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## Iowa and its Farming during World War II

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## Iowa and its Farming during World War II

Created by: Dennis Smeltzer, Pat Brown, and Carmen Nimmo

Bunger Middle School, Waterloo School District; School and District not available;

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Grade Level (Req.): 7th grade	Content Area (Req.): Human Geography, American History, Economics, English/Reading, Language Arts	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): 4 days (1 day for introduction, 1 day for practice with partner, 2 days for main activity)	Goal (Req.): To understand how major world events can influence even the smallest aspect.	
	Objective (Req.): Students will have an understanding of the impact of World War II on Iowa and farming. Students will identify the type of propaganda used (name calling, glittering generalities, plain folk, bandwagon, celebrity endorsement).	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• Computers</li> <li>• Flip Videos</li> <li>• Promethean</li> <li>• Examples of propaganda</li> <li>• Construction paper</li> <li>• Colored pencils, markers, pencils</li> <li>• Rulers, tape recorders</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What aspects of World War II would've had an impact on Iowa farming?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. The teacher will begin by introducing students to propaganda used during WWII as it related to life in Iowa. These may include the following: books, photos, video clips, or a speaker from the Grout Museum.</li> <li>2. The teacher will demonstrate an example on how one piece of propaganda reflected life in Iowa and impacted thinking in America.</li> <li>3. Next, students will turn to their partner and be given a piece of propaganda.</li> <li>4. They must first identify the propaganda used.</li> <li>5. Next, students will brainstorm how the propaganda reflected life in Iowa and impacted thinking in America.</li> <li>6. Finally, students would work to create a piece of propaganda. All propaganda must be related to life in Iowa during WWII.</li> <li>7. For each project, students must identify the technique used: Create a brochure, Design a magazine cover, Design a billboard, Create a newspaper ad, Make a short video commercial, Record a radio announcement.</li> <li>8.</li> </ol>		



<ul style="list-style-type: none"> <li>•</li> </ul>	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Place</li> <li>• Human-Environmental Interaction</li> <li>• Region</li> <li>•</li> </ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>21<sup>st</sup> Century Universal Constructs (Opt.): Creativity, Collaboration</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	