

Lesson Plan: Creating a WWII Scrapbook

Objective:

Students will construct a WWII scrapbook utilizing a variety of sources to depict the life and experiences of an individual during World War II.

Standards:

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

6-12 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly

IV.B.1.2

To achieve this standard, students should be able to explain how and why the United States assumed the role of world leader after World War II and what its leadership role is in the world today.

Materials:

- Access to the internet, library resources, or provided materials
- Paper, scissors, glue, markers, and other art supplies (for physical scrapbooks)
- Computers, digital design software (if creating a digital scrapbook)
- Photographs, letters, newspaper clippings, maps, and other primary sources related to WWII

Lesson Structure:

Introduction to WWII and Scrapbooking

- Provide an overview of World War II, its global impact, and key events.
- Explain the concept of scrapbooking: collecting and arranging items to tell a story or depict an era.
- Show examples of WWII scrapbooks or pages from historical scrapbooks for inspiration. Use the scrapbook created by Dorothy Adams Greene.
<https://online.flippingbook.com/view/162927687/>

Selecting an Individual

- Assign or allow students to choose a person from the WWII era to create a scrapbook for.

- Encourage diversity in their choices (soldier, nurse, civilian, etc.) to explore various perspectives.

Research Phase

- Instruct students to gather information about their chosen individual using primary and secondary sources.
- Sources may include photographs, letters, diary entries, newspaper articles, historical documents, maps, etc.
- Guide them on credible sources and the importance of accurate information.

Creating the Scrapbook

- For physical scrapbooks:
 - Provide materials and workspace for students to design their scrapbook pages.
 - Encourage creativity in arranging and decorating the pages with collected items.
- For digital scrapbooks:
 - Demonstrate how to use digital design software or online tools to create a virtual scrapbook.
 - Allow students time to work on their digital projects, providing technical support if needed.

Reflection and Presentation

- Have students reflect on the process and the significance of the items they included.
- Encourage them to consider the emotions, experiences, and historical context of their chosen individual.
- Invite students to present their scrapbooks to the class, explaining their choices and the story they've depicted.

Discussion and Analysis

- Facilitate a discussion on the different perspectives and experiences portrayed in the scrapbooks.
- Discuss how primary sources help in understanding historical events and personal narratives.

Assessment:

- Evaluate the completed scrapbooks based on historical accuracy, creativity, organization, and the depth of understanding portrayed.
- Encourage peer reviews or self-assessment to reflect on their own work and that of their classmates.

Conclusion:

This project will provide students with hands-on experience in historical research and creative expression, fostering a deeper understanding of the human experience during WWII. It

encourages critical thinking, creativity, and empathy while exploring history through personal narratives.

Activity:

Scrapbook I Created by Dorothy Adams Greene, 1947-1950

This scrapbook contains newspaper clippings, personal documents, photographs, and ephemera from Dot's time at the trials and traveling in post-war Europe. It includes her original travel orders from the US Army, accounts and memorabilia from her time aboard the US transport Charles A. Stafford, work ID from the Office of Chief of Counsel, her travel permits to cross the borders into Berlin, England and Scotland, her EUCOM exchange system card (ration card), newspaper clippings, as well as other documents and ephemera related to her travels and work.

<https://online.flippingbook.com/view/162927687/>

Page 1

1. Click on the cover to access information about Dorothy. What role did Dorothy play in the Nuremberg Trials?

Pages 2-5

2. Click on page 2 to access her personal account. Here you can read about Dorothy's experience of traveling to Nuremberg. Take a look at the other artifacts on these pages. How long did she have to prepare for her two year work assignment?

3. What are some things that you would pack if you were spending two years away from home?

4. What are some things that Dorothy did during her first few days in New York?

5. What was the name of the ship she was traveling on? How long did the voyage to Germany take?

6. Who were Dorothy's roommates? How many passengers were on the ship to Germany?

7. Describe three events on the ship during the voyage to Germany.

8. What are three things she noticed during her first few days in Germany?

Page 6-7

9. Who was Big Mike? Give three facts about him.

10. Explore the *Stafford Splash*. What were two pieces of information that you found interesting from the newsletter.

Pages 9-10

11. Look at the six pictures of Berlin from March 21, 1947. Choose one picture and describe what you see. Why do you think Dorothy included this picture in her scrapbook?

Pages 14-15

12. Click on the page to open the article. What was IG Farben? What was their role during the war? What were the sentences for many of the defendants?

Page 17

13. Watch the video *Case Against Hans Fritzsche*. What are two things you saw or heard from the video?

Page 19

14. Where did Dot (Dorothy) travel on her first trip out of Germany? What happened to the Jews in that area?

Pages 24-25

15. Click on the page to access the information. Dot (Dorothy) travels to England and Scotland to interview POWs and gather evidence for the trials. Why do you think it was so important to get information from these witnesses?

Pages 26-33

16. Dorothy was able to travel to different parts of Europe. Name two places she traveled. What did she see there?

Summary: Think about what you learned

17. What artifact stood out to you the most from the scrapbook? Which artifact did you find most interesting or surprising? Why?

18. If you could interview Dorothy, what are two questions you would like to ask her?

19. What is one topic from the scrapbook that you would like to research more about? Why?

20. Draw an image or symbol that you think represents Dorothy's experience in Germany. Write one sentence to help explain your drawing.

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