

Week Long - Extended Lesson Plan for Women and Gender

The week-long lesson plan is intended to give students a deeper understanding of topics relating to World War II. By the end of this week long plan, students should be able to:

1. Understand how soldiers' attitudes towards women during World War II.
2. Analyze handwritten responses by black and white soldiers to determine how they felt about and responded to women in the army.
3. Evaluate feelings towards women during World War II.
4. Remember previous knowledge about World War II, and women and gender in the early 20th century.

Day 1: Screen *It's Your War, Too* in class.

Begin class by giving students some contextual information about *It's Your War, Too*. In 1944, *It's Your War, Too* was commissioned by the United State Government about the Women's Army Corps. As they're watching, encourage them to take notes on the film.

Once you have screened the film, use these questions as a guide for discussion:

1. What kind of message does this film send about the war?
2. Do you think this film was successful in boosting morale? What scenes would you say were most effective?
3. How do you think soldiers felt about this film?

Students should also browse [WAC recruitment posters](#) during this class period. While doing so, encourage them to take notes on how these posters encouraged women to join the war effort. Students can ask themselves the following questions:

1. What kind of messages do these posters send to women?
2. Are they encouraging? Do they use scare tactics?
3. What kinds of feelings were these posters supposed to invoke?

Day 2: Use Lesson Plan for "Women and Gender." Encourage students to find differences between the scenes in *It's Your War, Too*, the posters they viewed, and the responses they are reading.

Day 3: Spend class having students visit and explore [The American Soldier website](#). They can search for keywords surrounding women and soldier's views of women, expanding their understanding of how women were treated during the war. This also gives them the opportunity to explore other topics related to the American GI's experience.

While students are exploring the site, have them collect five free responses that they have not seen before. Encourage them to choose both positive and negative responses.

Day 4: Ask students to revise their historical summary from Day 2 using the five free responses they found on Day 3. Have them explain how the new sources helped enhance their understanding of what it was like for women during World War II. You can use these questions to guide discussion in class:

1. How did these new sources change your understanding of women's experiences?
2. How varied were the responses you found? Did some soldiers have positive comments? What about negative comments?
3. How do you think having women's perspectives would have changed your analysis?

Day 5: Have students choose their favorite (or most meaningful) response out of the ones they read and do a "deep analysis" using the **SCIM-C method**. The objective here is for students to practice extracting data from text, both the expressly written data and information they can infer by interpreting the details. Students should use the following questions to guide their analysis:

1. Summarize - What specific information, details and/or perspectives does the source provide? Who is the author of the source? What is the purpose/subject of the source?
2. Contextualize - What was happening within the immediate and broader context at the time the source was produced? Why was this source produced?
3. Infer - What is suggested by the source? What interpretations may be drawn from the source? What inferences may be drawn from absences or omissions in the source?
4. Monitoring - What ideas, images, or terms need further defining from the source? What additional evidence beyond the source is necessary to answer the historical question?
5. Corroborating - What similarities and differences between this and other sources exist? What factors could account for these similarities and differences? What conclusions can be drawn from the accumulated interpretations?