

TEACHING AMERICAN HISTORY PROJECT

What Makes a Generation Great? From Jason McGarry

Grade: 11-12

Length of class period: 72 Minutes

Inquiry:

What defined the World War II Generation?

Objectives:

Students will be able to compare and contrast the different roles that people contributed during World War II. In groups they will work collectively to debate and assess the impact of the Depression, the War, and present day events and how it defines their character and values.

Materials:

Students will use “The Greatest Generation” by Tom Brokaw, and primary documents of Oral History.

Activities:

Homework the night before: Students will be assigned to read different primary accounts from “The Greatest Generation.” They will bring with them the worksheet homework that assessed their understanding of the document and what the author believed to class the next day.

Day of the Activity:

Students will be asked the question, “What Makes a Generation Great?” After 5-7 minutes of discussion. The teacher will put on the board or overhead a bubble diagram for the initiation.

Students will read an Oral History interview of any person of the World War II generation. After reading the interview they will write down what defines the beliefs and values of the person and compare it to their own.

Students will then be paired in groups based on their individual abilities with the same oral history account. Then they will discuss as a group how the beliefs and values of this person and their own reflection of what people today believe and value with events in history.

During the last ten minutes student will reflect verbally on the changes between World War II’s generation and their own generation’s definition of the individual’s role in society.

How will you assess what student learned during this lesson?

Students will be individually and group assessed via their written and verbal responses. These responses will demonstrate their understanding of peoples’ experiences before and during the war and how it shaped their character and priorities.

Connecticut Framework Performance Standards

- Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past.

Display empathy for people who have lived in the past; and

- Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.