

UNIT COVER PAGE Understanding By Design

Unit Title: Women, the World Wars, and the Springfield Armory

Grade Levels: 9-12

Subject/ Topic Area: 20th Century History / WWI & WWII

Time Frame: 10 50-minute periods

Unit Designer: Treacy Nichols

Link to Content Standards

USII.6 Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I.

J. American entry into World War I.

USII.17 Explain important domestic events that took place during the war.

C. the entry of large numbers of women into the workforce

Brief Summary of Unit

In this unit on women workers at the Springfield Armory during World Wars One and Two, students will learn about the conditions under which women worked, the changes the Armory underwent as a result of having female workers, and the similarities and contrasts between women workers during World Wars One and Two. They will explore their current views of women in the workforce, contemplate what constitutes a safe working environment, analyze why women workers during WWII are given so much more attention than women workers during WWI, and finally, reassess their views of women in the workplace.

As a culmination to the unit, students will create a children's book or graphic novel which illustrates an aspect of women working during World Wars One and Two. Students may choose to compare and contrast women workers during WWI with women workers during WWII, depict working conditions during the wars, or explore any other aspect of women working during the World Wars that the teacher deems appropriate. This performance task is designed to encourage students to delve deeper into the world of women workers at the Springfield Armory, in order to gain a better understanding of both war and civil rights.

IDENTIFY DESIRED RESULTS

What enduring understandings are desired?

Students will understand

1. That women workers during WWI paved the way for women workers during WWII.
2. Female workers during WWI improved conditions for both men and women by bringing about safety reforms.

What essential questions will guide this unit and focus teaching and learning?

1. Why are women workers during WWII given so much attention when women workers during WWI are largely forgotten about?
2. Had women been viewed as equal to men, would safety reforms have been brought about during WWI?