



# WI. VETERANS MUSEUM

Untold Stories

Grade Level: 9-12

## LEARNING OBJECTIVES

Students will:

- Gather diverse sources applicable to historical inquiry on an individual (SS.Inq2.a)
- Evaluate sources (SS.Inq2.b) and cite evidence from multiple sources to support a claim (SS.Inq3.b)
- Practice their writing skills to create a historical fiction short story on their person
  - ◆ Their short story should be historically accurate and plausible (SS.Inq3.b)
- Learn more deeply about the role of individuals in overarching themes in history
- Learn more about Wisconsin's role in World War II in Europe

## BACKGROUND

Students will learn about individual Wisconsinites who impacted World War II in the European and Pacific campaigns but are not well-known. Student access to history in textbooks doesn't often give them a chance to see how individuals have an impact on historical events, or how historical events have an impact on individuals. It will help move away from a "facts and dates" view of history and get them to think more deeply about cause and effects on local people to whom they can relate.

## DIRECTIONS

1. Assign each student (or small groups of students) an Oral History from a Wisconsin veteran during WWII. There are names and links below they can use:
  - **Phillip C. Stark (OH907)**  
<https://vimeo.com/281516893>
  - **Harry Whitehorse (OH917)**  
<https://vimeo.com/281487657>
  - **George Bloczynski (OH935)**  
<https://vimeo.com/281336025>
  - **Lawrence Pankratz (OH934)**  
<https://vimeo.com/281328188>
  - **Herb Hanneman (OH930)**  
<https://vimeo.com/281323561>
  - **Thomas Lucas (OH925)**  
<https://vimeo.com/281306469>
  - **Lyle Hougan (OH924)**  
<https://vimeo.com/281297124>
  - **Roderic Campbell (OH912)**  
<https://vimeo.com/279496251>



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## DIRECTIONS (CONT.)

2. Each student/ small group should listen to the full Oral History. Consider some of these questions:
  - What was this person's contribution leading up to, in, or after the war?
  - What types of situations did this person experience?
  - What type of emotions do you see from this person?
3. Students should create a historical fiction narrative or short story about their character, using the information they found. The narrative should be historically accurate and plausible. Things they will need to consider when writing the narrative includes:
  - Language of the time
  - Setting (time, place)
  - Clothing, transportation, food, and other material culture
  - Cultural and social overtones

## OPTIONAL LEARNING EXTENSION

- Have the students spend a class period reading through other student stories so that the students are able to immerse themselves in the time period and learn more about Wisconsin's experience and contribution to the World War II effort.

## RESOURCES

- Wisconsin Veterans Museum Research Center: <https://www.wisvetsmuseum.com/research/>
- Oral Histories: <https://www.wisvetsmuseum.com/oral-histories/>