

**Sonia Persaud
World War II**

Guided Question:

What were some things women in the military during World War II did?

Learning Goals:

Student will learn about the role of women in the military during World War II. Students will learn how to use photographs and letters (Primary Sources) to help them understand historical concepts.

Materials:

Overhead of the following images: **Document 2A** “Uncle Sam’s Nieces,” Joining the Armed Forces: Induction and Training, **Document 2B** “Commissioned Officers of Waves and Spars march to City Hall Plaza,” **Document 2C** “Mess Hall of the U.S. Naval Training School, Bronx New York.”

Copies of photo analysis worksheets (**Worksheet 1A**)

Copy of Letter from Martha Mills (**Document 2D**) and Constance (**Document 2E**)

Mini Lesson:

Display each photograph for a few minutes.

Have students study the image and take notes.

Show students how to link historical events from the images.

Use images to make connection between World War II and New York City.

Student Activity:

Students will compare notes about images in their groups.

Distribute copies of letters to each student.

Shared read: Read aloud while students read along on their copy.

Students should respond to the following questions.

What message do you think the Navy wants to send out with **Document 2A**?

What impression does **Document 2C** convey?

Why do you think Constance wrote a paragraph about the mail?

How does Martha feel about uniforms?

Share:

Whole class share – students discuss answers to written questions.

Assessment:

Collect notes on images to see how well students interpreted the images from the overhead.

Homework:

Student will write a well constructed essay about the roles of women in the military based on textbook reading, images and letters read in class.

**Sonia Persaud
World War II**

Guided Question:

How did women contribute to the war effort on the home front?

Learning Goals:

Students will learn about women on the home front during World War II. Emphasis on women in New York City and the contributions they made either in the workforce or at home.

Materials:

Overhead of the following images:

Document 2F - Welder

Document 2G - Ms. Nellie Tumbrello

Document 2H - Blond Alma Ficken

Document 2I - Welding School

Document 2J – N.Y. Ladies conserving fat

Document 2K Photocopies of written material about women on the home front from the textbook.

Mini Lesson:

List some jobs women did before World War II.

Display images, have students study images and take notes.

Inform students that the images were of New York women in New York.

Link World War II to equal rights for women.

Explain how women conserve materials needed for the war.

Student Activity:

Students in each group will work together comparing notes about the images they have seen.

Distribute copies of information about women on the home front.

Independent reading: Each student will read their copy.

Students will respond to guided reading questions:

How were women in the workforce different during World War II?

What role did segregation play when it came to African American women in the workforce during the war?

How did World War II lead to the emergence of the feminist movement in the 1960s?

Share:

Whole class students will share answers to written questions.

Assessment:

Write a summary of today's lesson as to how the roles of women changed as a result of World War II.

Homework:

Create a poster encouraging women to join the armed forces.

**Sonia Persaud
The Vietnam War**

Guided Question:

What roles did women play in the Vietnam War?

Learning Goals:

Students will learn about the women who participated in the Vietnam War, what they did and how they contributed to the war effort.

Materials:

Interview with a special services librarian Ann Kelsey. **(Document 4A)**

Essay written by Sharon (Vander Ven) Cummings, American Red Cross, SRAO, April 1966 – 1967. **(Document 4B)**

Mini Lesson:

Demonstrate geographic location of Vietnam on pull down map.

Give students a brief overview of the causes and the outcome of the Vietnam War.

Explain how historical information can be gathered from interviews and essays of people who experienced the event first hand.

Demonstrate how to analyze a primary source.

Discuss some strategies used when reading primary sources.

Student Activity:

Distribute copies of interviews and essays.

Shared read: Teacher reads aloud while students read along on their copy.

Students will take notes on reading.

When they are finished they will compare notes with others in their group.

Students should respond to the following questions in their notebooks.

What were some roles of women in the Vietnam War?

What do you think it was like for women in the Vietnam War?

How do you think these women were viewed by the American public?

Share:

Whole class - share in which students discuss their responses to the written questions.

Assessment:

Students will write a summary paragraph, explaining what they have learned about the role of women in the Vietnam War.

Homework:

Students will use the internet to research propaganda posters; they will bring to class a minimum of five with an explanation as to whether or not they are for or against the subject.

Sonia Persaud
The Vietnam War

Guided Question:

How does propaganda affect us? Do we have propaganda posters on display in our communities?

Learning Goals:

Students will learn about the impact of propaganda posters, how they impacted the war effort, were they negative or positive.

Materials:

Overhead of World War II propaganda posters. (**Document 4C – 4H**)
Poster paper, scissors, markers, colored paper

Mini Lesson:

Define the term propaganda.

Discuss the positive and negative effects of propaganda.

Model how to create a propaganda poster from the point of view of women living in New York during the Vietnam war.

Student Activity:

Students will present their propaganda posters from prior home work.

They will analyze whether they are negative or positive?

After they are finished they will share posters and their findings with the rest of their group.

Students will create two propaganda posters for the Vietnam War, one positive and one negative.

Share:

Whole class – each group will present their posters, they will explain their message within them and the difficulties they faced in creating them.

Assessment:

Collect posters to assess students understanding of propaganda.

Homework:

If you were to meet a Vietnam veteran what five questions would you ask him or her?
Write your five open ended questions.

Sonia Persaud
The Persian Gulf War

Guided Question:

What were some tasks enlisted women in the Persian Gulf War performed?

Learning Goals

Students will learn about the many types of jobs women in the Persian Gulf War performed.

Students will learn how to use photographs to understand historical events.

Materials

Overhead of photographs of women in the Persian Gulf War. (**Documents 5A – 5G**)

Copies of photographs and article about women in the Persian Gulf War.

Construction paper, scissors, markers, tape and glue.

Mini Lesson

Using a pull down map of the world should students where Iraq is located.

Briefly discuss the causes of the Persian Gulf War.

Have students give a list of the types of jobs they think enlisted women held in the war.

Student Activity

Display images of women in the Persian Gulf War, have students make notes about them.

Distribute copies of article students will read independently the article.

Students in each group will use 5 of the images and article to create a museum exhibit about women in the Persian Gulf War.

Share

Whole class share – each group will present their museum exhibit explaining how they utilized the images and article to create their museum exhibit.

Assessment

Use students exhibit to see how well they interpreted the images and the written article.

Homework

Research using the internet women from New York who participated in the Persian Gulf War. Students will bring in materials found for a next lesson.