

## **Rockford History Aurora University Lesson Plan**

**Course Grade level** -World War II US History Grade 11 /World History Grade 9/ (Bilingual )

**Lesson Title:** The Impact of Hispanics and Women during WWII

**Teacher :** Martin Rodriguez

1. **Set Induction:** Prior to this lesson, instruction will focus on the causes and development of WWII and the introduction of the US into a second World War. Students will be familiarized with key aspects of the conflict in Europe and the Pacific and the events of Woman on the Home front and with how Hispanics impacted WWII .
2. **Aims/Objectives and Standards**

### **US History**

- Apply methods of historical inquiry (pose questions, collect and analyze primary and secondary sources, make and support arguments with evidence, and report findings). **USH-04**
- Analyze historic events within their context and evaluate how interpretations of those events changed over time. **USH-05**
- Examine the evolution of the American identity through the eyes of different cultural groups (e.g., African Americans, immigrants, Native Americans, religious groups, role of women in society). **USH-08**

## **New Illinois Learning Standards – Grades 11 & 12**

Grades 11 & 12 – Reading Informational Text

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### **Integration of Knowledge and Ideas**

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### **Range of Reading and Level of Text Complexity**

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Grades 9 & 10 – Reading Informational Text**

### **Integration of Knowledge and Ideas**

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

## **Illinois Learning Standards for Social Science-9-12**

### **Change, Continuity, and Context**

SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

## **Perspectives**

SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

## **Historical Sources and Evidence**

SS.H.9.9-12: Analyze the relationship between historical sources and the secondary interpretations made from them.

## **Causation and Argumentation**

SS.H.10.9-12: Analyze the causes and effects of global conflicts and economic crises.

SS.H.11.9-12: Analyze multiple and complex causes and effects of events in the past.

SS.H.12.9-12: Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

## **3. Material Needed, Procedures and Assessment**

### **Materials**

YouTube Video - PBS Latino Americans -War and Peace (1942-1954) episode 3(Classroom)

Video Clip Analysis Worksheet

Computer Lab-UT Oral History Project-Voces (Voices)

Oral History Reflection Sheet- Follow Up Activity

Primary Source Pictures

Primary source picture analysis

**Approx. time 2-3 class periods**

### **Procedures**

**1. Bell Ringer: What role did Hispanics and woman have in WWII?** Students will watch PBS Latino Americans -War and Peace (1942-1954) episode 3 and answer "Video Clip Analysis Worksheet". (Individual work)Recommended material for WW II:

- I. Hector P. Garcia @ min. 5:00/ 38:00 to 48:00
- II. Macario Garcia @ min. 12:45
- III. Homefront and Bracero Program @ min.17:52
- IV. Guy Gabaldon @ min. 24.15 to 31:35
- V. Carmen Bozak @32:00

**2.** Students will work in pairs comparing and then discussing the main aspects and what most important or relevant regarding the video clips from PBS Latino Americans -War and Peace (1942-1954). (Video Analysis worksheet)

**3.** Student be paired and will go to UT Oral History Project-Voces (Voices) web site.

(<http://www.lib.utexas.edu/voces/index.html> ) Each pair of students will be able to select 2 of the recorded video clips. (They will select one male and one female). They each will listen and summarize important information. Student will share their information and also share information with the class.

**4.** Students will select a Primary source picture and use the Photo Analysis Worksheet

PHOTO GALLERIES-Women Factory Workers of World War II

### **Assessment**

Students will write a short 2-3 paragraph News Article related to the Oral History video clip they listened to. Students will write a news paper Article describing the accomplishments and the experiences of the soldier or Home front person. Students will read articles related to their person.

### **4. Resources**

- a) You tube video <https://www.youtube.com/watch?v=iCrWL8to6Pc>
- b) <http://www.pbs.org/latino-americans/en/episode-guide/>
- c) <http://www.lib.utexas.edu/voces/index.html>
- d) <http://www.history.com/topics/world-war-ii/world-war-ii-history/pictures/women-factory-workers-of-world-war-ii/poster-by-j-howard-miller-5>

### **Other resources**

- a) www <https://tshaonline.org/handbook/online/articles/fga76>
- b) <http://www.imdb.com/title/tt1265593/plotsummary>
- c) <http://www.arlingtoncemetery.net/glgabaldon.htm>
- d) <http://www.wtj.com/articles/gabaldon/>
- e) <http://research.pomona.edu/zootsuit/en/zoot-suit-la/world-war-ii/>
- f) <https://dp.la/primary-source-sets/sets/world-war-ii-women-on-the-home-front>

### **5. Conclusion Wrap-up**

The next day students will be able to share their experience of Hispanics and woman in WW II and their perspective.

### **6. Follow-up Activity-**

Students and Teacher will discuss the possibility of visiting The Midway Village Museum during WWI and or WW II days and also exposing the students to the wide variety of history themed programs and events.

## Primary source pictures

Primary sources-Home front

<http://www.history.com/topics/world-war-ii/world-war-ii-history/pictures/women-factory-workers-of-world-war-ii/poster-by-j-howard-miller-5>



During World War II, American women entered the workforce in unprecedented numbers. The munitions industry heavily recruited women workers, as represented by the U.S. government's "Rosie the Riveter" propaganda campaign.



**Here, a woman rivets an airplane wing at a munitions factory.**



A male and a female riveter work side by side at a factory in Corpus Christi, Texas, in 1942.



Fee Perez inspects .30 caliber rifle and machine gun bullets at Remington Arms Company's Bridgeport, Connecticut, plant alongside a photo of her husband, Melburn, who is serving overseas.



Members of a riveting team at an aircraft factory use rivet guns and bucking bars to work on a basis trainer plane wing center section.

# Photo Analysis Worksheet

## Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

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- B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

## Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

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## Step 3. Questions

- A. What questions does this photograph raise in your mind?

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# Video Clip Analysis Worksheet

## Step 1. Pre-viewing

A Title of film: \_\_\_\_\_  
· Record Group source: \_\_\_\_\_

B What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

Concepts/Ideas

People

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

## Step 2. Viewing

A Type of motion picture (check where applicable)  
· \_\_\_\_\_ Animated cartoon  
\_\_\_\_\_ Documentary film  
\_\_\_\_\_ Newsreel  
\_\_\_\_\_ Propaganda film  
\_\_\_\_\_ Theatrical short subject  
\_\_\_\_\_ Training film  
\_\_\_\_\_ Combat film  
\_\_\_\_\_ Other

B Physical qualities of the motion picture (check where applicable)  
· \_\_\_\_\_ Music  
\_\_\_\_\_ Narration  
\_\_\_\_\_ Special effects  
\_\_\_\_\_ Color  
\_\_\_\_\_ Live action  
\_\_\_\_\_ Background noise  
\_\_\_\_\_ Animation  
\_\_\_\_\_ Dramatizations

C Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.

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D What is the central message(s) of this motion picture?

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E Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?

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F. What information do you gain about this event that would not be conveyed by a written source? Be specific.

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G List two things this motion picture tells you about life in the United States at the time it was made:

1. \_\_\_\_\_
2. \_\_\_\_\_

H Write a question to the filmmaker that is left unanswered by the motion picture.

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