

Where
the past
is present

DETROIT HISTORICAL SOCIETY

TEACHER RESOURCE LESSON PLAN

FORT WAYNE: SUPPLYING THE ARSENAL OF DEMOCRACY



CREATED BY

George Purdu, Wilson Middle School

INTRODUCTION

Fort Wayne has played a vital role in the history of Detroit. From a mustering center, to a garrison post, to the largest Army motor supply, Fort Wayne's contributions to the history of this area cannot be overlooked.

This lesson will explore the impact that Fort Wayne had during WWII and its role in the "Arsenal of Democracy". By examining its history both written and visually, we will be able to understand why this forgotten piece of Detroit history has served such a vital role when called upon.

LEARNING OBJECTIVES

Students will:

- Learn and understand why Fort Wayne was built and a brief history of the fort prior to WWII
- Understand why the location of the fort was so important

- View pictures of the fort during the WWII time period and decipher their importance
- Look at primary sources to understand how the Fort was used during WWII

EDUCATION STANDARDS

7.2.3 Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including

- mobilization of economic, military, and social resources
- role of women and minorities in the war effort
- role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)

TIME REQUIRED

One class period

MATERIALS USED

- Computer with internet to use Google Earth. (If access online cannot be used, an overhead will work as well.)
- Introduction handout on Fort Wayne (Separate PDF document)
- Pictures of Fort Wayne during WWII
- Truck tracks article from December 19th, 1945 (Separate PDF document)
- Library of Congress Picture Analysis Tool

PREPARATION

Teachers will browse the pictures that are supplied to them to study how Fort Wayne was used during WWII.

LESSON PLAN: FORT WAYNE

LESSON SEQUENCE

1. Begin lesson by opening Google Earth and displaying an aerial view of Fort Wayne. Do not tell the students what it is. Write on the board that the students must write down three things they see from the picture. Begin discussion by looking at the shape of the fort. Have students give their ideas and write them on the board. The proximity to water, Canada, the amount of land that the fort sits on should all be taken into account.
2. Pass out the introduction page to the class and have them read the highlighted sections. Come up with two to three main ideas that can be put on the board about the Fort.
3. Pass out to each person the sheets with the pictures of activity of the fort during WWII. Students will come up with their own description and captions of what they see in the pictures. Use the LOC analysis tool to help guide the students.
4. Pass out a copy of Truck Tracks (attached) and have them write a one paragraph summary of what was taking place at the fort from what the article states.
5. After both #3 and #4 have been completed. Have students volunteer to share the captions they created for their pictures.
6. Have students read their summary paragraphs from Truck Tracks (time permitting).
7. Collect student captions and summary paragraphs from article at the end of class.

EVALUATION

- Student captions from pictures
- Student summary paragraph from Truck Tracks.

ADDITIONAL RESOURCES

- Babson, Steve. *Working Detroit*. Detroit: Wayne State University Press, 1986.
- Bauer, Lt. Col. Eddy. *History of World War II*. New York: Galahad Press, 1966.
- Brown, Arthur Joseph. *The Arsenal of Democracy*. Oxford University Press, 1941.

Davis, Michael W.R. *Detroit's Wartime Industry: Arsenal of Democracy*. Chicago: Arcadia Publishing, 2007.

Gervasi, Tom. *Arsenal of Democracy: American Weapons Available for Export*. New York: Grove Press, 1978.

Herman, Arthur. *Freedom's Forge: How American Business Produced Victory in World War II*. 2012.

Jeffries, Edward. *Detroit and the "Good War"*. 1996.

Moranz, John. *Leaders of Wartime Michigan*. 1945.

Nelson, Donald M. *Arsenal of Democracy: The Story of American War Production*. New York: Harcourt, 1946.

Staff of the Detroit News. *War in Headlines from The Detroit News 1939-1945*. 1946.

Wrynn, V. Dennis. *Detroit Goes To War*. Osceola, WI: Motorbooks International Publishing, 1993.

**For more information about the
Detroit Historical Society,
or to schedule a field trip to the
Detroit Historical Museum or
Dossin Great Lakes Museum,
visit detroithistorical.org**

CAPTION FORT WAYNE - PAGE 1



Caption:



Caption:

CAPTION FORT WAYNE - PAGE 2



Caption:



Caption:

CAPTION FORT WAYNE - PAGE 3



Caption:

TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Have students identify and note details.

Sample Questions:

- Describe what you see. · What do you notice first?
- What people and objects are shown? · How are they arranged? · What is the physical setting?
- What, if any, words do you see? · What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the image.

- Why do you think this image was made? · What's happening in the image? · When do you think it was made? · Who do you think was the audience for this image? · What tools were used to create this?
- What can you learn from examining this image? · What's missing from this image? · If someone made this today, what would be different? · What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

- What do you wonder about...
who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up

activity ideas:

Beginning

Write a caption for the image.

Intermediate

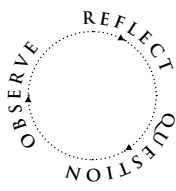
Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

Advanced

Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>



PRIMARY SOURCE ANALYSIS TOOL

OBSERVE	REFLECT	QUESTION
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FURTHER INVESTIGATION