

Rewrite Teachers Guide

Ohio's Standards: K-12 Social Studies American History

Content Statement: 22. The United States mobilization of its economic and military resources during World War II brought significant changes to American society.

Content Elaborations: The mobilization of the United States to a wartime economy during World War II was massive. The federal government reorganized existing plants to produce goods and services for the war effort and instituted policies to ration and redirect resources.

Mobilization caused major impacts on the lives of Americans. A peacetime draft was instituted in 1940 to supplement military enlistments. Scrap drives were conducted to reallocate materials for war goods. Regulations were imposed on some wages and prices. Some products were subjected to rationing. Citizens raised victory gardens to supplement food supplies and purchased war bonds to help fund the war. Some labor unions signed no-strike pledges.

Job opportunities in the civilian workforce and in the military opened for women and minorities. African Americans organized to end discrimination and segregation so that they could contribute to the war effort. Although Japanese Americans were interned in relocation camps by the U.S. government, many enlisted in the armed services.

Expectations for Learning: Identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.

Ohio's Standards: K-12 Social Studies Modern World History

Content Statement: 22. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

Content Elaborations: The push for the expansion of rights and freedoms for women and indigenous groups during the second half of the century was led by the efforts of human rights organizations and fueled by media coverage.

The struggle for women's rights pressured more countries to extend educational opportunities, grant suffrage, and allow women to hold positions in government. Governments also were pressured to end discriminatory practices and violence against women (e.g., India, Afghanistan). However, there was resistance to reform in many countries.

Expectations for Learning: Explain examples of how political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

Lesson Plan

1. Have students answer the questions on page 1 of the student study sheets while watching the video **“The Women Who Helped Win A War.”** https://westernreservepublicmedia.org/women_who_helped_win_a_war.htm
2. Import the PDF, **“Check These Websites For More Information,”** to student computers so they can click on the links. The links lead to websites the students can use to find factual information, the pamphlet “ You’re Going to Employ Women,” and to public domain photographs they may want to use in the rewriting of the pamphlet.
3. After viewing the video, the students will work in small groups to answer the questions on page 2 of the student study sheets, **“Yesterday Versus Today.”** Students should use the information gathered from the video and use the links on the **“Check These Websites For More Information,”** page to look up additional information.
4. Hold a class discussion about the questions on the **Yesterday Versus Today** worksheet.
5. Hand out and explain the **“Pamphlet Rewrite Rubric.”** Using the information they have found, have small groups rewrite the pamphlet featured in the TV show, “You’re Going to Employ Women.” There isn’t any one correct way to do the rewrite. It should be concise, use correct grammar, and reflect today’s standards for employment.

Student Worksheet Answer Key

1. Why did the government encourage factory owners to employ women?
 - A. The trained men were being called up to fight the war.
(From the video and websites I, II, III)

2. What were some of the ways that women were not treated as equals in the workplace?
 - A. Lower pay, no overtime, sexist comments. (From the video)

3. How did businesses accommodate workers when factories were operating 24 hours a day and 7 days a week?
 - A. Service businesses stayed open to accommodate workers on different shifts. Prior to the war women stayed at home and did most of the shopping, so there was no need for extended hours of operation. (From the video)

4. How are the heavy industries and factories of the 1940s different from our service industry as described in the following paragraph? Give examples.
 - A. Service industries are open longer hours now, you can order by phone and have it delivered, games are played on the internet so you don't have to go out to be with friends. (Student's own experiences)

5. What do you think were some of the hardships the half million migrants from Appalachia faced when they moved north to work in the factories?
 - A. Finding a place to live, living on their own for the first time, making friends, moving from rural to urban areas, managing money, rationing. (From the video)

6. Training was an important part of moving from skills needed in peacetime to skills needed in an all out war effort. Is our economy going through a similar change today? What type of training is needed to meet the needs of a changing market place? Compare the skills needed today with those needed in the 1940s. (From the video and website IV)
 - A. We are moving from a manufacturing based economy to a money management and service economy. This means different job skills are needed.
 - A. Life long learning skills such as computer skills, communications skills, online study skills.