

Student lesson: Evaluating Women's Contributions during WWII

Grade level: 11-12

Enduring Understanding:

The women of Washington State contributed towards the war effort during World War II in many diverse ways.

Essential questions:

What were the contributions of the women of Washington during the war?

How did these contributions contribute to a shift in attitude regarding the role of women in our society?

Standards:

Students will apply and demonstrate objectives listed in the History and Socials Studies Skills Essential Academic Learning Requirements set by Washington State's Office of the Superintendent of Public Instruction.

Social Studies Skills

1.1.3d Evaluate reliability, credibility, and validity of information from a variety of social studies sources

History

1.1.3b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability

1.3.3 Examine and analyze how the contributions of various cultural groups influence society.

Resources:

Resources at www.wwiihistoryclass.com and/or a copy of the DVD set *During the War, Women Went to Work*, including copies of transcripts, audio files, video files, photographs.

Skills

Interpreting & analyzing primary sources
Understanding historical context and bias
Supporting inference with evidence
Evaluating evidence
Using PowerPoint
Writing questions for an interview
Oral history interview
Typing transcripts from an interview

Vocabulary

primary source
secondary source
inference
evidence
homefront
Japanese-American Internment
WASPS
WACS
civilian
POW

Overview:

Through the use of the video, photo clips and transcripts from *During the War, Women Went to Work*, students will develop an understanding for historical narrative, examine and analyze the video, photo clips and transcripts as primary source documents, and analyze the wartime contributions of this diverse group of women. Students will first conducting research using the video and transcripts to analyze the sources, then work in small groups to draw conclusions from what they have read in the documents. They will present their findings to the class, answering the question "what were the contributions of women in our state towards the war effort, and

how did these contributions contribute to a shift in attitude (or did they?) regarding the role of women in our society.” Students will need to present at least three differing interpretations, and describe the interaction between geographic factors and the social, economic, and cultural aspects of the role of women. Finally, students will use the skills they have learned to interview someone who was at least 15 years old the year they were born and has witnessed an historical event or time period in Washington’s history.

Materials:

Access to the resources at www.wwiihistoryclass.com and/or a copy of the DVD set *During the War, Women Went to Work*

Access to student computers with PowerPoint

Ability to show DVD to students either from projector using online source or on DVD player

Copies of handouts “How to Conduct an Oral History Interview” from historyclass.com

In addition, the teacher will need excerpts from published interpretations on the role of women during World War II. Some suggestions: *Women at War: the Women in World War II at home, at Work, on the Front Line* by Brenda Lewis; *Our Mother’s War: American Women at Home and at the Front During World War II* by Emily Yellin; *Growing up in World War II: 1941 – 1945 (Our America)* by Judith Pinkerton; *The Greatest Generation* and *The Greatest Generation Speaks* by Tom Brokaw; *Since You Went Away: World War II letters from American Women on the Home Front* by Judy Barrett Litoff and David Smith.

Activities and Assessments:

1. show video: *During the War, Women Went to Work* to class. Teachers may choose to show all or a portion of this video, but need to show at least the intro and several of the excerpts so that students have a good understanding for both what oral history is, and the idea that women in our state contributed to the war effort in many ways.
2. Assign readings in at least three published interpretations of the role of women in World War II. Assign reading: 1. read through slowly, looking for meaning. 2. Read again, underlining what is confusing. Think, pair, share: students read on own, then discuss what is confusing in pairs; then class discussion on what is confusing. 3. read again, circling what is important. Think, pair, share. Assign reading response.
3. Divide the class in to small cooperative teams of 3-4. Assign each team different videos and transcripts to explore. Possible questions to help guide their exploration and help them to record information is attached to these plans.
4. Show the DVD *Creating Multimedia Presentations using Powerpoint* to students. Teachers may choose to show all or part of the DVD, depending on student expertise with PowerPoint. The intro to this film has an excellent, short example to show students what they can create using the resources on the website and DVDs.
5. Student teams use the audio clips, video clips and photographs to create a multimedia presentation on PowerPoint, then present these to the class. The presentation must include at least 3 differing published interpretations in addition to their own answer to the guiding question.
6. Individual assignment: Interview someone who was at least 15 years old the year you were born, and has witnessed a historical event or time period in Washington’s history. Develop questions and interview this person (use the handouts “How to Conduct an Oral History interview” from historyclass.com). Type the interview transcript, being sure to include the name of who you interviewed.

Powerpoint guidelines:

Be certain that your presentation follows these guidelines:

Create 4 slides: title, 3 guides

Limit yourself to 2 fonts

Don't allow the background and/or graphics to distract from your presentation.
 Make sure that you are using phrases to highlight what you will say- Powerpoint is a presentation tool, so your bullets will summarize what you are going to say, not say it for you.
 Include the video clip of your chosen interviewee. Include photographs that enhance and support your findings.

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	Excellent 4	Proficient 3	Partial 2	Minimum 1 not met 0
History 1.2.3 Identify and analyze major people, issues and events in Washington State, US and world history.	Develops a clear and reasonable thesis on a historical question that is supported by the analysis of three (or more) specific artifacts and/or primary sources. Account contains no inaccuracies	Develops a clear and reasonable thesis on a historical question that is supported by the analysis of two specific artifacts and/or primary sources. Account contains few or no inaccuracies.	Develops a clear and reasonable thesis on a historical question that is supported by the analysis of one specific artifact and/or primary sources. Account contains few or no inaccuracies	Thesis on a historical question is attempted, without explicit references to artifacts or primary sources to support the thesis OR artifacts and/or primary sources do not support the thesis well.
History 1.1.3b Compare and evaluate competing historical narratives and analyze multiple perspectives	Accurately describes three (or more) differing published interpretations on the historical question that are relevant to the student's interpretation.	Accurately describes two differing published interpretations on the historical question that are relevant to the student's interpretation.	Refers explicitly to two interpretations of a particular historical event with only partial accuracy .	Refers explicitly to one interpretation of a particular historical event
Geography 3.2 Analyze how the environment and environmental changes affect people	Accurately describes interaction between geographic factors AND two of the following: -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question	Accurately describes interaction between geographic factors AND one of the following: -social aspects of the question -economic aspects of the one of the following: -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question	Accurately describes geographic factors AND one or more of the following: -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question WITHOUT describing their interaction	Accurately describes geographic factors WITHOUT describing their interaction with any of the following: -social aspects of the question -economic aspects of the question -cultural aspects of the question -political aspects of the question

Team names _____

Oral history

View oral histories on the Voices of World War II site. To do this:

1. Open the Voices of World War II site: <http://www.wwiihistoryclass.com/html/war.html>
From the blue buttons at the top, click on "World War II Interview Transcripts" Scroll down to "Video Segments" Click on the words "click here to access video library" Watch the following videos:
<as assigned>
2. From the video segments, click on the blue button "transcripts" again, then choose "Stateside" View <as assigned>
3. Write your reactions :

Images

1. View the photographs at your table. Record your impressions:

2. Choose one of the images that you want to delve into more, and fill out NARA's photo analysis worksheet. Get this worksheet from <http://www.archives.gov/education/lessons/index.html> (click on Photograph" pdf file to download and print. Attach this worksheet to these pages.

Now view the images of ephemera and artifacts from *During the War, Women Went to Work*.
<as assigned>

List any details that catch your attention:

Why do you think that people collected /saved items like this?

What facts can you cite? List the fact, and the document number/artifact.

Based on the details you have listed, what questions do you have?

Look up the answers to these questions in your textbook, and record them.

Compile information

When you are finished examining all of the items choose three women who offer different interpretations of what it was like to live in Washington during WWII. Write their names here:

Answer these questions: (answer for each woman)

1. What can you infer about life during WWII from her life?

2. List key difficulties she faced:

3. How did the geography and topography of Washington affect her experience?

4. What other factors (political, economic and social/cultural) were at play?

5. What differences do you see in her life from the descriptions we have studied from earlier time periods?

4. What inferences can you draw; what conclusions can you make about life during the World War II and the role of Women?

List evidence that supports your inferences:

After you have finished the questions for all three women, write a conclusion that answers this question: "what were the contributions of women in our state towards the war effort, and how did these contributions contribute to a shift in attitude (or did they?) regarding the role of women in our society? How did geographic factors and the economic, political, social and cultural aspects of Washington affect their experiences?" and list evidence that supports your conclusion on the modified discussion web. When you are finished, turn the discussion web over, and write a paragraph that lists your conclusion and uses your evidence to support your writing.

When you have finished writing your conclusion, begin work on a PowerPoint presentation that will present information about the woman you chose, and present your findings. In addition to your findings, you will need to also share interpretations by published historians (refer to your notes from our class readings). Be sure to refer to the PowerPoint guidelines as you create your product.