Grade 5
How Did World War II Impact the Social Advancements of Women and African Americans?

Document-Based Question for the South Carolina Social Studies College- and Career-Ready Standards

South Carolina Department of Education
Office of Standards and Learning
2019
**Introduction to DBQ**

This DBQ has students analyzing primary source documents to explain the social impacts of World War II on women and African Americans. This DBQ will require students to analyze and evaluate information from the documents to synthesize evidence of continuity and change in relation to the advancements of women and African Americans during World War II. The *Profile of the SC Graduate* is supported in this work through the critical thinking the students undertake when analyzing the documents, collaborating with peers, and communicating their analysis via the composition of a historical summative presentation. It is estimated that this DBQ will take 7 days of 60-minute class periods.

**Standard(s) and/or Indicator(s)**

**Targeted:**

**Standard 4: Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980.**

5.4.P Summarize the economic, political, and social changes in the U. S. after World War II.

5.4.E Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.

**Embedded:**

*South Carolina English Language Arts*

5.I. 3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.

5.I. 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

5.I.4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.

5.MC. 5.1 Quote accurately from a text to analyze meaning in and beyond the text. 5.LCCS.8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.

5.LCC.10.1 Compare and contrast a primary and secondary account of the same event or topic.

5.LCC.11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.
5.LCC.11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.
5.RC.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
5.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

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<th>“I Can” Statements</th>
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<td>Days 4-5: I can collect and analyze data from editorials and oral histories to explain how WWII impacted the social advancements of African Americans. (5.4.P, 5.4.E)</td>
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<td>Days 6-7: I can synthesize information to identify examples of continuity and change and explain how WWII impacted the social advancements of women and African Americans. (5.4.P, 5.4.E, 5.W.2)</td>
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**Historical Question**

How Did World War II Impact the Social Advancements of Women and African Americans?

**Domain of Knowledge**

**Webb’s Depth of Knowledge**

Level 3- Strategic Thinking
Level 4- Extended Thinking

**Academic Vocabulary**

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.
- Propaganda
- Wartime industries
- Ration
- War bonds
- Auxiliary

**Historical Thinking Skill(s)**

Periodization is the process of structuring historical periods. Periods are artificial historical constructs created in order to group information and better understand similar phenomena. Further, the comparison and connection of different periods and the process of establishing key events as turning points in order to construct one’s own unique time periods.

Utilizing historical evidence, especially, primary sources to effectively support arguments.

**Prior Knowledge**

In grade four, students summarized the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms (4.5).

The concepts associated with the United States’ involvement in World War II are new to students in fifth grade.

**Subsequent Knowledge**

In eighth grade, students will compare South Carolina and U.S. wartime contributions and demobilization after World War II. (8.5.CO)

In United States History and the Constitution, students will examine the continuity and changes on the U.S. homefront surrounding World War I and World War II. (USHC.4.CC)

**Historical Context (Background Information)**

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World War II had a profound social impact on the United States that would have long term political effects. The nation came together as each American was encouraged to “Do Your Part” in the war effort. Each and every American was called upon to conserve scarce materials by contributing to scrap metal drives and planting “Victory Gardens.” However voluntary conservation was not enough and Americans were required to use ration booklets. The economy was finally pulled out of the Depression by the war efforts. Everyone went to work to help win the war.

Women, as homemakers, were responsible for rationing and victory gardens. More women also began to work outside the home. They took the place of husbands, sons, and brothers in factories and built airplanes, trucks, and ships. Although women faced discrimination, ‘Rosie the Riveter’ became an icon of the period. Women were expected to return home when the war ended and the soldiers returned to their jobs. Despite hardships, such as discrimination and lack of child care, many women missed the workplace. This wartime experience helped lay the foundation for the women’s movement of the 1960s.

African Americans demanded the right to wartime jobs and President Roosevelt ordered that they be given opportunity. Many more African Americans moved to cities in the north and on the Pacific coast to work in wartime industries. African Americans made some strides in the military during the war, such as the Tuskegee Airmen; however, they still served in segregated units, as was the experience in previous wars, and were often assigned duties of lesser importance because of racial prejudice that often led those in power to doubt in their capabilities.

The role played by African American soldiers in the war and the treatment by whites on the home front during and after the war ended prompted President Truman to order that the army be desegregated after World War II. The experiences of African Americans proving themselves by serving their country at home and abroad, called the double victory campaign, helped lay the foundation for the Civil Rights Movement of the 1960s.

Sources for the DBQ

Document A
World War II Propaganda Posters Compilation Sheet
**Document B**
A journal excerpt from an article written by several individuals in the VA health care system. The document highlights the social atmosphere of women in the military during World War II.

**Document C**
This newspaper article recognizes the contribution Martha “Tish” Barnum made to the wartime industry. The article gives insight into her family background and her views on working.

**Document D**
This newspaper article recognizes the achievement of Grayce Grace whom may be the first woman chauffeur.

**Document E**
This political cartoon depicts the challenges African Americans faced in wartime industries.

**Document F**
This is a letter from President Roosevelt reminding Joseph Curran, the President of the National Wartime Union, that racial discrimination was no longer acceptable in the military.

**Document G**
This is transcript of Dorothy Dugan’s appeal hearing for being denied the ability to change jobs for higher pay. Dungan v Prosper Shepenell and Sons Company (1944). Retrieved from [https://www.archives.gov/files/boston/exhibits/homefront/4.13-case-728.pdf](https://www.archives.gov/files/boston/exhibits/homefront/4.13-case-728.pdf)

**Document H**

### Potential Instructional Strategies

#### Day 1 “I Can” Statement: I can explain how print media was used to influence people to “Do Their Part” during the WWII. (5.4.P)

1. Students will students brainstorm ways that an individual can get an important message out to a mass group of people and persuade them to take on a specific belief.
2. The teacher will define the term propaganda and have students identify propaganda techniques.
3. The teacher will model how to analyze print media and identify propaganda techniques.
4. Students will examine WWII posters (Document A) to identify propaganda techniques that are present.
5. Students will complete the Poster Analysis worksheet. See Appendix

#### Day 2 “I Can” Statement: I can summarize the transition of women from home to the workplace. (5.4.P)
1. Students will engage in a whole-class, teacher guided reading of an excerpt from *Women and War: What Physicians Should Know* to familiarize them with challenges and advances women experienced in the military as they transitioned from their domestic roles. (Document B)


3. Students will engage in cloze reading activities while analyzing information from newspaper articles. (Documents C and D)

4. Students will participate in a mini-oral debate to explain if it was better for a woman to get a military or non-military job during World War II. Evidence must support their answer.

**Day 3 “I Can” Statement:** I can identify challenges and rewards women and African Americans encountered in the workforce during WWII. *(5.4.P)*

1. Students will evaluate and analyze primary source documents to determine the challenges and rewards that women and African Americans experienced during World War II.
   - Documents E-G

**Days 4-5: “I Can” Statement:** I can collect and analyze data from editorials and oral histories to explain how WWII impacted the social advancements of African Americans. *(5.4.P, 5.4.E)*

1. Student will evaluate and analyze James Thompson’s “Double V” editorial. Document H

2. Students will listen to oral history interviews ([https://www.loc.gov/vets/stories/ex-war-desegregation.html](https://www.loc.gov/vets/stories/ex-war-desegregation.html)) from African American World War II participants. Students will use a graphic organizer to record information that identifies the following:
   - Gender of the interviewee
   - Role during WWII
   - Positive social experiences

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Negative social experiences
3. Students will analyze the collected data to compare and contrast the social advancements amongst African American males and females.
*See appendix for accompanying activity sheets.

Day 6-7: “I Can” Statement: I can synthesize information to identify examples of continuity and change and explain how WWII impacted the social advancements of women and African Americans. (5.4.P, 5.4.E, 5.W.2)
1. Students will create a final product that demonstrates their ability to identify the social advancements of women and African Americans that occurred as a result of World War II.

Possible Scaffolding and Differentiation

- Instead of specifying the posters to be used, the teacher can provide a selection of posters from World War II and allow students to choose the ones they would like to analyze
- Students can conduct oral history interviews of family or community members
- Integrate the use of historical videos to provide background knowledge as needed
- Re-word/rewrite material as needed to accommodate varying Lexile levels
- Alternate the grouping of students by ability level encourage full class participation
- Have students analyze songs and poetry written during this time for signs of social change

Potential Assessment Task/Final Product

Students will be given the option to choose from the activities below for their final project assignment.

- The student will write an expository essay using the evidence from the sourced documents to generate their response.
- The student will create a collage to answer the question.
- The student will create a PowerPoint presentation to answer the question.
- The student will create time traveler’s journal that answers the question.
- The student will create a video response as a news reporter to answer the question.

**Materials**

- Access to or copies of the documents
- Paper and pencil
- Chromebooks, laptops, or desktop computers
- Chart paper
- Poster board
- Markers

**Resources**


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South Carolina Department of Education (2015) Profile of the South Carolina graduate. [PDF document]. Retrieved from http://www.eoc.sc.gov/Home/Profile%20of%20the%20Graduate/Profile%20of%20the%20SC%20Graduate.pdf


**Instructional Worksheet Resources**


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