

Workers at Springfield Armory

This lesson, or rather series of mini lessons, can all be done to provide a complete history of the Armory, or different mini lessons can be selected depending on what you are looking for.

Each mini lesson has formative assessments, but the overall summative assessment is the Learning Showcase which encompasses content from each of the main lessons.

Lesson Content and Design

Central Focus/Big Idea: In these series of lessons the students will be learning about the people who worked at Springfield Armory, primarily women who began working in large numbers at Armory during World War II. The activities will have students analyzing photos and propaganda posters, examining and reading a newspaper article focused on women workers at the Armory, and then examining specific jobs at the Armory with the opportunity to take a civil service exam to see what applicants were tested on before getting a job here.

Context/Rationale: Springfield Armory while being the Nation's First Armory is not all about firearms. The people who worked at Armory were significant and the site provided an opportunity for women to advance. By providing the student the opportunity to learn about the workers they will gain a better understanding of the significance of the site and its larger impact on women and the Industrial Revolution.

Objective(s):

- Explain why women took on predominantly male jobs during World War II.
- Analyze various primary sources to find answers and draw conclusions.
- Explain the various job opportunities at Springfield Armory and create an argument as to why it was a demanding workplace.
- Explain why women went to work during World War II citing evidence and explain whether you would have joined them or not.

Assessments: Each activity has a formative assessment related to the task completed. The summative assessment has the students taking their knowledge of Springfield Armory and creating an argument as to why historic sites, as such, should be preserved for future generations. Students will need to apply their knowledge about the workers and women at the Armory to create a cohesive argument using examples. Not all activities will need to be completed for the students to complete the summative assessment; it is your judgement as an educator on how many of the activities you would like the students to complete before giving them the summative assessment based upon the level of students in your classroom.

Vocabulary

Foundational (Terms to understand the content (base words))

- Primary Source
- Firearm

Comprehension (Terms to understand and apply)

- Propaganda
- Women Ordnance Workers
 - Ordnance

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Presentation/Syntax		
Activities	Materials	Detailed Description
Catch/Hook	-WOW Bandana (Located in Introduction Box)	<p>Ask the students to think about a person in history and why they are important. Have the student's pair and share with each other before having a few students share with the class. After the students have shared, have them consider why these people are important to history and why we tell their story.</p> <p>Explain to the students that they will be learning about a group of people whose story isn't told that often and that they played a significant role during World War I and II.</p> <p>Show the students the Ordnance Bandana to pique their curiosity and cue their memories to see if they can identify who the bandana belongs to. It is likely they will say "Rosie the Riveter" to which one can explain that yes, these workers are like Rosie, but they worked for the Federal Government and transition into Women Ordnance Workers and the first activity.</p>
Women During World War II Analysis Comprehension Reading and Photo Analysis & Propaganda Poster Analysis	-Women Power Student Worksheet -Photo Cards of Amory Workers -Propaganda During WWII Worksheet -Propaganda Posters	<p>Using a shorting reading, photos, and propaganda posters encouraging women to work during WWII, students will examine and analyze them to determine the roles women took on during WWII at Springfield Armory, identify and explain whether they would work as a WOW, and create their own propaganda poster.</p> <p>The photos the students analyzing are from the Springfield Armory Archives and on the back the date, if possible, is given along with information pertinent to the photo.</p> <p style="text-align: center;"><u>Comprehension Reading and Photo Analysis</u> <u>Background Information</u></p> <p>For this activity, it will be helpful for students to know what propaganda, as they are looking at a variety of different examples.</p> <p>It also might be important, for your knowledge and perhaps the students, is the difference between Rosie the Riveter and Women Ordnance Workers (WOWs). Rosie's were any women who worked towards the war effort, but WOWs worked specifically for the Ordnance Department, which works to supply Army Combat Units with weapons and ammunition. The bandanas that they wore were</p>

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also different as Rosie's had polka dots and the WOWs had the Ordnance Bomb on theirs.

A vocabulary sheet has been included as an option to use.

Instructions

Explain to the students that in this activity they will be looking at the role of women during World War II. Ask the students to discuss what they think women did during World War II before explaining that many of them began working in factories. After, explaining the work that women did ask the students to explain why they think women began working in factories. (They began working in factories as jobs were opening as men joined the service and women needed to fill the open positions.)

After this short discussion, explain to the students that they will be completing a short reading on women and the work that they did. A couple of different versions of the comprehension reading have been included. You are to use your discretion in determining which reading you would like the students to complete. As the students read, they should take notes on what stands out to them on the included worksheet.

After the students complete the reading, they are to examine a few of the photo cards of the different workers at Springfield Armory. As the students examine the photo cards, they should take notes on the second page of their handout.

Once they have completed the comprehension reading and examination of the photo cards, they should answer the questions on the final page. This page serves as the assessment for this activity.

Propaganda Poster Analysis Background Information

Propaganda posters popped up everywhere and encouraged women to help the war cause. Whether it was planting a Victory Garden, donating nylon stockings, saving bacon grease, scraps of paper, or tin, or getting a job these posters helped women connect with the war effort. Hundreds of different posters were designed over the course of the war, but there are two that are the most well know.

On May 29th, 1943 *The Saturday Evening Post* (Memorial Day Issue) published a cover image portraying Rosie the River with a flag in the background and a copy of *Mein Kampf* under her feet by Norman Rockwell. This image while often known as the first Rosie the Riveter is not the one often associated with her, but rather the one drawn in

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1942 by J. Howard Miller for Westinghouse Electric Corporation. The image drawn by Miller wasn't as well-known during WWII as it is now. It became increasingly popular during the 1960's during the continued push for women's rights, the 40th anniversary of WWII, and the National Archives licensed the image to sell souvenirs and raise money (Rockwell's image had more copyright restrictions and therefore wasn't used). And therefore became retroactively identified as Rosie the Riveter.

Who was the 'Real Rosie?' That is up for debate. Each artist had their own model: Normal Rockwell's was Mary Doyle Keefe a telephone operator in Vermont, Miller's was Geraldine Hoff Doyle a worker in a Navy Machine shop, or Rose Will Monroe a riveter at Willow Run Bomber Plant in Michigan, or Naomi Parker Fraley a machine shop worker at Naval Air Station in California. There was no single Rosie, but rather millions of them as women joined the workforce to do their part for the war effort.

In this activity student will examine various propaganda posters that were made during World War II. Students will then draw conclusions as to why they think propaganda posters were used.

A variety of posters have been included; you can select the ones that are most appropriate for your class to use for this activity. (All photos came from the Library of Congress unless noted on the back.)

Instructions

Around the classroom spread out a variety of the propaganda posters before the students arrive in class. Once the students have settled in hand out the propaganda worksheet and explain to the students that they will be examining various propaganda posters from World War II today. Have the student write down what they think propaganda means in the first box; encourage them to look at the posters while they are constructing their definition. After the students have constructed their definition, have them share with a nearby partner to create a definition between them. Next have them get together with another group so compare definitions and create one as a larger group. After the group sharing, have a spokesperson from each group share the group definition. On the whiteboard/Smartboard or similar technology, write down the definitions from the students. After all groups have shared, have them as a class come up with a definition. If their definition is correct have them write the class definition in the

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Propaganda Is box, or correct their definition and explain the new one before having them writing it in the box.

After the students understand the definition, explain to them that they will be participating in a gallery walk of these posters. As they visit the posters, they should take notes on their worksheet document what they see regarding people, words, colors, and symbols, along with the emotion the poster uses. Use your knowledge of your students to determine how long they need to complete this portion of the activity. It usually is helpful to tell the students that they need to visit a certain number of posters before they can be considered done.

After the students have examined the posters, have them flip their worksheet over and respond to the two questions. After the students have responded to these two questions, you have a couple of different ways to proceed in the discussion.

Option one is to have the student's pair and share as they did earlier in the lesson, and then pair and share again with another group before presenting to the entire group how the posters made them feel and what they noticed.

Option two is to have the students head to the poster that speaks to them. Once the students have made it to their poster, ensure that there are no students who are alone and if there is some, ask them to join another group or to have someone from a larger group join them. Have the students share with each other why that poster speaks to them before discussing what the poster is conveying to the viewers. After each group has had ample time to discuss their answer, each group will then share their responses with the class sharing why they feel the poster is important and what it is conveying.

Once all the students have completed the worksheet, it is time for them to design their own poster! Using the provided sheets of large white construction paper, students are given the opportunity to design their own poster encourage women to join the workforce. Encourage them to make up a slogan, to use symbols, and to include emotion in their poster.

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Women Workers at the Armory	<p>-<i>Springfield Republican</i> newspaper article</p> <p>-Student Worksheet</p>	<p>In this activity students will be examining a primary source newspaper article from the <i>Springfield Republican</i> which was published on October 11th, 1942. The article highlights the work that women were doing at Springfield Armory in contrast to what they were previously doing.</p> <p>For this activity, it might be beneficial to have students working in groups as this analysis can be a bit challenging.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>Using the provided handouts, students will work through the newsletter in different steps to acquaint themselves with the source. By looking at it multiple times, each with a different focus, the students will gain a better understanding of the article and its significance.</p> <p>Two different versions of the worksheet have been included, one for high achievers and one that has been modified.</p> <p>The first part of the worksheet has the students thinking about why there is a shortage of male workers and how that might impact the need for women workers by examining a short newspaper clip.</p> <p>Once the students have completed the first page they will begin looking at the large newspaper print. Students will examine the pictures in different steps allowing them to gain a deeper understanding of what the pictures are telling them.</p> <p>Students will the answer questions based upon the newspaper article and drawing conclusions as to the work women did at the Armory. Students will finish the activity by completing an exit ticket that has them examining the inclusion of women in the workforce.</p>
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Jobs at Springfield Armory	<ul style="list-style-type: none">-Student Worksheet-Newspaper Articles-Civil Service Examine	<p>In this activity students will be examining various newspaper clippings to learn about the different jobs available the Armory from 1917 to 1941. By reading the different advertisements students will gain an understanding of the jobs and requirements necessary to work at the Armory. For this activity internet will be needed for students to calculate what the modern-day salary would be if you want them to complete that column.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>Using the provided handouts, you can break students into small groups or have them complete it individually depending on the level of your students.</p> <p>Students will answer the first question regarding the skills necessary to work at an Armory to prime their thinking about jobs at the Armory before they dive into advertisements. Students should read the definitions before continuing to the following section as this will help when reading the advertisements. It might be worth explaining to students that the English language has changed overtime and that is why these advertisements are different that what the students are used to. If you discussed the language, this is an excellent opportunity to have the students think about how they write/talk today using slang and emojis and how they think future generations will perceive our written language.</p> <p>Students will read through each advertisement and complete the chart for each clipping. Once the students have gone through all of the advertisements and completed the chart they will answer a few additional questions to help them connect all of the information before answering the final formative question.</p> <p>As an additional activity related to the jobs at the Armory, questions from a Civil Service exam have been included. This quiz gives students an idea as to what the test looked like and how they were used to determine which department would be the best fit for the worker. This was not the whole test, but rather a section of it.</p>
Closing		<p>After having the students complete the selected lessons, they will complete an exit ticket. This exit ticket will have them reflect upon their learning about workers and women during World War II.</p>