

(Image: The National WWII Museum, 2002.545.058_1.)

PICTURING THE LIBERATION & LEGACY OF WORLD WAR II

A VISUAL TIMELINE

GRADE LEVEL: 7-12 | TIME REQUIREMENT: 1 CLASS PERIOD

INTRODUCTION

Timelines are a useful tool for understanding series of related historical events. In this activity, students match a series of photos with their corresponding descriptions and arrange them in chronological order. This process allows students to develop a better understanding of the chronology of the end of World War II and to think critically about causal relationships between events. Students will also explore the process by which historians select ideas and evidence to create a historical narrative.

MATERIALS

- + The photographs, date strips, and caption strips are included as inserts in the published curriculum kit. These can also be printed from ww2classroom.org.
- + You may also need string and clothespins for this lesson.

OBJECTIVES

Students will construct a timeline in order to identify, discuss, and analyze the major events surrounding the end of World War II in Europe and the Pacific. They will also be able to identify the temporal structure of a timeline, assessing the degree to which some events are caused by others. Finally, students will reproduce the process by which historians select and prioritize events for inclusion in their narratives.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ONLINE RESOURCES

ww2classroom.org



The photographs, dates, and captions used in this lesson are available as printable cards online at ww2classroom.org.

NATIONAL STANDARDS FOR HISTORY

CONTENT ERA 8, STANDARD 3

The student understands the causes and course of World War II.

CONTENT ERA 9, STANDARD 1B

The student understands how the social changes of the postwar period affected various Americans.

CONTENT ERA 9, STANDARD 1C

The student understands how postwar science augmented the nation's economic strength, transformed daily life, and influenced the world economy.

HISTORICAL THINKING STANDARD 1

Students are able to identify the temporal structure of a historical narrative or story, to establish temporal order in constructing their own historical narratives, and to interpret data presented in timelines and create timelines by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.

HISTORICAL THINKING STANDARD 2

The student is able to draw upon visual sources, including photographs, to clarify, illustrate, or elaborate upon information presented in the historical narrative.

HISTORICAL THINKING STANDARD 3

The student is able to consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears, and is able to analyze cause-and-effect relationships.

PROCEDURES

1. There are several ways to implement this lesson, all of which involve various levels of matching photos, captions, and dates. Choose the method that works best with your students based on their skill and knowledge levels, or make up your own way. Regardless of which option you choose, start by having students write down everything they can tell about their photographs using the Liberation & Legacy in Photographs worksheet. Make sure students indicate whether their descriptions come from what they can see or from what they previously knew about World War II. Inform students that the descriptive captions do not always describe the actual photographs, but refer to a historic event from the end of World War II.
2. Choose from one of the options below:
 - Option 1:** Give each student or pair of students a random photograph to study. Next, in chronological order, read aloud each caption and have the student with the matching photograph bring it to the front of the class and tape it to the wall or clip it to a string with a clothespin. You can then affix the dates and captions to each picture for the class to review.
 - Option 2:** With groups of five students, randomly divide the photos, captions, and dates among the groups. Have each group match their photos, captions, and dates. Then have all the groups work together to create the full timeline of photos. Each group can explain how they were able to match their photos to captions and dates.
 - Option 3:** Give each student one photo, one date, and one caption that do not match. Then let them try to find their matching partners in order to complete the full timeline as a class. This exercise will require good teamwork and communication.
3. Once students have completed their timelines using the full set of photos, dates, and captions, review the events of the war from beginning to end on the timeline, allowing students to explain each event and the corresponding photo.

TEACHER

4. Explain that historians cannot possibly capture every relevant event or perspective when writing about a broad subject like World War II. Instead, they must select the evidence, perspectives, and events that they believe will provide the reader with the best possible understanding of their topic. You might point out that the students' textbooks do not include every single event from history, but rather a strategic selection of events. Inform students that they too must now be selective in crafting their own narrative about World War II using their timelines. Have each student (or group) select 10 events from the timeline with which to tell the story of the end and aftermath of World War II. Have students reflect briefly (orally or in writing) about which events they selected and why. If time permits, you may want to repeat this step with five events, or even three.
5. Have students share their reflections in order to spark a discussion about the challenges historians face when deciding which facts to include and/or emphasize when crafting historical narratives.

ASSESSMENT

You will be able to assess students based on the accuracy of their photo matching and the quality of their written descriptions. You can also quiz them on the chronology following the activity.

EXTENSION/ENRICHMENT

- Have students write alternate, longer captions for each photo.
- Have students brainstorm individually or as a class the five, 10, or 20 additional dates/events from the end of World War II they would add to the timeline, and have them conduct research to locate appropriate photos to match.
- Have students research one event in greater depth in order to either write a research paper or create a class presentation.
- Have students create a timeline about one topic from the Liberation & Legacy of World War II.

LIBERATION & LEGACY IN PHOTOGRAPHS

Directions: Take a close look at your photograph. Pay attention to details. Write down what you see. Indicate if what you write about your photograph comes from what you see, what you already know about World War II, or both.

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