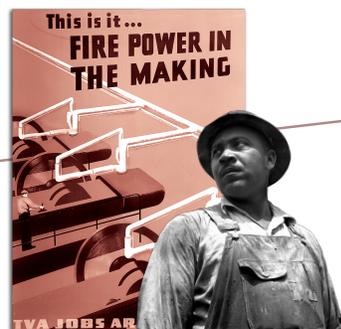


The Tennessee Valley and the War Effort

Oak Ridge, Fontana and the TVA



Introduction

The purpose of these lessons is to introduce students to the role that the creation of the Tennessee Valley Authority (TVA) played in the economic development of the South during the Depression. 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:

World War II (1936-1945)

- **US.49** Identify the roles and the significant actions of the following individuals in World War II: (H, P)
 - Winston Churchill
 - Dwight D. Eisenhower
 - Adolf Hitler
 - Douglas MacArthur
 - George C. Marshall
 - Benito Mussolini
 - President Franklin D. Roosevelt
 - Joseph Stalin
 - Hideki Tojo
 - President Harry S. Truman
- **W.48** Describe the roles of leaders during World War II, including the significance of: (H, P)
 - Winston Churchill
 - Adolf Hitler
 - Benito Mussolini
 - President Franklin D. Roosevelt
 - Joseph Stalin
 - Hideki Tojo
 - President Harry S. Truman
- **US.56** Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war. (H, P, T)
- **W.52** Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use. (C, G, H, P, T)

The Impact of Individuals, Groups and Organizations on Contemporary Events

- **CI.19** Analyze the changing role of media and technology on the spread of information and the effects on global culture. (C)

Tennessee in the 20th Century

- **5.49** Describe Tennessee's contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York). (C, H, P, T)

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 about Oak Ridge and Douglas Dam....

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 about President Franklin D. Roosevelt, President Harry S. Truman, the Manhattan Project and atomic bombs....

Try this...

Using the Oak Ridge Petition of 1945 and the Oak Ridge Petition resource from Lesson 2: 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 ideas about their decision. As a class, have the two groups debate their decisions.

If you want to teach about Fontana Dam and World War II and Wartime propaganda....

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 Lesson 2 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 about women in the work force and armed forces during World War II....

Try this...

Using the picture 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 specially about the 'Rosie the Riveter' Poster and what this character represents to American women.

Introductory Activity

1. Using a TV and DVD player (or) computer with DVD player and an LCD projector, show the 26-minute video *Built for the People – The Story of the TVA* (available on the DVD or currentsofchange.net).
2. Use the following questions to lead the class in a follow-up discussion:
 - a. TVA was signed into law by President Franklin D. Roosevelt and is said to have “taken the South ‘out of the darkness.’” What does this mean? How did TVA take the South out of the darkness?
 - b. Would life today be different without the creation of TVA? How? In what ways has TVA changed life in the Tennessee Valley?
 - c. Do you think the traditions and sacrifices of past generations are reflected in TVA’s work today?



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

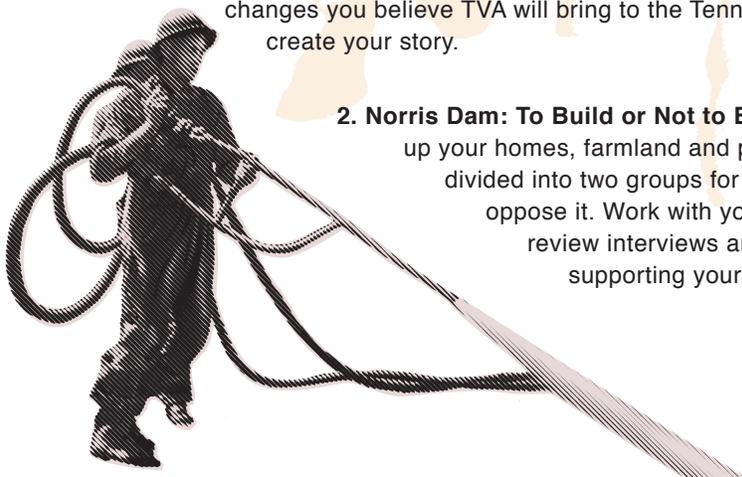
Digging Deeper

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. **TVA – The Beginning.** Pretend you are a news reporter assigned to cover the announcement of the creation of the Tennessee Valley Authority. Go to the website to watch the video of Franklin D. Roosevelt’s historic speech launching the TVA and to read an excerpt from the speech. Write a short article announcing that the TVA Act has been signed into law. In your article, use information from the documentary and Roosevelt’s speech to highlight at least three changes you believe TVA will bring to the Tennessee Valley. Use the website template and photo archive to create your story.
2. **Norris Dam: To Build or Not to Build?** Imagine you and your classmates have been asked to give up your homes, farmland and property so that TVA can build Norris Dam. Your class will be divided into two groups for a debate. One group will support Norris Dam, and the other will oppose it. Work with your group to prepare for the debate by visiting the website to review interviews and footage about Norris Dam, then create a list of arguments supporting your position.





3. Tennessee Valley Stories. The interviews and stories in the film demonstrate the personal impact of the TVA on the lives of the people of the Tennessee Valley. Choose an older friend or family member to interview about their experience growing up in the Tennessee Valley and the impact of TVA. To prepare for the interview, visit the website to review the personal stories and excerpts from the film, then create your own set of questions. You may write out the interview or film it.

Option: Instead of interviewing a friend or family member, select a person featured in one of the photographs on the website. Write what you imagine their story to be: Who are they? Where do they live? How did their life change as a result of the TVA?

4. The Norris Dam Bill. Nebraska Senator George Norris was instrumental in passing this bill, which permitted the building of Norris Dam. Watch the video reenactment of Senator Norris's speech, which you'll find on the website, to discover reasons why he supported the building of the dam. Then pretend to be Senator Norris and write a speech arguing for the passing of the bill in the Senate. Be prepared to give the speech to your class.

5. The Greater Good? Eminent domain is a law that allows the government to purchase privately owned land from landowners in order to meet a public need. Your class will be divided into two groups for a debate. One group will support eminent domain, and one group will oppose it. Prepare for the debate by reviewing the "Eminent Domain" page on the website and by watching the videos called, *Tellico Dam Controversy (Snail Darter)* and *Norris Dam (Extended Version)*, then generate a list of specific examples from the video *Built for the People—The Story of the TVA*, to help support your position.

6. Electricity's Impact. Watch the video interviews with Leo Cobb on the website, then think about what electricity has meant to Leo and his family. Now choose a photograph, object or artifact that best represents the significance of electricity and its effect on society and the Great Depression. Create a short presentation about the image or artifact to share with your class.



OUT OF THE DARKNESS

OUT OF THE DARKNESS: The Tennessee Valley Authority and the Great Depression

Name _____ Date _____ Class _____

Directions: Use the information, tools and resources provided online at currentsofchange.net to answer the following questions. Use complete sentences to respond to the short-answer questions.

1. Which President authorized the creation of TVA? If you had been president, would you have authorized the creation of TVA? Why or why not?
2. What year did the President sign the legislation creating TVA?
a) 1909 b) 1929 c) 1933 d) 1945
3. What was the name of the first dam TVA built?
a) Norris Dam b) Wilson Dam c) Douglas Dam
4. Before dams were constructed, large natural disasters would hit the Tennessee Valley each year that would destroy homes and farmland. What were these natural disasters, and how did the dams help?
5. Why did one Tennessee Valley resident once say, "I never even knew when the Depression had come"?
a) They did not have a TV to watch the event
b) Newspapers did not report it
c) They were already too poor to notice the change
d) The Depression was an easy time
6. What name did some Southerners give electricity when it was first introduced?
7. Approximately how many people were moved from their land so that TVA could construct Norris Dam?
8. During the building of the Norris Dam, approximately how many graves did TVA relocate?
a) 100 b) 500 c) 1,000 d) 5,000
9. Imagine you are living in the early 1930s. President Roosevelt has just signed a bill into law creating the Tennessee Valley Authority. You know TVA will bring many changes to your area, but it will also bring economic help. Do you support or oppose these changes? Does this scenario relate to anything happening in our current economy? Use specific examples from the film to back up your response.
10. Look at the chart on currentsofchange.net, which shows the USA GDP (Gross Domestic Product) from 1910-1960. What trend do you see occurring from 1929-1939? Why do you think we see this trend?
11. Look at the chart on currentsofchange.net, which shows the unemployment rate in the U.S. from 1910-1960. What trend do you see occurring from 1929-1939? What events contributed to these changes in the unemployment rate?