

**FLCHE-TPS Fourth Grade**  
**Florida's Role in World War II**

*It's Elementary, My Dear: Primary Sources in the Elementary Classroom*

<p>Enduring Understandings: Florida had an important role in World War II. Florida has many useful economic and industrial resources.</p>	
<p>Essential Questions: What role did Florida play in World War II?</p>	
<p>Vocabulary/Targeted Skills: war, camp (as referred to during war), welding, groves, soldier, training exercises, portrait</p>	
<p>Unit Assessment/Culminating Unit Activity:  Prompt: The student will respond to the following prompt written in the form of a paragraph: What was Florida's role in World War II? Give at least three examples and provide evidence to support those claims?</p>	
<p>Lesson title: Florida's Role in World War II</p>	<p>Time: 60-90 minutes (could be over a few days)</p>
<p>Standard(s): <u>Florida Social Studies Standards</u> SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. SS.4.A.7.3 Identify Florida's role in World War II. SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p><u>Language Arts Florida Standards</u> LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. LAFS.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<p>Content Purpose: (I will) Use primary sources (so I can) to identify Florida's role in World War II.</p>	

Assessment/Evaluation (for this lesson):

The student will respond to the following prompt written in the form of a paragraph: What was Florida's role in World War II? Give at least three examples and provide evidence to support those claims?

Reading Materials/Primary Source links:

- Brief context on World War II: <https://www.loc.gov/rr/program/bib/ww2/ww2bib.html> (for teachers); [https://www.youtube.com/watch?v=rNgU\\_CRWnRU](https://www.youtube.com/watch?v=rNgU_CRWnRU); or <https://www.youtube.com/watch?v=KS40lAdqAVY> (for students)
- <https://www.loc.gov/resource/pan.6a30728/> Camp Blanding, Florida
- <https://www.floridamemory.com/items/show/157661> Orange groves
- <https://www.floridamemory.com/items/show/30334> Woman welding for the Saint Johns River Shipbuilding Company - Jacksonville, Florida.
- <https://www.floridamemory.com/items/show/11973> Practice at the beach of Camp Gordon Johnston.
- <https://www.floridamemory.com/items/show/28291> Soldiers performing training exercises on the beach during WWII - Miami Beach, Florida.
- <https://www.floridamemory.com/items/show/255585> Portrait of Curtis Peterson and Ethel Shultz at the Breakers hotel in Palm Beach, Florida.

Suggested Procedures:

1. Provide brief context on World War II:  
<https://www.loc.gov/rr/program/bib/ww2/ww2bib.html> (for teachers);  
[https://www.youtube.com/watch?v=rNgU\\_CRWnRU](https://www.youtube.com/watch?v=rNgU_CRWnRU); or  
<https://www.youtube.com/watch?v=KS40lAdqAVY> (for students)
2. Give each pair or team of students a set of photographs (one of each photo, per team):  
*Camp Blanding, Florida; Orange groves; Woman welding for the Saint Johns River Shipbuilding Company – Jacksonville, Florida; Practice at the beach of Camp Gordon Johnston; Soldiers performing training exercises on the beach during WWII - Miami Beach, Florida; and Portrait of Curtis Peterson and Ethel Shultz at the Breakers hotel in Palm Beach, Florida.*
3. Using the primary source analysis tool from LOC  
(<http://www.loc.gov/teachers/primary-source-analysis-tool/> -use the “any format” option), have the students respond to each section: observe, reflect, and question, for each photograph. Have them make a list for the observe section (written or verbally), but just one reflection and one question per photograph. (Remember that at the right-hand corner of each category, there is an oval speech bubble with a question mark. This is very helpful for both teacher and students.)

4. Using the attached organizer, have each student make a prediction, based on this question, for each photo: *What could this photo be showing us about Florida's role in WW II?* Make sure you don't give them the titles yet. Allow them an opportunity to complete this with a partner or team, but have each student complete the organizer for accountability. Also, let them know that although they are having discussions together, they can write their own answers (partner and team answers do not need to match.) Conversation is powerful, but so is encouraging their own thinking.
5. Have a few students share out with the whole group what their predictions were for each photograph. Then hand out the photograph titles. Have the students cut these out and place them next to the correlating photograph but remind them not to glue them until you give that instruction. After the titles have been placed by all students, share the appropriate answers and have the students glue them down.
6. Have the students revise or confirm their predictions. Some students may still have questions, especially with the oranges (provided fruit and money for WW II). Guide their understanding as needed. An excellent resource can be found here:  
<https://www.floridamemory.com/onlineclassroom/floridawwii/photos/>.
7. Have the students respond to the following prompt, in a detailed paragraph, using at least 3 pieces of evidence from the photographs: What was Florida's role in World War II?

Extensions:

- View additional resources related to Florida during World War II and create an essay:  
<https://www.floridamemory.com/onlineclassroom/floridawwii/photos/>.
- With teacher discretion (due to war content), investigate World War II further:  
<https://www.loc.gov/rr/program/bib/ww2/ww2bib.html>.
- Have further discussions on other ways Florida contributed to World War II, other than what the lesson photographs displayed.