

TEACHING AMERICAN HISTORY PROJECT
Lesson Title - Women and the Home Front-WWII
From Lani Jones

Grade –11

Length of class period – 80 minutes

Inquiry – What role did women play on the home front during World War II? How did media shape their understanding of what it meant to be a "good" woman during World War II?

Objectives

1. Students will be able to explain the variety of ways that women contributed to the war effort.
2. Students will be able to analyze the different symbols and messages that media presented women during World War II.

Materials

Office of Price Administration Radio Speech to be used on January 1944
<http://www.archives.gov/northeast/boston/exhibits/homefront/>

Disney on the Home Front- Out of the Frying Pan and Into the Fire-1942 YouTube Clip
<http://www.youtube.com/watch?v=q38H6Xol9t0>

Propaganda Posters-

Victory Waits on Your Fingers-U.S. Civil Service Commission n.d.

Longing Won't Bring Him Back Sooner-1944-War Manpower Commission

We Can Do It-War Production Co-Ordination Committee-n.d.

http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/its_a_womans_war_too.html

Graphic Organizer and Project Description/Rubric

See Appendix for Materials

Activities:

1. Introduction: Ask students to think of an advertisement or media image that tries to influence their thinking and actions. Have students write down their answer and ask several students to share. (5 minutes)
2. Tie the students' answers in with previous work you have done with propaganda or media analysis. Introduce the topic of today's lesson (Women on the Home Front) and the essential questions and objectives. (3-5 minutes)

3. As a whole class, view the Disney cartoon. Ask students to work with a partner to fill out the first row of their graphic organizer. Have students share out to make sure that they are on the right track with their analysis. (15 minutes)
4. Give students time to individually read the Radio Clip. As students finish up they should work with their partner to generate answers to the essential questions and fill in the next row of the graphic organizer. (20-25 minutes as needed)
5. Give each pair the propaganda posters. Have them spend time discussing each poster and the symbols and messages that are used. Have them answer the essential questions in the third row of their graphic organizer. (15 minutes)
6. Create-Your-Own: Students may work individually or in pairs to complete this assignment. Using their graphic organizer as a guide, students will need to decide what the ideal woman on the home front would look like during World War II. Students can choose to create their own propaganda poster (with a short paragraph describing the symbolism and messages) or they may write a 1-2 page essay that a war commission office could use to create a propaganda poster. Students may use the remainder of class time to work on the assignment and the rest can be completed in class the following day or as homework.

How will you assess what student learned during this lesson?

Students will complete a graphic organizer that answers the essential questions. Students will also create their own propaganda in order to synthesize their learning.

Connecticut Framework Performance Standards –

- 1.1 Demonstrate an understanding of significant events and themes in United States history.
- 2.2 Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text)

Appendix



http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/images/html/victory_waits.html



Longing won't bring him back sooner...

GET A WAR JOB!

SEE YOUR U. S. EMPLOYMENT SERVICE

WAR MANPOWER COMMISSION

http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/images/html/longing.html



http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/images/html/we_can_do_it.html

Women in World War II

Directions: Working in pairs, answer the essential questions for each of the three types of media: cartoon/film, propaganda posters, and radio announcements. Provide supporting details for your answers.

	In what ways could women contribute to the war effort?	What symbols or messages are present? How might they have influenced women during World War II?
Out of the Frying Pan and Into the Fire-Disney Cartoon		
Office of Price Administration Radio Announcement		
Propaganda Posters		

Create Your Own!

What does the ideal woman on the home front look like?

Directions: Working individually or with a partner it is your job to create your own propaganda poster that sends a message to women living during World War II about what they should be doing to help the war effort. Use your graphic organizer to help you think of the different things that a woman might need to be doing to help her country. You may choose to draw your own propaganda and write a short paragraph explaining the message and symbols used in your propaganda **OR** you may write a 1-2 page proposal that you could send on to a war commission office so that it could be turned into a propaganda poster.

	5-Awesome	3-Okay...	1-Way Off
Message	The message of the propaganda reflects an understanding of women's roles during WWII. The message is very clear and defined.	The message somewhat reflects an understanding of women's roles during WWII and is somewhat hard to understand.	There is no defined message to the propaganda and the role of women is clearly not understood.
Symbolism	The symbols used would strongly influence a woman viewing the poster during WWII.	The symbols used might or might not influence a woman viewing the poster during WWII.	Women viewers would not be influenced by the message of the poster because it lacks symbols.
Aesthetics/Mechanics	The poster is aesthetically pleasing or the proposal is well-written.	The poster is messy or rushed. The writing is clunky and has grammatical errors.	The poster is unfinished or the writing is extremely hard to read or understand.