

## **STATION 1 (ACQUIRE, APPLY, AND EVALUATE EVIDENCE): PAINTING A PICTURE**

On your Painting a Picture handout, you will find different propaganda posters used during WWII. Using the handout, you will examine and discuss each poster as a group and answer:

### **What impact does this poster have on the homefront during WWII?**

- Observations: Record what you see in the propaganda poster. What stands out to you? This can be done in bullet points.
- Inferences: Based on your observations, summarize your conclusions in a complete sentence.

## **STATION 2 (READ CRITICALLY & INTERPRET INFORMATION SOURCES): HISTORICAL MINGLE**

Read the information about your historical character.

In this station, begin by selecting a character card to roleplay. As you mingle around the table, introduce yourself while assuming the point of view of your character. Use the information from your discussion to help you answer:

### **How did each character support the war?**

### **STATION 3 (ENGAGE IN EVIDENCE-BASED WRITING): CLAIM, EVIDENCE, REASONING**

Use the maps and text to answer:

#### **How did the Great Migration impact wartime efforts?**

First, develop a claim (i.e., argument) to answer the question. Then, find evidence from the text and map to support your claim. Finally, write your reasoning (which acts as a conclusion) to explain how the evidence supports your claim.

### **STATION 4 (READ CRITICALLY AND ACQUIRE, APPLY, AND EVALUATE, EVIDENCE): H.I.P.P.**

At this station, your group's first task is to read the **"WomanPower"** document and examine its meaning. As a group, discuss and answer the following H.I.P.P set of questions:

1. **H** for **Historical context**: What events were occurring during the document's creation?
2. **I** for **Intended audience**: Whom is the author addressing in the document?
3. **P** for **Point of view**: What is the author's perspective? What role in society did the author have?
4. **P** for **Purpose**: What was the author(s) trying to accomplish with the document?