

# Historical Investigation Curriculum Project

NEH Landmarks-Bay Area Home Front

**Author:** John DePasquale

**Title:** War on the Home front: Impact of WWII on American Women of Color

**Description:** Through an analysis of primary source documents, students explore perspectives of women of color working on the American home front during World War II.

**Discipline:** Humanities

**Grade Level:** Grade 8

## Project Overview

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### A. Historical Investigation/Guiding Question

- How does an individual's identity and experiences shape the way they view themselves and their world(s)?

### B. Learning Objectives

- How do we read and analyze Dorothea Lange's photography of the American home front during WWII?
- How do we read and analyze oral histories of the American home front during WWII as remembered by participants?
- Students will use the See-Think-Wonder thinking routine to elicit meaning from primary source material.

### C. Common Core State Standards Addressed:

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### The Historical Investigation Part 1: Context

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This lesson is part of a greater unit on the WWII and the impact of the war. Using a written prompt to develop lesson specific context, students will identify and explain effective ways to document or remember important events or ideas from their own lives. Students are likely to identify photos and written notes or journals as ways to remember. A discussion of photos and journals as methods to remember events will serve as a link to subsequent parts of the lesson.

### The Historical Investigation Part 2: Analysis of Evidence

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Through close analytical reading of a Dorothea Lange photo and an oral history conducted through the Regional Oral History Office, students will encounter perspectives to deepen their understanding of the impact of WWII on the American home front. This lesson uses the See-Think-Wonder thinking routine developed by Project Zero for the analysis of the photo and oral history.

### The Historical Investigation Part 3: Interpretation

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*Students **construct an explanation** about history, **marshaling evidence** for their **interpretation** from the sources analyzed to advance an **argument** in response to the key question. Teachers can **assess** students' understanding of the standard and historical process by evaluating this product.*

The students will use evidence organized through the See-Think-Wonder thinking routine to draw conclusion and to develop an argument regarding the impact of WWII on the American home front.

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### Resources

### OMCA COLLECTIONS

◀ Back to Search Results



**Dorothea Lange (1895-1965)**  
*Women line up for paychecks-  
Richmond Shipyards*  
photonegative  
1942/1943  
KODAK  
5 in HIGH x 4 in WIDE  
(12.70 cm HIGH x 10.16 cm WIDE)  
Gift of Paul S. Taylor  
A67.137.42080.4

**Tag words:** african american ca cap coat female male  
richmond shipyard shipyard worker  
welder world war ii photonegative

Art

world war ii

**Birth Location:** Hoboken, New Jersey

**Active Location:**  
California | Southern United States

**Gender:** female

**Remarks:**  
First husband Maynard Dixon. Second husband Paul Schuster Taylor. Education: Apprenticed in Arnold Genthe's portrait studio, New York, 1912-14; employed at studio of Aram Kazanjian, New York, 1914; employed by Mrs. A. Spencer-Beatty in portrait studio as camera operator, New York, 1915-16; New York Training School for Teachers, 1914-17; photography class taught by Clarence White, Columbia College, New York, 1917-18.

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Figure 1 <http://collections.museumca.org/?q=collection-item/a67137420804>

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Regional Oral History Office  
The Bancroft Library

University of California  
Berkeley, California

**Willie Mae Cotright**

**Rosie the Riveter World War II American Homefront Oral History Project**

A Collaborative Project of the Regional Oral History Office,  
The National Park Service, and the City of Richmond, California

Interviews conducted by  
Judith Dunning  
in 2002

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Figure 2: [http://digitalassets.lib.berkeley.edu/roho/ucb/text/cotright\\_willie\\_mae.pdf](http://digitalassets.lib.berkeley.edu/roho/ucb/text/cotright_willie_mae.pdf)

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### SEE / THINK / WONDER

*A routine for exploring works of art and other interesting things*

- What do you see?
- What do you think about that?
- What does it make you wonder?

#### **Purpose: What kind of thinking does this routine encourage?**

This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

#### **Application: When and where can it be used?**

Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine at the beginning of a new unit to motivate student interest or try it with an object that connects to a topic during the unit of study. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their new knowledge and ideas.

#### **Launch: What are some tips for starting and using this routine?**

Ask students to make an observation about an object – it could be an artwork, image, artifact or topic – and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask students to think about what this makes them wonder about the object or topic.

The routine works best when a student responds by using the three stems together at the same time, i.e., “*I see.... I think.... I wonder ....*” However, you may find that students begin by using one stem at a time, and that you need to scaffold each response with a follow up question for the next stem.

The routine works well in a group discussion but in some cases you may want to ask students to try the routine individually on paper or in their heads before sharing out as a class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations and wonderings are listed for all to see and return to during the course of study.

**V** I S I B L E  
T H I N K I N G © Harvard Project Zero

Figure 3:

[http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03c\\_Core\\_routines/Core\\_pdfs/VT\\_SeeThinkWonder.pdf](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/Core_pdfs/VT_SeeThinkWonder.pdf)

# Historical Investigation Curriculum Project

NEH Landmarks-Bay Area Home Front

Name: \_\_\_\_\_

Class \_\_\_\_\_

## War on the home front: Impact of WWII on American Women of Color

Text Title \_\_\_\_\_

### See-Think-Wonder



**SEE:** What do you see in the photo? *Make at least three observations using direct evidence*

**THINK:** What do you think about the photo? How do you think this evidence relates to the impact of WWII on American women of color?

**WONDER:** What does the photo make you wonder? What additional information would you need to know in order to make a conclusion about the experiences of women of color on the American home front?

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Name: \_\_\_\_\_

Class \_\_\_\_\_

**War on the home front: Impact of WWII on American Women of Color**

Text Title \_\_\_\_\_

**See-Think-Wonder**



**SEE:** What do you hear in the oral history? *Make at least three observations using direct evidence*

**THINK:** What do you think about the oral history? How do you think this evidence relates to the impact of WWII on American women of color?

**WONDER:** What does the oral history make you wonder? What additional information would you need to know in order to make a conclusion about the experiences of women of color on the American home front?

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Name: \_\_\_\_\_ Class \_\_\_\_\_

**Independent Explanation**

*Use evidence from your analysis to respond to each question.*

1. What themes or big ideas do the analyzed pieces of evidence have in common?

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2. How does this analysis influence your understanding of the impact of WWII on American women of color?

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