America Goes To War, Industrial Production Key To Victory

(Joe Ciccarelli)

TEKS Social Studies curriculum correlations:

5A: Analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.

24B: Analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

24C: Organize and interpret information in outlines, reports, databases and visuals, including graphs, charts, timelines and maps.

National Standards:

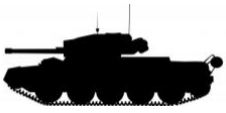
Historical Thinking Standards 2: Utilize visual and mathematical data

Historical Thinking Standards 3: Analyze cause and effect relationships

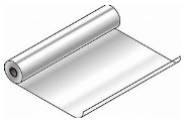
History Content Standards Era 8 Great Depression and WW II/Standard 3: Causes and course of WW II, the character of the war at home and abroad and its reshaping of the U. S. role in world affairs.

Pre-Distance Learning Video Conference Activity:

Comparison of Japanese and U.S. Production and Resources in World War II

Item	Symbol		
Tanks		2,500	88,000

Cannons		13,500	257,000
Machine Guns		380,000	2,679,000
Trucks		166,000	2,382,000
Fighters		30,000	100,000
Bombers		15,000	108,000
Aircraft Carriers		16	141
Battleships/Cruisers		11	56
Destroyers		63	349

Submarines		167	203
Merchant Shipping		4,152,000 MT	33,993,000 MT
Coal		184,000,000 MT	2,149,000,000 MT
Oil Reserves		5.2	833
Steel		24,000 MT	334,000 MT
Aluminum		361,000 MT	4,122,000 MT

Comment...Question...Connect...Extend…

How might this much increase in production affect Americans society? Employment? Opportunities for women and minorities?

1) What do you already know about WWII? (If possible, use Todays Meet or Google Doc or any sharing application will allow student processing to be shared with the class).
2) Provide an introduction to the lesson: Example: Today I would like to help you learn about how the US achieved victory in WWII. It took such courage and sacrifice from millions and millions of Americans, but those could have been wasted without adequate weapons, supplies and technology. We are going to think about these questions today.
    a) Which side in the war in the Pacific had significant material advantages?
    b) How did the imbalance affect the outcome of the war?

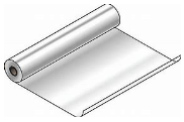
3) Clip of WWII era film about production. Provide brief context for the video: This is a video made to be shown in the theaters. It was designed and created by the U. S. Government to aid in the war effort. Short footage US production WW2. https://www.bing.com/search?q=short+footage+us+production+in+ww2&form=EDGEAR&qs=HS&cvid=0dfadb64a805495a89a16c7548c9de20&cc=US&setlang=en-US&plvar=0&PC=HCTS

Post-Distance Learning Video Conference Activity:

Comparison of Japanese and U.S. Production and Resources in World War II

Item	Symbol		
Tanks		2,500 25 inches	88,000 88 inches
Cannons		13,500 1.4 inches or 13.5 inches	257,000 25.7 inches or 257 inches
Machine Guns		380,000 3.8 inches or 38 inches	2,679,000 26.8 inches or 268 inches
Trucks		166,000 1.6 inches or 16.6 inches	2,382,000 23.8 inches or 238 inches
Fighters		30,000 30 inches	100,000 100 inches

Bombers		15,000 15 inches	108,000 108 inches
Aircraft Carriers		16 16 inches	141 141 inches
Battleships/Cruisers		11 11 inches	56 56 inches
Destroyers		63 6.3 inches	349 34.9 inches
Submarines		167 16.7 inches or 167 inches	203 20.3 inches or 203 inches
Merchant Shipping		4,152,000 MT 4.1 inches	33,993,000 MT 34 inches
Coal		184,000,000 MT 1.8 inches	2,149,000,000 MT 21.5 inches

Oil Reserves		5.2 MB .5 inches	833 MB 83 inches
Steel		24,000 MT 2.4 inches or 24 inches	334,000 MT 33.4 inches or 334 inches
Aluminum		361,000 MT 3.6 inches or 36.1 inches	4,122,000 MT 41 inches or 410 inches

Comment...Question...Connect...Extend…

This activity works well if you put students in small groups.

If you have the technology; put this on a shared, projected Google.doc so the entire class can see the processing.

How might this much increase in production affect American society? Employment/Social Relationships/Etc.

This also works well as a group activity and if you have students adding their thoughts to a shared document.

Some of the common ideas might be:

1) The unemployment problems of the Depression will disappear.
2) Employment demands will open-up vast opportunities for women and minorities.
3) Many people will move throughout the country for job opportunities—this is a good place to point out the vast African American migration from the South to Northern cities. This led to violent rioting in production centers, especially Detroit. This is also a good opportunity to link forward to the social changes of the 1960's as the new opportunities demonstrated that women and minorities had as much capacity as white males.

1) Brainstorm as a class: Name a type of weapon that you know about that was used in WWII.
2) What are ships, tanks built from?
3) What are airplanes built from?
4) Where does the fuel come from? Quick Fact: How much gas do you think your car holds? The largest type of U. S. WW 2 carrier could hold 1,700,000 gallons of fuel. Imagine how much fuel each side needed.
5) Provide framing for lesson such as: We are going to use a chart today but we are going to model the chart with students from our class that will compare Japan's and America's war production. I'm going to ask for volunteers to come up front and we are going to model the numbers we see on the graph as individual bar graphs. Notice how you can depict the data in either way and how you can move back and forth between the two ways to depict data.
6) Use tape measure or pre-marked string or pieces. See attachment of Japan vs. U. S. Production Comparison Chart- use the Teacher Copy for measurements for each graph in inches. Have a pair of students hold the tape measure and take it to the proper length (tape will be in feet and inches and chart lists in inches so students will get a little review of the feet to inches conversions they already learned in math). Note: The students could use the printed graphs only and still understand the lesson but having students model the graphs will make a much bigger impact.
7) Have students examine the paper graph of the same data. Attached.

8) Find a partner (or two) and think about what you see on the chart and use your critical thinking skills to:
    a. Make a comparison (U. S. production in ---- is ----- compared to Japan's).
    b. Make an extension (if this is true than wouldn't ------- be true?).
    c. Pose a meaningful question.
9) Share comparisons, extensions, questions with the entire class. (Another opportunity to use Today's Meet or a Google Doc.
10) Bring the lesson to conclusion by asking an extension question: What do you think happened to employment in the U. S. during the war? How might that have affected women and minorities?

Materials Needed:

Two 25' tape measures (teacher could use string or painter's tape if there were surfaces large enough for the tape to adhere).

Graph of Japan vs. U. S. Production Chart (Student Copy)

Graph of Japan vs. U. S. Production Chart (Teacher Copy)

Map of the world to show Japan's relative position

Optional: Teacher could print out the icon from the chart for each category and have a student hold that up as each category is modeled.