

American History Curriculum

8<sup>th</sup> grade Unit

**American Women and Their Participation  
In Twentieth Century Conflicts:  
World War I, World War II, Korea, Vietnam, and  
The Persian Gulf**

Compiled by Sonia Persaud and Susan Ignaciuk, 2005  
American Journey

American Women and Their Participation In Twentieth Century Conflicts
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Compiled by S. Ignaciuk

## **Overview**

In this unit students will study the role of women during the twentieth century. The life of women will be examined specifically through the contributions they made during World War I, World War II, Korean War, Vietnam War, and the Persian Gulf. Throughout the unit, students will inquire into the social restrictions that were placed upon women and how it has changed from World War I until the Persian Gulf. They will examine multiple documents as they assess the effects that women had both on the warfront and on the home front.

## **Time Frame**

Ten Weeks

## **Guiding Questions**

1. What were the limited roles of women in the military services during World War I?
2. What were the roles of women on the home front during World War I?
3. What were some things women in the military during World War II did?
4. How did women contribute to the war effort on the home front?
5. What were the roles of women on the war front during Korean War?
6. What were the roles of women on the home front during Korean War?
7. What roles did women play in the Vietnam War?
8. How does propaganda affect us? Do we have propaganda posters displayed in our communities?
9. What were the roles of women in Iraq and what problems did they face in a traditional Muslim country?

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## **Content Areas**

### **History**

- United States involvement in World War I, World War II, Korea, Vietnam, and the Persian Gulf War.
- The changing role of women from 1900 to 1990.
- The changing role of public support towards war.
- How the role of women changed once the war was over.
- The jobs that women had when they did join the military

### **Geography (political and physical)**

- Maps of Europe before and after World War I
- Maps of Europe after World War II
- Maps of modern day Europe
- Maps of Asia showing the spread of communism
- Maps of the Middle East

### **Economics**

- The Great Depression
- Temporary financial independence for women
- Military expenditure on female recruits

### **Culture and Society**

- The perception of women by society, i.e. how the changing role of women is viewed by society.
- How other cultures, Islamic, respond to female American soldiers in their country.
- How did their male counter parts accept women?
- Were women treated fairly by the military?

### **Politics and Government**

- How did the United States government treat women with respect to military benefits and honors?
- How did the United States government treat women on the homefront?

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## Assessments

### **Note-taking**

- Students will be asked to complete certain tasks, which require accurate note taking during specific activities.
- Internet research

### **Quizzes**

- Students will take quizzes and tests that reflect the documents that were used during the lessons.

### **Student Presentations/Culminating Project**

- Students will create a museum project using any range of materials to develop a museum exhibit.
- Classroom participation

### **Written Work**

- Student responses to focus questions during lessons
- Homework
- Completion of classroom activities
- Photograph analysis
- Letter writing
- Interview questions to be used with guest speaker

### **Other Projects/ Presentations**

- Development of interview questions and successful interviews.
- Creation of posters, i.e. propaganda posters
- Bookmaking

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## Resources

### **Books – Nonfiction**

*Women's War Memoirs*

Bache, Rosemary Eckorot

*Korean War: Almanac and Primary Sources*

Benson, Sonia G.

*Black Soldier/White Army: The 24<sup>th</sup> Infantry Regiment in Korea*

Bowers, William T., William M. Hammond, and George L. MacGarrigle

*American Patriots: The Story of Blacks in the Military from the Revolution to Desert Storm*

Buckley, Gail

*The Persian Gulf, Life of an American Soldier*

Campbell, Geoffrey

*Understanding the Crisis in the Persian Gulf*

Cipkowski, Peter

*She Went to War*

Cornum, Rhonda

*America in World War I*

Dolan, Edward F.

*Encyclopedia of the United States at War*

English, June A., and Thomas D. Turner

*The Korean War: 1950-1953. Cobblestone Magazine*

Feldman, Ruth Tenzer

*Harry S. Truman: A Life*

Ferrell, Robert

*The Story of the Persian Gulf War*

Foster, Leila M.

*Colin Powell: A Biography*  
Haskins, James

*George Bush*  
Kent, Zachary

*The Persian Gulf War, "The Mother of All Battles"*  
Kent, Zachary

*The Gulf War*  
King, John

*Letters from the Homefront, World War I*  
George, Linda S.

*The Grolier Library of World War I, 1915 The Lines are Drawn*  
Grolier Educational

*Desert Storm-The First Persian Gulf War In American History*  
McArthur, Debra

*Saddam Hussein*  
Renfrew, Nita

*War and Peace in the Persian Gulf*  
Salzman, Marian and Ann O'Reilly

*The Cold War*  
Sherman, Joseph

*Over the Seawall: U.S. Marines at Inchon*  
Simmons, Edwin

*Norman Schwarzkopf*  
Steloff, Rebecca

*Korean War Almanac*  
Summers, Harry G.

*The Korean War, Chronicles of America's Wars*  
Tenzer, Ruth Feldman

*MacArthur's War: Korea and the Undoing*  
Weintraub, Stanley

*Women in the Military*  
Wekesser, Carol and Matthew Poletsky

## **Films**

BBC/WGBH Frontline. *The Gulf War*. Seattle, Wash.: PBS Video, 1996

Lou Reda Productions, Inc. for the History Channel. *Desert Storm: The Ultimate War*. New York: A&E Television Networks, 1996.

*Korean War: Fire and Ice*. Produced by Sammy Jackson, Lou Reda Productions, Inc. 200 min. The History Channel (A&E Television Networks), 1999. Videocassette.

*Pearl Harbor*

*Pork Chop Hill*

*MASH*

*Saving Private Ryan*

*Understanding World Religions, What is Islam?*  
Schlessinger Media

## **Primary Documents**

See appendix

## **Fieldwork**

Local World War I and II war memorials

Cemeteries to survey individual grave markers to see how many veterans had died and during which conflict.

Memorial Day celebrations in collaboration with visiting the United States fleet during Fleet Week

Interview veterans

Visit museums during special exhibits specifically during Memorial Day and Veterans Day.

## Internet Sites

<http://www.army.mil/cmh-pg/documents/swa/dsit/dsit.htm>

XVIII Airborne Corps History Office Operation Desert Shield/Desert Storm: Oral History Interviews

<http://www.iglou.com/law/mash.htm>

807<sup>th</sup> MASH – Operation Desert Shield and Operation Desert Storm

<http://www.washingtonpost.com/wp-srv/inatl/longterm/fogofwar/fogofwar.htm>

The 1991 Air Battle for Baghdad – Washington Post

<http://www.desert-storm.com/>

Desert-Storm.com

<http://www.pbs.org/wgbh/pages/frontline/gulf/index.html>

Frontline: The Gulf War

<http://www.indepthinfo.com/iraq/index.shtml>

The Gulf War

<http://www.leyden.com/gulfwar/index.html>

Gulf War Debriefing Book

<http://www.gulfweb.org/>

Gulf War Veteran Resource Page

[http://www.fas.org/man/dod-101/ops/desert\\_storm.htm](http://www.fas.org/man/dod-101/ops/desert_storm.htm)

Operation Desert Storm

<http://www.history.navy.mil/wars/dstorm/index.html>

U.S. Navy in Desert Shield/Desert Storm

<http://Korea50.army.mil/>

“Korean War 50<sup>th</sup> Anniversary.” *United States of America Korean War Commemoration.*

<http://www.nps.gov/kwvm/>

“Korean War Veterans Memorial.” *National Parks Service*

<http://www.theforgottenvictory.org/>

*The Korean War Veterans National Museum and Library*

[www.womenmemorial.org/historyandcollection](http://www.womenmemorial.org/historyandcollection)

[www.illyria.com/rccummings](http://www.illyria.com/rccummings)

[www.illyria.com/women](http://www.illyria.com/women)

[www.2nwhighschool2.com](http://www.2nwhighschool2.com)

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**Recommended Lesson Topics**

1. Geography lessons before each war is taught
2. What were the limited roles of women in the military services during World War I?
3. What were the roles of women on the home front during World War I?
4. What were some things women in the military during World War II did?
5. How did women contribute to the war effort on the home front?
6. Teach bookmaking requirements
7. Create a book using New York sources from World War I and II
8. What were the roles of women on the war front during Korean War?
9. What were the roles of women on the home front during Korean War?
10. Lesson focused on writing good interview questions
11. Interview with Korean citizen from New York City
12. What roles did women play in the Vietnam War?
13. How does propaganda affect us? Do we have propaganda posters displayed in our communities?
14. Preparation of interview questions for meeting with Vietnam veteran
15. Interview with Vietnam veteran
16. What were the roles of women in Iraq and what problems did they face in a traditional Muslim country?
17. Lesson on what is a terrorist
18. Connect lesson of terrorism with the bombing of the World Trade Center

## Women in World War I at the War Front

By S. Ignaciuk

### Guiding Questions:

What were the limited roles of women in the military services during World War I?

### Learning Goals:

Students will learn that although women were permitted to join the Marines or the Navy their role in these different services was very limited. Students will draw evidence from the primary sources in support of the observation.

### Materials:

- George, Linda S. Letters from the Home Front: World War I. **Documents: 1.A, 1.B, and 1.C.**
- Copy of chapter from the book written by George, **Women at War: “Yeomenettes” and “Lady Leathernecks.” Document 1.D.** Students would each receive a copy of the secondary source. One copy of the chapter would be on overhead.

### Mini Lesson:

- Display chapter copy on overhead
- Distribute copy of chapter to class
- Read the chapter as a shared reading looking for evidence as to the limited work that women were permitted to do.

### Student Activity:

- Students will receive copies of the letter and two posters.
- Students will examine the posters looking for evidence that would give clues to the attitudes society had towards women in WW I.
- Focused questions:
  1. What are the women doing or will they be doing?
  2. Does this work look interesting?
  3. Would society today’s society permit women to be limited to such positions?

### Share:

Individual students share their answers. The responses are recorded onto chart paper and displayed along with the previous lesson’s web about the home front. Comparisons could be made between the two lessons: What is similar and are there any differences?

**Homework:**

Write a diary entry dated between the years 1914 and 1918. In your entry explain what you did during the day, if it was a difficult day or an easy day, and if anything interesting had happened or was it boring.

**Assessment**

Successful completion of classroom activities and homework assignments.

## Women in World War I at the Home Front

By S. Ignaciuk

### Guiding Questions:

What were the roles of women on the home front during World War I?

### Learning Goals:

Students will learn about the limited roles of women during World War I in the United States. Although women stepped into numerous roles as men went into battle there were other social problems that women faced. Students will analyze photographs, a letter, and a diary as they establish a better understanding of this era.

### Materials:

- George, Linda S. Letters From The Home Front: World War I. **Documents 1.E, 1.F, 1.G, 1.H, and 1.I.**
- Hakim, Joy. A History of Us: An Age of Extremes. **Document 1.J.**
- Overhead of The Right to Vote (George) **Document 1.H.**

### Mini Lesson:

- Students would be provided a packet of the pictures, diary and letter.
- Display overhead copy of The Right to Vote.
- After a shared reading the students would be shown how this document demonstrates the social role of women in the United States during WWI.
- Also model how to start the organization web that focuses on the social roles of women during WWI.

### Student Activity:

- The pictures would then get divided amongst the students in the class according to their grouping.
- Students would then independently analyze their photographs looking carefully to determine what the social role of women may have been before, during, and/or after the war.
- After working independently they would share their findings with the other students of the group.

**Share:**

During the closing students would share their findings with the class. As the students described what the role of women might have been a classroom organization chart is completed with the different answers. Students would then be responsible to copy the notes into their source books.

**Homework:**

Create a mini-poster that supports the women's right to vote.

**Assessment:**

Students will take a quiz based on the two lessons about women during

## World War II

By S. Persaud

### 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: **Image #8** “Uncle Sam’s Nieces,” Joining the Armed Forces: Induction and Training, **Image #9** “Commissioned Officers of Waves and Spars march to City Hall Plaza,” **Image # 13** “Mess Hall of the U.S. Naval Training School, Bronx New York.”

Copies of photo analysis worksheets

Copy of Letter from Martha Mills and Constance

### 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 Image #8?

What impression does image #13 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.

## World War II

By S. Persaud

### **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:

Image # 57 - Welder

Image # 58 - Ms. Nellie Tumbrello

Image # 59 - Blond Alma Ficken

Image # 60 - Welding School

Image # 73 – N.Y. Ladies conserving fat

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 his or her 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.

## Women in the Korean War at the War Front

By S. Ignaciuk

### Guiding Questions:

What were the roles of women on the war front during Korean War?

### Learning Goals:

Although women were present in Korea during the conflict they were strictly limited to certain roles such as nurse or clerk. Although several decades have passed since women were first allowed to become active members in 1914, the services have strictly limited what areas they were permitted to work.

### Materials:

- Internet access or a copy from the Cobblestone magazine “The Korean War” Fall 1999, Article “Women in the War,” Pages 29-33. **Document 3.A.** If selecting to use the internet go to Korea50.army.mil, click “for teachers,” then click on the Cobblestone magazine cover.
- Click on the next button until you reach the index and then click on the title “Women in the War.”
- Prepared copies of research sheet to use with the unit. **Document 3.B.**

### Mini Lesson:

- After accessing the Cobblestone magazine a brief discussion will be made about women and how their role in Korea is similar yet different from the women’s experience in other wars.
- Demonstrate how to use the internet to work through the article.
- Demonstrate how to answer the research questions.

### Student Activity:

- Complete worksheet using the article, students will work in pairs to answer the worksheet.

### Share:

Using the worksheet as a guide the class will share out the results from the research. Students will also be asked to reflect on the attitude that the military had towards women in Korea.

### Homework:

Students will write a paragraph in which they agree or disagree with the following statement: Women should not have been involved in the Korean War.

**Assessment:**

After examining the work progress in the classroom, as well as the successful completion of the activity and homework it can be determined if the lessons were a success.

Name:  
Class:

Date:  
School:

Worksheet for the Internet Activity **Document 3.B**  
“The Korean War”  
“Women in the War”

I. Captain Viola McConnell

- What did she do during the Korean Conflict?
- What heroic deed did she perform?
- How was she recognized?
- What does MASH stand for?
- What is a cryptographer?

II. Marguerite Higgins

- What did she do during the Korean Conflict?
- What heroic deed did she perform?
- How was she recognized?

III. Anna Rosenberg

- What did she do during the Korean Conflict?
- What did she accomplish for women?
- What is a DACOWITS?

## Women in the Korean War at the Home Front

By S. Ignaciuk

### Guiding Questions:

What were the roles of women on the home front during Korean War?

### Learning Goals:

World War II was met with an extraordinary level of support from the American citizens. However, when the Korean conflict commenced America was not as supportive. Therefore, this lesson will focus on those women who served in Korea and who may not have had as much support during this conflict as they had for World War II.

### Materials:

- Worksheet (**Document 3.B**) that students had completed from their previous lesson that had utilized the Cobblestone magazine, “The Korean War.”
- Copy of secondary source: Feldman, Ruth Tenzer. The Korean War. Page 76, “The Home Front.” **Document 3.C**. One copy for each student.

### Mini Lesson:

- This lesson is designed to be connected with the lesson that was outlined for the Korean War front. The students will use their research to create and a letter.
- Explain that the reaction in the United States was quite different from that of World War II.
- A shared reading of “The Home Front.”
- Model how to create a profile of a woman who is serving in Korea.

### Student Activity:

- Students will create a profile of their character on a chart paper. The students can answer the following questions as they develop their profile: Where did your character live in New York?, What did they do in New York?, and What name does your character have?
- Students will create their charts in groups of four. The information about the character that they have created will be recorded on chart paper.

### Share:

Volunteer students will share the poster profiles that they have created with the entire class.

### Homework:

Students will write a letter home to their New York family. In the letter the character will explain how they don’t understand why the home front is not supporting their service men and especially service women.

**Assessment:**

Successful completion of letters that demonstrate an understanding of the role of women in Korea.

## The Vietnam War

By S. Persaud

<b>Guided Question:</b> What roles did women play in the Vietnam War?
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### 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.

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

### 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.

## **The Vietnam War**

By S. Persaud

<b>Guided Question:</b>
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How does propaganda affect us? Do we have propaganda posters displayed in our communities?
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### **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.  
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.

### **Student Activity:**

Students will present their propaganda posters from prior homework.  
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.

## Women in the Persian Gulf and Cultural Conflict

By S. Ignaciuk

### Guiding Questions:

What were the roles of women in Iraq and what problems did they face in a traditional Muslim country?

### Learning Goals:

Female soldiers have had to struggle with the issue of being a woman in a man's army since the days of World War I. However, when the United States army went to the Middle East in the 1990s an additional issue arose; what problems would occur as a result of female soldiers fighting in a Muslim country?

### Materials:

- Video *Understanding World Religions, What is Islam?* **Document 5.A**
- *Life of an American Soldier*. Chapter 3 "I would Trust Her to Cover My Back" pages 36-37. **Document 5.B**

### Mini Lesson

- Explain to students that the Persian War was the first war in which such a large number of women were engaged to participate as soldiers. The deployment of women to the Middle East caused new problems to develop since the nation is largely Islamic.
- Show video to students to develop an understanding of what the Islamic religion is about.

### Student Activity

- Each student will receive a copy of the particular passage.
- Students will read the passage as a shared reading that describes the unique experience of women in Saudi Arabia.
- Upon completion of the passage students will be asked to record any experiences that the female soldiers had that caused tense situations.
- After completing their lists students will be asked to explain if the soldiers and military leaders responded correctly to the situations.

### Share

Whole class share as to what they found in the passage and then discussion about reactions to the situations.

**Assessment**

Collect class work from students to determine understanding and careful monitoring of discussions.

**Homework**

After reading the passage about female soldiers in the Persian Gulf War, what could have the United States government done to better equip the military before they went to the Middle East?

Documents for Lessons Related to  
World War I

By Susan Ignaciuk

Documents for Lessons Related to  
World War II

By Sonia Persaud

Documents for Lessons Related to  
The Korean War

By Susan Ignaciuk

Documents for Lessons Related to  
The Vietnam War

By Sonia Persaud

Documents for Lessons Related to  
The Persian Gulf War

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