

Where
the past
is present

DETROIT HISTORICAL SOCIETY

TEACHER RESOURCE LESSON PLAN

DETROIT DURING WWII: WAR PRODUCTION AND RACIAL TENSION



CREATED BY

Rhea Matthews, Detroit Public Schools

INTRODUCTION

Wartime production of WWII within Detroit and its suburban areas played an important part to support the troops and the eventual victory, but at what cost?

Labor shortages and efforts to address them caused major changes to life in Detroit and its suburban areas. Large numbers of workers coming into the area looking for employment caused housing shortages, brewed additional racial tensions, and changed the demographics of Detroit and its suburban manufacturing areas. Women entered the workforce, causing change in everyday home life, while Black workers experienced discrimination and violent opposition to their hiring and/or promotion.

These two additives to the workforce caused a need for activism in search for fair wages and job equality. It is the role of this lesson to allow high school students to research and share their findings with one another in an effort to understand the actions that led to Detroit being labeled the “union city,” forever changing the infrastructure of Detroit.

LEARNING OBJECTIVES

Students will:

- Identify primary and secondary sources
- Practice MLA/APA citation with each cited identifier as support evidence of research findings
- Practice the skills of collaboration and peer-to-peer teaching and evaluating

EDUCATION STANDARDS

- Technology –
 - BAC02 (communication), BAC03 (Problem-solving and critical thinking, BAC07 (leadership and teamwork)
 - CSR – Media Literacy Standards
- Reading standards for literacy in history – Common Core State Standards
 - Key ideas and detailing 1-3
 - Craft and structure 4-6
 - Integration of knowledge and ideas 7-8
- Writing standards for literacy in history – Common Core State Standards
 - Production and distribution of writing 4-6
 - Research to build and present knowledge 7-9
 - Range of writing 10 (with time for reflections and revisions)

TIME REQUIRED

- Independent lessons = 1 hour moderate instruction to specific research areas such as housing, racial tension factors, riot triggers and actual riot facts.
- Group lessons - can be 2-3 hour blocks depending on length of information researched

LESSON PLAN: WAR PRODUCTION AND RACIAL TENSION

such as depth of knowledge required to support decisions and create presentations for share outs.

PREPARATION

Primary and secondary sources reference attachment for review: <http://www.princeton.edu/~refdesk/primary2.html>

MATERIALS USED

- Computer
- Paper, pencil/pen
- Artifacts to be researched (computer generated or actual artifacts)
- Display board (for groups only)
- Worksheets

INSTRUCTIONAL MODEL

Activities (guided practice and independent practice)

- Students will work independently to select various artifacts for research purposes - 3-5 items must be primary sources with at least 2 secondary sources to complete lesson
- Students will complete the worksheet required as specified by type of artifact being researched (worksheets are attached)
- Students will engage in share out peer-to-peer discussions

Student Engagement (cooperative learning groups, pairing, technology integration, pairing)

- Students may work in groups or pairs to cover more artifacts for research purposes and share outs.
- For groups and pairing, collaboration skills need to be addressed as additional learning skills:
 - Students will be able to engage in respect, trust, and goal setting
 - Leadership skills will also be addressed – task setting and ensuring team/groups stay on task
 - Share out to follow with engaging discussions and information findings displayed on poster

boards per group.

EXTENSION ACTIVITIES

- National Archive analysis sheets addressing forms of historical artifacts researched completed (written, photo, etc.)
- Virtual Tour – Detroit Historical Museum “Arsenal of Democracy” <http://detroithistorical.org/detroit-historical-museum/exhibitions/signature-exhibitions/detroit-arsenal-democracy>
- Visit the Detroit Historical Museum, Admission to the Museum is FREE! The Detroit Historical Museum is located in Detroit’s Cultural Center on Woodward Avenue. 5401 Woodward Ave., Detroit, MI 48202 (phone: 313.833.1805)

EVALUATION

Collaborative Work Skills: Group Presentation Rubric

For more information about the
Detroit Historical Society,
or to schedule a field trip to the
Detroit Historical Museum or
Dossin Great Lakes Museum,
visit detroithistorical.org

PRIMARY SOURCE LIST



DESCRIPTION: FDR The Arsenal of Democracy

URL: <http://www.youtube.com/watch?v=kNEU44JRwYQ>



DESCRIPTION: Symbol for Arsenal of Democracy Organization of MI

URL: <http://ausaarsenalofdemocracy.org/ausaad/>



DESCRIPTION: Michigan Minutes: Sojourner Truth Housing Project and Riot

URL: <http://www.youtube.com/watch?feature=player> http://www.youtube.com/watch?v=8x3_8PFBIIA&v=8x3_8PFBIIA



DESCRIPTION: WWII Food Shortages Remembered

URL: <http://www.youtube.com/watch?v=FFiM1bKKzL4>



DESCRIPTION: Black Culture of Detroit and the Black Bottom Neighborhood

URL: <http://www.youtube.com/watch?v=2YBa6duxxhk>



DESCRIPTION: Detroit, Michigan. Rioting at the Sojourner Truth housing project

URL: <http://www.loc.gov/pictures/item/owi2001018470/PP/>

WRITTEN DOCUMENT ANALYSIS WORKSHEET

TYPE OF DOCUMENT (Check one):

- Newspaper Letter Patent Memo
 Telegram Press Release Report Congressional Record
 Map Advertisement Census Report Other

UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- Interesting Letterhead Handwritten Typed Other
 Seals Notations "RECEIVED" Stamp

DATE(S) OF DOCUMENT: _____

AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

MOTION PICTURE ANALYSIS WORKSHEET

STEP 1. PRE-VIEWING

Title of film: _____

Record Group source: _____

What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

Concepts/Ideas	People
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

STEP 2. VIEWING

Type of motion picture (check where applicable)

<input type="checkbox"/> Animated Cartoon	<input type="checkbox"/> Documentary Film	<input type="checkbox"/> Newsreel	<input type="checkbox"/> Propaganda Film
<input type="checkbox"/> Theatrical Short	<input type="checkbox"/> Training Film	<input type="checkbox"/> Combat Film	<input type="checkbox"/> Other

Physical qualities of the motion picture (check where applicable)

<input type="checkbox"/> Music	<input type="checkbox"/> Narration	<input type="checkbox"/> Special Effects	<input type="checkbox"/> Color
<input type="checkbox"/> Live Action	<input type="checkbox"/> Background Noise	<input type="checkbox"/> Animation	<input type="checkbox"/> Dramatization

Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?

STEP 3. POST-VIEWING

1. Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.
2. What is the central message(s) of this motion picture?
3. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?
4. How do you think the filmmakers wanted the audience to respond?
5. Does this film appeal to the viewer's reason or emotion? How does it make you feel?
6. List two things this motion picture tells you about life in the United States at the time it was made.
7. Write a question to the filmmaker that is left unanswered by the motion picture.
8. What information do you gain about this event that would not be conveyed by a written source? Be specific.

PEER ASSESSMENT FORM

Name: _____ Date: _____

Use the following assessment to evaluate each Technology presentation you have been assigned. Assess each presentation and provide any comments that you think will be helpful to the presenter(s).

Presenter's Name (Group Name): _____

Criteria	Yes	No
The presentation did the following:		
- showed technology and date of its creation		
- need it addressed – why it was created		
- who created it		
- which category it fits in to (communication, transportation, or manufacturing)		
- compared to a similar technology that was created during the time period		
- listed the need that drove the change, modification or creation of the new technology		
- used a 3 column table format to do a compare and contrast between the old and new technology		
The presenter(s) did the following:		
- Demonstrated understanding of the technology presented and the relationship with the technology		
- Demonstrated creativity and innovation in the presentation technology usage (video, movie, PowerPoint, etc.)		
- I understand the presentation - It was easy to follow and I was clear in the relationship of product/driver presented.		

The most interesting aspect of this presentation was:

The one thing I would change about this presentation is:

I would give this presentation a score of (please circle your choice):

1 2 3 4 5 6 7 8 9 10 (only if yes for all points)

COLLABORATIVE WORK SKILLS: GROUP PRESENTATION RUBRIC

Category	4	3	2	1
Writing to Inform	The student focuses on a main idea and supports it with explanations and facts along with reliable historical sources including correct grammar and accurate punctuation & spelling.	The student includes information from reliable historical sources with correct grammar and accurate punctuation & spelling.	The student introduces the idea in a clear, lively, and interesting fashion with correct grammar and spelling.	The spelling, punctuation, and grammar on the writing assignment are accurate.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort	Usually provides ideas when participating in the group and in classroom discussion. A strong group member who tried hard.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides work of high quality.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Time Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadline. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management
Problem-Solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of others. Usually has a positive attitude about the task(s).	Often is publicly critical of the work of other members of the group. Often has a negative attitude about the task(s).
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.