New Jersey and World War II: the Front and the Home Front

Welder trainee on her lunch break, Eastern Aircraft Plan, Linden, 1943
LC-U6E6-D-010146

Lesson Creator: Michael Kassan, Demarest Public Schools

Grade level: 9-12

Timeframe: 2-4 Days

Objectives: Students will be able to:
- identify major sites in New Jersey related to military and industrial war efforts and explain their role in the war.
- analyze primary source documents showing women’s roles in New Jersey in the 1940s in order to evaluate social and economic opportunities before and after the war.
- analyze primary source documents showing African-Americans’ roles in New Jersey in the 1940s in order to evaluate social and economic opportunities before and after the war.
- compare and contrast the types of opportunities women and African-Americans received before, during, and after World War II.
- identify how these opportunities in New Jersey compared with other states/regions.

NJ Core Curriculum Content Standards

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights

6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.

6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military
installations, and Battleship New Jersey) and prominent New Jersey citizen (i.e., Albert Einstein) in World War II.

6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

Common Core ELA: History/Social Studies

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

Essential Questions

- How did World War II provide opportunities for various marginalized groups in society?
- How did these opportunities lead to great social change in the period after World War II?
- Did civilian efforts (particularly those of African-American men and women) during World War II lead to the Civil Rights movements of the 1950s and 1960s?
- Should the government and/or private business hold jobs for servicemen until they return to their from combat?
- How did women’s social and economic roles and perceptions change as a result of their contributions during the war?
- How did military installations and civilian support facilities (ex. Bell Labs, Seabrook Farms, Eastern Airlines Plant Linden) contribute to American victory in Europe and the Pacific?

Supporting Questions

- What role did the government have in addressing challenges/opportunities?
- Who were some specific individuals that challenged this group’s progress?
- Who were some specific individuals that supported group’s progress?

Key Terms/Places

- Farm Security Administration
- Seabrook Farms
- Fort Dix
- “total war”
- Fair Employment Practices Act (1945 NJ law)
Historical Background:

World War II began in Europe on September 1, 1939 following Nazi Germany’s invasion of Poland. Around the same time, the Japanese Empire was conquering territory in East and Southeast Asia. Despite the gains of the Axis Powers across the globe, the United States remained neutral, unwilling to get involved in a conflict many Americans believed did not affect them. This attitude changed, however, following the surprise attack by the Japanese on the U.S. Naval Base at Pearl Harbor, Hawaii on December 7, 1941.

In the days that followed, the United States got drawn into a global conflict, and rapidly went from neutrality to total mobilization. These efforts required the involvement of most Americans; able-bodied men were needed for combat, creating opportunities for other groups that had previously been marginalized. During this time, from the end of 1941 to the summer of 1945, following the dropping of two atomic bombs on Japan and that country’s subsequent surrender, life in the United States changed dramatically.

Although many sought to return to life as it had been before the war, many of these changes could not be undone. In the years and decades following World War II, American society would change dramatically, as groups and individuals that had been at the margins would seek a greater role and recognition in society.

New Jersey has always contributed to American military history and World War II was no different. While it was not as prominently involved as the key staging point as it was in World War I (ex. Camp Merritt and “Heaven, Hell, or Hoboken”), the state nevertheless played a pivotal role. Naval operations in New York (which included Hoboken, Bayonne, and Jersey City) were transit points for personnel and materiel destined for Europe. Additionally, four airbases were located in the state, most notably Fort Dix Army Airbase and nearby Lakehurst Naval Air station. Present-day Linden airport was the site of a sprawling General Motors aircraft plant and Newark International Airport was also the site of an air base during this period as well.

A large population, especially in the denser, more urbanized part of the state, industrial complexes and supporting infrastructure, like railways, and proximity to New York, Philadelphia, and the Atlantic coast made New Jersey once again a key contributor to American and Allied War efforts. In fact, New Jersey hosted both interned Japanese-Americans as well as German prisoners of war, aside from military industry and service members.

Due to the surprise of the Pearl Harbor attack and the ensuing outpouring of patriotism (in contrast to the isolationism advocated by former New Jersey governor Woodrow Wilson during his presidency at the outbreak of World War I), New Jerseyans of all backgrounds were compelled to join the war effort. While combat opportunities were initially limited to white men, many got involved in various capacities, offering convincing rationales in doing so. However, once the war was won and veterans returning home (to a state that would soon begin increasingly rapid suburbanization) the strong feelings that propelled many into the war effort were not to be extinguished.

1. What role did New Jersey and New Jerseyans (ex. Women like Elizabeth Hawes, African-American men like John Knox, Albert Einstein) play in supporting the World War II effort?

Anticipatory Activity: students will locate and identify major sites related to military and industrial war efforts by completing Handout 1. Students may access electronic version (including expanded details for each site here:https://www.scribblemaps.com/create/#id=NewJerseyandtheChangingHomeFrontduringWWII&lat=40.20848818355881&lng=-74.54024470763551&z=9&t=custom_style).
Note: Scribblemaps features additional tools to change map overlay and track distance in miles/kilometers and these may be incorporated into the lesson/activity.

This activity is meant to introduce students to the important military and support facilities pivotal to New Jersey’s war effort. Most of the sites – especially those related to industrial production – are clustered in Northern New Jersey, near Newark (and adjacent to New York City). Of these, the New York Port of Embarkation sites (in both New York and New Jersey) was the most prominent. Hudson County (the site of Hoboken and Jersey City) also hosted major shipbuilding operations at Kearny (across Newark Bay from Newark) and Bayonne. Both of these sites employed large numbers of African-Americans during the war (Handout 6).

To help guard against enemy invasions (especially ones orchestrated by Germany), New Jersey’s extensive coasts were integral into the state (and nation’s) civil defense. These included Naval Station Earle, Fort Monmouth, and Lakehurst Naval Air Base. To underscore importance of civil defense, especially potential vulnerabilities, consider using map to identify New Jersey’s geographic advantages (close to major cities, extensive road & rail infrastructure, relative proximity to Europe) and compare that to possible vulnerabilities that state experienced.

President Franklin D. Roosevelt declared America in "a state of unlimited emergency," and each city was responsible for recruiting and organizing its own Civil Defense organization to assure that it would be able to protect civilians and their property from enemy attack and handle any emergency which arose. The U.S. civil defense system included bomb shelters, air raid warning systems, patrols along the nation's borders, and distribution of information on emergency survival. Consider the primary sources at:
http://www.njdigitalhighway.org/enj/lessons/ww_ii_and_nj/?part=civil_defense. Explain what you were supposed to do in the event of an air raid during World War II.

Fortunately, the bomb shelters and emergency plans were never called into service. Few actual enemy attacks occurred on the U.S. mainland. The ones that did occur happened primarily on the West Coast. Unlike most other nations involved in World War II, the United States was spared the destructive forces of war on its home soil.

Possible Extension Activities: Since Electronic Map Version has detailed descriptions of each site, consider assigning students individually, in pairs, or groups, to research some of the key sites during the war. They may research and present on the purpose of the site, the role it played in the war effort, opportunities it offered civilians (especially African-Americans and women), and what happened to it after the war.

- Women at Camp Kilmer
http://www.njdigitalhighway.org/enj/lessons/ww_ii_and_nj/?part=camp_kilmer_uso
- African-Americans at Camp Kilmer
http://www.njdigitalhighway.org/enj/lessons/ww_ii_and_nj/?part=african_americans_at_camp_kilmer
- Japanese Americans at Seabrook Farms
  - http://encyclopedia.densho.org/Seabrook_Farms/

2. How did World War II affect women in New Jersey?

Prior to World War II, only 28% of women national were working. Of those, the majority were in lower paying fields like domestic servants, textile machine workers (ex. In facilities like the Triangle Shirtwaist Factory), or domestic service. While the war gave women far greater opportunities in military (combat nurses, airplane test pilots) and industrial roles, it is also important to note, that the majority of women still remained primarily at
home. However, the war nevertheless gave these women opportunities to contribute in their own communities to civilian organizations like Civil Defense or the Red Cross

- **Additional Background Resources:**
  - “We Need Women” [http://www.njdigitalhighway.org/enj/lessons/ww_i_and_nj/?part=we_need_women](http://www.njdigitalhighway.org/enj/lessons/ww_i_and_nj/?part=we_need_women)
  - “Women and Post War Wages” [http://www.nber.org/digest/nov02/w9013.html](http://www.nber.org/digest/nov02/w9013.html)
  - Interviews and Stories [http://www.njdigitalhighway.org/enj/lessons/ww_i_and_nj/?part=interviews_and_stories](http://www.njdigitalhighway.org/enj/lessons/ww_i_and_nj/?part=interviews_and_stories)
  - “Rosie the Riveter: Helping to Win World War II” [https://www.youtube.com/watch?v=u6jEbnqDCVc](https://www.youtube.com/watch?v=u6jEbnqDCVc)

- **Possible Extension/Closure Activity:**
  - After analyzing Handout 2 (and possibly additional resources), have students evaluate whether “Rosie the Riveter” is an accurate representation of women’s participation in the war. Have them assess the purpose of this image and how it might influence society’s perception of women.

**Document A (Handout 2)** is a photograph of women at a vocational school in Middlesex County after the start of hostilities in Europe, but before US entrance into the war. The subject of the photo is the two women to the left of the photo. The students will likely think the subject is the children in the foreground (and if this is the case, going over the title and date with them explicitly would help them be more mindful of subtle and important details going forward). The women are likely observing the children to prepare for their own careers as future care-givers, demonstrative of the limited opportunities for most women in the work force. This is contrasted by Document B on the bottom of the page, which also serves as context for several of the images on the next handout.

Distribute Graphic Organizer (Handout 8). **Document A (Handout 2)** may be projected, photocopied and distributed to students, or made available as an electronic document (to use on a Chromebook for example). If necessary, review with students definition of a primary source, discuss how valid sources are, how to identify bias/inaccuracy. The graphic organizer is meant to be used for students to “read” the images and find details that correspond to the guiding questions. Students should be able to identify the context (when and where the document is from), the subject matter (describe what they are seeing), identify/speculate what the author’s purpose is (why was this created? What perspective is it trying to show? What is it supposed to make the audience think/feel about the subject?).

It is suggested the teacher describe the purpose of the graphic organizer and how it is used (described above). The teacher should then model how to “read” the image and fill out the graphic organizer through direct instruction. Ask the students: when was this created and where? (Middlesex County Vocational School, 1940). Follow up by asking what is significant about the location (it is a school where people learn jobs or career training) and the date (it was after the invasion of Poland in 1939, but before the attack on Pearl Harbor). Either through guiding questions or stated directly, explain that this shows New Jersey prior to the start of the war. Ask them who they think the subject is (the women, not the children) and what jobs they might be training for (teacher, nanny, mother, other domestic caregiver).

Because Handout 2 has guiding questions these may be answered prior to completing the graphic organizer. The questions on this (and all the Document handouts) are meant to be more guiding than just using the graphic organizer alone. Depending on the class composition (grade level, track, etc.) one or both the guiding questions and graphic organizer may be used at the teacher’s discretion.
After modeling Document A, the students may complete the guiding questions and/or graphic organizer for Document B. Depending on the time remaining in class or other instructional needs, it is recommended students work with at least one other student (or at least after working individually complete a short “think, pair, share”). Teacher should circulate while the students are working to answer questions on Document B.

Depending on the time remaining in the period, Document C (Handout 3) may be assigned as homework or an additional classwork activity. Students will complete the guiding questions and/or graphic organizer.

These four images all take place during the war and while 3 are from locations in Northern New Jersey/Hudson County, the one on the bottom right is from a Farm Security Administration camp near Bridgeton. The image on the upper left shows men and women working side by side in a printing factory (for ration books, a topic that may or may not have been covered in previous lessons). On the upper right, is a welder trainee in an aircraft plant. These top images show women in more “traditionally male-oriented” fields either work with or in place of men who are enlisted. On the bottom left, is a female cook in the same aircraft plant. While this document demonstrates women in more untraditional roles, this image, and the one alongside of that offer a counter-narrative; namely, that while women may be working outside of the house/family, traditional gender and labor norms are nevertheless pervasive. Of note, the subject is an African-American nurse. While African-American women are not specifically addressed in this activity, the do bear the distinction of being doubly discriminated against, on account of both race and gender.

Document D (Handout 4), “Women Workers in Ten War Production Areas and the Postwar Employment Plans,” 1946 is a vehicle for students to synthesize their thoughts as it is a government-published report from 1946. Briefly, the document demonstrates the contributions women made in the labor force during the war, as well as the expectations of remaining chief care-giver on top of their jobs. The document concludes by touching on what will become of these women, and the men who they replaced and could serve as the starting point for a class discussion or other extension activity. Aside from viewing this issue in terms of military service (should jobs be “saved” for those who fight?) this document also expands upon the relationship between gender and economic opportunity. This may also serve as a companion to Document I on Handout 7, which deals with race and economic opportunity, and may also provide the students to compare and contrast the roles of race, gender, and social and economic opportunities both during this period (the 1940s) and/or the present.

Teacher may assign documents to be completed as homework. Teacher may assign additional graphic organizer. This activity is meant to be completed cooperatively (describe how), but may be modified to suit instructional needs.

What about the changes after the war?

Questions about how the government was trying to change the image of women in order to attract them

3. How did World War II affect African-Americans in New Jersey?

Document E (Handout 5) provides some context for the African-American experience in New Jersey prior to World War II. The document implicitly refers to the Great Migration, and modeling/completing a close reading of the document and highlighting this detail to connect to previous content would help students activate prior knowledge. The handout also expands upon education inequality, and could also be used to review/introduce such topics as Plessy v. Ferguson/“separate but equal,” Brown v. Board of Ed., and/or “white flight” as it relates to post-war suburbanization. Handout 5 also provides context for Documents F & G (Handout 6) as it shows industrial work in Northern Hudson County (in keeping with African-American settlement patterns mentioned in Handout 5).
Similar to the introducing Document A, Distribute Graphic Organizer (Handout 8). Document E (Handout 2) may be projected, photocopied and distributed to students, or made available as an electronic document (to use on a Chromebook for example). If necessary, review with students definition of a primary source, discuss how valid sources are, how to identify bias/inaccuracy. The graphic organizer is meant to be used for students to “read” the images and find details that correspond to the guiding questions. Students should be able to identify the context (when and where the document is from), the subject matter (describe what they are seeing), identify/speculate what the author’s purpose is (why was this created? What perspective is it trying to show? What is it supposed to make the audience think/feel about the subject?).

It is suggested the teacher describe the purpose of the graphic organizer and how it is used (described above). The teacher should then model how to “read” the image and fill out the graphic organizer through direct instruction. Ask the students: when was this created and where? (book/secondary source from 1988). Either through guiding questions or stated directly, explain that this shows the challenges (de-facto segregation) and economic opportunities for African-Americans in New Jersey at to the start of the war. Consider asking them how New Jersey might compare to the rest of the nation (segregation – likely less) and economic opportunities (likely more). Consider having them compare the socio-economic situation about African-Americans in New Jersey at the start of the war to women in New Jersey (the content they previously covered).

After modeling this document, allow students to work individually/collaboratively on the next series of documents with the students completing guiding questions and/or graphic organizer. If this is given with class time remaining, the teacher should circulate as the students are engaged.

The bottom images in Handout 6 also show Farm Security Administration camps, and may be used to compare and contrast the types of work/pay between urban industry and rural agriculture. Note: Students may assume these images are related to the Civil War/Reconstruction Era if they see African-Americans engaged in agriculture. This misconception should be addressed. Additionally, one of the captions notes that many of the workers come from as far as Philadelphia (a distance of approximately 32 miles) in cars they own. This could/should be mentioned to counteract any additional misconceptions as well.

- Additional Resources/Extension: Japanese-Americans at Seabrook Farms. Although Japanese Americans (and internment camps during the war) where primarily located in Pacific Coastal states (especially California), Seabrook Farms was notable has it housed Japanese Americans during the war. Have students use the graphic organizer (Handout 8) and compare Document G to the images/text from the sites below. Have them compare and contrast the living and working conditions of Japanese Americans and African-Americans at Seabrook Farms (what kinds of housing did each group have? What kinds of jobs/opportunities did each do? Were they doing similar jobs? Different jobs? Which group do you think received better/more favorable treatment, etc.)
  o http://encyclopedia.densho.org/Seabrook_Farms/
  o http://www.nj.com/opinion/index.ssf/2015/06/held_in_wwii_internment_camps_one_group_of_japanese.html

Documents H & I (Handout 7) details the account of an African-American veteran from New Jersey discussing his experiences in combat and in Mississippi as they pertain to racism. The other document below discusses the modest steps New Jersey took after the war to provide a measure of economic equality for African-Americans. This document could be used to discuss race/racism as it pertains to the United States, New Jersey, and/or other regions. As previously mentioned, it could also be used as the basis of a discussion on the relationship between socio-economic opportunities and race and gender.
Summative Assessment: Ask students to evaluate how World War II provided more opportunities for women and/or African-Americans in New Jersey. Students should support their response with details and evidence from the documents.

Possible prompts:
- Who’s social status changed more as a result of World War II in New Jersey, women or African-Americans?
- How did World War II change the opportunities for women and/or African-Americans from the start of the war to its conclusion?

Assessment Formats
- Multi-Paragraph Essay
- Digital Production (Prezi, Glogster, iMovie, etc.)
- Poster (ex. In the style of Rosie the Riveter)
- Debate

Extension
1. Have students research and explain what happened to Camp Kilmer and other military sites in New Jersey after the end of World War II.

2. War ships were built in facilities at Ventnor Boatworks in Atlantic City, East Coast Shipyards in Bayonne, Bethlehem Steel Company Shipyard in Hoboken, and New York Shipbuilding in Camden. New York Shipbuilding, which never operated in New York but rather sprawled along a to-mile curve of the Delaware River in Camden. During the 1940s, it was the world's largest private shipbuilding facility; a thriving city within a city that employed more than 35,000 people. Federal Shipbuilding and Drydock Corporation in Kearny, NJ was also one of the largest facilities for building large warships during World War II. On one day alone in May 1942, the company launched four destroyers in a 50-minute period. By 1943, Federal Shipbuilding was employing 52,000 people and building ships faster than any other yard in the world. Have students research and explain what happened to shipbuilding in New Jersey after the end of World War II.

3. The USS New Jersey was built at the Philadelphia Naval Yard and launched in December 1942. During World War II, the USS New Jersey shelled targets on Guam and Okinawa, and screened aircraft carriers conducting raids in the Marshall Islands. The ship also was involved in the Korean War, the war in Vietnam and the Lebanese Civil War in 1983. It was decommissioned in 1991 and became a museum. You can visit the USS New Jersey battleship museum harbored on the Delaware River in Camden. It is open 9:30 a.m. to 3 p.m. Call 856-966-1652 or go to http://www.battleshipnewjersey.org/.

4. Visit New Jersey’s World War II Memorial which stands across from the Statehouse in Trenton. It unfolds around the overall theme of “Victory,” with three core ideas: Service, Duty and Sacrifice. The central sculptural element, named “Lady Victory” is encircled by six service markers and two arcing story walls that represent the six branches of the military and the respective New Jersey Medal of Honor recipients. The story walls strive to communicate the war effort both at home and abroad in terms of technology, communication and New Jersey’s contribution with stories told by local veterans. Located along an outer circle are battle scenes from the Atlantic and Pacific theatres.
1. Which region of the state (north, central, south) has the most sites related to military activities? Which region of the state (north, central, south) has the fewest sites related to military activities?

2. What factors might account for the location of certain sites? How might this affect the opportunities for economic and social mobility?
Handout 2

Document A: Girls Vocational School, Middlesex County, 1940

Note: The subjects are the women in the background wearing uniforms, not the children in the foreground.

Source: https://www.loc.gov/resource/gsc.5a04619/

1. What is/are the likely vocations these students are training for?

2. When was this photograph taken? What is significant about that date?

Document B: “Can People Be Heroic Without Knowing It?: Women in Defense Plants,” 1943

Note: The following passage was written by Elizabeth Hawes. She was a journalist by training and took a job in Paterson at the Wright Aeronautical Factory and planned to write about her experience afterwards.

“These women used to be sandwich makers, telephone operators, servants, salesgirls, secretaries, or housewives. Their jobs though might have been vital, but they were uncreative in the extreme. When you work the machine that makes the bit that turns the motor that raises the plane that’s going to soar in the clouds...when you do that, you feel creative.”

Source: “Words that Make N.J. History,” edited by Howard Green

3. Do you think the views of the author reflect most women at this time? What evidence might support your opinion?
Document C: Women in Industry, various dates and locations

4. Describe the types of work shown in these photographs.

5. How do the images of Document C compare the author’s point of view in Document B?

Three conclusions of particular post-war significance stand out the series of home interviews by representatives of the Women’s Bureau with women who employed in 10 war production areas in 1944 and 1945.

First, the war brought about great increases in the number of women employed in each of the 10 areas and in the number of women who planned to remain in the labor force in the respective areas.

Second, there are tremendous increases in the proportions of women employed in industries producing directly for war purposes, and the take-home earnings of these women considerably exceeded the take-home earnings of women employed in other industries.

Third, a high proportion of the women employed during the war period reported that they carried heavy economic responsibilities at home, and in high proportion of those who planned to continue working after the war gave economic reasons for their decisions.

...This survey seeks to underscore the... need... of the postwar employment problems of women workers ... [because of their] greatly increased numbers... Similar problems undoubtedly exist in regard to men, but all too often those who seek to provide employment and decent wage rates for men do not realize that women have the same needs...


6. How did employment opportunities for women change as a result of World War II?

7. What were the challenges facing men and women after World War II? Whose were greater and why?
Handout 5

Document E: “Afro-Americans in New Jersey: A Short History” (excerpts), Giles R. Wright, 1988

Between 1910 and 1940 the number of separate black schools continued to increase...On the eve of World War II, from Princeton south every city or town with an appreciable black population supported a system of dual elementary schools. A report submitted to the state legislature in 1939 deplored much about this system. Most commonly white pupils were taught in larger and more modern facilities...blacks were not given the minimum essentials for adequate instruction.

...[World War II] created a general shortage of workers that made many war-related industrial jobs available to Afro-Americans. These jobs offered wages that were high compared to the depression days, and some also provided for an opportunity to upgrade skills. A much higher percentage of black women joined the industrial workforce than in World War I...

The war also triggered a new surge of migrants to the state, as once again black southerners formed an industrial labor reserve...they tended to settle in larger municipalities – Camden, Trenton, and such northern urban centers as Newark, Jersey City, Paterson, East Orange, and Elizabeth.

Source: http://www.njstatelib.org/research_library/new_jersey_resources/highlights/afro-americans/

8. What can you infer about the social and economic opportunities for African-Americans in New Jersey prior to World War II? What impact, if any, did World War II have on these opportunities?

9. What factors might account for the settlement patterns of new African-American migrants to New Jersey?
10. Compare and contrast the types of labor and working conditions portrayed in Documents F & G.
11. How does Knox’s experience in the post-war South compare to race relations in New Jersey? What might account for these differences?
New Jersey: On the Home Front Primary Sources Graphic Organizer

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Modified from: https://sheg.stanford.edu/historical-thinking-chart
New Jersey: On the Home Front Primary Sources Review

1. What types of occupations did women and African-Americans have before World War II? How did life on the home front change for them?

2. Which group saw the bigger change in their lives and why?

3. All of the documents relate to specific locations in New Jersey. Do you think the experiences of women and African-Americans were similar or not to most other states during World War II? Explain your response and select a document which best supports your answer.

4. Which of these two groups experienced the most change as a result of their involvement on the home front during World War II? Explain your response and select a document which best supports your answer.