

Ideas & Values: Nationalism, Freedom, Independence, Propaganda, Patriotism, Pride, Liberty, Civic Duty

Designed for 1st-2nd grade

Text: War Bonds Primary Source (7.10) – Ad Access

(http://www.learnnc.org/lp/editions/nchist-worldwar/5935)

Author: David Walbert

Publication Date: 1944/varies (WWII era)

**Paideia Seminar Plan**

The National Paideia Center

Phone: (919) 962-3128

Web: www.paideia.org

E-mail: info@paideia.org

**Process Steps**

**Seminar Steps**

Core Questions

(Analyze textual details.)

1. In the image of the single mother and children, what do you think the advertiser means by “I gave a man”?
2. What do you notice in the photograph of the individuals presenting a check? What kinds of people are represented (i.e. race, occupations, gender, age, etc)?
3. From the ads and photographs, who do you think would have participated in War Bonds? Please give specific examples.

Opening Question

(Identify main ideas from text.)

What word or phrase from the ads made you feel the most patriotic? (Round Robin Response)

- Why?

BEFORE SEMINAR = see script

What to Do

Describe ideal dialogue. Note purpose for this practice.

Review role of facilitator and expectations for participants (norms, goals, ground rules).

Make and take suggestions for group process goal. Reach consensus and display goal.

View list of personal participation goals. Individually select and record goal.

Who\*

T

T

T/S

S

Closing Question

(Personalize and apply ideas.)

How are these ads similar to an ad you might see today? How are they different?

AFTER SEMINAR = see script

Who\*

S

T/S

T/S

What to Do

Reflect on personal goal. Record self-assessment of performance.

Reflect on group process goal. Discuss/assess group dialogue.

Discuss group process goal of next seminar. Reach consensus. Make note for future reference.

\*T = Teacher, S = Students

**Content Steps**

AFTER SEMINAR

BEFORE SEMINAR

Who\*

T

T

S

S

S

S

S

Who\*

T

S

S

S

S

S

What to Do

Introductory Step

* *Provide background information on WWII era, war bonds, patriotism and how its role in advertisements.*
* *Identify ideas in ads.*

Inspectional Reading

* *Identify unfamiliar and important vocabulary.*
* *Have small groups analyze two ads each and have a group leader explain their findings to the whole class.*

Analytical Reading

* *Read for meaning, grasping big ideas.*
* *Begin to analyze details.*

What to Do

*Transition to design. Present task or question prompt. What if we needed war bonds today? Have students design an ad to convince other children to save their money for war bonds.*

*Support the generative process.*

*Plan.*

*Create.*

*Revise.*

*Praise.*

*Display.*

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| **Photographs** | **Seminar Common Core Standards** |
| ::african-americans-wwii-244_450.jpg  ::ww1647-63.jpg  ::W0168.jpg | 1.H.1 Understand that history tells a story of how people and  events changed society over time.  1.C.1 Understand the diversity of people in the local community.  - 1.C.1.2 Use literature to help people understand diverse cultures.  1.E.1 Understand basic economic  - 1.E.1.1 Summarize the various ways in which people earn and use money for goods and services.  - 1.E.1.3 Explain how supply and demand affects the choices families and communities make.  2.H.1 Understand how various sources provide information about the past.  - 2.H.1.1 Use timelines to show sequencing of events.  - 2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.  2.E.1 Understand basic economic concepts.  - 2.E.1.2 Explain the roles and impact producers and consumers have on the economy.  - 2.E.1.3 Summarize the concept of supply and demand.  2.E.1.5 Explain how money is used for saving, spending, borrowing and giving.  2.E.1.6 Summarize the role of financial institutions relative to savings.  2.C&G.2 Understand the roles and responsibilities of citizens.  - 2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens. |