



Lesson: Close To Home

Grade Level: 9 – 12

Approximate Duration: One Class Period

Common Core Standards:

- [CCSS.ELA-Literacy.RH.9-10.1](#). Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- [CCSS.ELA-Literacy.RH.11-12.6](#). Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- [CCSS.ELA-Literacy.RI.9-10.1](#). Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives: Students – as a class, in groups or as individuals – will examine images from two primary source yearbooks and compare and contrast how the two yearbooks present the events and impact of WWII on student and school life.

Introduction:

- Begin by introducing or reintroducing the definition of a primary source. Briefly discuss examples of primary sources as well as their usage. Briefly compare and contrast primary sources with secondary sources.
- Ask students if they think yearbooks are a primary source or a secondary source, as well as what kinds of information they think might be collected from them.
- Introduce the **See You Next Year** website as well as the idea of a high school yearbook as a primary source. Ask students what information they think might be collected from high school yearbooks from WWII. Ask students if they think signs of the United States' involvement in WWII might be observable within these yearbooks.

Lesson Procedure:

- Print out and distribute copies of the **CLOSE TO HOME: Exploring WWII Through High School Yearbooks** worksheet included on page 3 of this lesson.
- Read through the worksheet instructions together, referring to the website's navigation on how to select and browse yearbook images.

- Depending on computer access and student ratio, as a class, in groups or as individuals, complete **STEPS 1** through **STEPS 7** on the **CLOSE TO HOME: *Exploring WWII Through High School Yearbooks*** worksheet.
- If lesson is performed individually or in groups, have each individual or group present their findings to the class while also navigating through the website.

Assessment:

- Components for assessment include the answering of questions relating to primary sources, completion of the lesson's work sheet data table and participation in class presentations and discussions.

Enrichment/Further Discussion:

- For enrichment or further discussion, have students choose two additional yearbooks and compare their findings to the first two that were chosen.
- If additional time is available, allow students to choose a different focus and compare and contrast sports, clubs, class composition, subject matter, racial diversity and style from two WWII yearbooks to their equivalents today.
- Discuss yearbooks of today and what information is found in them as opposed to the yearbooks from WWII.
- Discuss what future scholars or researchers might learn from your own school's current yearbooks.

Close To Home:

Exploring WWII Through High School Yearbooks

1. Find the yearbook from the city or town nearest to your school.
2. In what city, state and year was the yearbook nearest in distance to your school published?
What is the yearbook's title?
3. Choose a yearbook from a city or town far away from your school.
4. In what city, state and year was the yearbook further away in distance to your school published?
What is the yearbook's title?
5. Examine all the pages in the yearbook closest in distance to your school. In the first column below, list **THREE** signs – images, terms, descriptions, advertisements – that you think inform you that the United States is fighting in WWII. In the second column below, list what you think is the meaning behind your chosen **THREE** signs.

| [SIGNS OF WAR] | [MEANING] |
|----------------|-----------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

6. Examine all the pages in the yearbook further in distance away from your school. Repeat the process in **STEP 5** in the two columns below.

| [SIGNS OF WAR] | [MEANING] |
|----------------|-----------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

7. Which of the two yearbooks gives greater attention to WWII events? What do you think is the reason behind this heightened focus on the War?