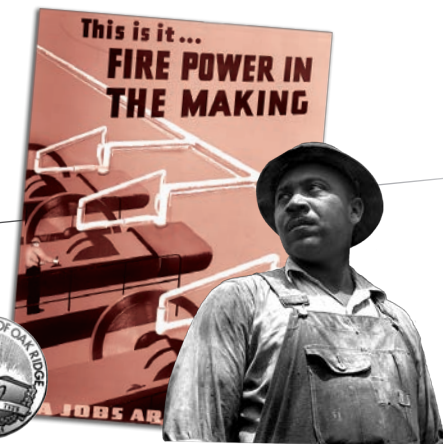


TENNESSEE SOCIAL STUDIES LESSON #2

The Tennessee Valley and the War Effort

Oak Ridge, Fontana and the TVA



Introduction

The purpose of these lessons is to introduce students to the role that Oak Ridge, Fontana and the Tennessee Valley Authority played in the World War II efforts. The length of these lessons can be adjusted to meet your time constraints. Student access to a computer lab with Internet connectivity is recommended but not required. Another option is for the teacher to conduct the lessons in a classroom with one computer with Internet connectivity and an LCD projector.

Tennessee Curriculum Standards

These lessons help fulfill the following Tennessee Teaching Standards for:

Between the Wars and World War II (1921-1947)

- **US.62** Identify the roles played and significant actions of the following individuals in World War II: (H, P) Franklin Roosevelt, Harry Truman
- **US.67** Describe the major developments in aviation, weaponry, communication and medicine (penicillin), and the war's impact on the location of American industry and use of resources. (E, G)
- **US.68** Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences and Camp Forrest as a POW center. (E, G, P, TN)
- **US.69** Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)

Inquiry Skills

- **CI.1** Analyze the use of persuasion, argument and dispute when discussing current issues.
- **CI.6** Identify and research, formulate a hypothesis and propose solutions for a selected current event problem in an argumentative essay.



The Impact of Individuals, Groups and Organizations on Contemporary Events

- **CI.11** Identify and explain current crucial issues and the relevant groups and individuals involved in these issues in the United States and globally, including the creation of a media presentation that integrates multiple sources of information on one such issue. (C, E, G, H, P)

Understanding and Solving Issues of the Contemporary World

- **CI.31** Propose solutions to critical problems and evaluate the impact of their proposed solutions by integrating multiple sources of information from diverse formats and media into a formal presentation that includes a short research paper. (C, E, G, H, P)

Primary Documents and Supporting Texts

- Excerpts from the Announcement of Dropping the Atomic Bomb by Harry Truman
- Letter to President Franklin Roosevelt from Albert Einstein
- Announcement of War with Japan, 1941 by President Franklin Roosevelt
- Four Freedoms Speech by President Franklin Roosevelt
- Four Freedoms or Four Essential Human Freedoms, 1943 by the American artist Norman Rockwell
- Rosie the Riveter Poster

Objectives

- Students will identify New Deal Programs/Initiatives (TVA).
- Students will analyze how World War II affected the American economy.
- Students will recognize the effects of the New Deal and World War II on the Tennessee Valley.
- Students will explore how World War II had an impact on everyday American life.
- Students will assess the lasting impact of the New Deal policies.

The Tennessee Valley and the War Effort

Mini lessons that meet Tennessee Curriculum Standards that can be taught using Currents of Change online resources.

If you want to teach this....

Between the Wars and World War II (1921-1947)

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- **GC.69** Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)

Try this...

Watch the Oak Ridge clip from the DVD or online and lead students into discussion based on the following questions:

- 1) Why was Oak Ridge the ideal location for a nuclear research laboratory during WWII?
- 2) How did the propaganda and war-time mindset of America lend to the maintenance of the secret of Oak Ridge?
- 3) How did Douglas Dam fuel the war effort?

If you want to teach this....

Between the Wars and World War II (1921-1947)

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- **US.68** Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences and Camp Forrest as a POW center. (E, G, P, TN)
- **US.69** Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war. (H)

Try this...

Using the Oak Ridge Petition of 1945 and the Oak Ridge Petition resource from L2: Resources on the website, have students discuss the decision made by the scientists to write this petition. Have students address questions such as:

- 1) Why did the scientists feel the petition was necessary?
- 2) Why did the scientists suggest a warning to the Japanese prior to releasing the bomb and why do you think President Truman did not do so?

Once students have discussed the Oak Ridge Petition, have them decide whether they would or would not sign the petition and why. Have students split into two groups in the room; those who would sign the petition and those would not sign the petition. Students discuss in their groups their ideas about their decision. As a class, have the two groups debate their decisions.

If you want to teach this....

Between the Wars and World War II (1921-1947)

- **US.67** Describe the major developments in aviation, weaponry, communication and medicine (penicillin), and the war's impact on the location of American industry and use of resources. (E, G)

Try this...

Using the provided DVD or online resources, show students the Fontana Dam clip, found in the Extension Activities Resources for The Tennessee Valley and the War Effort. Also, print the Fontana Dam History from L2 Resources to have students read prior to viewing the clip.

After viewing the clip, have students write a one paragraph essay, choosing one of the following questions:

- 1) Why did the people building Fontana Dam feel that their work was a way of contributing to the war effort during WWII?
- 2) What was the key resource in building Fontana Dam? Explain. Have students discuss their responses.

Another option using this clip:

Pause the video during the showing of the three propaganda posters.

Have students choose one and think about the following questions:

- 1) How did this propaganda poster/billboard fuel the war effort?
- 2) How did this propaganda poster/billboard encourage TVA workers? As a class, have students group according to their choice of poster/billboard and discuss with their peers their answers. Then, break the class up with a representative from each poster/billboard to discuss each of their answers.

If you want to teach this....

Between the Wars and World War II (1921-1947)

- **US.64** Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society (such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort. (C, E, P, TN)

Try this...

Using the pictures provided online in the Photo Resource: WWII and the TVA, show students all of the provided pictures.

Use these pictures to discuss the role of women during the war on the home front.

Ask specifically about the 'Rosie the Riveter' Poster and what this character represents to American women.

Introductory Activity

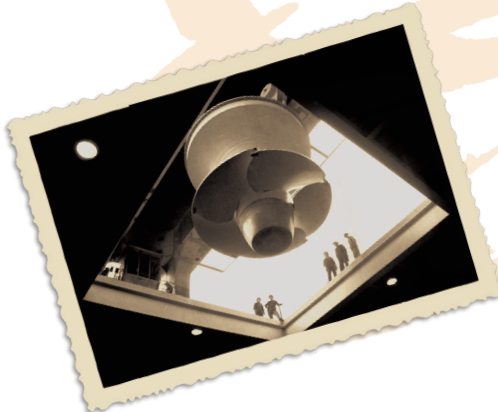
1. Using a TV or DVD player (or) computer with DVD player and an LCD projector, show the *The Tennessee Valley and the War Effort* video (22 minute video available on the DVD or currentsofchange.net).
2. Use the following questions to lead the class in a follow-up discussion:
 - a. Why was Oak Ridge, Tennessee established?
 - b. In what part of Tennessee is Oak Ridge located, and why was it not originally marked on any map? Why was this location chosen?
 - c. What role did Oak Ridge play in the United States' World War II effort?
 - d. Why was the work being conducted at Oak Ridge kept so secret?
 - e. What consequences did the work conducted at Oak Ridge have upon the rest of the world?
 - f. How did the secrecy of the work at Oak Ridge affect the people who lived there?
 - g. What role did Fontana Dam play in the war effort?
 - h. Why did Roosevelt ask TVA to build this particular dam?
 - i. How many workers did it take to build the Fontana Dam?
 - j. Today, it would take 10 years to build a dam like Fontana. How long did it take back then?
 - k. What is so special about the materials used to build Fontana and why? How are these materials different from the steel and concrete typically used? Explain.

Discovery Activity

Exploring the CurrentsOfChange.net Website

Note: This class can be conducted in a student computer lab with Internet connectivity where each student has access to his or her own computer. Another option would be for the teacher to lead the class through the exercise using the website and handouts in a classroom using a single computer with Internet connectivity and an LCD projector.

1. Distribute a handout to each student. Students will write answers on notebook paper (see back for handout).
2. Direct students to the website: currentsofchange.net.
3. Ask students to use the tools and resources provided by the website to respond to the handout questions for a 100-point grade.
4. As the students complete the activity, be available to answer any questions they might have.



Extension Activities

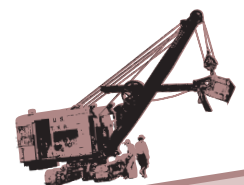
Digging Deeper

Assign students one of the Extension Activities for this lesson, or provide a list of all Extension Activities (provided on currentsofchange.net/teachers) and let students work in groups to decide which Extension Activity they would like to complete.

Answers to the Extension Activities will vary based on student interest and the amount of research they conduct. This is different from the Student Handout answers, which are very specific and are included in this folder.

Background information for the Extension Activities has been included on our website, currentsofchange.net/teachers.

- 1. The Oak Ridge Petition.** Click the link called “The Oak Ridge Petition” located in the Resources page of the website to review the Oak Ridge Petition. Think about the impact this document had upon the decision to drop nuclear weapons. Now imagine you had the opportunity to sign the petition: Would you have chosen to sign it? Write a short essay explaining why you did or did not sign it.
- 2. Life in Oak Ridge.** Imagine you are a teenager whose family is getting ready to move to Oak Ridge, a community you have heard very little about. Watch the *Life in Oak Ridge* video, then think about what your experiences might be like after you move. What would you tell your friends about your future home? What do you think life will be like in Oak Ridge?
- 3. Nuclear Power—Pros and Cons.** Imagine you are employed at Oak Ridge during WWII. You have just discovered that your work is helping to create the atomic bomb, but that the work you are doing will also contribute towards advancements in electric power and medicine. Now you must decide whether or not to continue working on the project. Your class will be divided into two groups for a debate. One group will support the project; one group will oppose the project. On the website, watch the *Oak Ridge* video and review the links under the “Nuclear Power Debate” section; then create a list of arguments that support your position.
- 4. Fontana and WWII.** The building of Fontana Dam was a critical contribution to America’s World War II effort. Pretend you are a news reporter assigned to cover the progress of Fontana. Watch the *Fontana Dam* video then use the website to research additional information and photos. Write a news article announcing the completion of the dam, highlighting its features and explaining its significance to the war effort. Use the website template and photo archive to create your story.



**THE TENNESSEE VALLEY AND
THE WAR EFFORT**

THE TENNESSEE VALLEY AND THE WAR EFFORT: Oak Ridge, Fontana and the TVA

Name _____ Date _____ Class _____

Directions: Use the information, tools and resources provided at currentsofchange.net and in *The Tennessee Valley and the War Effort* video to answer the following questions. Use complete sentences to respond to the short-answer questions.

1. What role did Fontana play in the United States' WWII effort?
2. How many workers built Fontana Dam?
3. How long did TVA have to build Fontana Dam and why?
4. What unique materials were used to build Fontana Dam and why?
5. How long did it take to build Fontana Dam, and how long would it take to build Fontana today?
 - a) 3 years and 1 year
 - b) 10 years and 3 years
 - c) 15 years and 5 years
 - d) 3 years and 10 years
6. How many fighter planes did Fontana help to put in the air just in time to help win the war?
 - a) 10,000
 - b) 5,000
 - c) 100,000
 - d) 50,000
7. What are some of the similarities between the workers who helped build Fontana and today's military?
8. Why did the United States need to rapidly build an atomic bomb in a secret location?
9. How many homes could have been powered using the electricity needed for Oak Ridge?
10. On August 6, 1945, an important event in world history changed the outcome of the war. What was this event, and how did it change the course of World War II? Did foreign leaders view the United States differently after August 6?
11. How many people (approximately) lived in Oak Ridge while the atomic bomb was being created?
12. How is nuclear power used in the medical field? What is the connection between the medical and military uses of nuclear power?
13. What is the historical significance of Douglas Dam? How long did it take to construct the dam and why is it important to the history of TVA?
14. When looking at the map of Oak Ridge on the website, why do you believe Oak Ridge, Tennessee was chosen as the location for a nuclear facility during World War II? What impact did the facility have on the lives of Tennesseans?
15. Do you believe the creation of Oak Ridge had a positive or negative impact on the WWII effort? Explain.