

DR. SEUSS GOES TO WAR

Grade level	Duration	Subject Area
9-12	45-90 minutes, adjustable	English Language Arts/Social studies

Teaching Strategies	Materials/Equipment:	Vocabulary
Whole group instruction	Examples of primary & secondary sources	Primary Source: (<i>n</i>) pertaining to or being a firsthand account, original data, etc.
Small group	Dr. Seuss Goes to War image collection & analysis worksheets	Secondary Source: (<i>n</i>) pertaining to or being derived from original data.
Think-Pair-Share	<i>Life of Dr. Seuss</i> PowerPoint	Isolationism: (<i>n</i>) a policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries.
	Blank paper & colored pencils	
	Timeline on board	

Introduction to Lesson:

1. Teacher will introduce him/herself and give a brief introduction to the Museum.
2. Ask students the first higher-order thinking question. Students will then look at examples of both sources. As a class, they will determine which sources are primary and which are secondary. Now, the teacher will ask the second higher-order thinking question.
3. Next, the teacher will explain that the political cartoons are secondary sources because they are replicated from the original images. Even with a secondary source like a political cartoon, a historian can make inferences about the time period he/she is studying.

Higher-Order Thinking Questions:

1. How is a primary source different from a secondary source?
2. Why might a historian prefer to use a primary source, rather than a secondary source?
3. What do you think the political cartoon says about the time period (globally)?
4. What do you think the image says about American culture during the time period?
5. What do you think drove Dr. Seuss to make such oppositional political cartoons during World War II?

Differentiation Strategies:

For ESOL students, higher-order thinking questions may be written on the board and also be available in the native language.

Instruction:

1. The teacher will break students up into pairs (groups of 3 are fine). Each pair will receive a *Dr. Seuss Goes to War* image to analyze. Each image will have a worksheet where students can record their findings. This should take about 10 minutes.
2. Next, the teacher will combine pairs to make groups of 4 students. The teacher will present the higher-order thinking question to the whole class. Each pair will present their findings about their analyzed image. Students must make sure to address the higher-order thinking question in their groups. Students will have about 5-10 minutes to do so.
3. After the think-pair-share session, the class will come back together and briefly discuss each image.

Higher-Order Thinking Question:

1. What do you think the political cartoon says about the time period (globally)?
2. What do you think the image says about American culture during the time period?

Differentiation Strategies:

ESOL: If necessary, higher-order thinking questions can be written on the board in English and the native language.

Guided-Practice:

1. Now that the students have analyzed political cartoons, the teacher will present a 10-minute lesson on the life of Dr. Seuss via the PowerPoint.
2. Discuss the higher-order thinking questions with the class.

Higher-Order Thinking Question:

1. What do you think drove Dr. Seuss to make such oppositional political cartoons during World War II?
2. What other observations about Dr. Seuss' life do they think contributed to the satirical nature of his cartoons?

Differentiation Strategies:

ESOL: If necessary, higher-order thinking questions can be written on the board in English and the native language.

Closure/Review:

1. Finally, each pair will be asked to bring their political cartoon to the board and place it in the correct spot on the timeline. This will help students have a visual representation of when Dr. Seuss created each image and what was occurring during the war at the time.

Assessment:

1. Student now use their political cartoon knowledge to draw their own. Each student may draw a political cartoon using one of the following subjects:
 - Students running for student council
 - Cafeteria food
 - PE activities
 - Yearbook activities
2. If students have another idea that they'd like to use, they must ask a teacher. Students may not draw images of current political issues.

Review Questions (if applicable):

1. Why might a historian prefer a primary source, rather than a secondary source?
2. How have Dr. Seuss' political cartoons helped us grasp the political environment of the United States before and during World War II?

Florida Standards (ELA):

LAFS.K12.L.3.4, LAFS.K12.SL.1.1 LAFS.910.RH.1.2, LAFS.910.RH.2.4, LAFS.910.RI.2.4, LAFS.910.RI.2.6, LAFS.910.RL.3.9, LAFS.910.RST.2.4, LAFS.910.SL.1.1, LAFS.910.SL.1.2, LAFS.910.SL.2.4, LAFS.910.WHST.2.4 LAFS.1112.RH.1.2, LAFS.1112.RH.2.6, LAFS.1112.RH.3.8, LAFS.1112.RL.1.3, LAFS.1112.RL.2.6, LAFS.1112.SL.1.1, LAFS.1112.SL.2.4, LAFS.1112.W.2.4, LAFS.1112.WHST.2.4

Florida Standards (SS):

SS.912.A.1.2, SS.912.A.1.3, SS.912.A.1.4, SS.912.A.6.1, SS.912.A.6.2, SS.912.A.6.5, SS.912.A.7.12, SS.912.S.3.3, SS.912.W.7.9

Anchor Standards (ELA):

LAFS.K12.SL.1.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Anchor Standards (SS):

SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.S.3.3: Examine and analyze various points of view relating to historical and current events.

Learning Objectives (address anchor standards):

(LAFS.K12.SL.1.1) I can participate in conversations with partners, build on their ideas, and effectively express my own ideas.

(LAFS.910.RH.1.2/:AFS.1112.RH.1.2) I can determine the central idea of both primary and secondary sources and explain how key ideas develop.

(LAFS.1112.RL.2.6) I can analyze the political cartoons and explain how the author's point of view differs from that of the image itself.

(SS912.A.1.2) I can use primary and secondary sources to identify key details about a time period.

(SS.912.S.3.3) I can analyze many points of view relating to historical events.