

UofSC TPS Project	
Continuity and Change from the Double V Campaign	
School: Powdersville HS	Author(s): Leslie Martin
Course: US History and the Constitution	Grade Level(s): 11th
Length of Class: 90 minutes Total Time: 2 class periods	Number of Students: 20-30
	
Lesson Title:	Continuity and Change from the Double V Campaign
Overview:	This lesson has students examining primary sources in order to investigate the connections between WWII and the modern civil rights movement. It starts by reviewing the discrimination and violence facing African Americans in the US during the early 20th century as well as the anti-semitism of the Nazis and America's involvement in WWII. This is done through an image analysis routine. It then has students define the Double V campaign and examine its impact through the case of Isaac Woodard by reading several newspaper articles and other primary sources. Students will synthesize their understanding through short, text-based writing assignments.
Learning Objective:	Students will be able to describe continuities and changes in the quest for racial justice brought about by WWII and the Double V Campaign during the 1940s and 1950s.
SC Social Studies College and Career-Ready Standards:	<p>USHC.4.CC Examine the continuity and changes on the U.S. homefront surrounding World War I and World War II.</p> <p>USHC.4.CC Examine the continuity and changes on the U.S. homefront surrounding World War I and World War II.</p>

Essential Question:	How can groups and individuals shape public opinion to promote equality?
Supporting Question(s):	<p>How were WWII and the modern civil rights movement related?</p> <p>How did civil rights activists use events from WWII to promote equality in America?</p> <p>What changed as a result of the Double V campaign?</p>
Digital Primary and Secondary Sources:	<p>(1928) Photograph of a man lynched in Florida sometime during the latter part of February or the first of March, 1928. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/95517164/.</p> <p>(1949) The Civil Rights Map of America. Printed map. New York: Oceana Publications, 1949. Geography and Map Division, Library of Congress (076.00.00), https://www.loc.gov/exhibits/civil-rights-act/images/cr0076_enlarge.jpg</p> <p>KKK group with children copy. , None. [Between 1912 and 1930] [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2016822905/.</p> <p>The Nome nugget. [volume] (Nome, Alaska), 07 June 1944. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress. https://chroniclingamerica.loc.gov/lccn/sn84020662/1944-06-07/ed-1/seq-1/</p> <p>United States Holocaust Memorial Museum. (n.d.). Page from the poisonous mushroom. United States holocaust memorial museum. Retrieved November 28, 2021, from https://encyclopedia.ushmm.org/content/en/photo/page-from-the-poisonous-mushroom.</p> <p>United States Holocaust Memorial Museum. (n.d.). Survivors from Buchenwald. United States holocaust memorial museum. Retrieved November 28, 2021, from https://encyclopedia.ushmm.org/content/en/photo/survivors-of-buchenwald</p> <p>United States Holocaust Memorial Museum. (n.d.). Uniformed SA men parade down a city street in Duisburg during a Nazi rally. United States holocaust memorial museum. Retrieved November 28, 2021, from https://collections.ushmm.org/search/catalog/pa1182379.</p> <p>Elton, C. F. (1944). Come, let us take counsel together [Poster]. Library of Congress. Retrieved from https://www.loc.gov/pictures/item/2010648420/</p> <p>Thompson, J. G. (1942, January 31). Should I sacrifice to live half American? <i>The Pittsburgh Courier</i>. Retrieved from https://perspectives.ushmm.org/item/should-i-sacrifice-to-live-half-american</p> <p>DeBisse, J. (1946). Head-and-shoulders portrait of World War II veteran Isaac Woodard</p>

with eyes swollen shut from aggravated assault and blinding. United States, 1946. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2001695633/>.

American Experience. (2021). *The blinding of Isaac Woodard: Chapter 1* [video]. Retrieved from <https://www.pbs.org/video/chapter-1-blinding-isaac-woodard/>

Pacific army vet's eyes gouged out by police in Georgia atrocity. (1946, July 19). *St. Paul Recorder*, v.XI(52), p. 1. Retrieved from <https://chroniclingamerica.loc.gov/lccn/sn83016804/1946-07-19/ed-1/seq-1/>

\$1,000 reward for Carolina gougers. (1946, August 3). *Hartford Chronicle*, p. 8. Retrieved from <https://chroniclingamerica.loc.gov/lccn/sn92051342/1946-08-03/ed-1/seq-8/>

Woodard attacker Shull acquitted in federal court. (1946, Nov. 16). *The Omaha Guide*, p. 1. Retrieved from <https://chroniclingamerica.loc.gov/lccn/sn93062828/1946-11-16/ed-1/seq-1/>

Executive Order 9980. (1948). [Typed document] NAACP Records, Manuscript Division, Library of Congress (072.00.00) Retrieved from www.loc.gov/exhibits/civil-rights-act/world-war-ii-and-post-war.html#obj072

Library of Congress. (n.d.). *Primary source analysis tool*. <https://www.loc.gov/item/2016822905/>

- Required Classroom Materials:**
- Student devices to access the internet -or- printer access to print document handouts
 - Online word cloud generator -or- sticky notes and chart paper
 - Equipment to show an online video (student devices, teacher computer and projector, etc)
 - Notebook paper
 - Chart paper or whiteboard space and appropriate markers

Classroom Environment: Students should be able to examine documents side by side with a partner. The teacher could have desks in pairs, or she/he could designate pairs that pull desks together during partner work and then separate again.

Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.

20%	Independent reading	25%	Partner work	%	{Add your own}
10%	Independent writing	%	Group work	%	{Add your own}
20%	Direct Instruction by teacher	%	{Add your own }	%	{Add your own}
25%	Engaging in whole group discussion	%	{Add your own}	%	{Add your own}

Lesson Sequence/Procedures	
Estimated Time Needed (90 minutes = full class period)	Detailed Description of Teaching and Learning
25 minutes	<p>Introduce the lesson objective and essential question. Then tell students they need to reactivate some prior knowledge in order to proceed.</p> <p>Activation of Prior Knowledge Part 1: The Challenges Facing African Americans</p> <p>In pairs, have students examine the following primary sources: A photograph of a 1928 lynching*, a civil rights map of America, and an image of a KKK rally. These can be linked online via the class LMS or given as print-outs.</p> <p>To examine the sources, have students follow this LOC resource by listing several things they observe in the picture, a few things they believe to be happening through reflecting on what they see, and one or two questions they have as a result of analyzing the source.</p> <p>Once they are finished with these sources, have them generate three words from each source that answer the question: What challenges did African Americans face in the early 20th century? Students can either enter their words in a word cloud generator set up online by the teacher or on sticky notes that they then post together in one place.</p> <p>As a class, review the “word cloud” and briefly discuss what they saw in the images. The teacher may want to add additional details if students failed to pick up on important concepts.</p> <p>*This image was picked for two reasons. First, it is large enough to see what is happening but not so detailed that viewing it becomes voyeuristic. Also, the additional details provided by the Library of Congress can be used as part of the analysis, especially the title and the notes section.</p>
20 minutes	<p>Activation of Prior Knowledge Part 2: The Nazis and World War II</p> <p>Repeat the same process as described above for the following sources: a newspaper from D-Day, an illustration from a Nazi propaganda text, an image of holocaust survivors, and an image of a Nazi rally.</p>

30 minutes	<p>Ask students to consider what connections might exist between the two topics you just reviewed. Have them jot down their ideas. Then show them the NAACP meeting poster. Work through the Library of Congress image analysis together as a class. Have students revisit their answer from the previous question and add to or modify their answer if necessary.</p> <p>At this point the teacher has a choice as to how to instruct students about the Double V campaign. He/she could give direct instruction, have students read James G. Thompson's letter and define the campaign for themselves, or some combination of the two. The letter and information about its impact can be found here. This decision should be based on the learning level and needs of the students.</p>
15 minutes	<p>To finish off this portion of the lesson, ask students to individually answer the following questions:</p> <p>What connection existed between WWII and the modern civil rights movement? How does the Double V campaign help show us that connection?</p> <p>Collect student responses to assess their understanding of these concepts.</p>
15 minutes	<p>To start out the next portion of this lesson and introduce the story of Isaac Woodard, have students complete an image analysis on this picture of Isaac Woodard after the police attack. After a brief discussion of their ideas, show them a short video that covers the basics of the event, such as this one from American Experience.</p>
30 minutes	<p>Explain to students that they are going to look for examples of the Double V campaign in the Isaac Woodard case through two newspaper articles that covered the event. You could either have students make a chart to record their information from the articles or create a handout for them.</p> <p>First, have students access this article from the St. Paul Recorder (located on the right side of the front page) by linking to it online or by giving them a printed copy. Depending on students' needs, you may wish to read the first article out loud and model for students your thinking as you come across information that relates to the Double V campaign. Some points to mention could include the first line where the author indicates this is just one of many attacks on black veterans, the mention of the Nazis in the 3rd paragraph, etc. Either as you read and model or on their own, have students jot down information that links this article to the Double V campaign.</p> <p>Then, have students do the same with this article from the Hartford Chronicle (next to fur coat ad).</p> <p>When they have collected their information, ask them to respond to the following question with evidence from the texts:</p>

	<ul style="list-style-type: none"> - How did journalists use references to the Nazis and WWII to gain sympathy for Woodard and the larger cause of civil rights? - Do you think this was an effective tactic? Why or why not?
30 minutes	<p>Explain to students that they are now going to be looking for evidence of change or continuity resulting from the Double V campaign. Have them make or give them a T-chart with continuity on one side and change on the other.</p> <p>Have students read this article from the Omaha Guide* and the first four paragraphs from Executive Order 9980.</p> <p>Depending on the needs of the students they could either read and analyze the sources in pairs or individually.</p> <p>*You may wish to help students process the implications of the comments reported on in the last paragraph. Some students may need help seeing how this is evidence of Southern resistance to change and their refusal to believe a black man would have the right or the courage to stand up for himself (and also how Woodard's boldness could be seen as a change due to the Double V campaign).</p>
15 minutes	<p>Finally, ask students to respond in writing to the following prompt. Be sure to have them support their arguments with evidence from the four texts. Other writing requirements should be based on the needs of the students/class.</p> <ul style="list-style-type: none"> - Based on the case of Isaac Woodard we've looked at today, what changes did the Double V campaign bring to America? What stayed the same despite the campaign?
Opportunities for extension.	The teacher could choose to extend this topic through a larger, summative assignment. This could involve writing a longer essay about the Double V campaign or conducting further research into connecting events in the 1950s, such as the work of Judge Julius Waties Waring.

Homework for Tomorrow

See extension opportunities listed above for suggestions.

Assessments

Formative Assessment Opportunities:

- Teachers should be using student responses to classroom discussions and activities such as the word clouds and the reading charts to give immediate feedback and correction to student understanding of the primary sources.
- At the end of the first part of the lesson, the two reflective questions are meant to give the teacher information on students' comprehension of the connection between WWII and the Civil Rights

movement as well as the definition of the Double V campaign. This formative assessment is designed to fall at the end of a 90 minute block class so that the teacher can examine the data and review key points as necessary for the next class. If the class isn't on a block schedule, rework those questions to fall at an appropriate time to allow for teacher reflection.

- The reflective questions at the end of the lesson can also be used as formative assessment to allow the teacher insight as to what may need review or reteaching from the lesson.

Summative Assessment Opportunities:

- The extension activities suggested at the end of the lesson could be used as summative assessment options.

Learning Extensions

- This lesson has a natural connection to the holocaust. The United States Holocaust Memorial Museum has several more resources that could be used to make that connection [here](#).
- This lesson can directly lead into others about the fight for desegregation, since Justice Waring presided over Briggs v. Elliott that was combined into Brown v. Board. The rest of the American Experience video details that connection.

Adaptations

There are many avenues for adaptations in the lesson, particularly for the primary source readings. To adapt for struggling readers, teachers may consider pre-teaching difficult vocabulary or providing guiding questions. For more advanced readers, teachers may decide to remove the modeling portions and also have students read both the Double V campaign letter and Truman's Executive Order in their entirety.

Additionally, students with visual impairments may need a transcription of the newspaper articles. The teacher can click on the "text" link on each of the Chronicling America pages to access text that can be copied and pasted into a word document or put into a text to speech program.