



DETROIT: THE
“ARSENAL OF DEMOCRACY”
HIGH SCHOOL RESEARCH PROJECT

TEACHER HANDBOOK

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INTRODUCTION

The purpose of this project is to collect information about Detroit's role during World War II, particularly in regard to war production. Hundreds of factories in Detroit and Michigan switched from making cars, tools, gears, and other industrial items to making products for the war. Some of these factories may have been in your neighborhood, or not too far from your school. We need your students to research these factories so we can help historians and the general public better understand what Detroit was like during World War II.

This project has been formatted to provide your students with an inquiry-based experience that, in essence, mirrors the process that historians use. They will become actual, contributing historians by doing the following two things:

- **Learning something new about the past.** Chances are there isn't much known about the factory the students will choose. In fact, they may be the first person or group to pull all the information together in an informative and meaningful way. THEY will become the world's only expert on their factory's history.
- **Helping their audience learn something new about the past.** Your students' research will help other people learn about and understand Detroit's history. Their exhibit, essay and final project will teach other historians and the general public about Detroit during World War II in an innovative way.

This handbook is designed to help you guide your students through this research project process. Many of your students will be approaching historical research for the first time and may find it overwhelming and confusing. This guide is designed to help you prepare the students for the process by including background information as well as a series of lesson plans that introduce key research skills and concepts.

Use this guide along with the Project Guidelines and Student Handbook (which can be downloaded at the project website: <http://detroithistorical.org/WWIIResearchProject>).

WHY SHOULD STUDENTS PARTICIPATE?

The benefits of participation go beyond what your students need to know to pass state and national standardized testing. The following list of skills prepare and ready students for college and careers. They will provide students with skills that will make academic pursuits easier and enjoyable.

1. **KEY RESEARCH SKILLS:** Students will learn key research skills through participating in this project. They will be challenged to interpret primary sources, which enables them to get much closer to the subject that they are investigating than traditional textbooks.
2. **BIBLIOGRAPHY SKILLS:** The level of detail and organization required by bibliographies often make them one of the most dreaded part of school projects. Students will learn everything they need to know about documenting a variety of sources in MLA format. High school and college bibliographies will become much easier.
3. **CRITICAL THINKING SKILLS:** Critical thinking is the mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion. With this project students analyze primary and secondary source data and come to their own conclusions.
4. **CREATIVE THINKING:** This project encourages students to think creatively in incorporating their research into a presentable topic and project. They can exercise their creative and artistic spirit, which helps them become engrossed in their research.
5. **DISCIPLINE AND TIME MANAGEMENT:** With a yearlong project like this, students cannot save everything for the last minute. It takes discipline to stick with their topic for such a long period of time. As they overcome boundaries and learn how to create a work timetable, they will gain discipline and time management skills.
6. **EMPOWERMENT AND SELF-CONFIDENCE:** Students gain self-confidence and empowerment from the research skills they learn with this project, but they also gain them from the successful mastery of their topic. There is a natural increased sense of self-worth and self-pride that comes from having accomplished and created something of value.
7. **ENLARGED UNDERSTANDING OF THE WORLD:** After completing this project, which asks students to look at the before, during and after periods of their factories, they can't help but have an increased understanding of why Detroit is like it is today. They will gain a new understanding of how the world works and how interconnected everything is.
8. **A NEW VIEW OF HISTORY:** Students will not only learn about history as an attempt to avoid the mistakes of the past, but they will also learn how to better comprehend the world around them. They will see that studying history can help them understand themselves by encouraging them to ask, "Who am I?"

RULES MADE SIMPLE

With any school project, there are rules. These rules aren't intended to limit or punish your students, but to help them understand what we need from them. This, we hope, will make their job as a junior historian easier. The rules below are pulled directly from the Student Handbook and are here for your information.

WHAT YOU MUST DO...

CHOOSE A FACTORY FROM THE LIST

- The list can be found in the Project Guidelines on the project website: www.detroithistorical.org/arsenal.
- Once you pick a factory, let us know which one you chose by emailing Tobi Voigt at tobiv@detroithistorical.org.
- Know of a factory that isn't on the list but was involved in making war products? If the factory was located in Macomb, Oakland or Wayne Counties, just let us know and you can research it instead of one from the list.

LEARN ALL YOU CAN ABOUT THIS FACTORY AND ANSWER THESE QUESTIONS

- Who owned the factory?
- When was it built?
- What did it make before the war?
- What did it make during the war?
- How was its product(s) used during the war? Where were they used?
- What is at the factory location today (Vacant lot? Old building? Working factory? Homes?)

GATHER PRIMARY SOURCES ABOUT YOUR FACTORY

- Photographs, newspapers and letters are called "primary sources" because they are documents created during the time period you are studying.
- Collect these as digital images or PDFs, if possible. Try to obtain the best quality files you can. We ideally would like them at 300 dpi or larger as JPEGs or TIFFs.
- If digital files aren't possible, print them out on high-quality paper.
- See the "research" section for more information on primary sources.

CREATE AN EXHIBIT THAT SHOWS WHAT YOU LEARNED ABOUT YOUR FACTORY

- It should talk about what your factory was like before, during and after the war.
- Your exhibit needs to be created using a tri-fold board, or two pieces of folded poster board.

- Any text that you write yourself and place on your exhibit must be limited to 500 words, including titles, subtitles, captions, and graphs. The 500 word limit does not include brief citations crediting the sources of illustrations or quotations.

WRITE AN ESSAY ABOUT HOW YOU CONDUCTED YOUR RESEARCH

- The essay must be about 500-words.
- Write it in four paragraphs, each one answering one of these questions:
 - Why did you choose your factory?
 - How did you conduct your research?
 - What was easy and what was hard about researching your factory?
 - Why was your factory important during World War II?

CREATE A BIBLIOGRAPHY

- It documents all the sources (books, websites, primary sources, etc.) that were useful in your research.
- It needs to be formatted using MLA style.
- It must be divided into primary and secondary sources.

SUBMIT YOUR ESSAY, BIBLIOGRAPHY AND PRIMARY SOURCES TO THE DETROIT HISTORICAL SOCIETY

- Complete the submission form, which can be found at the end of the Project Guidelines document.
- Send the form, essay and bibliography, as well as all your primary sources on CD-ROM or flash drive to the address on the submission form.
- We'll pin your research and primary sources on a web-based map on our website, where it will help historians and the general public understand more about your factory, Detroit and World War II.

WHAT YOU MAY DO...

- Work individually or in a small group.
- Pick a new factory if you are having trouble finding information on your first factory. Just let the Detroit Historical Society know you've switched.
- You may seek guidance from your teachers as you research and analyze your materials as long as your conclusions are your own.
- You may receive advice from teachers and parents on the aspects of creating your exhibit, essay and/or bibliography.

WHAT YOU CAN'T DO ...

- Plagiarize. This is another way of saying “stealing.” You can’t take someone else’s work and put your name on it. This is never acceptable.

SETTING A TIMELINE

Research projects are a lot of work. To make sure your students don’t get behind, it’s important to set a schedule or timeline. This is not the type of project that they can leave to the last minute, so we recommend the following schedule.

The schedule below works when this project is done over the course of an academic year. You may want to devote less time to this project, so feel free to adjust the schedule to meet your needs.

SEPTEMBER - OCTOBER

- Students choose a factory.
- They start reading about World War II and Detroit.
- If you are allowing students to do a group project, they should have their group assignments.

NOVEMBER

- Students continue researching with secondary sources to learn about what Detroit, the country and the world were like in World War II.
- They start developing research questions that will help them find information on their factory.
- They use note cards to take ample notes on their research. Also, make sure they write down all the source information.

DECEMBER

- They start looking for primary sources about their factories in libraries, archives and museums.
- If they are having a hard time finding information about their factories, now is the time to switch to a new factory.
- They outline their exhibits. When they are done, they should have a basic idea of what the layout of their project will be.

JANUARY

- They should still be researching and gathering sources.
- They start to create their exhibits.
- They start their bibliographies, if they haven’t been doing it all along.

FEBRUARY

- They work on editing and perfecting their exhibit.
- They work on their bibliographies.

MARCH

- They finalize their projects.
- They finish their bibliographies.
- They write their factory essays.

APRIL

- Host a special exhibition day at your school to show off your students' exhibits.
- Submit their final projects to the Detroit Historical Society.

LESSON PLANS

The next several pages contain lesson plans and supplemental materials that will help you introduce basic research and writing skills that are necessary for a successful research project. For easy reference, a listing of the lessons and the key skills they are intended to teach is below:

LESSON 1: DEVELOPING A RESEARCH STRATEGY

- **OVERVIEW:** Students will develop a research organizational strategy, practice writing citations and descriptions, and describe a source's usefulness.
- **SKILLS:** Organization, time management

LESSON 2: HIGHLIGHTING HISTORY

- **OVERVIEW:** Students will read non-fiction text and determine the main idea, work cooperatively with others to complete a task, synthesize information, create a visual product, present their findings orally, and field questions about their topics.
- **SKILLS:** Reading comprehension, organization, teamwork, presentation, creative thinking

LESSON 3: CREATING RESEARCH QUESTIONS

- **OVERVIEW:** Students will learn how to generate simple research questions using an organizational structure to record information. They will also navigate an internet site for information and work cooperatively with others to complete a task.
- **SKILLS:** Inquiry-based research, reading comprehension, teamwork, creative thinking

LESSON 4: CONSIDERING THE SOURCE

- **OVERVIEW:** This lesson will assist students with taking a critical look at the sources they use for research. Students will brainstorm why reliable information is important, read the definition of bias, create short news reports, and determine if there is any bias in their reporting.
- **SKILLS:** Reading comprehension, writing, critical thinking, presentation

LESSON 5: LEARNING FROM PRIMARY SOURCES

- **OVERVIEW:** Students will study primary source documents and answer accompanying questions, draw conclusions, and use historic evidence to write a developed paragraph.
- **SKILLS:** Inquiry-based research, critical thinking, creative thinking, writing

LESSON 6: PLANNING YOUR EXHIBITION

- **OVERVIEW:** Students will learn about exhibits as a form of communicating information. They will also develop a project outline that includes text, images and documents.
- **SKILLS:** Organization, creative thinking

LESSON 7: WRITING YOUR FACTORY ESSAY

- **OVERVIEW:** Students will review the assigned essay requirements, read sample essays and identify first person narrative elements and time-sensitive transition words.
- **SKILLS:** Organization, writing, critical thinking

LESSON 8: DEVELOPING A BIBLIOGRAPHY

- **OVERVIEW:** Students will learn about bibliographies and MLA style. They will practice developing citations using examples and other resources.
- **SKILLS:** Organization, writing

LESSON ONE: DEVELOPING A RESEARCH STRATEGY

LESSON DESCRIPTION

Students will:

- Develop a research organizational strategy.
- Practice writing citations and descriptions.
- Rotate through teacher-created stations to cite sources and describe their usefulness.

RESOURCES USED

- Handouts: *Developing a Research Strategy*, *Keep Track of Your Notes and Sources*
- Teacher-created resource stations

PRE-LESSON PREPARATION

- Work with your media specialist or librarian to create a series of research stations. At each station, have one resource (such as an encyclopedia, magazine, journal articles, book, and Web site) that is about Detroit during World War II.
- Make one copy of the *Developing a Research Strategy* handout for each student.
- Make enough copies of the *Keep Track of Your Notes and Sources* worksheet so that each student has one for every research station.

TEACHER BACKGROUND

The creation of a research organization strategy is not an easy skill to master, but is very important. Students will look at many different sources during the course of their research, and having a process for keeping track of resources is critical to staying organized.

The following lesson provides a graphic organizer that can help students not only take notes on their sources, but also gather important bibliographic information that they will need when they develop the final projects.

ACTIVITY

1. Instruct students that one of the most important jobs as they research will be to keep track of the sources they use. Tell the students that today they will develop a strategy for keeping track of their notes and sources using a special graphic organizer.
2. Pass out the *Developing a Research Strategy* handout to the students. Review as a class and let them know that today they will be working on the second step.

3. Pass out several copies of *Keep Track of Your Notes and Sources* to each student. Explain that they will use these worksheets as they review all different types of source material about Detroit and World War II.
4. Have students rotate through the stations, recording the citation material on their worksheets and taking notes about the sources main ideas and content. (*Lesson Two: Highlighting History* includes an activity on identifying main ideas.)
5. Rotate around the room and locate some good examples note taking, either acknowledging the student one-on-one or using their worksheet as an example for the class.
6. Tell students that their worksheets will not only help them to remember the source, but will be helpful when they produce their bibliography at the end of the project.

EVALUATION

Have the students turn in their completed worksheet and evaluate based on completeness, citations, and quality of note-taking.

DEVELOPING A RESEARCH STRATEGY

As you start to gather information it is important to have a research strategy. A good research strategy has two parts:

1. **FINDING SOURCES OF INFORMATION:** Textbooks, the Internet, encyclopedias, and other books you can find in your school library are a great place to start. Other sources of information may include city and college libraries, historical societies, national or local archives, and interviews.
2. **KEEPING TRACK OF NOTES AND SOURCES:** Information is only valuable if you can record it and use it later. One of the best ways to organize your research is to use note cards or a graphic organizer. Use these tools to jot down notes and quotes that you find in your sources as well as information about your sources that you will need for your bibliography.

FINDING SOURCES OF INFORMATION

STEP 1: START SMALL (CHILD-SIZED SMALL.)

When you select a topic, make sure it's right for you. Take out a young adult or children's book on your topic and read it. This will give you an excellent, if very much simplified, idea of what you'll be dealing with and can help you get a clear idea of what happened (and hey, what's wrong with a couple of pictures?)

STEP 2: GET THE BIG PICTURE

Still with your topic? Good. Move on to some secondary sources that focus on the background of your topic. Use these to answer the "5 W's and an H" questions: Who, What, Where, When, Why, and How. In your mind you can now form a picture of what life was like during the time period and what happened with your topic. You will find secondary sources in which historians have interpreted and analyzed some of the events that relate to your topic. Keep an open mind and remember that this is someone's interpretation of what happened, not the absolute truth. This is the step where you should be visiting local libraries and searching for sources online, discovering experts you might like to interview, and viewing documentaries on your topic.

STEP 3: DIVE INTO DETAILS

Find those primary sources in libraries, museums, archives, and online! Now is the time to find sources that give you a first-hand account of your topic. Your search could also involve a trip to the site of an event that is related to your topic, or to interview someone who witnessed your topic.

As you find primary sources, you will discover what life was like during the time period through the eyes of the people that lived then. It is important to gather sources with multiple perspectives. One event, for

example, may be seen quite differently from the eyes of a wealthy factory owner living in luxury in the suburbs than from the eyes of a poor factory worker living in tent community with five children to support.

As you find primary sources, interpret and analyze them. The more you learn about your topic, the better off you'll be. Remember that your goal is to become an expert. Find secondary sources that have also interpreted and analyzed your topic. Do you agree with them? Why or why not? What did/would you do differently? These are good questions that will help you with the mastery of your topic.

Remember, a variety of sources is necessary for you to gain the best possible knowledge. You should try to not only access books and web sites, but also look at newspapers, photographs, diaries and other primary sources from eyewitnesses. Interview experts and, if possible, people who were alive during the time period or who participated in your topic. Researching is one of the most exciting times, where you are a hunter of history and your adventure seems to be continuing onward as you jump from one source to the next. Your understanding of your topic will grow by leaps and bounds.

KEEPING TRACK OF NOTES AND SOURCES

Here is a graphic organizer you can use to keep track of a source.

At the right is a space to take notes on a source. Write a brief description of the information on the top, making sure you note where in the source you found the information (page number, web address, etc.) To avoid plagiarism, make sure you note when you have copied down the author's words exactly. In most of your notes you will paraphrase the author's text. This means you will write down a short summary of the author's ideas in your own words.

KEEP TRACK OF YOUR NOTES AND SOURCES

TYPE OF SOURCE:		NOTES ON THE SOURCE:
<input type="checkbox"/> Primary	<input type="checkbox"/> Book	
<input type="checkbox"/> Secondary	<input type="checkbox"/> Article	<input type="checkbox"/> Other: _____
TITLE:		
URL (if a website):		
AUTHOR(S):		
PUBLISHER:	PLACE OF PUBLICATION:	
DATE PUBLISHED:	LIBRARY/ARCHIVE WHERE YOU FOUND THIS SOURCE:	

Record details about the source on the left of the card to make writing your bibliography easier when it is time.

KEEP TRACK OF YOUR NOTES AND SOURCES

TYPE OF SOURCE:		
<input type="checkbox"/> Primary	<input type="checkbox"/> Book	<input type="checkbox"/> Website
<input type="checkbox"/> Secondary	<input type="checkbox"/> Article	<input type="checkbox"/> Other: _____
TITLE:		
URL (if a website):		
AUTHOR(S):		
PUBLISHER:	PLACE OF PUBLICATION:	
DATE PUBLISHED:	LIBRARY/ARCHIVE WHERE YOU FOUND THIS SOURCE:	

NOTES ON THE SOURCE:

LESSON TWO: HIGHLIGHTING HISTORY

LESSON DESCRIPTION

Students will:

- Read non-fiction text and determine the main idea.
- Work cooperatively with others to complete a task.
- Synthesize information and present it in a visual product.
- Present their findings orally and field questions about their topics.

RESOURCES USED

- Essay: *Detroit: The Arsenal of Democracy*
- Lesson Handouts: *Highlighting History, Essay Poster & Evaluation Rubric*
- Highlighters
- Poster board, markers, colored paper and other art supplies

PRE-LESSON PREPARATION

- Have 1 copy of the essay per group of 3-4 students.
- Number slips of paper 1-5 and place them into a hat or cup.
- Make 1 copy for each student of the *Highlighting History* and *Essay Poster & Evaluation Rubric*.
- Prepare workspace for groups to use poster board, markers, colored paper and other materials to make posters.

TEACHER BACKGROUND

This lesson takes a creative approach to understanding the Detroit's role during World War II. Students will be introduced to a reading strategy called selective highlighting that can be an effective tool in their research.

Students also will work cooperatively in a group to produce a final product that synthesizes information they have researched. This may be a good time to review cooperative group rules or guidelines.

Students at all levels need direct instruction on how to work as a group.

The visual can be as simple or complex as you like. Markers and butcher block paper may be quick and easy, or if you want to spend the time, posters and art supplies can be used.

ACTIVITY

1. Explain to your students that today they will be developing a better understanding of Detroit's role during World War II. Break students into 5 groups. Pass out copies of the essay to each group.
2. Have the groups send one person to the front to choose a number from the cup or hat. The number chosen will correspond to the section their group will be required to research.
3. Pass out and review the *Highlighting History* handout to familiarize them with the concept behind selective highlighting.
4. Have the students carefully read and highlight information in their section that they think will be important for their final product.
5. Pass out the *Essay Poster* handout. Review the instructions and the evaluation rubric on the back. Be sure to stress that this is a group project and for it to be successful, all must do their part!
6. The time allowed for production is up to you. It can be an in-class project or homework assignment. If you plan to evaluate the group work, it may be best to complete the posters during class time where you can observe the groups as they work together.
7. Groups should present their posters to the class. Each member should have a brief speaking part. As a general rule, their posters should give the short version, and the student provides the long version.
8. When each group has finished presenting their poster, open the floor to questions that for the group to answer. Have individual groups display their posters around the room.
9. Conclude the lesson by reminding students that selective highlighting is a strategy they can use when researching any topic, but one that will be especially helpful when researching World War II.

EVALUATION

A rubric has been provided at the end of this lesson.

DETROIT: THE “ARSENAL OF DEMOCRACY”

SECTION 1: DETROIT BECOMES A WAR PRODUCTION TOWN

In December 1940, Roosevelt declared that America must become the “Arsenal of Democracy” to support European and Asian nations at war against the Axis alliance of Germany, Italy and Japan. The people of Detroit and the manufacturing might of southeast Michigan accepted the challenge. Detroit produced 30% of the war products built by the United States before the end of World War II in 1945.

The city’s automobile builders led the world in car production. Detroit’s medicine and chemical plants were also leaders in their markets. These manufacturing giants, along with hundreds of other factories, made it possible for America to quickly match and pass the military production of the Axis powers, particularly Germany.

While the war in Europe and Asia began in 1939, the United States did not officially join the war until the end of 1941. However, America began building many of the main weapons of the war, such as the M-1 rifle and the B-17 and B-24 bombers, in the 1930s. England, the Soviet Union and China needed military weapons, and America began building and supplying them in 1940. In May 1940, President Franklin Roosevelt asked Congress to approve \$1.2 billion in defense spending. Later that month he contacted General Motors president William Knudsen.



Knudsen, a Danish immigrant who had worked his way up from shop floor to front office, understood all aspects of the manufacturing process. He also knew most of the automotive industry leaders. Roosevelt put him in charge of production of vehicles, tanks, aircraft, weapons, ammunition and uniforms. Knudsen called the directors of the American Automobile Manufacturers Association (AAMA) together in October 1940 and convinced them of the serious work to be done.

Dozens of manufacturing leaders became known as “Dollar-A-Year Men,” who were experts that worked for the government to speed up factory production. Later in the war, many of these men were given the rank of General in the Army. While some of these executives donated their salaries to the war effort, most remained on the payroll of their former employers.

Over the course of the war, Britain, the Soviet Union, China and other allies received more than \$20 trillion worth of military weapons from the United States. Detroit factories alone provided almost \$7 trillion worth of these supplies. Nearly every Detroit factory, large and small, processed orders for the military.

SECTION 2: DETROIT BUILDS IT ALL

The demand for military equipment created an explosion in production throughout the region. The government ordered factories to stop making non-military products in December 1941. The last civilian vehicle – a Ford – rolled off the line on February 2, 1942.

Ford Motor Company was asked to build B-24 Liberator bombers, which were designed by a California company that produced them at the rate of one and a half per day. Charles Sorenson, a Ford executive, thought they could be built at a rate of one an hour. To do this, the government hired Albert Kahn to design the Willow Run plant. Covering 80 acres near Ypsilanti, the plant employed more than 40,000 people. Willow Run eventually met Sorenson's goal of one plane per hour, and lowered the cost from \$238,000 to \$137,000 per plane. By 1945, the factory had built 8,685 bombers.

On the other side of the city, the Army and Chrysler were building a factory to build tanks - the Detroit Tank Arsenal in Warren. Construction began in September 1940, and the first tanks rolled off the line seven months later. At more than a million square feet, the factory was the largest tank facility in the world. It produced 2,000 M3 "General Lee" tanks in its first year. In 1942 the plant began producing M4 Sherman tanks. In 1945, workers assembled the M26 Pershing, the largest of the three tanks. By the end of the war, the factory had built 22,234 tanks.

Similar stories were created across southeast Michigan, as old factories changed and new facilities were built. General Motors became the biggest supplier for the United States government, with 94 plants across the nation making war products. GM made more than 2,300 different items, from tiny ball bearings to massive tanks. Packard Motors built engines. By 1945 their factory had produced 55,523 aircraft engines that were used in several different fighter planes. It also made 14,000 marine engines for use in PT and fast attack boats. McCord Radiator and Manufacturing Company became the leading maker of helmets, producing more than 20 million. Detroit's automotive suppliers of all types made billions of tools, dies, grinding equipment, drills, specialty metals, tubing, and rivets.

It wasn't just automobile manufacturers that were involved. Factories that once made household goods made everything from bullets to gas masks. Boat builders Chris-Craft and Hacker Boat Company sent thousands of landing crafts and patrol and rescue boats to the Navy. Parke-Davis Pharmaceutical Company provided penicillin, dried blood plasma, vaccines, serums, ointments, germicides, field dressings and gauze. Industrial film maker Jam Handy created training films. Printing plants published tons of instructional booklets and technical manuals. Farmers worked overtime on the land surrounding the city in order to feed hungry workers and their families.



SECTION 3: DETROITERS AND WAR WORK

The growing need for workers came at the same time that Congress passed America's first peacetime draft. In Detroit, almost 30% of factory workers were drafted into military service. With factories often working around-the-clock, manufacturers soon began to run short of qualified men to keep up with production. As a result, several non-traditional groups entered the workforce, notably women and African Americans.

Formerly stuck as homemakers or secretaries, women became important factory workers. Their work also changed traditional home life. With both parents out of the home, children spent more time with grandparents or taking care of themselves. In Detroit, the Merrill-Palmer Institute partnered with students from Wayne State University to teach children how to garden, shop for food, prepare meals, and clean house.

The physical demands of factory work changed women's fashion. Trousers were more practical than dresses. Long hair, which was dangerous around tools and moving parts, was held back by bandanas or cut short. Comfortable shoes became important due to long hours standing at machinery. After the war, it became socially acceptable for a woman to wear slacks with low heels and short hair.



Southern whites came to Detroit by the tens of thousands. They brought a folksy culture that was not understood or accepted by the locals. They had difficulty finding housing, often seeing rental signs that said "No Southerners." They found shelter in the suburbs, often in sheds, trailers and tents in open fields near new factories. However, one thing that many locals and "hillbillies" had in common was their prejudice against African Americans.

The war opened up jobs to black Americans that had not been possible in the past. However, African Americans in the workplace had a more difficult time being accepted than women or southern whites. Detroit's Ku Klux Klan and Black Legion started up again, which created difficult conditions for African Americans at the workplace and at home. Several disruptions occurred when African Americans, both men and women, were hired or promoted. With the support of the unions, black Detroiters staged numerous walk-outs and demonstration marches, declaring that "full and equal participation of all citizens is fair, just, and necessary for victory and an enduring peace."

African Americans also suffered from the shortage of housing. The 50,000 black newcomers were forced by laws and restrictions into the poorest neighborhoods and faced Detroit's worst living conditions. An effort to provide federally-funded housing for African Americans ended in a number of protests and minor riots in February 1942. The planned Sojourner Truth Housing Project was built in a white Polish neighborhood, and the white residents revolted. Afterwards, Mayor Edward Jeffries refused to address housing problems for African Americans.

SECTION 4: LIFE FOR DETROITERS DURING THE WAR

Detroiters supported the war in many ways outside of jobs. People of all ages endured long lines, strict rationing systems, and a shortage of consumer goods. Despite this, they supported bond drives, scrap drives, farming programs, and other volunteer services.

The war brought some positive changes to Detroiters' lives. Paychecks doubled during this period and unemployment was down. Dance halls, amusement parks, cruise ships, and movie theaters did a booming business. Movies and advertising appealed to people's patriotic fervor, and the city pulled together.

More than 100,000 adults became special volunteers. They were trained as air raid wardens, medical volunteers, special police and back up firefighters. These volunteers held black-out drills, air raid tests, and kept a lookout for spies. Young college women staffed United Service Organization (USO) lounges for soldiers at airports and bus stations. As the war went on, families planted Victory Gardens of vegetables. Children collected paper, metal, rubber, and animal fat for scrap drives. People used the slogan, "Use it up, wear it out, make it do or do without."

Many common materials had to be saved for war production. For example, silk and nylon for lady's stockings disappeared for use in parachutes. Metal shortages created restrictions on products like toothpaste tubes, coat hangers, bicycles and refrigerators.

The United States began rationing items to make sure everyone could get a fair share. By April 1942, sugar was rationed, followed by red meat, butter, and canned vegetables. Every American received ration stamps, which allowed them to purchase only a certain amount of a rationed item. Meatless Tuesdays, powdered milk, and Spam became common substitutes.

Because Japan controlled natural rubber supplies, the use of automobiles – and therefore tires and inner tubes – was discouraged. Gas stations cut their open hours in 1941 and the maximum speed limit was reduced to 35 miles per hour. Tire and gas rationing began in early 1942. Most families got "A" stickers, allowing them only five gallons of gas per week.

Rationing and shortages resulted in higher prices and an active black market for the most wanted goods. The government tried to set price limits on rationed goods. Their patriotic posters begged folks to "accept no rationed goods without giving up ration stamps" and "pay no more than ceiling price." While most people followed the rules, illegal activity was common. At least seven percent of Detroit businesses were charged with violations, and up to 20% received warnings.



SECTION 5: THE EFFECTS OF THE WAR ON DETROIT

World War II changed life in Detroit forever. When the war ended, Detroit quickly changed back to auto production. Most of the new 1946 cars were reproduced 1941 designs, but people bought them as fast as Detroit could make them. Because some materials, like metal, were still in short supply, the first cars off the Cadillac line had wooden bumpers.

Pent up demand for household goods kept factories busy for a few years, but competition forced some companies out of business. The mighty Packard Motors did not survive the 1950s, DeSoto was dropped by Chrysler in 1960, and Briggs Manufacturing was one of several large plants that closed. The east side of the city lost 70,000 jobs during the 1950s.



Many factories built to make war products never found useful goods to make during peacetime. The U.S. government sold the massive Willow Run facility to Henry Kaiser, who produced automobiles there for only nine years. The University of Michigan bought the Willow Run airfield for a dollar and operated it as the major airport in southeast Michigan until Metropolitan Airport opened in 1965. However, the Army's Tank Arsenal remained the center for United States military vehicle development and operated into the twenty-first century.

By 1945 one of every five Americans had moved to another location as a result of wartime production labor needs. Studies show that 80% remained in their adopted towns after the war. In Detroit, the city's population peaked in 1950 at almost two million, and regionally at over three and a quarter million.

Veterans returning from the war went back to work, which meant that many women and minority workers were laid off. Unions battled to maintain wages. While there was a period of uncertain change, Detroit's industry boomed. A decade after the war ended, wages had risen by 40%. The "boom town" era gave way to the "baby boom" era.

The city itself had changed. During the war, transportation engineers built new roads to speed the movement of men and materials. The Davison Freeway, the city's first sub-grade freeway, and the Detroit Industrial Highway, built between the Rouge Plant and Willow Run, became blueprints for the new freeway system that would change the city forever. Several newly built highways, including I-94 and I-75, encouraged Detroiters to move out into the suburbs. These expressways also separated and destroyed neighborhoods, many of which had housed minority populations.

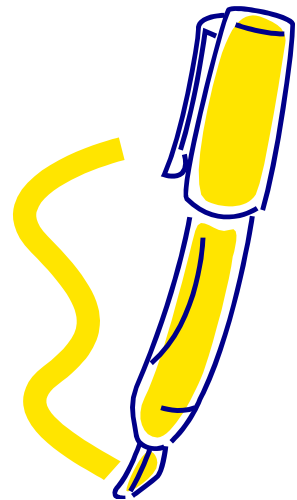
Detroit manufacturing embraced the war's challenges and made the city's response successful. William Knudsen said, "While we had troubles in both material and labor, on the whole there was an enthusiasm and patriotism displayed which would warm anybody's heart, and bolster up their faith in our country and its immense resources to finish the job."

HIGHLIGHTING HISTORY

We know that sometimes reading history textbooks and other source material can be a bit, well, boring. It can be a little hard to keep all that information straight. Here is a smart reading tip that will help you identify the main ideas from your readings, which will help you understand the material better. It is called ***selective highlighting***.

Highlighting is a bit of an art form; you don't want to highlight too much, because you will have lost your main idea in all the details. If you highlight too little, you will not capture the important details that support the main idea.

There are a few simple steps to make selective highlighting work for you. Taking a little extra time to follow these steps will save you a world of time and energy later. Trust us!



STEP 1: REVIEW THE WHOLE SOURCE.

Before you dive in to your reading, take a few minutes to skim the document from beginning to end. By reviewing the highlights, you will get an idea of what the source is about:

- Read the title, headings, and subheadings.
- Look at charts, graphs, pictures, maps, and other visual material.
- Read captions.
- Read the first and last paragraphs.
- Write down what you anticipate the reading will be about, or what the main idea is on a sheet of paper.

STEP 2: SELECTIVE HIGHLIGHTING

With selective highlighting you highlight **ONLY** the key words, phrases, vocabulary, and ideas that are central to understanding the piece.

- Look for the main vocabulary and see if it is followed by verb phrases.
- You are creating simple sentences or sometimes just parts of the main point. Looked at together, you will have the main ideas!
- Read one paragraph or section at a time.
- Look for and highlight sentences or phrases that summarize or support the main ideas you have identified.

STEP 3: MAIN IDEAS

Look over the vocabulary words and actions accompanying them and write them out in complete sentences in your own words.

STEP 4: REVIEW

After completing each chapter or reading assignment, review what you've highlighted. If you have done a good job, your highlighted sentences and phrases should provide a good summary of the main idea or ideas of your source. Use your highlighted sections when you write your research notes.



POSTER PROJECT

Today you will be creating a poster that will explain your section of the *Detroit: The Arsenal of Democracy* essay. You will be required to do both individual and group work. Your final product must capture the main ideas of your section

HERE IS WHAT YOU DO!

- Use selective highlighting to take notes on your section.
- Have each member read their highlighted parts aloud and then discuss if the group needs any additional information from the text.
- Talk about layout. Be conscious of your use of white space.
- Talk about the use of color and decide on a scheme.
- Make a list of the materials you will need for the poster.
- Make a simple mockup of what your poster will look like.
- Assign part of the poster to each group member to complete.
- Begin production.

POSTER REQUIREMENTS

Each group member is responsible for the production of part of the poster. For groups to be successful, their posters must meet the following requirements:

- Posters must contain the main ideas of the section.
- Posters must be complete enough that a full picture of the section is provided.
- Posters must contain at least two graphics.
- Posters must be visually pleasing: consistent colors, fonts, and text; matting is neat and free of smudges and glue marks.
- Titles are large enough to be seen from around the room and clearly state the topic.
- Poster is free of grammatical and spelling errors.

PRESENTATION

Presentations should be no longer than five minutes. Each member should give a brief explanation of their section (60-120 seconds) and meet the following requirements:

- Each group member is responsible for explaining part of the poster.
- The text on the poster is the basic idea, your presentation gives the full detail.
- You must speak clearly to be heard around the room.
- You must make eye contact with your audience.
- You must stand and be free of distracting movements.
- You must be able to answer questions from classmates on your section.



POSTER EVALUATION RUBRIC

In each category there is a list of requirements. To obtain full points you must meet all of them.

Areas of Assessment	Possible Points in Each Area:25
<p>Research</p> <ul style="list-style-type: none"> • You have turned in your copy the essay. • You have effectively used selective highlighting on your section. • Your section of the poster captures the main ideas. 	<p>Total Points: _____</p> <p>Comments:</p>
<p>Group Behavior</p> <ul style="list-style-type: none"> • You were respectful of all group members. • You stayed with your group. • You kept your noise level reasonable. • You listened while others spoke. • You were positive towards other group members. 	<p>Total Points: _____</p> <p>Comments:</p>
<p>Group Participation</p> <ul style="list-style-type: none"> • You provided research from your section. • You completed your section of the poster and met the design requirements. • You provided ideas or comments during planning. • You were helpful to others. 	<p>Total Points: _____</p> <p>Comments:</p>
<p>Oral Communication</p> <ul style="list-style-type: none"> • You had eye contact with your audience. • You spoke clearly. • You spoke loud enough to be heard in all parts of the room. • You took your presentation seriously. • You knew your information (did not read from poster). 	<p>Total Points: _____</p> <p>Comments:</p>
	<p>Total Points _____</p>
<p>Please describe what parts of the poster you were responsible for, and how you were helpful to the group:</p>	

LESSON THREE: DEVELOPING RESEARCH QUESTIONS

LESSON DESCRIPTION

Students will:

- Develop research questions about a topic.
- Use an organizational structure to record information.
- Navigate an Internet site for information.
- Work cooperatively with others to complete a task.

RESOURCES USED

- The Internet, or hard copies of the following web pages:
 - World War II Overview at Digital History:
<http://www.digitalhistory.uh.edu/era.cfm?eraID=15&smtid=1>
 - Detroit during World War II at *Detroit News*:
<http://blogs.detroitnews.com/history/2013/01/03/the-arsenal-of-democracy-how-detroit-turned-industrial-might-into-military-power-during-world-war-ii/>
- Handout: *5 Ws and an H Graphic Organizer*
- Large sheets of butcher block paper or flip chart paper

PRE-LESSON PREPARATION

- Make 2 copies of the *5 W's and an H Graphic Organizer* for each student.
- Use the butcher block paper to create a “Jumbo” version of the Graphic Organizer, which should be posted somewhere in the room.
- The lesson requires access to the Internet, or hard copies of the articles for each student.

TEACHER BACKGROUND

Historical research can be viewed as a game of “detectives.” When viewed this way, students are empowered to ask questions, seek answers, and analyze their evidence to find out the “true story” as to why things happened in our past.

In this lesson plan, students are introduced the process of using questions to approach historical research. Students will use a graphic organizer to develop who, what, when, where, why and how questions about World War II. They will then seek to find answers using reputable internet articles.

The objective of the lesson is to not only provide a framework for approaching historical research, but to help the students understand that history is an *active* process; it is not simply about reading and

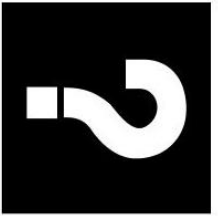
memorizing names and dates. They have the ability to craft questions that will help them find information they want to know. In essence, they become “history detectives.”

ACTIVITY

1. Pass out the *5 W's and an H Graphic Organizer*. Tell students that in order to do meaningful research, a student needs to not only take good notes, but generate good questions first.
2. Ask students what the 5 Ws and an H stand for. As students answer, list on them on the board.
3. Write “World War II” on the board. Tell the students that they will be participating in a program that involves learning about and understanding World War II. Ask them to work with a partner and develop a question in each category about the war and note them on their graphic organizer.
4. Have students use computers to access the World War II history overview at Digital History: <http://www.digitalhistory.uh.edu/era.cfm?eraID=15&smtid=1>. The students should then answer the questions they have generated on their graphic organizer. Have them share their responses with the class.
5. After they have shared their responses, ask them to record new questions they have about the topic; what questions went unanswered or still need explaining? Have them record them on the far right side of the graphic organizer.
6. Put the topic “Detroit during World War II” on the board. Pass out second copy of the *5 Ws and an H Graphic Organizer*. Students should then generate new questions individually or as a group about this topic. After developing these new questions, have them access a *Detroit News* article on Detroit’s war production during the war: <http://blogs.detroitnews.com/history/2013/01/03/the-arsenal-of-democracy-how-detroit-turned-industrial-might-into-military-power-during-world-war-ii/>
7. Pairs of students should record their responses in complete sentences on their organizers.
8. Ask students to take turns coming up to the “Jumbo Organizer” you prepared ahead of time and posted somewhere in the room. They should write in their questions and responses. There should be room for multiple questions and responses.
9. Ask each pair to include a minimum of one question and answer. It is OK if some answers and questions are similar, because it is more important that all students participate and share responses.
10. Conclude the lesson. The “Jumbo Organizer” can be used as a classroom guide or reminder of the direction your class is heading in their Arsenal of Democracy research experience. Post it in the room and add or refer to it as needed. Remind students that good research questions don’t just produce answers, but produce new questions. This will assist them later as they work to develop and answer research questions about their factory.

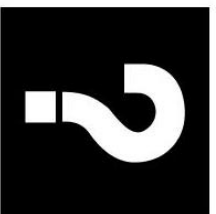
EVALUATION

Ask students to turn in their graphic organizers and assess them for completeness, quality of questions, and answers in complete sentences.



5 W'S AND AN H GRAPHIC ORGANIZER

Create at least one question for each of the six question words on the left.
Locate a source and use it to best answer the question in complete sentences.
Look over your answers and create new questions based on what you have learned.



QUESTION	ANSWER	NEW QUESTIONS
WHO:		
WHAT:		
WHEN:		
WHERE:		
WHY:		
HOW:		

LESSON FOUR: CONSIDERING THE SOURCE

LESSON OBJECTIVES

Students will:

- Brainstorm why reliable information is important.
- Read and discuss the definition of bias.
- Create short news reports and determine if there is any bias in their reporting.

RESOURCES USED

- Handout: *The Power Plant is Coming to Town!*

PRE-LESSON PREPARATION

- Make one copy of each of *The Power Plant is Coming to Town!* for each student.

TEACHER BACKGROUND:

Our students have grown up with the Internet like baby boomers grew up with TV. However, the social nature, speed and interactivity of the Internet make it far more influential in students' daily lives than the TV was for their parents and grandparents. When we (teachers or historians) roll our eyes or bemoan their use of electronic sources for historical research, we throw up roadblocks to learning and engagement. The Internet is not different from "traditional sources" to students. The Internet is the traditional source. As teachers, we need to prepare them with the research, reading, and thinking skills that will help them best navigate the Internet for quality source materials.

In this lesson, students will engage in a study of bias and point of view through writing and role-play. The lesson does not explicitly connect with the Internet, but there is an extension homework assignment which uses Internet resources. Teachers should bridge the gap to how to apply these skills to Internet research.

ACTIVITY

1. Ask students if there are people in their lives (friends, family members, teachers) that they go to for information. What do they ask them about? For example, what really happened at a party, advice on money or college, etc. Hopefully most will say yes, and share names or types of people.
2. Ask what qualities the people on the list have that make them the "right people" or a "reliable source" of information. List the student examples for the class to view. Examples may include honesty, connectedness to the topic, or years of experience with the subject matter. Ask open

ended questions that help the students understand that being connected to first hand events, through length of experience with a topic, honesty, a lack of an agenda or personal gain may all be things that qualify a person as a reliable source.

3. Next, ask if there are people they know not to go to for information. What are the qualities that these people exhibit that make them hard to trust for information? List these qualities next to the ones you have already recorded. Examples may include, dishonesty, bad memory, unreliable information based on personal habits, or perceptions. When you hit on any evidence of the idea of bias, rephrase student responses to highlight how opinions can shift the accuracy of information.
4. Now display the following definition: BIAS: *noun*
 - a. Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. "There was evidence of **bias against** foreign applicants."
 - b. Cause to feel or show inclination or prejudice for or against someone or something. "Readers said the paper was **biased toward** the conservatives."
5. Discuss the meaning of bias and ask students for examples they have observed.
6. Now display this quote: "History is written by the victors." - Winston Churchill
7. Ask the following:
 - a. What is meant by this quote?
 - b. Is it true?
 - c. Why would this be a problem?
 - d. Can it affect your own research into historical topics?
8. Explain that bias exists in historical text. Bad history is often written by people who are in a position to do so. It's like someone writing an opinion piece based on little information in a newspaper.
9. Break students into pairs or threes. Pass out *The Power Plant is Coming to Town!* Handout
10. Have students work together to complete the exercise. Emphasize that they are to take on one of the personas and choose the facts they wish to use to complete their written pieces, but they do have the choice in how to craft the story.
11. Have students read their pieces, or post them to an online forum or blog. Have students comment or answer the following questions:
 - a. Who is the author of this article?
 - b. Do you think they are qualified to make the statements they have made?
 - c. Do they have any reason to make the argument they make? Do they stand to gain, or do they have a predisposition towards favoring or opposing the Power Plant?
 - d. What makes this a bias or non-bias piece of writing?
12. Re-display the Churchill quote. Conclude the lesson by sharing that bias is important to consider in history. History is more than a set of facts that can be stated like scientific principles. History draws from all the facts and historians take certain positions on people, events, and places in history. Even school textbooks should be taken with a "grain of salt," and a good reader and thinker keeps this in mind. But somewhat like a lawyer making a case for what they believe is

right, historians take positions and make arguments. This is ok as long as we work to evaluate what we are being told.

HOMWORK EXTENSION ACTIVITY

Before providing the resource links and essay question as a homework assignment, have students review this resource, or review as a class:

- Evaluating Internet Information: <http://www.lib.vt.edu/instruct/evaluate/>

As a homework assignment ask students to access the following websites:

- <http://www.biblebelievers.org.au/holofoax.htm>
- <http://www.ushmm.org/wlc/en/article.php?ModuleId=10007271>

Then have them answer the following essay question:

The Holocaust is one of the most studied historical events of the last 100 years. After reading each of the above websites, what arguments do you find to be convincing, what about the sites made them seem reliable, and what aspects of either site made you trust or doubt their position?

EVALUATION

Collect the newspaper articles and assess their completeness, compliance with the assignment, creativity and/or use of complete sentences and grammar.

THE POWER PLANT IS COMING TO TOWN!

A power company wants to build a new power plant in the center of town in an empty office complex. The company chose the spot because it is next to the town's river and close to highway access. The plant runs on an innovative form of power that uses fresh water and a series of chemicals to generate electricity.

YOU ARE TO CREATE A SHORT NEWS REPORT ON THIS EVENT

1. You will take on the point of view of one of three writers below.
2. You will write your piece as if you were the writer you chose for the publication mentioned in the bio.
3. You will choose from the facts provided to compose your article.

WRITERS:

JENNY MCNICEY:

Jenny has been working for the local newspaper for the last 20 years and is a lifelong resident of your city.

She is a graduate of Stamford University.

She has won three awards for her work in journalism from The National Press Club.

She teaches a course in ethics at the local college.

She will be writing a front-page story on the plant coming to town.

WILLIAM Q. PUBLIC:

William is the president of the local Chamber of Commerce and a prominent local realtor.

He is a graduate of Larry's College of Realty.

He holds an Associate's Degree in plumbing and heating.

He is the town's record holder for the most hot dogs eaten on the Fourth of July.

His brother owns the office complex where the power plant is being proposed to be built.

He is writing an article on the plant for the Chamber of Commerce newsletter.

CHELSEA RIVERSONG

Chelsea is the president of the local River Keeper's organization.

She has a degree in Environmental Stewardship from Washington State University.

She has written two books on the dangers of industry to local waterways.

She is a two time winner of the Pacific Northwest's Tree Hugger award.

She is writing an article on the plant for a national publication called *Pristine Waters*.

THE FACTS

The town has been in an economic recession since large corporations moved overseas.

The town's main revenue (\$2.5 million a year) comes from the waterfront park next to the office park.

The power plant promises over 100 full time high-paying jobs.

The plant will open in October 1. The yearly River Festival is at the end of October.

Truck traffic will increase by 300% if the plant is open and chemical trucks will run through the downtown and residential neighborhoods areas.

Gas stations and restaurants have come out in support of the plant.

The plant has declined to publish the chemicals or the entire process used to produce the energy at the plant on the basis that it is a trade secret.

A national trade publication, the *Power Plant Quarterly*, has called this one of the most exciting forms of energy since the discovery of electricity.

The *New York Times* newspaper's editorial staff wrote "This plant may be a blessing, or it may be another form of robbing Peter to pay Paul at the expense of public and environmental health."

The town is expected to earn up to \$3 million in revenue from licenses, permits, and yearly taxes.

1,000 gallons of freshwater will be drawn from the river each day, the only natural resource used to run the plant.

1,500 gallons of wastewater will be dumped downstream at the sight of the annual canoe regatta.

The plant has pledged \$500,000 to upgrade the local waterfront park with signage, bathrooms and playground equipment.

This form of power production has never been tried on a large scale. Three other states declined permits to the plant to begin operations due to the risk.

The plant will produce enough power to meet the town's needs and will sell excess energy throughout the state, reducing the use of 200,000 tons of coal yearly.

The town's mayor, William Smiley said "This is the best opportunity Green Falls has seen in 20 years."

Local water quality expert Tim Timmerson said "We have no idea what the effect on the water or the wildlife this process will bring."

WRITING YOUR ARTICLE

1. Give your article a headline that shows your point of view.
2. Be sure and answer the classic news story questions: Who, what, where, when, why and how.
3. You may include any of the facts or quotes provided.

LESSON FIVE: LEARNING FROM PRIMARY SOURCES

LESSON OBJECTIVES

Students will:

- Study primary source documents and answer accompanying questions.
- Draw conclusions based on the evidence provided.
- Use historic evidence to write a developed paragraph.
- Begin to understand how the historic record is developed

RESOURCES USED

- Copies of primary source documents, gathered from home, the school, or online
- Handouts: *World War II Photos, My Dearest, Conclusions*
- Internet access
- A personal photo to show the class

PRE-LESSON PREPARATION:

- Make 1 copy of each handout for every student.
- Print (or bookmark) World War II soldier photos online from the following websites (If you print them, put groups of photos in an envelope for each student):
 - Library of Congress, FSA/Office of War Information negatives:
<http://www.loc.gov/pictures/collection/fsa/>
 - National Archives, World War II Records:
<http://www.archives.gov/research/military/ww2/index.html>
- Print (or bookmark) online copies of World War II letters from:
 - Wesley Slaymaker Letters Home, 1941-1946: <http://five24.com/letters/>
 - The WW2 Letters of Private Melvin W. Johnson:
<http://www.privateletters.net/index.html>
 - One Jones Family – WWII Letters:
<http://www.aboutjonesfamily.com/PAGES/WAR1.HTM>

TEACHER BACKGROUND

Photographs, letters and diaries from the World War II era can make connections between the large event as described in the history books and the history of people and places that experienced it. Reading a letter written by a soldier can help students connect with the topic. Viewing primary source documents with the intent of understanding the time period and learning something new about a subject will help students understand how we arrive at the historic record. Having students analyze

documents and write short paragraphs on their findings will help them develop higher level thinking skills, such as analysis and interpretation.

This lesson is divided in two activities. They are designed to introduce students to two types of primary source documents, photographs and letters. Ideally, they should be conducted separately on consecutive days.

ACTIVITY ONE: PHOTOS WORTH A THOUSAND WORDS

1. Tell students that according to the Library of Congress, *“Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing. Secondary sources are accounts of the past created by people writing about events sometime after they happened.”*
2. Secondary sources are like history textbooks. Historians look at primary source documents and draw conclusions about the events. They then record in new writings what they feel happened during a specific time or in regards to a specific person.
3. Ask students for examples of both primary and secondary sources and list these on the board. Students should mention things such as diaries, newspapers, letters and photographs.
4. Ask students, “What kinds of things you can learn from a photograph?” Some answers may be: fashion, what a person does, etc.
5. Show a personal photo that portrays a time or event in your life. It could be a family picture of you playing with your children, or an older one of a great relative at their job or out on the town. If it is something that is connected to you personally, students will often be drawn in or interested because you have shared something personal.
6. Pass out the *World War II Photos* worksheets. Review the instructions.
7. Pair students or place them in small groups. Pass out packets of photos, or allow them access on-line. Let the students work together and discuss their findings as they are going through the pictures.
8. Collect the photos and have the students use their notes to answer the questions on the back of the sheets. Review student responses.
9. Ask students if it is enough just to look at photos to learn about a historic topic. What can photos tell us? What can't they tell us?

ACTIVITY TWO: MY DEAREST...

1. Ask students if they write notes to (or text) one another in class. Without letting the conversation slide too far, ask why they do it. Ask them how they feel when they get a note or a text from a classmate.
2. Finally, ask, “If a historian 100 years from now found your notes, what would he or she learn about you and the time period you live in?”
3. Pass out the *My Dearest* handout. Explain that students will use the worksheet to help them use letters to uncover information about World War II. Let students go through letters and record their responses.

4. Pass out the *Conclusions* student sheet. Explain that they will use this document to analyze and write a paragraph about their findings.
5. Go over the sentence starters. Call on students to share information that could be used with some of the starters. You may even let students work in small groups to create fully developed sentences with the information they gathered.
6. Assign the paragraph creation portion of the sheet and allow for time for students to write. Have students read their selections aloud. As themes come out (living conditions, drills, food, etc.), note them on the board.
7. Ask students to take a look at the ideas and information they gathered from the various letters. Now ask them to add in information they were able to draw in from the photos they looked at in the previous activity. Have students add them to the list on the board.
8. Tell students that they have been successfully using the documents to identify details from the past, and draw conclusions from those details. This is what historians do to create the historic record, and it is what they will do when they conduct historical research.

WRAP UP – TYING THE ACTIVITIES TOGETHER

1. Ask students if they enjoyed studying using the primary source documents.
 - a. Did they learn things that aren't in a regular history book?
 - b. Did they find things in the primary sources that surprised them?
 - c. Did they discover similar pieces of information in more than one source?
2. Drive home that connections can be made through student discovery of information in primary sources. Tell students they have gone through a similar process historians use to develop secondary sources. This is the same approach they should take when creating their research projects: gather primary sources, take notes, draw conclusions, and create products based on their findings.

EVALUATION

Collect the worksheets and grade on completeness, use of proper sentence structure and grammar, etc.

WORLD WAR II PHOTOS

Your task is to ***gather as much information from the photos as you can and draw some conclusions.*** Use the table to record the basic facts. You may not be able to complete the whole sheet; that's ok.

After you record the facts, ***discuss with your partner and draw three conclusions*** about the men pictured.

Name:	Age:	Date Born:
Hometown:		Rank:
Photographer:		Year Taken:
Where did he/they serve, or in what significant battles did they participate?		
Physical descriptions:		
Describe their clothing:		
Describe items you see:		
Describe his/their expression:		

WORLD WAR II PHOTOS: CONCLUSIONS

In this block record the conclusions you have made based on the photos from your group. They should be complete sentences and can answer the following questions:

What generalizations can you make about the soldiers?

What are three things you have learned based on these photos:

What questions do you still have based on what you saw in the photos?

Other conclusions:

MY DEAREST....

Using the letters provided, you will develop a picture of daily life of the World War II soldier. Find as many of the bulleted details as possible in your letter. Write the detail category, then record notes on what you find. You may quote the letters directly or write in your own words.

<ul style="list-style-type: none"> • What food did they eat? • What were they proud of? • What made them angry? • What clothes did they wear? • What weapons did they use? • Who did they miss, and why? 		<ul style="list-style-type: none"> • What was battle like? • What challenges did they face? • What events do they describe? • How did they sleep? • What did they worry about? • What do they ask about? 		
Name of Soldier:	Date written:	Written to:	Where letter was written:	Where letter was sent:
Detail 1:				
Detail 2:				
Detail 3:				
Detail 4:				
Detail 5:				

MY DEAREST: CONCLUSIONS

Compare notes with your group members. Trade facts gathered in everyone’s letters. Use the sentence starters below to create a topic sentence. Then write a paragraph supporting the topic. You should include at least five facts in the paragraph.

- There were many things I did not know about World War II soldiers.
- The day-to-day life of World War II soldiers was not all fighting on the battlefield.
- Soldiers had many reasons they joined in the fight.

A large rectangular area for writing, enclosed by a dashed border. It contains 15 horizontal lines for text entry.

LESSON SIX: CREATING YOUR EXHIBIT

LESSON DESCRIPTION

Students will:

- Learn about exhibits as a way to share information.
- Develop an outline for their exhibits.

RESOURCES USED

- Handouts: *What is an Exhibit?* and *Exhibit Outline*

PRE-LESSON PREPARATION

- Make 1 copy of both handouts for each student.

TEACHER BACKGROUND

An exhibit is one way of sharing information. It is different than a traditional paper, because it must incorporate visual elements as well as words. Strong exhibits balance imagery with text in a way that inspires a viewer.

This lesson provides a way to help students understand the different parts of an exhibit, as well as provide them with a system to organize their information to make planning their exhibit easier.

ACTIVITY

1. Begin by asking students to define the word “exhibit.” Encourage them to give examples of displays that they would consider an exhibit (i.e. something in a museum, or a bulletin board at school). Write their examples and definitions on the board.
2. Using the examples they listed, have the students brainstorm the types of things they would find in an exhibit, such as pictures, maps, words, labels, and so on.
3. Explain that, as part of the research project, they will need to make an exhibit about their findings. These exhibits will be on tri-fold boards, and will need to include many of the types of things from their list.
4. Pass out the *What is an Exhibit?* handout. Review the first section that defines an exhibit. Compare the definition with what the students came up with at the beginning of the lesson. Explain that exhibits rely on images and objects to help tell a story, and that only a limited number of words should be used to share a main point.

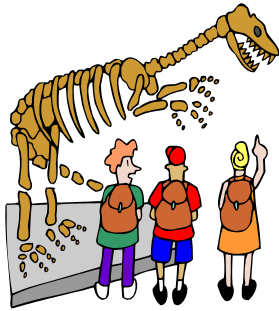
5. The students challenge is going to be sharing the story of their factory before, during and after the war in a clear and attractive manner. Because of this, it is important to plan ahead to make sure only the most important information is included on the exhibit.
6. Pass out the *Exhibit Outline* handout. If your students are working individually, make sure each one gets a handout. Groups can use one handout together. Explain that it is a tool that museum curators use when they are planning an exhibit to help them determine what the main points are about their topic. It is also a good tool for noting what images they will use to help convey their main point.
7. For their project, they must have three sections to their exhibits: before the war, during the war and after the war. Each of those sections should have three or four main points. For most exhibits, the curators have way more information than they can realistically include in an exhibit. They must narrow their focus to a few main points. The outline is a tool to help them determine the main points they will cover in each section of their exhibit. It will also help them write their titles and text, as well as determine what images or illustrations they will use. Once they complete this handout, they will know everything that will go into their exhibit. Then, they just need to build it!
8. Explain the different fields in the outline table:
 - a. SUBTITLE: They should summarize the main point in 2-4 words. This will become the title for their text. For example, if one of their main points in the “Before the War” section is to let the viewer know general information about their factory, they could title it “About our Factory” or “The Factory Begins.”
 - b. TEXT: In 2-3 brief sentences, they should summarize their main point. This becomes the text for this section of their exhibit. Using the title mentioned in the above example, the two sentences could be, “The XYZ Factory was founded in 1895 by Mr. John Doe. He started the company to build widgets for horse carriages.”
 - c. PHOTO/DOCUMENT: This is where they list a photo or document they have that is related to their main point. Sometimes they may have more than one visual, and that’s OK. I’d suggest limiting it to two images per main point. In this section of the table, they should briefly describe what the image is and note the source. If the image for the example above is Mr. John Doe standing in the factory, the caption could read: “Mr. Doe checks to see how his workers are doing in the factory, c. 1915.” They should also note where the source is from, such as “From the Detroit Historical Society.”
9. Give the students time to work on their outlines. You may need to help them get started by suggesting some main point topics. Examples for each section of the exhibit are included below:
 - a. Before the War
 - i. When was the factory founded and why?
 - ii. What types of materials did it make?
 - iii. Who worked at the factory?
 - iv. Where was the factory located?
 - b. During the War
 - i. What was the factory making right before it changed to war production?
 - ii. How different or similar was their war product from their non-war product?

- iii. What items did they make during the war?
- iv. How was their product used during the war?
- v. Were there any major battles that used your factory's product?
- c. After the War
 - i. What happened to the factory after the war?
 - ii. What did it make after the war?
 - iii. Is the factory still around today?

EVALUATION

Meet with each student or group to review their exhibit outlines. Work with them to ensure they have followed the directions, captured main points, and identified suitable images. Provide guidance and support as needed.

WHAT IS AN EXHIBIT?



An exhibit, or exhibition, presents information about an event, person, place, or idea from the past by displaying documents, images, or objects.

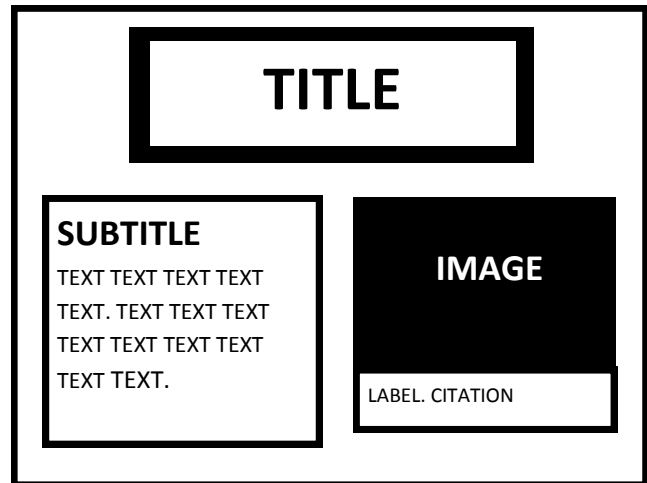
We often see exhibits at museums, but they are also presented at many other places such as archives, historic sites, park visitor centers, classrooms, and even airports and train stations. For this research project, you will tell the story of your research through historic photographs, maps, drawings and other interesting objects.

Exhibits are three dimensional and are displayed on a physical structure. Exhibits use color, images, documents, objects, graphics, and design, as well as words, to tell a story.

EXHIBIT GLOSSARY

Exhibits have a lot of terms. Here's a quick glossary of common terms, along with a graph to show you where each item is on an exhibit board.

- **TITLE** – This is the main part of your exhibit. It should be placed across the top of your board in large font so it can be read from a distance.
- **SUBTITLE** – These are smaller titles that are used for each bit of text you have. They provide a quick summary of the information in your text.
- **TEXT** – These are brief, two to three sentence blocks of writing that summarize a main point. You can have several blocks of text in your exhibit, each sharing a different main point.
- **LABEL** – Labels are brief sentences (or fragments) used to explain what is happening in a document or photograph on your exhibit. Labels are also called “captions.”
- **CITATION** – Used along with labels, citations let the viewer know where you got your document or photograph from.
- **IMAGE** – This is a general term to refer to a 2D document, photograph, map, etc. that is used on your exhibit board.



For more information on designing an exhibit, see the Student Handbook.

GETTING STARTED ON YOUR EXHIBIT

1. Research the topic first! You can't start with the scissors and construction paper until you know what you want and need to say.
2. Select items to put on the exhibit. You won't be able to use all the materials you find while doing your research. As you think about what to put on the exhibit, ask yourself the following questions:
 - a. Does the item fit with the main points of my topic, which is information about the factory before, during and after the war?
 - b. Does the item support the story I am trying to tell?
 - c. Is a document I am thinking of displaying too long or too wordy? Is it easy to read and understand? Will it take up too much space in my exhibit?
 - d. Is the item visually interesting?
 - e. What images best tell my story?
3. Prepare your exhibit outline. You should write your titles, text, and labels before you start your exhibit layout. Like all good writing, your exhibit script needs to be grammatically correct, use good sentence structure, make wise word choices, and contain no spelling errors. You should expect to write several drafts. Exhibit labels are brief, so they need to be clear and concise.
4. Use a computer program to format your titles, subtitles, text, labels and citations. Print them out on test paper and practice laying them out on your board before you start gluing anything onto your board. You do not have to use every bit of space on your board. Make sure you have a nice balance of text, images and blank space.
5. Once you have your layout ready, print all your images, titles, subtitles, labels and captions at high-quality and on nice paper. Now you can use those scissors, construction paper and glue sticks to finish your exhibit!

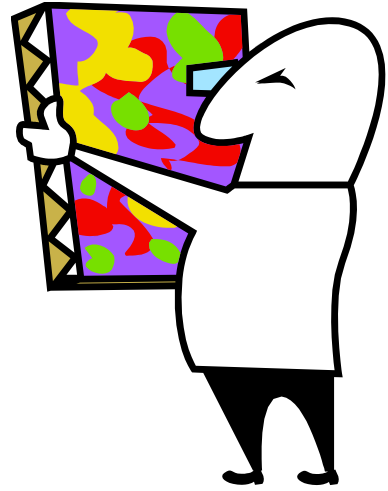


EXHIBIT OUTLINE

Use the table below to plan out your exhibit. It is divided into three parts - one for each section of your exhibit. Each section should have three to four main points. The table provides space for:

1. **SUBTITLE:** Summarize your main point in 2-4 words. This will become your title for your text.
2. **TEXT:** In 2-3 brief sentences, summarize your main point. This becomes your text for this section of your exhibit.
3. **PHOTO/DOCUMENT:** This is where you list the photo or document you have related to your main point. Write your caption and the source where you got the image from.

SUBTITLE	TEXT	PHOTO/DOCUMENT
LEFT SECTION - BEFORE THE WAR		
<i>EXAMPLE: How the Factory Began</i>	<i>The XYZ Company was located at 123 Main St. It was founded by John Q. Doe in 1895 to make widgets for horse carriages.</i>	<i>Photo of the XYZ Factory in 1912. Courtesy of the Detroit Historical Society.</i>
Main Point 1:		
Main Point 2:		
Main Point 3:		
Main Point 4:		

SUBTITLE	MAIN POINT - TEXT	PHOTO/DOCUMENT
CENTER SECTION - DURING THE WAR		
Main Point 1:		
Main Point 2:		
Main Point 3:		
Main Point 4:		
RIGHT SECTION – AFTER THE WAR		
Main Point 1:		
Main Point 2:		
Main Point 3:		

LESSON SEVEN: WRITING YOUR FACTORY ESSAY

LESSON DESCRIPTION

Students will:

- Review the assigned factory essay requirements.
- Read a sample factory essay to identify first person narrative elements and time-sensitive transition words.

RESOURCES USED

- Handout: *The Last Straw: The Factory Essay*
- Sample factory essay
- Highlighters

PRE-LESSON PREPARATION:

- Print 1 sample factory essay for each student.
- Print 1 *The Last Straw: The Factory Essay* for each student.

TEACHER BACKGROUND

The factory essay is an important part of the research project. It encourages students to think about their learning and summarize their research experience. For you, the teacher, the factory essay can be a good tool when evaluating their work and understanding of the historical research process. For the Detroit Historical Society, the factory essay will help us understand not only where they found their research, but the challenges and successes they had in finding historical information on their factory.

LESSON

1. Pass out *The Last Straw* handout and review the front page with your students. Be sure they understand they will be doing expository (or informational) writing, not creative or fictional writing. Explain that, although 500 words seems like a lot now, they may have a hard time putting everything they want to say into their papers.
2. Pass out the sample factory essay.
3. Have students pair up and give each a different color highlighter.
4. Tell them that one partner will highlight the time-sensitive transitional phrases in the paper, such as “eventually” or “after researching local libraries.”
5. The other partner will underline the “I” or “we” statements in the papers, such as “I interviewed several of his colleagues” or “I had large amounts of research...”

6. Students should only underline words or small phrases. You may want to review some examples before they locate the rest.
7. Review the student responses. You may call on students individually, or you may want to create a transparency of the paper and have students come up and underline the parts they were assigned.
8. Review the second half of *The Last Straw* handout. Be sure to review the evaluation rubric and requirements, and answer any questions the students may have.
9. Conclude the lesson by explaining that a good factory essay describes a series of events over time and helps the reader understand the author's research process. The factory essay relates how students conducted their research. The factory essay is an important part of the process, and students should be sure to give it their full attention.

EVALUATION

Collect their sample essays and grade based on their grasp of I statements and transition phrases.

THE LAST STRAW: THE FACTORY ESSAY

WHAT IS THE FACTORY ESSAY?

The factory essay is a description in no more than 500 words explaining how you conducted your research and created and developed your entry.

It should be broken into four sections, or paragraphs, and each will provide information on a part of your research.

- First section should explain why you chose your factory.
- Second section should explain how you conducted your research.
- Third section should explain what was hard and what was easy about your research.
- Fourth section should explain why your factory was important during World War II.



“I” STATEMENTS AND TIME TRANSITIONS

I would like if you would use statements that contain “*I*.” This is called “a first person narrative style.” *I* believe it would be best if you describe your actions. *I* then think you should include transition words that indicate the passage of time.

“*I*” Statements:

- I went to the library to research....
- I found two good sources...
- I met the creator ...
- I thought it was hard to ...

TRANSITION WORDS

After a few hours	At last	Next	Before this
Afterwards	In the end	At the same time	Formerly
Initially	Later	In the future	Simultaneously
During	Eventually	Before	First of all
After	Meanwhile	In the meantime	First, Second
Soon	Finally	Previously	Third

THE LAST STRAW: THE FACTORY ESSAY

Do I get a grade for this? The answer is yes. However, you have to meet some specific criteria for top marks. Lucky for you, they are listed below:

- Essay is typed on a computer
- Checked for grammar and spelling
- Less than 500 words but more than 350
- Effectively uses transition words
- Answers the major questions
- Clearly addresses each of the four sections

Your teacher may choose to evaluate your essay using the rubric below, so make sure you have met all these criteria as well.

EVALUATION RUBRIC		
Mechanics <ul style="list-style-type: none"> • Essay is typed on a computer. • Essay is checked for grammar and spelling. • Essay is less than 500 words but more than 350. 	Possible Points: 10	Points Received:
	Teacher comments:	
Organization <ul style="list-style-type: none"> • Topic sentences sum up what is contained in the paragraph. • Essay has well developed paragraphs. 	Possible Points: 10	Points Received:
	Teacher comments:	
Content <ul style="list-style-type: none"> • Essay addresses the four sections. • Essay contains "I" statements that help demonstrate your historical research. 	Possible Points: 40	Points Received:
	Teacher comments:	
Sequence <ul style="list-style-type: none"> • Your essay takes the reader through the process from beginning to end. • You use time transition words to indicate the order in which events took place. 	Possible Points: 40	Points Received:
	Teacher comments	
Total Points Earned : _____		

SAMPLE FACTORY ESSAY

I choose the XYZ factory because my teacher asked us to pick a factory that was near our school that made something for the war that we thought was cool. After I did a search on Google Maps for some of the factories, I learned that the XYZ factory was located only 2 miles from my school. I also liked that it made widgets for fighter planes during the war. I have always thought that planes were cool.

I started my research by doing a search on Google. At first there were not very many hits. I tried spelling the name in different ways, like “XYZ Co.” and “XYZ Detroit Factory” and I was able to find the listing for the factory in the 1920 city directory that someone uploaded on Google Books. That told me that my company had been around before the war. Next, I searched for the company using online archives, like the Detroit Historical Society and the Library of Congress. I was able to find a few photographs and a company invoice. Then I worked with my teacher to contact librarians at the Detroit Public Library and the Walter P. Reuther Library. They helped me find my most important sources. At the same time, I did a lot of reading about the widgets that my company made. They were an important part of the B-24 fighter plan because they made it possible to fly the plane very fast.

I thought the research process was both hard and easy. At first, I had a hard time because I didn't know where to find information after I didn't come up with many hits on Google. Then my teacher helped me find some better places to find primary sources, and the research became easier. Initially I was nervous to talk to librarians, but they were very nice and helpful. One even stayed late one day so I could visit the library after school. I thought it was very cool to be able to see actual papers about my factory from the past.

I think that the XYZ factory was very important during World War II. Before the war, they made widgets for automobiles. During the war, the company moved fast to switch to making widgets for bombers. The bombers that the XYZ factory helped build were important during the war in Europe. For example, on August 1, 1943, 177 B-24 bombers took off from Libya on “Operation Tidal Wave” to destroy oil refineries in Romania. The refineries made over 30% of the gas that Hitler used. The battle was not a total success, because 54 B-24s were shot down and 532 airmen were killed or taken prisoner. However, the attack destroyed over 40% of the refineries and was one of the biggest air raids of World War II. After the war, the XYZ factory went back to making widgets for cars. They went out of business in the 1960s when cars started using different materials.

LESSON EIGHT: BIBLIOGRAPHY

LESSON DESCRIPTION:

In this lesson, students will:

- Define a bibliography.
- Practice writing citations.
- Access the MLA and other websites to answer a student questionnaire about bibliographies.

RESOURCES USED:

- Handouts: *Bibliography Questions*, *Some Examples of MLA Style*, and *Format This!*
- The Internet

PRE-LESSON PREPARATION:

- Make 1 copy of the *Bibliography Questions* and *Format This!* worksheets for each student.
- If you have access to copies of the MLA style book, make them available to students. If not, print copies of the *Some Examples of MLA Style* handout.

TEACHER BACKGROUND

The creation of a bibliography is not an easy skill to master, but it is very important aspect of the research process. Students need to track where they found their source information for several reasons. First, they need to give proper credit to ideas and quotes they find. Also, other historians rely on the bibliography to assess the credibility of the research. For the Detroit Historical Society, we need the bibliography to know from where the primary source materials came so we get permission to post them on our website.

Students must develop a bibliography that includes all sources that were helpful to their research and final project. Primary and secondary sources must be listed separately. We are requesting that all bibliographic citations are done in MLA style. If your school uses a different formatting system and you'd like to keep it consistent, that is fine.

LESSON

1. Instruct students that one of the most important jobs as they research will be to create a list of the sources they use. They will find many more resources than they will use, and they must be sure and record only the ones that they use for their projects.
2. Tell the students that today they will learn about the bibliography they will have to create for their projects and practice some citations.

3. Pass out the *Bibliography Questions* sheet. Have pairs of students access the web pages on the student questionnaire and complete the sheet. After they are finished, review the answers with the students.
4. Using the *Format This!* worksheet and the *Some Examples of MLA Style* handout (or copies of the book), students are to format the sources properly.

EVALUATION

Collect the worksheets and grade based on completeness and correct formatting.

BIBLIOGRAPHY QUESTIONS

ACCESS THIS WEB SITE TO ANSWER THE FOLLOWING QUESTIONS:

<http://homeworktips.about.com/od/citationsandbibliography/qt/bibliography.htm>

1. What is a bibliography?

2. What is the purpose of a bibliography?

3. What are three things a bibliography entry must include?

4. How should sources on bibliography be listed?

ACCESS THIS WEB SITE TO ANSWER THE NEXT QUESTION:

<http://homeworktips.about.com/od/mlastyle/ss/MLAbib.htm>

What does MLA stand for?

SOME MLA EXAMPLES

BOOKS

ONE AUTHOR:

Blackmore, Susan. *Consciousness: An Introduction*. New York: Oxford UP, 2004. Print.

MULTIPLE AUTHORS:

Okuda, Michael, and Denise Okuda. *Star Trek Chronology: The History of the Future*. New York: Pocket, 1993. Print.

NO AUTHOR:

Vulcan Reflections: Essays on Spock and His World. Baltimore: T-K Graphics, 1975. Print.

ARTICLE OR CHAPTER

James, Nancy E. "Two Sides of Paradise: The Eden Myth According to Kirk and Spock." *Spectrum of the Fantastic*. Ed. Donald Palumbo. Westport: Greenwood, 1988. 219-23. Print.

ENCYCLOPEDIA

WIDELY USED GENERAL REFERENCE BOOKS - HARDCOPY

Sturgeon, Theodore. "Science Fiction." *The Encyclopedia Americana*. International ed. 1995. Print.

SPECIALIZED REFERENCE BOOKS - FROM A DATABASE

Barr, Marleen S. "Science Fiction." *New Dictionary of the History of Ideas*. Ed. Maryanne Cline Horowitz. Vol. 5. Detroit: Scribner's, 2005. *Gale Virtual Reference Library*. Web. 1 Mar. 2010.

JOURNAL ARTICLE:

HARDCOPY:

Devine, Patricia G., and Steven J. Sherman. "Intuitive Versus Rational Judgment and the Role of Stereotyping in the Human Condition: Kirk or Spock?" *Psychological Inquiry* 3.2 (1992): 153-59. Print.

FROM A WEBSITE

Hodges, F. M. "The Promised Planet: Alliances and Struggles of the Gerontocracy in American Television Science Fiction of the 1960s." *Aging Male* 6.3 (2003): 175-82. Web. 18 Feb. 2010.

FROM A DATABASE

Roberts, Robin. "Performing Science Fiction: Television, Theater, and Gender in Star Trek: The Experience." *Extrapolation* 42.4 (2001): 340-56. *Literature Resource Center*. Web. 25 Feb. 2010.

NEWSPAPER ARTICLE

HARDCOPY

Di Rado, Alicia. "Trekking through College: Classes Explore Modern Society Using the World of Star Trek." *Los Angeles Times* 15 Mar. 1995: A3+. Print.

See examples under "Journal Article" for the website and database versions of a newspaper article.

MATERIAL AVAILABLE ONLY ON THE WEBSITE AND NOT IN THE PRINT VERSION

Lyall, Sarah. "To Boldly Go Where Shakespeare Calls." *New York Times*. New York Times, 27 Jan. 2008. Web. 25 Feb. 2010.

MAGAZINE ARTICLE

Mershon, Donald H. "Star Trek on the Brain: Alien Minds, Human Minds." *American Scientist* Nov.-Dec. 1998: 585. Print.

See examples under "Journal Article" for the website and database versions of a magazine article.

See example under "Newspaper Article" for web-only material

WEBSITES

Epsicokhan, Jamahl. "Confessions of a Closet Trekkie." *Jammer's Reviews*. N.p., 20 Feb. 2004. Web. 15 Mar. 2010.

PAGE WITH A CORPORATE AUTHOR

United States. Natl. Aeronautics and Space Administration. Jet Propulsion Laboratory. "Mission Could Seek out Spock's Home Planet." *PlanetQuest: Exoplanet Exploration*. NASA, 10 May 2007. Web. 15 Mar. 2010.

PAGE WITH NO AUTHOR

"The Roddenberry Legacy of Human Potential: If Only, If Only." *Star Trek Official Site*. CBS Studios, 24 Oct. 2007. Web. 15 Mar. 2010.

BLOG

Zompist. "Star Wars: Hope Not So New Anymore." *Zompist's E-Z Rant Page*. WordPress.com, 30 Sept. 2009. Web. 16 Mar. 2010.

INTERNET VIDEO

Crusade2267. "For The Uniform: One Fan's Obsession with Star Trek, Part 1." *The Warped Mind of a Crazy Trekkie: Crusade2267's Channel*. YouTube, 2 Nov. 2006. Web. 16 Mar. 2010.

FORMAT THIS!



Below are several different types of sources, and they aren't in proper format! Your job is to format these sources properly on the lines below each source using the MLA Citation Style.

BOOK:

Knudsen, a Biography by Norman Beasley. It was published in in 1947 in New York by Whittlesey House, McGraw-Hill Book Company.

MAGAZINE ARTICLE:

Randy R. Talbot and Ann M. Bos wrote "Enough and On Time: The Story of the Detroit Tank Arsenal" for *Michigan History Magazine*. It was published in vol.85, no.2, which was the March/April 2001 edition. It appeared on pages 26-39.

JOURNAL ARTICLE:

Robert Ferguson wrote an article called "One Thousand Planes a Day: Ford, Grumman, General Motors and the Arsenal of Democracy." It was published in the 21.2 edition of *History and Technology* in 2005. The article appears on pages 149-175.

WEBSITE:

Ames (Iowa) Historical Society's website "Rationing on the Homefront During World War II"
<http://www.ameshistoricalsociety.org/exhibits/events/rationing.htm>

PROJECT EVALUATION

In addition to the rubrics for individual lesson plans, we have provided additional tools on the following pages for evaluating student performance:

- **WEEKLY PLANNER:** This two-sided document allows you to plan for and adapt the lesson plans. When used by your students, the planner will allow you to evaluate activities that do not have specific rubrics.
- **RESEARCH RUBRIC:** This rubric is designed to assess a variety of research methods. You may use a variety of organizers or methods and still use this as your central way of evaluating the material students gathered.

CONCLUSION

The *Detroit: The “Arsenal of Democracy” Research Project* is year-long learning adventure for both teachers and students. Students need a lot of coaching to make the most of their experience. The lessons and documents provided in this toolkit are just a beginning.

The Detroit Historical Society is dedicated to providing the tools and resources teachers need to make implementing this program easier. As we develop supplementary activities and lesson plans, we will make them available on our website: <http://detroithistorical.org/WWIIResearchProject>.

Once you introduce your students to the world of the historian, you will begin to elevate the level of teaching and learning in your classroom. Through their research experience, students will develop skills that will make the more traditional tasks —such as textbook exercises— easier, and the more difficult tasks —such as research projects— enjoyable.

Students who connect a personal purpose to their learning are more motivated and involved. The Detroit Historical Society is here to help you provide that purpose. If you have questions about this program, please contact:

TOBI VOIGT

Chief Curatorial Officer
Detroit Historical Society
5401 Woodward Avenue
Detroit, MI 48202
Email: tobiv@detroithistorical.org
Phone: 313-833-0481

Detroit: The “Arsenal of Democracy Research Project Weekly Planner

This sheet is a weekly planner for your research project. Each day you are to write your goals for the day in complete sentences. At the end of the day, you should record your accomplishments. The “noteworthy events” column should be for finding a great source, talking with an important person or other things that really help you to advance your work. These planning sheets will be helpful when writing your Factory Essay.

Week Of:	Today's Goals	Noteworthy Events	Accomplishments	Daily Teacher Evaluation
MONDAY	<input type="checkbox"/> ✓++ = Superior Work <input type="checkbox"/> On task <input type="checkbox"/> Self-motivated <input type="checkbox"/> Exceeding daily goals <input type="checkbox"/> Uses all provided time	<input type="checkbox"/> ✓+ = Above Average <input type="checkbox"/> On task <input type="checkbox"/> Meeting daily goals <input type="checkbox"/> Uses all provided time	<input type="checkbox"/> ✓ = Average <input type="checkbox"/> Meeting most daily goals <input type="checkbox"/> Uses most of provided time <input type="checkbox"/> Work performance could be improved	<input type="checkbox"/> ✓-- = Needs Improvement <input type="checkbox"/> Goals not met <input type="checkbox"/> Not using provided time <input type="checkbox"/> See teacher for assistance
TUESDAY				

FRIDAY	THURSDAY	WEDNESDAY	Week Of:
			Today's Goals
			Noteworthy Events
			Accomplishments
			Daily Teacher Evaluation



DETROIT: THE "ARSENAL OF DEMOCRACY" RESEARCH RUBIC



Student Name: _____

RESEARCH COMPONENT	UNACCEPTABLE	BELOW AVERAGE	AVERAGE	SUPERIOR	TEACHER COMMENT
STRUCTURE	The assigned structure was not followed	Structure was attempted, but incomplete or ineffective	Structure was used but only served to gather minimal information	Structure was followed and used to gather extensive information	
BREADTH	One source of fewer was used, and/or sources were unreliable or inappropriate	Too few sources were used, and/or sources used were unreliable or inappropriate	Multiple sources were used, but they lacked variety or were unreliable or inappropriate	A wide variety of sources were used that are reliable and appropriate	
DOCUMENTATION	Source information was not gathered or documented	An attempt to document source information was made, but it was inaccurate	Source information was documented, but formatting contains mistakes.	All source information was documented and formatted correctly.	
MAIN IDEAS	No or insufficient notes were taken	Note taking provides some detail but the main idea is missing	Note taking provides basic facts and information.	Note taking captures the main points of a source.	
CONCLUSION	No conclusions have been reached from the information gathered	Conclusions are unclear or fragmented.	Conclusions provide a very basic reflection of information	Conclusions are clearly stated and supported with information from research sources.	
SCORES:					