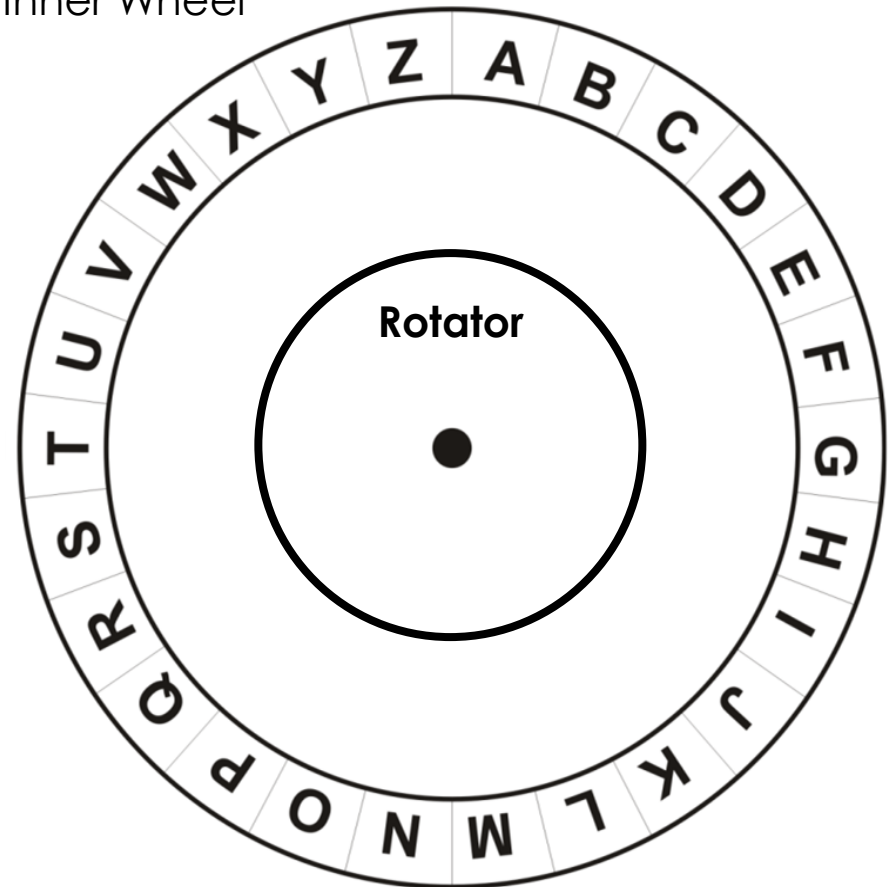
# Lesson 4 - Danish Resistance Cipher Wheel

- Cut out both wheels along the solid lines
- Use a brad (brass fastener) through the center holes to secure the Inner Wheel over the Out Wheel ensuring they rotate easily.
- Align 'A' on both wheels to set a simple code, or shift the Inner Wheel to set a "Key Letter" code..

Outer Wheel  
Base



Inner Wheel



# Student Worksheet: Coded Messages & Underground Networks

**Background:** In *Number the Stars*, the Danish Resistance could not use obvious language because Nazi soldiers monitored telephone lines, streets, and docks. Resistance members relied on **subtext**—saying one thing on the surface while meaning something completely different underneath. Today, you will use your constructed cipher wheel to decode real tactical logs, and analyze the subtext used by the characters in Lois Lowry's novel.

## Part 1: How to Align Your Cipher Wheel

Your cipher wheel uses a **Key Letter** system. To decrypt or encrypt a message, turn your inner wheel until the **Outer Ring Letter (Plaintext)** matches up perfectly with the **Inner Ring Letter (Ciphertext)** specified by the mission key.

### Mission 1: The Harbor Checkpoint

**Context:** It is October 1943. A Danish Resistance courier needs to pass a message regarding a Nazi patrol near Uncle Henrik's boat in Gilleleje.

- **Your Mission Key:** Align Outer **A** with Inner **H** (Shift of 7)
- **Encrypted Message:** KHBfXw KBLA NOYVD ZA rVbbybbygL

#### 1. Decode the message:

**2. Historical/Literary Connection:** Based on Chapters 4 and 11, why was knowing the location and activity of the soldiers critical to the success of the fishing boat rescues?

## Mission 2: Decoding Subtext in "Number the Stars"

**Context:** When Mama and Uncle Henrik talk on the phone or in the kitchen, they use everyday phrases to hide dangerous truths. Review your reading of Chapters 4 and 11 to solve the table below.

Surface Code Word/Phrase	What the Nazi Soldiers Hear	The Real Subtext (What it actually means)
"Is the weather good for fishing?"	a casual question about the ocean conditions	3.
"Bringing a carton of cigarettes"	4.	a code name for a Jewish person who needs to be hidden on the boat
"Great-Aunt Birte has died."	A family member has passed away and a wake is being held.	5.

## Mission 3: Intercepting the Escape Flight

**Context:** The Resistance is moving a family across the Øresund to Sweden tonight. A scout has sent an encoded location warning.

- **Your Mission Key:** Align Outer **A** with Inner **N** (Shift of 13 / ROT13)
- **Encrypted Message:** REZBIRE GB SVEFG NIRHR NAQ JNVG SBE GUR CYNLRE

6. **Decode the message:**

7. **Critical Thinking:** If a Nazi soldier intercepted this decoded message, would the network still be safe? Why or why not? Consider the difference between a *cipher* (scrambling letters) and a *code/subtext* (changing the meaning of words).



Danish Jews being transported to Sweden

## Mission 1 Answers

**1. Decoded Message:** WATCHOUT FOR SOLDIERS AT THE DOCK

**2. Analysis Insight:** Fishing boats were the primary vehicle for smuggling families across the sound to Sweden. Because the docks were actively guarded and inspected by German forces, knowing soldier movements determined whether a boat could safely load passengers or if they needed to abort the mission.

## Mission 2 Answers (Subtext Table)

- 3. *Is it safe to sail tonight? / Are the refugees ready to be moved?*
- 4. *A regular delivery or luxury item being brought to Henrik.*
- 5. *There is no dead aunt; the coffin is empty (or filled with blankets/clothes) to give a reason for a group of people to gather quietly without raising Nazi suspicion.*

## Mission 3 Answers

**6. Decoded Message:** RENDEZVOUS AT FIRST AVENUE AND WAIT FOR THE PLAYER

**7. Critical Thinking Insight: No, the network would be compromised.** A cipher only protects data while it is scrambled. Once decoded, a cipher reveals the exact *literal* words ("First Avenue"). Conversely, the subtext code used by Mama and Henrik ("carton of cigarettes") is safe even if overheard because the literal words don't give away the secret. This illustrates why the Resistance relied heavily on linguistic subtext rather than just paper codes that could be physically captured and solved.

## Lesson 5 - Decision Cards: Should the U.S. Support the Allies?

Students explore the debate between isolationists and interventionists by sorting short statements into two categories: **Stay Out of the War** and **Help the Allies**. This helps them understand why the U.S. struggled to decide its role before Pearl Harbor.

### How to Do It:

Students draw two columns in their notebooks. You read (or display) statements one at a time, and students decide which column each belongs in.

We cannot afford another world war.

Britain needs supplies or it may fall to Germany.

America should focus on problems at home.

If the Axis Powers win, the U.S. could be threatened next.

The Neutrality Acts were created for a reason.

The Lend-Lease Act lets us help without sending troops.

**Materials:** notebook, pencil

**Optional Extension:** Students write a short paragraph explaining which side they would have supported in 1940 and why.

## Lesson 5 - Decision Cards: Should the U.S. Support the Allies?

### Answer Key

#### Stay Out of the War

We cannot afford another world war.

America should focus on problems at home.

The Neutrality Acts were created for a reason.

#### Help the Allies

Britain needs supplies or it may fall to Germany.

If the Axis Powers win, the U.S. could be threatened next.

The Lend-Lease Act lets us help without sending troops.

## Lesson 5



### ***Heroes: A Novel of Pearl Harbor*** **by Alan Gatz**

Students trace the rapid, world-altering sequence of events on the morning of December 7, 1941. By pairing the tense, real-time narrative of historical fiction with primary source military logs, students visualize how unexpected the attack was and how it catalyzed America's entry into the war.

**How to Do It:** Read Chapters 14–22 of *Heroes: A Novel of Pearl Harbor* by Alan Gatz, focusing on Frank and Stanley's firsthand experiences during the first and second attack waves. On a long strip of butcher paper or folded cardstock, students create an illustrated timeline marking key moments between 6:00 AM and 10:00 AM (e.g., the radar detection at Opana Point, the sinking of the USS Arizona, and the civilian response). For each timestamp, students write a brief summary of the historical event on top, and a quote or perspective from the novel's characters directly underneath.

#### **Materials:**

- long strips of butcher paper or large construction paper
- rulers, colored pencils, and fine-tip markers
- excerpts from actual Pearl Harbor military logs or timelines
- glue and historical photograph printouts (optional)

**Optional Extension:** Students listen to a recording of President Franklin D. Roosevelt's "Day of Infamy" speech and highlight phrases that directly match the chaos and resolve described by the characters in the book.

## TEACHER ANSWER KEY & NOVEL GUIDE

### Pearl Harbor: "Minutes of Infamy" Visual Timeline Activity

**Target Grade Level:** 5th – 8th Grade (Social Studies & ELA Integration)

**Core Text:** *Heroes: A Novel of Pearl Harbor* by Alan Gratz (Chapters 14–22)

#### Activity Overview & Core Objectives

In this activity, students create a dual-perspective visual timeline of December 7, 1941, from 6:00 AM to 10:00 AM.

**The Top of the Timeline:** Documenting objective, chronological historical facts and military primary source details.

**The Bottom of the Timeline:** Tracking the immediate, emotional human experiences, character actions, and thematic development of best friends Frank and Stanley as they fight to survive the attack on the USS *Utah* and Ford Island.

#### Timeline Answer Key (6:00 AM – 10:00 AM)

##### Milestone 1: 6:00 AM

**Historical Event Summary:** Approximately 230 miles north of Oahu, the Japanese strike force (Kido Butai) turns its aircraft carriers into the wind and launches the first wave of 183 military planes (including bombers, torpedo planes, and fighters).

**Novel Integration & Character Perspective (Before the Storm):** Frank and Stanley are waking up early on Ford Island. Frank is wrestling with his persistent internal anxieties (the result of past trauma/bullying), while Stanley is focused on drawing and brainstorming their superhero comic book ideas. They are excited about an upcoming tour of the battleship USS *Utah*.

**Key Character Quote/Insight:** "Getting superpowers is one thing. Choosing how to use your powers is another. That's what an origin story is." — Stanley's perspective on what makes a true hero, foreshadowing the choice he and Frank will have to make in the hours to come.

##### Milestone 2: 6:45 AM

**Historical Event Summary:** The crew of the destroyer USS *Ward* spots an unidentified midget submarine attempting to sneak into the Pearl Harbor entrance. The *Ward* attacks and sinks the sub with gunfire and depth charges. The subsequent warning report is delayed in transmission and is not immediately escalated by naval high command.

**Novel Integration & Character Perspective (Quiet Before the Attack):** Frank and Stanley arrive at the docks to meet Brooks (Frank's sister's boyfriend), who is going to sneak them aboard the USS *Utah* for a tour. The base feels completely peaceful, sunny, and safe. The boys are unaware of the underwater skirmish happening just miles away.

### Milestone 3: 7:02 AM

**Historical Event Summary:** Two Army private radar operators at the Opana Point radar station on Oahu's north shore detect a massive, unprecedented radar blip of incoming aircraft. When they contact the tactical center, a lieutenant tells them to ignore it, assuming it is a scheduled flight of friendly American B-17 bombers arriving from California.

**Novel Integration & Character Perspective (Stepping Aboard):** Frank, Stanley, and Brooks board the USS *Utah*. Frank is instantly intimidated by the massive scale of the battleship, trying to calm his nervous stomach, while Stanley is eager to explore and marvels at the machinery.

**Key Character Quote/Insight:** Frank tries to suppress his natural fear response: *"I wanted to be a hero. I wanted to be brave. But bravery didn't come naturally to me. I had to practice it."*

### Milestone 4: 7:55 AM

**Historical Event Summary:** The first wave of Japanese planes strikes Oahu. They target the airfields (Hickam, Wheeler, Kaneohe) and the naval fleet docked along "Battleship Row." Commander Mitsuo Fuchida breaks radio silence with the famous victory code *"Tora! Tora! Tora!"* as the surprise attack is fully executed.

**Novel Integration & Character Perspective (The Reality of War):** The boys are on the deck of the USS *Utah* when low-flying planes roar directly overhead. Frank and Stanley realize with absolute horror that the red circles on the wings are the rising sun emblem of Japan. Suddenly, a torpedo strikes the hull of the *Utah*, sending a violent shockwave through the ship.

**Key Character Quote/Insight:** *"The world didn't just shake—it tore apart. The roar of the explosion was deafening... It wasn't a drill. It was real."*

### Milestone 5: 8:10 AM – 8:15 AM

**Historical Event Summary:** An armor-piercing bomb dropped by a Japanese high-altitude bomber penetrates the forward ammunition magazine of the USS *Arizona*, causing a cataclysmic explosion. The ship sinks rapidly, taking 1,177 sailors with it. At the same time, the heavily damaged USS *Utah* rolls over and capsizes.

**Novel Integration & Character Perspective (The Escape & Capsize):** The USS *Utah* begins listing heavily. Frank is temporarily paralyzed by terror, but Stanley grabs him, forcing them to run. They scramble down the side of the tilting hull and are forced to jump into the burning, oil-covered harbor water to avoid being dragged down as the ship rolls over.

**Key Character Quote/Insight:** Frank, swimming through the burning fuel: *"The water was on fire. Black oil was everywhere, and it was burning. I didn't think we were going to make it to the shore."*

## Milestone 6: 8:54 AM

**Historical Event Summary:** The second wave of 167 Japanese planes sweeps over Pearl Harbor, attacking surviving ships, dry docks, and military personnel attempting to rescue victims on the shore.

**Novel Integration & Character Perspective (Prejudice and Perseverance on Ford Island):** Frank and Stanley drag themselves out of the water onto the shores of Ford Island. As the second wave of planes strafes the beaches, they try to help drag wounded sailors to safety. In the chaos, Frank witnesses the devastating shift in how people look at Stanley. Because of his Japanese-American heritage, panicked soldiers and civilians treat Stanley with immediate hostility and suspicion.

**Key Character Quote/Insight:** Frank realizes the double standard of danger his best friend faces: *"They looked at Stanley and didn't see a boy who had just survived a sinking ship. They saw the enemy. And I didn't know how to protect him from that."*

## Milestone 7: 9:45 AM – 10:00 AM

**Historical Event Summary:** The attack finally ends as the second wave of Japanese planes flies back to their carriers. Smoke from burning ships (especially the *Arizona*, *West Virginia*, and *Oklahoma*) completely blocks out the sun. The US Pacific Fleet has been heavily neutralized, and over 2,400 Americans have lost their lives.

**Novel Integration & Character Perspective (Defining a Hero):** The boys survive the onslaught. Exhausted, covered in soot, and shaken to their cores, they find temporary safety. Frank has faced his deepest fears and saved others, while both boys realize that their friendship and their lives have been altered forever.

**Key Character Quote/Insight:** Frank's realization of what true courage means: *"A real hero steps in when they see people getting hurt, no matter what... no matter how scared you are."*

# Lesson 6

## Cause & Effect Web: Japan's Expansion in Asia

Students create a cause-and-effect web showing how Japanese imperialism led to the invasion of Manchuria and eventually to conflict with the United States. This helps them understand the chain of events that pushed the Pacific region toward war.

### How to Do It:

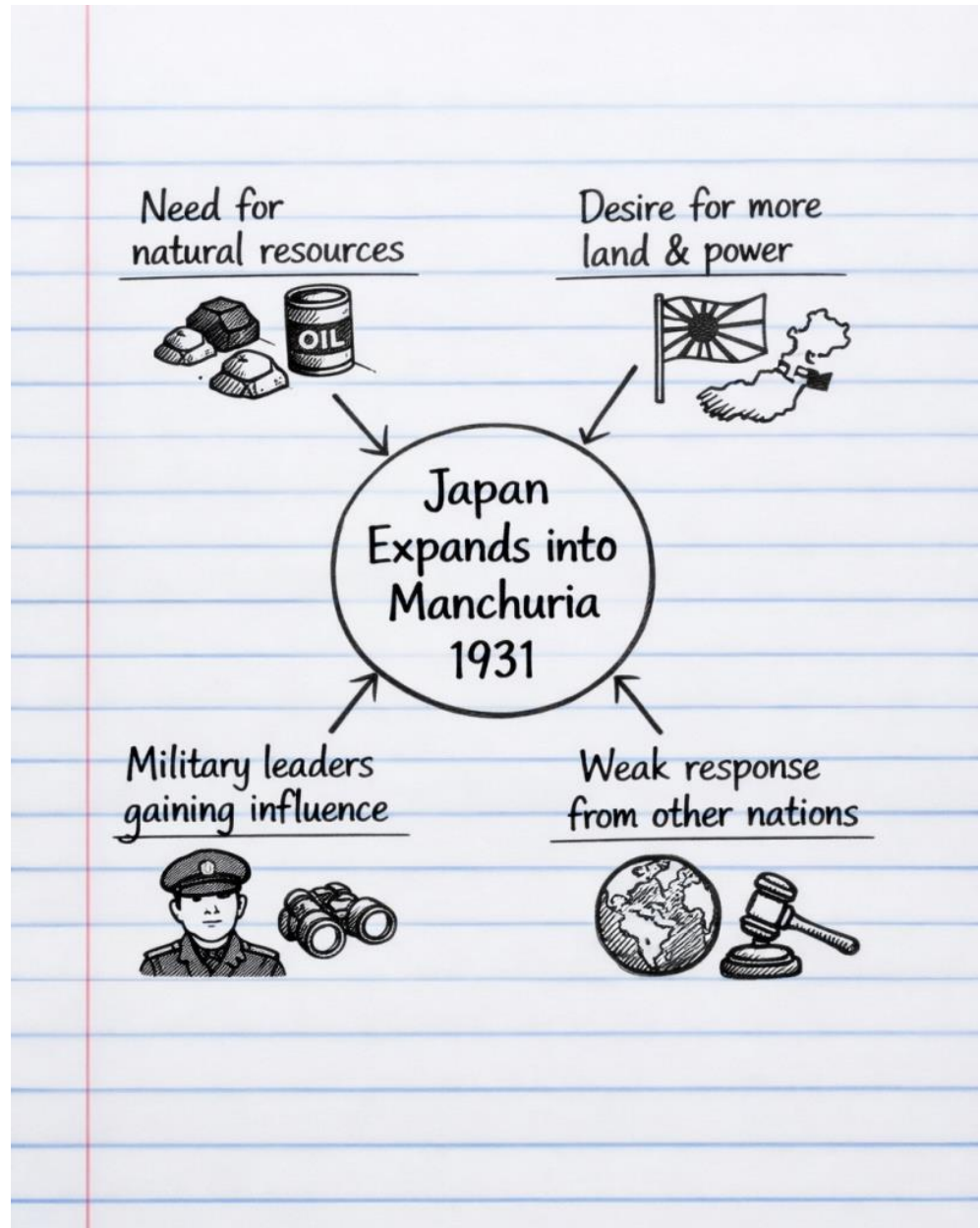
Students draw a circle in the center of a notebook page labeled **Japan Expands into Manchuria (1931)**. Around it, they draw four branches labeled:

- need for natural resources
- desire for more land and power
- military leaders gaining influence
- weak response from other nations

Students add one sentence to each branch explaining how it contributed to Japan's expansion.

**Materials:** notebook, pencil

**Optional Extension:** Students add a second layer showing how Japan's actions affected the United States and the Pacific Fleet.



## Lesson 6



### ***Sadako and the Thousand Paper Cranes* by Eleanor Coerr**



### ***The Cay* by Theodore Taylor**

Students explore the Pacific Theater of war, linking naval blockades (from *The Cay*) and civilian surrounding struggles to the ultimate post-war atomic aftermath in Hiroshima. This activity helps students synthesize international conflict with the universal post-war pursuit of peace.

**How to Do It:** Read Eleanor Coerr's *Sadako and the Thousand Paper Cranes*, focusing on the long-term, post-1945 human cost of World War II in Japan. Students master basic Japanese paper-folding methods to craft colorful origami cranes (Senbazuru). Inside the wings of each crane, students write a brief, key historical fact about the Pacific theater on one side, and a personal hope, wish, or lesson regarding international peace on the other. The finished cranes are strung together on fishing lines and suspended from the classroom ceiling to form a collaborative "Canopy of Hope."

**Materials:**

- colorful, double-sided origami folding paper squares
- detailed, step-by-step paper folding instruction charts
- needles, fishing line, and small plastic separator beads
- fine-tip permanent ink writing pens

**Optional Extension:** Students map the islands of Hiroshima and the Caribbean locations mentioned in *The Cay*, analyzing the geographic expanse of conflicts fought throughout the Pacific and Atlantic.

## Lesson 6



### **Allies by Alan Gratz**

Students map the complex Allied cooperation of D-Day (D-Day, France, June 6, 1944). By tracing multiple points of view, students analyze how coordination across military branches—and the covert French Resistance—was critical to breaching the Nazi defenses on the Atlantic Wall.

**How to Do It:** Read the interconnected chapters of *Allies* by Alan Gratz, focusing on the D-Day experiences of Dee (American soldier), Samira (French-Algerian resistance), James (Canadian paratrooper), and Henry (African-American medic). Students receive a large map template of the Normandy coastline. Using colored fine-tip pens, they sketch and color-code the entry paths, key objectives, and physical obstacles faced by each of the four characters. For each path, students append a "Field Report" summarizing how the character's background and specific mission contributed to the success of Operation Overlord.

#### **Materials:**

- 11x17 Normandy D-Day coastal map outlines
- colored fine-tip permanent markers or gel pens
- historical topographic map resources of the Normandy landings
- glue sticks and lined index cards for "Field Reports"

**Optional Extension:** Students select one character and write a brief "Telegraph Dispatch" back to family members on the home front, summarizing their thoughts as they crossed the English Channel the night before the invasion.

# Lesson 7 - Production Challenge: Become the War Production Board

Students take on the role of the War Production Board (WPB) and decide how to allocate limited resources to support the war effort. This helps them understand how factories shifted from consumer goods to military supplies.

## How to Do It:

Students draw a simple chart with three columns labeled:

**Item** (cars, rubber, metal, food, fuel)

**Civilian Use**

**Military Use**

Students decide which items should be reduced for civilians and increased for the military. They write a one-sentence explanation for each choice.

**Materials:** notebook, pencil

**Optional Extension:** Students design a simple “Rosie the Riveter-style” slogan encouraging Americans to conserve resources.

## Student Example: War Production Board Resource Allocation

### Title: *War Production Board – Supporting the War Effort*

Item	Civilian Use	Military Use
Cars	Production reduced; citizens encouraged to share rides.	Factories convert to making tanks and jeeps.
Rubber	Tire rationing limits new car sales.	used for airplane tires and military vehicles
Metal	Fewer consumer goods like bicycles and appliances.	needed for ships, weapons, and aircraft
Food	Citizens grow Victory Gardens and conserve meat.	Supplies troops overseas.
Fuel	Gasoline rationed; less driving.	Powers planes, ships, and tanks.

## Lesson 7 - Poster Gallery: Victory Gardens, War Bonds & Civil Defense

Students create three quick sketch-posters inspired by real World War 2 home-front campaigns. This helps them understand how propaganda encouraged Americans to support the war effort.

### How to Do It:

Students divide a notebook page into three boxes labeled:

**Victory Gardens** — growing food at home

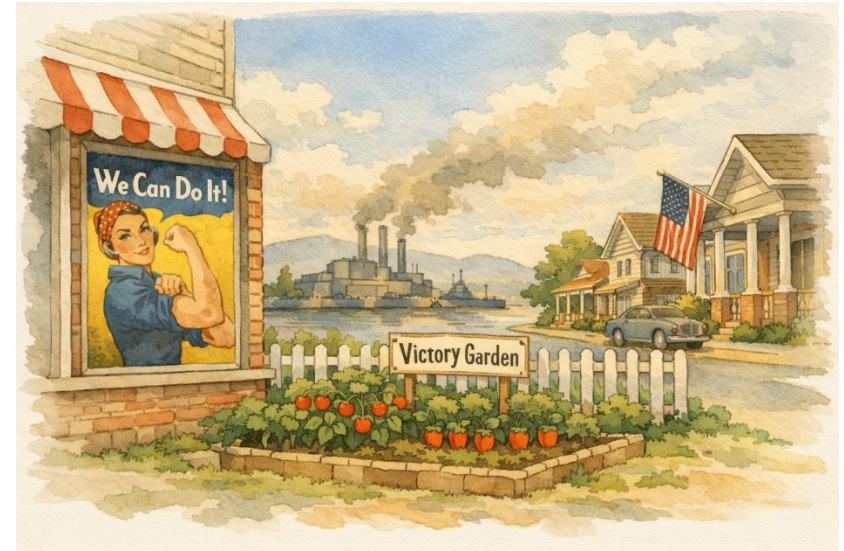
**War Bonds** — raising money for the military

**Civil Defense** — protecting communities

In each box, students sketch a simple poster and add a short slogan such as: “Grow More for Victory,” “Buy a Bond, Back a Soldier,” or “Be Ready, Stay Safe.”

**Materials:** notebook, pencil, colored pencils (optional)

**Optional Extension:** Students choose their favorite poster and write a short explanation of how it might influence Americans during wartime.



## Lesson 8



### ***Prisoner B-3087* by Alan Gatz**

Students confront the horrific, systematic scale of the Nazi concentration camp network. By exploring Yanek's true struggle of surviving 10 different camps, students restore individuality and humanity to victims of the Holocaust.

**How to Do It:** Read Chapters 9–20 of *Prisoner B-3087* by Alan Gatz (based on the life of Jack Gruener), focusing on his struggle to maintain hope and hold onto his name while enduring different concentration camps. Students create a large-scale map plotting the geographic locations of the 10 camps Yanek endured. To honor the millions lost, students select a smooth river stone and paint a small, symbolic icon of hope, light, or growth (e.g., a tiny flower, a candle, or a bird) on its surface using acrylic paint. On the back, they write a meaningful quote about human dignity from the book.

#### **Materials:**

- smooth, flat river stones (approx. 2-3 inches wide)
- acrylic craft paints, fine-tip paint pens, and thin brushes
- maps detailing the locations of major Nazi concentration and death camps
- clear acrylic spray sealant or Mod Podge

**Optional Extension:** Students research a real concentration camp survivor or rescuer using the Yad Vashem database, writing a 1-page biography card to display alongside their painted stone in a classroom exhibit.

## Lesson 8

Make a Star of David.

# Holocaust Heroes Blog Post



# Lesson 9

Students create a simple diagram showing the main parts of the United Nations and what each one does. This helps them understand how the UN works to keep peace and solve world problems.

## How to Do It:

Students divide a notebook page into six labeled boxes:

- General Assembly
- Security Council
- Secretariat
- International Court of Justice
- Economic & Social Council
- Trusteeship Council

In each box, students draw a simple symbol (gavel, globe, building, etc.) and write a one-sentence explanation of that part's job.

## United Nations Structure

### General Assembly



All member nations meet to discuss global issues.

### Security Council



Works to keep peace and stop conflicts.

### Secretariat



Handles the daily work of the UN.

### International Court of Justice



Settles legal disputes between countries.

### Economic & Social Council



Works on health, development, and aid.

### Trusteeship Council



Helps territories become independent.

# Lesson 9

Students draw a horizontal timeline and label these events:

- League of Nations fails (1930s)
- Leaders meet to plan a new organization (1943)
- San Francisco Conference begins (April 25, 1945)
- UN Charter signed (June 26, 1945)
- United Nations officially established (October 1945)

Students add a small sketch or symbol for each event and write a short caption explaining why it mattered.

## How the United Nations Was Formed



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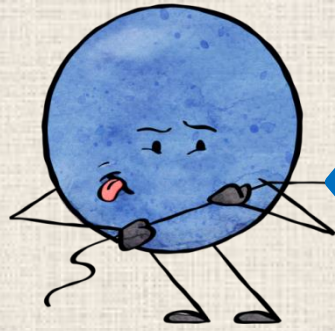
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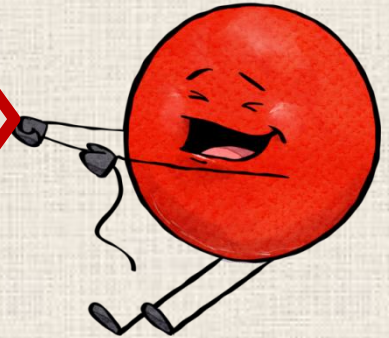




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