

Resource Sheet # 17

Focus Questions and Answers for Teachers

Document A

Guiding Questions

1. Why does McNutt emphasize the need for managers to utilize the skills of women workers?

Women are capable of doing 80% of all industrial jobs in Britain.

2. To what extent does McNutt value women workers?

McNutt says that the belief that women cannot do men's job is out-dated and false.

Teaching Suggestions

Use of Source Independently- This source may be useful as a hook exercise by asking students to predict the changes that may come about in Maryland (as well as the Nation at large) as a result of women's efforts during World War II. Students may predict based on McNutt's positive outlook on women in the workforce that women may begin to be treated as equals in areas of the workforce traditionally reserved for men. Use the Written Document Analysis Resource Sheet of the National Archives. Also, this source is a great compliment to a lesson on mobilization to highlight the government's deliberate efforts to encourage women to join the workforce.

Strategies- Teachers can make this source less challenging for students by breaking down the quote into three segments and having the students interpret McNutt's ideas line by line and finally work independently or with a pair to synthesize the main ideas of McNutt's quote.

Document B

Guiding Questions

- 1) Describe the work Mae performed at Glenn L. Martin during the war.

Mae riveted with men working on B-26 Marauders, and even a large plane called a Mars flying boat.

- 2) To what extent did the Glenn L. Martin Company value Mae Graybill's work?

She was well valued as she worked with men, and was even recalled after post-war layoffs to continue working in the factory.

Teaching Suggestions

Use of Source Independently- This source could be use as an independent study of women in Maryland contributing to the war effort. Students could also examine the document as a study of migrant workers in the Baltimore area during the war. It is recommended to view the entire interview for more information as well when considering it as an independent activity.

Educational materials were developed through the Making Master Teachers in Howard County Program, a partnership between the Howard County Public School System and the Center for History Education at the University of Maryland, Baltimore County.

Strategies- It may be beneficial for students to have previewed images of terminology included in the document (Mars flying plane, and the B-26) and also gain some insight into the work of a riveter to better understand the nature of Mae's work. Students may want to use a KWL chart listing information they already know about women workers in wartime industries, and what they want to know about women working in wartime industries.

Document C

Video Segment: "Getting recognized for her dedication."

Guiding Questions

- 1) How did the Maritime Commission react to Meda's welding skills?
She was given an award and offered a promotion and a raise for her skilled workmanship.
- 2) To what extent were Meda Brendall's contributions at the Bethlehem-Fairfield Shipyard valued?
She was valued because the Maritime Commission awarded her and offered her a promotion. However, the Maritime Commission does not necessarily reflect the views of the shipyard.

Teaching Suggestions

Use of Source Independently- Meda Brendall's interview is an excellent supplement to a lesson on women's role on the Home Front during World War II or mobilization. Students can simply view segments of her video interview and complete the thematic graphic organizer alone.

Strategies- Incorporate a KWL chart (Know, Want to Know, and Learned) for watching the interview with Meda Brendall. This activity may be even more significant after students have had the opportunity to read and analyze the other documents that pertain to women working in Maryland wartime industries as they will have a greater amount of background knowledge to compare to the film.

Document D

Guiding Questions

1. Is the poster above wartime propaganda? Explain.

Possibly, however it is unlikely because it is not produced by the Office of War Information.

2. How are women valued in this poster?

Answers will vary. Some may argue that the poster is thanking women for their service, and subtly suggesting that their assistance is no longer needed. It is also acceptable to say that women were appreciated by their male co-workers, and therefore it may not be propaganda.

Teaching Suggestions

Educational materials were developed through the Making Master Teachers in Howard County Program, a partnership between the Howard County Public School System and the Center for History Education at the University of Maryland, Baltimore County.

Use of Source Independently- When instructing topics such as propaganda on the Home Front or mobilization for the war, this source is an excellent example of companies using propaganda to encourage women to work.

Strategies- Consider using this poster along with a series of other posters designed to encourage women to support the war effort. Many propaganda posters can be found on the Library of Congress' website. Students can examine these posters in a gallery walk to determine whether or not women workers were valued during the war. The thematic graphic organizer provided for the document analysis is also a suitable tool for organizing information during a gallery walk.

Document E

Guiding Questions

1. What is the general goal of the Maryland Women's Division of the Council of Defense?

To teach women and inform the public that women are capable of performing work traditionally reserved for men.

2. What evidence does this document provide of significant social and political changes for women?

The government has created a separate agency designed to assist women in accepting new roles in the workforce.

Teaching Suggestions

Use of Source Independently- This source is an excellent compliment to a lesson on mobilization for war or the nature of the Home Front during World War II in Maryland.

Strategies- When used independently, consider having students use the written document analysis worksheet provided by the national archives. Also, students could use this document with the thematic organizer to assess how well Maryland valued women workers in wartime industries.

Document F

Guiding Questions

1. What service is the state of Maryland willing to provide for mothers employed in wartime industries?

The state was willing to provide child care services for women who are employed in wartime industries.

2. How well did Maryland value working mothers during World War II?

Maryland appreciated the contributions made by women and offered services such as child care for support.

Teaching Suggestions

Use of Source Independently- This source is suitable for use in a lesson that highlights the role of the federal government in mobilizing the nation for war. It can also be used as an artifact in a lesson that is focused on the government's support of women during World War II.

Educational materials were developed through the Making Master Teachers in Howard County Program, a partnership between the Howard County Public School System and the Center for History Education at the University of Maryland, Baltimore County.

Strategies- This document contains many names of wartime government agencies. Students should receive background knowledge of the Maryland State Department and the Works Progress Administration prior to analyzing this document. Consider using visual discovery to aid students in understanding the functions of both agencies during the war years by incorporating images that will demonstrate the responsibilities of each agency and come up with a definition as a class.

Document G

Guiding Questions

1. What did the Lanham Act provide to war-boom cities?

Roughly 3,000 day care centers.

2. What problems arose that limited the success of the Lanham Act?

The day care centers were not available to many workers because of distance and cost. Also, some did not wish to send children to day care facilities.

3. How did the Federal Government support women workers?

The federal government valued women workers because it stepped in relieving women of financial burden and concern for their children.

Teaching Suggestions

Use of Source Independently- This source would be suitable for investigating the extent to which the federal government supported women while mobilizing for war.

Strategies- Students should use a graphic organizer such as the thematic graphic organizer to compare the information on the Lanham Act to other attempts made by the government to come to the assistance of women wartime workers.

Document H

Guiding Questions

1. How would you describe the attitudes of the children in this cartoon?

The children seem happy and playful.

2. How does this cartoon portray working mothers?

Women seem busy and able to focus on a number of difficult tasks at one time.

3. To what extent does the Office of War Information (a federal agency) value women workers?

The OWI demonstrates an understanding of what women go through in this cartoon with the dreaded double-day of working and returning home to household duties.

Teaching Suggestions

Use of Source Independently- The propaganda poster created by the Office of War Information would be an excellent supplementary document for a gallery walk on government efforts in mobilizing the nation for war. Or, use this source in conjunction with other documents pertaining to the government's support of women during the war years.

Educational materials were developed through the Making Master Teachers in Howard County Program, a partnership between the Howard County Public School System and the Center for History Education at the University of Maryland, Baltimore County.

Strategies- Consider having students examine this poster through a gallery walk or in groups using the thematic graphic organizer.

Document I

Guiding Questions

- 1) Which wartime administration had the above image taken?

The Farm Security Administration in conjunction with the Office of War Information.

- 2) Based on your background knowledge of the Office of War Information, why might this administration have been interested in capturing this image?

The OWI captured this image with the intention of demonstrating the extent of women's abilities in the workforce to encourage other women to join in the war effort.

- 3) How would Americans characterize women workers like the one pictured above?

They would think that these women are tough, enduring employees.

Teaching Suggestions

Use of Source Independently- This image may be used to determine the types of activities women did in wartime industries or potentially used in a lesson on propaganda and the Office of War Information.

Strategies- If used in a lesson on propaganda, have students analyze multiple propaganda images (posters, etc.) in conjunction with this image to understand the purpose and extent of the Office of War Information's propaganda campaign during World War II.

Document J

Guiding Questions:

1. How much more did men earn in wartime industries when compared to women workers?

Men earned 40% more than women.

2. What evidence is there that women were not given equal opportunity in the workforce?

Women were not able to advance to higher positions as quickly as men and men were awarded seniority faster.

3. How did the War Labor Board (WLB) value women workers? What is the date of the WLB's order?

The WLB valued women as it worked to provide women equality in the workforce. The date of the order is November 1942.

Teaching Suggestions

Use of Source Independently- This source is a significant compliment to any lesson on mobilization or the changing role of government during World War II. Have students use in comparison to other efforts by the government to support workers on the Home Front.

Strategies- Have students use the thematic graphic organizer to analyze the impact of government policies on workers in wartime industries in World War II.

Document K

Guiding Questions:

1. Based on this document, can women workers expect to maintain their jobs after the war years?

No. They are viewed as temporary employees for the duration of the war.

2. How does the Maryland government value wartime working women?

The Maryland government values women as temporary workers; but, does not extend value and need to support women after the war.

Guiding Questions:

1. What event sparked major reductions in workforce in wartime industrial centers?

VJ-day sparked massive layoffs in wartime industries.

2. How many women were able to maintain their wartime jobs?

Only 2,500 out of some 20,000 women were able to keep their war jobs.

Teaching Suggestions

Use of Source Independently- The sources listed above provide the cause and proof of women being laid-off in waves at the end of World War II. Students should examine both sources together to get a deeper understanding of the government's intentions for women during the war years.

Strategies- Use the thematic organizer to address the drastic change in the tone towards women workers at the end of the war. Consider having students read the documents and conducting a think-pair-share activity in which students ask share their views with a partner.

Document L

Guiding Questions

1) What kind of jobs did many of the women workers have in the post-war years (excluding the electrical workers)?

Many women worked in retail services, as saleswomen, clerical workers, or as waitresses.

2) Why were most of the female electrical workers able to keep their wartime jobs?

These women were in a powerful union that supported them during and after the war years.

Teaching Suggestions

Use of Source Independently- This document can be used as a hook or drill activity to highlight the drastic change in occupation among women workers during and after the war years.

Strategies- Have students respond to this document as a hook exercise or drill, or simply show the document at the end of a lesson featuring the government's efforts to support women during the war years. Ask

students, “What accounts for the drastic change in occupation among women in Baltimore during and after the war?”

Document M

Guiding Questions

1. What was the average weekly earning of women on war jobs?

Women on average earned approximately \$50 per week.

2. What was the average weekly earning of women on jobs immediately after the war in 1946?

Women earned on average \$37 per week immediately after the war.

3. What accounts for this change?

After the war, women were no longer able to gain employment in higher paying factory jobs.

Teaching Suggestions

Use of Source Independently- This document can be used as a hook or drill activity to highlight the drastic change in pay among women workers during and after the war years.

Strategies- Have students respond to this document as a hook exercise or drill, or simply show the document at the end of a lesson featuring the government’s efforts to support women during the war years. Ask students, “What accounts for the drastic change in pay among women in Baltimore during and after the war?”

Document N

Guiding Questions

1. What is the date of this quote and what is the occupation of the speaker?

The quote is dated 1944, and its speaker, J. Edgar Hoover was the director of the F.B.I.

2. According to J. Edgar Hoover, what issues arose as a result of mothers working?

A rise in the rate of juvenile delinquency occurred as a result of women working.

3. To what extent does J. Edgar Hoover value working mothers?

He only values women as mothers in the home, not working away from their families.

Teaching Suggestions

Use of Source Independently- This document is appropriate for understanding social and political incentives for removing women from wartime occupations. Also, students will be able to understand the conservative arguments against women working in wartime industries. Consider incorporating this document in a lesson sequence on 1950s culture or the Second Red Scare.

Strategies- Have students complete a KWL chart on the roles of women during the 1950s. This may be used in conjunction with other sources demonstrating the roles of women in society.

Document O

Guiding Questions

1. How many married defense workers wished to keep working after the war?

Approximately 16% of married women wished to continue working.

2. Why did Charlcia Neuman work in factories during World War II?

Ms. Neuman worked to do her part to help her country during the war.

3. Explain Mrs. Neuman's reaction to losing her wartime job.

She was happy to return home and leave the difficult factory work environment.

4. How did working in wartime industries impact Adele Evenberg's self-esteem?

She believed it was a liberating experience that allowed her to see how much she was capable of achieving.

5. Was it justified to lay-off women in order to provide jobs to returning soldiers after the war?

All answers are acceptable. Yes. Men needed jobs when they returned home to find a slower economy. Also, students could disagree because women were also deserving of wartime employment opportunities.

Teaching Suggestions

Use of Source Independently- This source is useful when simply discussing the impact World War II had on women's self-esteem. Whenever discussing women workers in World War II, these documents will aid students in understanding how women benefited from the war years socially.

Strategies- Have students read the documents and conduct Active Knowledge Sharing with their classmates or Agree/ Disagree. When conducting Active Knowledge Sharing, students will stand in two rows facing their classmates, and will answer the following question: "Did World War II permanently change women's roles in society?" When conducting Agree/ Disagree, post four signs in the room- Agree, Somewhat Agree, Somewhat Disagree, Disagree. Ask students to position themselves next to the appropriate sign and prepare to defend their belief in response to the following statement: World War II permanently changed women's roles in society.