



Lesson: Honor Roll

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.9-10.9](#). Compare and contrast treatments of the same topic in several primary and secondary sources.
- [CCSS.ELA-Literacy.RH.11-12.2](#). Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- [CCSS.ELA-Literacy.RL.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 several primary source yearbook images and compare and contrast the different ways in which schools present the service and sacrifice of former students during WWII.

Introduction:

- Using the glossary of terms, begin by introducing or reintroducing the concept of **The Draft** in WWII.
 - **THE DRAFT - The Draft** or the Selective Training and Service Act was the way the United States raised its armies in WWII. On September 16, 1940, the United States instituted the Selective Training and Service Act of 1940, which required all men between the ages of 21 and 45 to register for **The Draft**. This was the first peacetime draft in United States' history. Those who were selected from the draft lottery were required to serve at least one year in the armed forces. Following the Attack on Pearl Harbor, draft terms were extended through the duration of the fighting and the minimum age of service lowered to 18. By the end of the war in 1945, 50 million men between 18 and 45 had registered for the draft and 10 million had been inducted in the military. Due to **The Draft**, many recent high school graduates went directly from school into the military.

- Ask students how they think the United States raised its armies to fight, who might be subject to being drafted and what was the minimum age at which someone could be drafted in WWII.
- Ask students what they think might be the most likely post-graduate destination for male students following the completion of their senior year in high school.
- Ask students if they think high schools with alumni or former students in service might give attention to the WWII military assignments of their graduates in their school's yearbooks.

Lesson Procedure:

- Print out and distribute copies of the **HONOR ROLL: Exploring WWII Service Through High School Yearbooks** worksheet included on page 4 of this lesson.
- Read through the worksheet instructions together, referring to the website's navigation on how to select and browse yearbook images.
- Inform students that they will be examining select primary source high school yearbooks images in search of memorial, tribute or honor roll pages for students serving or who have fallen in service in WWII. Inform students that they will be comparing and contrasting how the service of former students is presented in select primary source high school yearbooks from WWII.
- Depending on computer access and student ratio, as a class, in groups or as individuals, have students examine the following WWII high school yearbooks:
 - **The 1944 Black & Gold, President William McKinley High School, Honolulu, HI**
 - **The 1943 Annual, Chaney High School, Youngstown, OH**
 - **The 1945 Fairfieldian, Roger Ludlowe High School, Fairfield, CT**
 - **The 1945 Annual, West High School, Rockford, IL**
 - **The 1943 Owensboran, Owensboro Senior High School, Owensboro, KY**
 - **The 1943 Watchtower, Beverly Hills High School, Beverly Hills, CA**
 - **The 1944 Daisy Chain, Waco High School, Waco, TX**
 - **The 1943 Madisonian, Madison High School, Rochester, NY**
 - **The 1943 Warrior, Washington High School, Sioux Falls, SD**
 - **The 1944 Ranger, Theodore Roosevelt High School, Portland, OR**
 - **The 1942 Pioneer, Isidore-Newman School, New Orleans, LA**
 - **The 1944 Wasatka, Wasatch Academy, Mt. Pleasant, UT**
- As a class, in groups or as individuals, have students record their findings of how the WWII service of former students is presented within each or select yearbooks.
 - **QUESTIONS/PROMPTS:** 'In each yearbook, is student or alumni service given large amounts of attention?' 'Are there prominent patriotic or American military symbols displayed?' 'Are students or alumni in service pictured individually or their names otherwise listed?' 'Are students or alumni who have fallen in service referred to or depicted in different ways?'

- Encourage students also to take into account the size of the school or community in question, what year the yearbook was published and the yearbook's overall style or theme as it relates to military service and WWII.
- Have students refer to the website glossary of terms for help with the meaning of images and phrases such as **Gold Star**, **Service Flag**, **Honor Roll** and **The Draft**.
- 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, interpretation of primary source information and participation in class presentations and discussions.

Enrichment/Further Discussion:

- If additional time is available, allow students to choose a different focus and compare and contrast the presence and presentation of sports, clubs, class composition, subject matter, racial diversity and style of the select WWII yearbooks to each other.
- Discuss yearbooks of today and how military service of former students is presented as opposed to the yearbooks from WWII.
- Discuss what future scholars or researchers might learn from your school's current yearbooks.

Honor Roll:

Exploring WWII Service Through High School Yearbooks

1. Examine images from all or select yearbooks from the list below:
 - The 1944 Black & Gold, President William McKinley High School, Honolulu, HI
 - The 1943 Annual, Chaney High School, Youngstown, OH
 - The 1945 Fairfieldian, Roger Ludlowe High School, Fairfield, CT
 - The 1945 Annual, West High School, Rockford, IL
 - The 1943 Owensboran, Owensboro Senior High School, Owensboro, KY
 - The 1943 Watchtower, Beverly Hills High School, Beverly Hills, CA
 - The 1944 Daisy Chain, Waco High School, Waco, TX
 - The 1943 Madisonian, Madison High School, Rochester, NY
 - The 1943 Warrior, Washington High School, Sioux Falls, SD
 - The 1944 Ranger, Theodore Roosevelt High School, Portland, OR
 - The 1942 Pioneer, Isidore-Newman School, New Orleans, LA
 - The 1944 Wasatka, Wasatch Academy, Mt. Pleasant, UT

2. In what different ways is student or alumni service in WWII represented in the yearbooks above?

YEARBOOK	DEPICTIONS OF SERVICE

3. Of the yearbooks you examined, which gave the most attention and prominence to student service in WWII?
4. What reasons can you identify for this yearbook's focus?