PRISONERS OF WAR (POWs)

Suggested Unit Flow:

Introduction
   Lesson 1 Prisoner of War Brainstorm

Core Lessons
   Lesson 2 Where in the War
   Lesson 3 What They Endured
   Lesson 4 Prisoners of Conscience

Summative Assessments
   Lesson 5 Win an Oscar
   Lesson 6 Veteran’s scrapbook
Veterans History Project Lesson Plan

Title: Prisoners of War Brainstorm

Subject: POWs, Second World War

Contact Information: Michael Sturges, msturges@ctreg14.org

State Standards: 1, 2, 3, 4, 8, 9
National Standards: III, IV, V, VI, IX

Grade Level: 10-11

Time Duration: 1 (45 minute) class period

Overview: Prisoners of war represent a unique population of people. This introductory lesson plan is designed to introduce the contradictory concepts of what a soldier is and what a prisoner is.

Objective(s): To explore the concept of Prisoners of War through a discussion/debate.

- Content Objective(s) To measure the prior knowledge of students regarding the concept of a prisoner of war

- Skills Objectives(s) Synthesizing information

Materials: chalkboard/whiteboard

Activities and Procedures:

1.) Begin on a chalk/whiteboard and write only the word “Prison”. Allow the class a few minutes to list as many words as possible which define the concept of a prison for them and who ends up in them. Suggestions: inmate, criminal, evil-doer, bad-guys

2.) Repeat the first step with the word “Military” Suggestions: fighters, warriors, brave people, heroes, protectors
3.) Now ask the class to blend as many of these as possible into a single category labeled Prisoners of War. Ask them to contrast prisoners of war to prisoners during peacetime. Use the suggested guide questions to provoke responses. What rights are awarded each group of prisoners? Who is better treated? What types of people end up in each group? How can someone be heroic for doing time in a prison?

Evaluation: These concepts should appear in later parts of the unit

Conclusions: That the concept of a prisoner of war represent a paradox between being a soldier, who usually embodies authority, heroics, and pride, and being a prisoner, who are most often criminals. It also highlights the special circumstances created by war with regards to morality and justice.

Extra Credit: Ask students to repeat the above lesson on their own using the words “war” and “peace”
Veterans History Project Lesson Plan

Title: Where in the War is…

Subject: Second World War

Contact Information: msturges@ctreg14.org

State Standards: 1, 2, 3, 4, 8, 9

National Standards: III, IV, V, VI, IX

Grade Level: 10-11

Time Duration: 3-5 days (45 minute classes)

Overview: This lesson combines history with geography in order to incorporate the spatial and chronological dimensions of the real life experiences of CT veterans.

Objective(s):

Content Objective(s): Students will demonstrate a knowledge of the Second World War soldier’s experience, as well as world geography

Skills Objectives(s): Chronological and Geographic thinking

Materials: Computers with internet access, large classroom map or LCD projector, simple art supplies

Activities and Procedures:

1.) Each student/group should choose or be assigned a single veteran from the VHP database.

2.) Allow Students to create a chronology of their veteran’s time in the Second World War noting the places each veteran served and where their service took them throughout the war. Students should begin at enlistment and continue through until discharge.

3.) Students should then use the timelines they created to plot the movement over time of their veteran across the globe. It is
recommended that students also use a mapping website such as Google maps to locate places described by the veterans.

4.) The specifics of the final presentation are variable depending on student’s ability levels, teacher goals, and time constraints. It is suggested that the chronologies combine elements of a map and a timeline.

Examples:   -Using string and tape, have each student/group present the history of their veteran’s service by taping string to a large classroom map of Europe/The Pacific to represent the movements their veteran was a part of during the war.
            -Students can create a map using a mapping website (such as Google Maps) and superimpose the path followed by their veteran using a graphic program or Paint (computer program).
Veterans History Project Lesson Plan

Title: What They Endured

Subject: Second World War, POWs

Contact Information: msturges@ctreg14.org

State Standards: 1, 2, 3, 4, 8, 9

National Standards: III, IV, V, VI, IX

Grade Level: 10-11

Time Duration: 2-3 days (45 minute classes)

Overview: This lesson involves learning the story of one prisoner of war in depth and then using the help of class mates to determine what is a typical POW experience.

Objective(s):

Content Objective(s) Students will demonstrate an understanding of the experiences of POWs during the Second World War

Skills Objectives(s) Students will demonstrate the ability to compare and contrast, and use oral history

Materials: Computers with internet access, POW History sheets (See attached)

Activities and Procedures:

1.) Divide the class into three groups of equal size. These groups should each be assigned one of the following veterans, Richard Andrews, Robert Romano, and Steven Stupak.

2.) Students are to complete the POW History for their assigned veteran. The POW Histories are divided into several sections which can be divided among the groups. With groups of 7 or more students should be able to complete the entire history in a day, perhaps with a small amount of class time to combine their respective efforts after they have
collected information from the VHP interviews and share them with their group mates.

3.) Once the contributions of each member have been combined into a complete POW History, ask the three large groups to divide themselves into three smaller groups and join with portions of the other two groups. This should result in three new large groups comprised of remnants of all the previous groups, with copies of all three completed POW Histories.

4.) Ask the Students to compare the experiences of all three veterans and come up with a list of common experiences shared by all three. Once each group has completed this task they should share them as a class to come to a conclusion about the commonalities of the Second World War prisoner of war experience.

Extra Credit: Compare the class list of a common POW experience to the original POW History your group created. Is your veteran’s experience typical? How does it differ?
POW History of _______________________________

Section 1 Vital Stats
Date of Birth_______________
Town of Origin______________________
Date of Entry into the Military_____________ Age of induction______________
Age at discharge_______________ Profession after the war_______________
Place of imprisonment_____________ Duration of imprisonment__________
Location of imprisonment_____________

Section 2 Experiences with the US army
Description: What attitudes towards the US army are evident in your veteran’s interview? How were they treated by the US government/military? Collect quotes to back up your conclusions.

Section 3 Experiences and attitudes regarding enemy soldiers/guards
What did your veteran see of the enemy during the war? What combat experiences did you veteran have? How were they captured? What were their interactions with enemy guards/civilians? Collect quotes to back up your conclusions.
Section 4 Emotional impact of service/imprisonment
How did the war affect the veteran emotionally? What feelings were brought up remembering the events of the war? What feelings do you believe the veteran had as he went through the war? Collect quotes to back up your conclusions.

Section 5 coping and survival strategies
How did the veteran survive the war? How was he able to endure the prison camp? What treatments were received after the war? Were there any lifelong injuries sustained? Collect quotes to back up your conclusions.
Title: Prisoners of Conscience

Subject: Second World War, Conscientious Objectors, POWs

Contact Information:

State Standards: 1, 2, 3, 4, 8, 9
National Standards: III, IV, V, VI, IX
Grade Level: 10-11
Time Duration: 1-2 days (45 minute periods)

Overview: Not all people imprisoned because of their position during the war were captured by the enemy army. Some US citizens who refused to cooperate with the draft were imprisoned by the US government.

Objective(s):

Content Objective(s)

1.) Students will demonstrate an understanding of the attitudes prevalent on the US Home front during WWII.

2.) Students will demonstrate an ability to discuss the merits of opposing viewpoints on the questions of duty during wartime.

Skills Objectives(s)

1.) Reading comprehension
2.) Argument support
3.) Compare and contrast

Materials: “Reflections on Machismo; John H Abbott” handout (teacher should prepare enough copies for class)
Activities and Procedures:

1.) Write the question “Was John H Abbott a Prisoner of War?”
2.) Hand out the reading “Reflections on Machismo; John H Abbott” to the students and allow adequate time for them to read through the document (20-30 minutes).
3.) Once the students have finished reading, you may begin to address the main discussion question right away or use the following guide questions to initiate a class discussion
   A.) Do you feel that Abbott was a coward for his actions?
   B.) Can you understand the reactions of people when they found out about Abbott’s position on the war?
   C.) What experiences did Abbott have that are similar to ones you have come across in the VHP database? See Stupak, Andrews, Romano
   D.) Can we use Abbott’s experience to help define exactly what a POW is? Does he modify your current understanding of POWs?

Evaluation: Students should be able to utilize the classroom discussion to compare and contrast the Abbott case to any of the three listed above (Stupak, Andrews, Romano)

Conclusions: Following one’s conscience, especially when it forces you to take an unpopular position, can have serious consequences

Extra Credit: Write a letter of support or condemnation to Abbot from one of the VHP veterans while he was in solitary confinement, use specific details from the experiences of both inmates.
Title: Win an Oscar

Subject: Second World War

Contact Information: msturges@ctreg14.org

State Standards: 1, 2, 3, 4, 8, 9

National Standards: III, IV, V, VI, IX

Grade Level: 10-11

Time Duration: 3-5 days (45 minute classes)

Overview: The purpose of this lesson is to study the WWII POW experience by synthesizing at least three different real life accounts into one composite fictional movie character, whose experiences are based on various real life experiences of POWs.

Objective(s):

Content Objective(s) Students will demonstrate knowledge of the soldier’s perspective on the Second World War.

Skills Objectives(s) Using Oral History, Chronological thinking

Materials:

Activities and Procedures:

Initiation/Introduction. Ask students to list their favorite war movies, use this as an opportunity to point out that most war movies rely on real life accounts to lend authenticity to the movies characters, settings, and script. Students will be recreating this process using the VHP database.

1.) Students should be given access to The VHP database and given 1-2 class periods to view and take notes on several different POW interviews. It is suggested that small groups divide viewing
interviews and documents among themselves to maximize the number of veterans each group becomes familiar with. Students should be reminded that they are responsible for keeping track of what experience they decide to use in their scripts and which veteran it comes from.

2.) Once data has been collected from the VHP database, students should be given time to collaborate on choosing different experiences to incorporate into the scripts they will create, and on synthesizing these experiences into on cohesive narrative in the form of a simple movie script. The final product can be modified to meet different student ability levels or curricular needs.

Suggestions for projects:
1.) As a writing assignment; Small groups produce a summary of a film’s plot incorporating 8-12 different scenes (see included sheet “Setting the Scene”), footnoting where they got the idea for each scene.
2.) As a verbal or multimedia presentation, Students can create a character based on the VHP veterans and “pitch” the characters to famous actors who they are trying to cast for the various roles. Student would present various promotional materials based on their “movie” like a film trailer, posters, merchandise, etc…

Evaluation: See attached rubric
*Note on assessment, the included rubric can be modified for either approach. It is suggested that the requirements for careful notation, and the amount of information drawn from the VHP database, be central to assessing the final product.
Win an Oscar

Student Name: ____________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot</td>
<td>The plot of the film shows abundant incorporation of elements of VHP veteran oral histories</td>
<td>The plot of the film shows adequate inclusion of VHP veteran oral histories</td>
<td>The plot of the film has few elements from VHP veteran oral histories</td>
<td>The Plot of the film has no elements of VHP veteran oral histories</td>
</tr>
<tr>
<td>Citation</td>
<td>Each plot point that is taken from a VHP veteran oral history is clearly cited.</td>
<td>Nearly all references to VHP oral histories are clearly cited. Some may be cited inaccurately.</td>
<td>Many references left uncited or cited poorly.</td>
<td>No references properly cited.</td>
</tr>
</tbody>
</table>
Veterans History Project Lesson Plan

Title: Veteran’s Scrapbook

Subject: Second World War, Prisoners of War

Contact Information: msturges@ctreg14.org

State Standards: 1, 2, 3, 4, 8, 9

National Standards: III, IV, V, VI, IX

Grade Level: 10-11

Time Duration: 3-5 days

Overview: Students will demonstrate their familiarity with the materials and topics covered in the unit by creating a scrapbook based on the experiences of one VHP veteran.

Objective(s):

Content Objective(s) The students will demonstrate an understanding of the Second World War, the Prisoner of War experience, and the US home front.

Skills Objectives(s) Students will demonstrate the ability to draw on diverse sources (oral history, primary source documents, photographs) to create an accurate and coherent narrative which tells the story of a WWII veteran from the VHP database.

Materials: Computers with internet access, art supplies.

Activities and Procedures:

Using the VHP materials and independent research, students will follow the story of one of the veterans in the project and produce a scrap book which includes representations of various events which the veteran experienced. The following steps are recommended for the project;
1.) **Choosing a Veteran** There are dozens to choose from with a large variety of experiences so there is something for everyone even in large classes. It is recommended that the teacher prescreen the choices because some veterans have more materials available than others. Please see the list of suggested veterans for individual projects.

2.) **Research** Computer/internet access required. Introduce CCSU’s VHP website to the students. Students should have time to view and take notes on entire interviews, which can range from 30-60 minutes. Please see the included study and research guide which your students may find helpful in outlining their scrapbooks, citing sources, and establishing a chronology.

3.) **Creating the Scrapbook** Scrapbook entries can vary wildly and be modified in whatever way suits your instructional needs and the skill levels of your students. Suggestions include journal entries, postcards to or from home, illustrations, photographs, artifacts, maps, and documents. It is suggested that some variety be required in the entries.

4.) **Presenting the Final Product** Suggested formats for the presentation of these scrapbooks include a poster, small bound booklet, or PowerPoint presentation. Please see enclosed rubric for a suggested assessment strategy.

5.) **Reflection** Using the stories of real people and acting as historians will likely provoke many valuable insights from your students. It is recommended that a short period of time be reserved after the project is completed to allow students to reflect. They may question each other, share what they found interesting, and make connections to today. Potential discussion questions include; “What questions might your grandkids have for you in 70 years? How will you answer them? What will we lose as a people when the last WWII veterans pass away? What is the difference between History and Memory?

Notes on differentiation: The study guide which follows can easily be scaled back or expanded depending on your time constraints or student abilities. Feel free to modify it to suit your needs.
Directions: Use the following guide to help you collect evidence from the records you encounter while researching.

How to Use this Guide: Each entry you make in your scrapbook must be supported in the historical record. This may include documents, photos, letters, or oral histories. Each section includes three parts. Part 1 is the citation information in which you tell your audience where you got your information. Part 2 is where you record the raw data you found (this could be quotes, aspect of a photo, part of a document etc…). Part 3 is where you note how you plan on using this data as evidence, and establish where in time your evidence fits.

How to cite recorded interviews online

Name of interviewee, name of the interviewer, date and place of interview, where the transcribed or audio/visual recording of the interview can be found, when the interview was accessed by you


Evidence 1

Part 1; Source
________________________________________
________________________________________
________________________________________

Part 2; Raw Data
________________________________________
________________________________________
________________________________________

Part 3; Evidence
When ____________________________________
Where ____________________________________
What this tells me __________________________
Evidence 2

Part 1; Source
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Part 2; Raw Data
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Part 3; Evidence
When_________________________________________
Where_________________________________________
What this tells me _________________________________________________________
____________________________________________________________________________

Evidence 3

Part 1; Source
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Part 2; Raw Data
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Part 3; Evidence
When_________________________________________
Where_________________________________________
What this tells me _________________________________________________________
____________________________________________________________________________
Evidence 4

Part 1; Source
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Part 2; Raw Data
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Part 3; Evidence
When______________________________________
Where______________________________________
What this tells me __________________________________________
________________________________________________________________________

Evidence 5

Part 1; Source
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Part 2; Raw Data
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Part 3; Evidence
When______________________________________
Where______________________________________
What this tells me __________________________________________
________________________________________________________________________