

## TEACHING AMERICAN HISTORY PROJECT

### *Portrayals of Women in World War I*

Grade - 5th-8th

Length of class period –50 minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?) What are the different portrayals of women in posters during World War I?

Objectives (What content and skills do you expect students to learn from this lesson?)  
Students will identify and evaluate the different portrayals of women on World War I posters.

Materials (What primary sources or local resources are the basis for this lesson?) –  
(please attach) Please see attached documents

Save the Food

2nd Liberty Loan

3rd Liberty Loan

Red Cross Recruitment Poster

Wake up America

I wish I were a Man

Red Cross Worker Photograph

Document Analysis Worksheet

Kaiser Wilson Poster (for extension activity)

Activities (What will you and your students do during the lesson to promote learning?)

1. Students will be breaking into six separate groups.
2. Each group will receive one of six documents (see attached documents) and a Written Document Analysis Sheet (American Antiquarian Society).
3. Members of each group will evaluate and discuss their poster and fill out the Written Document Analysis Sheet (American Antiquarian Society).
4. Groups will take turns reporting to the class about their posters.
5. After each group has reported, students will discuss the significance of the other posters.

How will you assess what student learned during this lesson? The primary assessment for this lesson will be the Document Analysis worksheet (Antiquarian Society) and participation in the class discussion.

Extension Activity: Students will be asked to look at modern day recruitment posters. How are women portrayed today? Is it the same or has it changed over time?

Heather and Don's Mother of all Extension activities: Students will be asked to compare the role of the woman in the "Kaiser Wilson" photograph with the role of women portrayed in the posters.

Connecticut Framework Performance Standards –

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Columbian voyages, the French Revolution, World War II);
- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.