

# TAHPDX: TEACHING AMERICAN HISTORY PROJECT

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## 2002-2009 TAHPDX: Teaching American History Curricula Abstracts

Powerpoint slideshows and ArcView/Google Earth GIS projects can be downloaded using links on the TAHPDX: Teaching American History website (<http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Curricula.html>).

Abstracts (alphabetical):

### **African-American Exclusion: The People of Oregon v. The Oregon Constitution**

The people of Oregon in the 1860s were a mix of Native Americans, Chinese, African Americans, and White Americans. However, only the White Americans exercised political power. The Oregon Constitution was written including exclusionary laws pertaining to African Americans, meaning they were not legally allowed to live freely in the state. In this unit, students will investigate an **interactive PDF timeline** of events, including historic census data, maps and primary source documents, about the history of Oregon from the 1830s to the 1930s. They will then examine the roles of the participants of a court case and the format for the course of a trial. Students will finally **produce a play putting the Oregon Constitution on trial**.

### **Community & Connections**

This unit is designed to explore and explain the importance of community in a world that is increasingly connected, in some ways, and an experience that is increasingly isolated, in many ways, for the individuals occupying our society. The unit provides hands-on experience and background into the nature of historical research, giving students access to primary source materials and guidance for analysis (using the technological tool of **ArcView GIS** software), while at the same time teaching students how to gather historical data on their own – in the process learning something about their own origins and the roots of their personal community. The unit uses the broadest definition of community possible as it attempts to create a sense for the classroom community, the surrounding neighborhood and the city community in which we all live. The bias is toward a sense of diversity and multiculturalism, as well as a sense that history is created by people who make choices...that some of those choices are being made in the rapidly changing city around us right now, and that our students as citizens will play a role in shaping their community of tomorrow. The unit flow starts with personal awareness for forming community, then moves to the elements of community, the broader community and the city as a community. The unit also explores changes and possible threats to community and concludes with the role of the individual in making community. This unit is also a good foundation for implementation of a community service project.

### **Conservation and the Environment: Tracing a Movement through History**

Through a series of presentations and exercises, students will identify the key players, events, issues and legislation of the environmental and conservation movement in the United States. A **dramatic component** will allow students to put "voices" to the many (and often conflicting) perspectives. A final **debate** will allow students to explore how the historical development of the idea of conservation plays out in public policy today.

## Desegregation and the Crisis at Little Rock

It is important that students be able to see how attitudes have changed over time regarding racial equality in various regions of the United States. Studying a controversial issue allows students to examine their own beliefs through examination of past attitudes. Civil rights issues are relevant today; we should learn from the successes and failures of previous movements. Legislation of social change leads to conflict and the conflict highlighted in this guide involves various levels of government and citizens groups. This unit contains a **dramatic vignette** of the Little Rock Nine experience and a **Google Earth Project** that uses 1950 U.S. census data to create the demographic context for the time period.

## Development of Cities

Using Portland as a case study, this unit examines the development of cities as commerce and industrial centers. Students are asked to examine the topography of Oregon, to discuss its resources and to speculate about the ideal places to for cities to be founded. The unit then gives students an overview of the reasons for the rapid growth of cities in the United States during the 19th century. Transportation technology is then examined in more detail through a focus on the ways in which changes in transportation technology and commuting habits effect the development of cities. This unit incorporates several premade **powerpoint slideshows** as teaching aids.

## Early 20th Century Labor Struggles (Centralia)

This unit explores the struggles among organized labor to achieve better working conditions and benefits for workers at the turn of the 20th century in the U.S. What problems did workers face during this time period (effects of industrialization)? What were the causes and results of the conflicts (Centralia Massacre)? How did labor organize and deal with conflict (union formation)? Using primary sources and **historical dialogue**, students will explore labor-related events in the Pacific Northwest.

## East Meets West: Manifest Destiny and the Oregon Tribes

This unit focuses on creating a personal connection between students currently residing in Tualatin, Oregon and the removal of the former Native American residents. Students will explore cultural artifacts of the tribes who occupied Oregon and especially their specific region of Tualatin. Students will compare and contrast their contemporary culture and lifestyle with that of Native Americans during the early 19th century. The students will understand the violent displacement of the Oregon tribes that was justified by the ideology of Manifest Destiny. This unit uses an **ArcReader GIS project** to explore primary source data and 1860 survey maps of the Tualatin Valley.

## Evaluating the Nature of the Vietnam War

After gaining comprehensive knowledge about the Vietnam War, students will reflect upon the nature of the war with respect to "just war theory." The unit examines significant actions taken by U.S., North Vietnamese, and South Vietnamese soldiers in carrying out the war with respect to the justness - or lack thereof - of their actions while at war. The culminating assessment/unit examination is a **document-based question** which requires each student to compose a 2-3 page in-class analytical essay in response to the question.

## FDR's New Deal: New Deal or Raw Deal?

This unit is comprised of six lessons that explore social, political, and economic issues surrounding FDR's New Deal. The unit essential question asks to what extent was the New Deal progressive or maintenance of the status quo? The lessons will begin by defining "progressive" and "status quo." Then, through a variety of activities incorporating primary documents, **drama**, and **maps**, students will explore different interpretations of the New Deal and formulate opinions on the merits of the New Deal.

## **Fins, Fulfillment and Foreign Makes**

What is the meaning of fulfillment in contemporary American life? This is a unit that uses the automobile as a vehicle to explore the cultural and economic history of the United States since WWII. The intent of this unit is to provide a coherent and compelling series of lessons that address those trends and issues in the modern American experience not covered in commonly taught units on the Cold War and the Civil Rights Movement. In particular students focus on trends in cultural history, consumerism, and economic history. A reoccurring theme is the role of changing technology in changing our social norms. This unit also incorporates a [powerpoint slideshow that uses maps](#) of the Portland Oregon metropolitan region to illustrate the rise of suburban residential areas.

## **Franklin High School History Project**

Students gain an understanding of the history of the Franklin neighborhood in Portland Oregon through activities which introduce them to historical primary source documents and provide opportunities to collect local data. Students create a neighborhood timeline or story through the use of GIS/mapping and independent research projects. Students gain proficiency in (1) research techniques, (2) use of primary source documents, (3) using GIS and spatial data.

## **Free Speech and the Labor Movement in the Early 20th Century Pacific Northwest**

This unit reviews the history of the labor movement in the U.S. and addresses the two conflicting views of how the U.S. should grow economically (agrarian v. industrial). The unit will focus on the rise of labor unions, specifically the rise and fall of the Wobblies (Industrial Workers of the World) in the Pacific Northwest, and how the union leaders eventually betrayed their members. Through two [powerpoint slideshows](#), the unit will also discuss the issue of free speech then and now.

## **Furs, Forts & Flags: Who Owns the Land?**

The purpose of this unit is to heighten student awareness of the various perspectives of land ownership as it played out in Westward Expansion, particularly in the settlement of the Oregon Territory in the early 1800s. During this investigation, students will examine via a [dramatic component](#) and a [DBQ exercise](#) the encounters of the early Americans, the British, and Chinook peoples as each vies for control of the prosperous fur trade, and the foreseen and unforeseen outcomes of their interactions.

## **Hawaiian Annexation**

This guide explores the Annexation of Hawaii in 1898. Using classroom activities, a [dramatic play](#), and a [DBQ exercise](#), students will study and chart the key events that led to the overthrow of the Hawaiian monarchy and establishment of Hawaii as a republic. The eventual annexation of Hawaii into the United States will be studied within the context of Hawaii's strategic importance – economically, politically and militarily. The annexation of Hawaii can be used to study the United States ascendancy as a Pacific power.

## **Immigrant Families of Northwest Portland (1880-1920)**

This unit explores the settlement of NW Portland by specific migrant and immigrant groups: African Americans, Chinese, Jewish, Greek, Irish and Scandinavian during the period 1890-1920. The unit will focus on analyzing where these immigrant groups initially settled, what occupations they worked in and where they ultimately settled. The unit includes a [powerpoint slideshow](#) showing the various immigrant groups and life in NW Portland at the turn of the century. An [ArcReader GIS project](#) can also be used in this unit.

## **Indian Removal**

The purpose of this unit is to illustrate both the Native American perspective and the dominant culture's perspective on the Louisiana Purchase and the subsequent displacement of Native Americans. During this unit students will investigate and evaluate the political, social and economic impacts of political decisions on Native Americans. Students will gain a deeper understanding of the various concepts of land ownership. This unit contains a **dramatic vignette** that highlights the struggle within the Cherokee Nation on whether to leave their native lands as well as a **Google Earth Project** that shows the effects of westward migration after the Louisiana Purchase and the dislocation of native peoples.

## **Interconnected Relationship between People - Transportation – Cities**

In this unit students explore the impact the automobile had on the lives of Americans. Students discover how its popularity and mass consumption was made possible as well as how that consumption affected the spread of urban areas, the shift of areas of production and housing, and its impact on the social elements of people's lives. This unit has a **powerpoint slideshow** that illustrates the growth and decline of trolleys in the Portland Oregon metropolitan region.

## **Jeffersonian Visions and its Impact on Western Expansion**

This unit covers Thomas Jefferson's Vision for America as it specifically relates to the effect on Native American tribes. Lessons will cover Jefferson's mandate to Lewis & Clark in their expedition to the west and how that started a chain of events culminating in the settlement of the West by "yeoman farmers," the clashes with Native Americans and the Indian Wars, and the resulting reservation system. Using the Nez Perce experience, students will write **historical monologues** that synthesize Jefferson's vision with the key characters and events that shaped western history.

## **Latino Immigration**

This unit compares and analyzes the changes in Latino immigration nationally, in Oregon, the Portland Area and Franklin High School. Students are given a chance to learn about and discuss issues related to immigration such as the English-only laws and workers rights. The unit includes an **ArcView GIS Project** that explores the Latino population in Portland.

## **Legacy of Oregon's 19th Century Exclusion Laws: The Case of Jacob Vanderpool**

Oregon Territory became a part of the U.S. during a time (1840s & 1850s) when questions of race and slavery were central to American life and politics. The Northeast and South were sharply divided along pro- and anti-slavery. It would be the newly acquired regions to the west that would determine the balance of power between the two factions. In 1859 Oregon became the only state to be admitted to the U.S. with an exclusion law in its State Constitution. In this unit students will examine the demographic makeup of Oregon settlers (place of origin using **Census spreadsheets**), the resulting political climate of the territory and the historical consequences of Oregon's exclusion laws. Students will experience a **drama** based on Oregon's only case to ever result in a trial and exclusion, the case of Jacob Vanderpool. Students will examine this case in the context of national politics at the time and look for the results of its legacy in contemporary Oregon.

## **McCarthy and the "Great Fear" (The Rosenberg Trial)**

This guide explores the balance between civil liberties and government national security within the context of McCarthyism and the Cold War. Activities, including a **DBQ exercise**, allow the student to experience the suspicions and accusations associated with this era. Students will analyze a wide range of documents, images and maps that frame the Cold War Era. A **dramatic piece** surrounding the trial of Julius and Ethel Rosenberg, convicted of espionage and electrocuted in 1953, allows students to experience the attitudes and paranoia of the era. Debriefing activities will help students to understand the controversial issues surrounding this case, as well as the many other examples of the "Great Fear."

## **[The] Monroe Doctrine**

The Monroe Doctrine provides a framework within which one may examine the establishment of the United States as a world power at the middle school level and the relationship of the United States to Latin America through the Cold War at the high school level. The evolution of the Monroe Doctrine from its British enabled phase to the Roosevelt Corollary serves as an appropriate exemplar of the twin development of U.S. power and foreign policy. It allows many opportunities for the teacher to narrow and deepen the study of U.S. foreign policy while giving the students a useful context for understanding U.S. relations with the developing world. This unit contains a fun **dramatic vignette** that highlights the complexity of foreign policy as well as a **Google Earth Project** that provides very detailed information about western hemisphere politics, culture and economics.

## **Nihonmachi - Japan Town Remembered**

Portland Oregon's "Old Town" was a diverse community of immigrants around the turn of the 20th century. In three weeks, students explore urban immigration to Portland's Old Town, as well as their own immigrant/migrant experience, in relation to larger historical themes of immigration and migration. Students produce a packet that encompasses multi genre written responses to literature, primary source documents, and GIS materials. Students gain awareness of urban renewal, how and why Portland's immigrant population changed over time, through an interactive, experiential scavenger hunt through Portland's "Old Town" as well as investigative research into GIS-ready census data. (this unit includes 4 pre-packaged **ArcView GIS projects**).

## **Oregon Myth vs. Reality**

In the 1840s and 1850s, thousands of Americans traveled the Oregon Trail to start a new life in the Oregon Territory. Many were taking advantage of the government's offer of free land (The Donation Land Act) to anyone willing to make the journey and work the land. Others were answering the call of adventure or fleeing drought and bad crops back East. In this unit, students will explore the "Oregon Myth," investigate local families through **analysis of spreadsheets** of the 1860 manuscript census and create **dramatic monologues** that compare the myth and the reality of Oregon life.

## **Pattern of Chinese Presence in Oregon's History**

In this unit, students research the history of immigration between 1860-1950 and use the results of their research to analyze economic, cultural, and political reasons why people immigrate and the varied perceptions of immigrants by their predecessors. Students then study labor and population patterns of the Chinese in Portland, Oregon, using a **powerpoint slideshow** that uses maps of Portland's historic Chinatown. Finally, students participate in a **Tea Party**, which gives them the opportunity to meet a variety of individuals, Chinese and others, from the late 1880's to increase their knowledge about their lives, situations, and biases.

## **Population, Labor & Education in Portland Oregon during WWII**

Students will demonstrate an understanding of the following topics and concepts (1) effects of wartime mobilization, (2) lasting effects of WWII on culture in the St. Johns neighborhood area in Portland Oregon, (3) employment in Portland related to WWII, and (4) changes in population distribution before, during and after WWII. The unit includes an **ArcView GIS project** on WWII population mobilization.

## **Portland - From Redlining to Revitalization**

This is a unit that looks at Portland's African American community and how it has changed/remained the same. The unit focuses on the Albina neighborhood and the historical underpinnings and events that excluded, redlined, and displaced the African American community throughout Portland's history. The unit includes a **Socratic seminar** and use of two **ArcView GIS projects** as teaching aids.

## Property Rights, Land Use & Eminent Domain

The concept of land as an individual right and land used for the public good has been an aspect of American society throughout its history. As we look at the use of eminent domain, we see a struggle between those who see the public good as a priority over the rights and desires of the individual. Our unit objective is to take the student through an exploration of different aspects of the *eminent domain* argument and gain an appreciation of the complexities of the land use issue over time. This unit has a **dramatic vignette** that highlights the conflicts that occur as a result of land use issues as well as a **Google Earth Project** that shows the effects of Oregon's Measure 37 land claims (that dramatically changed Oregon's Land Use system).

## Public Voice and the Vietnam War

This unit focuses on the domestic front of the Vietnam War. As the war progressed and dissent grew, the protest movement evolved, drawing support from a variety of different groups and interests. In this unit students will identify and analyze different groups operating during the Vietnam War and some historical events that influenced the participants of the different groups. This unit will question how historical events involving international conflict may unite or divide Americans and domestic social movements. This unit includes two **powerpoint slideshows** with information about the national election survey and general information about the Vietnam War.

## Push-Pull Factors of Westward Migration

In this unit students will access primary sources to find reasons why people migrated west to Oregon from the border states due to push/pull factors in the mid-1800s. Students will research journals, diaries, maps, pertinent legislative acts, and newspaper articles of the era to create a **dramatic monologue** of their perceptions of factors which led to their migrating west.

## Racism and de facto Segregation

Part One: Just an Environment or a Just Environment: Racial Segregation and its Impacts.

This lesson explores the multiple causes of racial segregation and environmental racism, and helps students understand the perpetuation of institutional racism in the post-Civil Rights era. Students perform a **mock tribunal** in which they will research, interpret, analyze and apply historical data as evidence of factors contributing to continued racial segregation and disparity in the United States. Visit [www.pbs.org/race](http://www.pbs.org/race) to access this unit online.

Part Two: Racism and de facto Segregation

This is a companion piece to the unit on racial segregation and environmental racism with a national focus in which students use data to hypothesize how multiple factors, including federal and local government, realtors, bankers, and racial prejudice, perpetuate de facto segregation and environmental racism, institutional racism and segregation in post-Civil Rights Era and in Portland. This workshop centers on two central questions: How do segregation and racial disparities persist after the Civil Rights Era? How does Portland's history with segregation and environmental racism compare to the national history? Lessons explore the multiple causes of racial segregation and environmental racism, and help students understand how institutional racism is perpetuated today.

## Red Scare

This unit explores the reaction by business and government to the growth of industrial unions as an answer to the alleviation of the problems brought on by the Industrial Revolution. Students analyze how this reaction manifested itself through government agencies and the media.

## **Rich Man's War Poor Man's Fight**

This unit looks at who was affected by the Vietnam War and how it changed their lives: In this unit students will (1) research primary sources to understand the demographics of American military personnel during the Vietnam era, (2) use [ArcView GIS](#) software to organize and display research information for the purpose of a greater understanding, (3) look in detail at the personalities that were involved in the Vietnam War, (4) investigate the make-up of the people who were drafted into the war and who enlisted, (5) watch for evidence that supports the assumption that some social groups are more actively involved on the battlefields, (6) identify key players who were influential during this era and (7) develop an understanding of the mindset of the era that made it all possible.

## **Settlement of the Oregon Territory: Impact of Geography**

This unit is designed as a series of activities allowing students to demonstrate their knowledge of the challenges geography presented in the settlement of Oregon in the late 1800's. They will show this by creating visuals and analyses for a class presentation and a writing assignment. Students will create 3 different maps that replicate the routes taken by selected families to the Champoeg and Oregon City land grant areas, starting from a point on the Lewis & Clark Trail. Students will also evaluate the livability of the land plot chosen through a series of questions that deal with the technology and resources of the time. Using primary source documents from the early settlers, each student will research a family member from the selected families to gain awareness of the emotional and physical hardships early settlers encountered on the trail and while developing the land. They will assume the identity of that person and write a narrative in a diary format to describe the life of an early Oregon settler.

## **Slavery & Freedom in America (1760-1890)**

Students begin the unit by examining [historical maps and charts](#) from the 1870 and 1890 National Atlases, drawing conclusions as to the distribution, living conditions, and movement of slaves and former slaves. Using the structure of dramatic creation, students examine primary sources and historical documents dealing with the experiences of the American populace within the context of the institution of slavery and reconstruction. In order to construct and demonstrate knowledge, students engage in the process of [dramatic creation and presentation](#), a [Socratic seminar](#), and [document-based essay](#).

## **Urban Renewal and the Minnesota Freeway**

Residential restrictions and lack of political power made the residents and businesses along Minnesota Avenue in Portland Oregon victims of urban renewal in the construction of Interstate 5 through inner northeast Portland in the late 1950s and early 1960s. In a series of lessons and activities (including an [ArcView GIS project](#)), students learn about the changed landscape of their city, the formation of their neighborhoods, and the role they have as citizens in planning for and effecting change.

## **Urban Renewal in the Eliot Neighborhood**

Students investigate how urban renewal impacts a community and neighborhood by examining the history of the Eliot neighborhood located in inner Northeast Portland. National historic themes of post World War II urban America are examined through the particular experience of the Eliot community.

## **Vanport - More Than Just the Nation's Largest Wartime Housing Project**

The housing project known as Vanport served a distinct purpose during World War II, housing over 40,000 employees for the Kaiser shipyards. As the nation's largest wartime housing project and touted as a wonderful self-contained community this unit looks at what life was like for many of those individuals that lived in the city. By examining this community, students see many characteristics and hardships that affected daily life during the war years. This unit includes a [powerpoint slideshow](#) that recreates Vanport via a series of maps. In addition, the TAH website (Historical GIS Data) contains a Vanport [Google Earth project](#).

## Vietnam: A Cold War Case Study

The unit will review the history ([powerpoint slideshow](#)) of the Vietnam War from 1945-1982 looking at the major events of the war both abroad and on the home front. The unit will utilize primary source documents in the form of a [document-based question essay](#). Students will conduct [oral histories](#) and [create monologues](#) which they will perform in front of the class. The unit will look at the consequences of the Vietnam War and how they have shaped America politically, socially, and economically.

## War, Survival and Healing - Stories of Vietnam and America

War, Survival and Healing is a unit that explores the Vietnamese experience in Portland and the effects of war through the lens of the American/Vietnam War. Students investigate change over time in a local neighborhood and in Portland and what that change has meant to Asian (and in particular Vietnamese) residents. Students are given opportunities to discover how refugees and others adapt to new situations and deal with issues of assimilation as is seen in films such as Green Dragon. Context for the unit is an exploration of themes of French colonialism and U.S. involvement in Vietnam through the use of an [ArcView GIS project](#). Students are encouraged to ask questions about the justifications for and against the war and to create new solutions to such conflicts. On a deeper level, students are engaged in themes such as grief, forgiveness, hope and fear.

## Westward Expansion - Settling of the West, Ethnic and Gendered Perspectives

Westward expansion may be viewed through a variety of perspectives including that of women, Chicanos, Native Americans, and the classic story of the white man. In this unit, students study Westward Expansion on a local, regional and national level becoming proficient in the societies of America and the issues they faced during Westward Expansion. Students create a Wild West Through Many Eyes [newspaper](#) that incorporates understanding of key people, places, way of life, and prominent issues such as the Donation Land Act. Students also produce a packet that encompasses multi genre written responses to literature, primary source documents, and GIS (geographic information system) materials. This unit includes an [ArcView GIS project](#) on Manifest Destiny. Students gain awareness of Westward Expansion and their own migration to Oregon through a [timeline guided interview](#) of family members.

## What Ignites Movement? Westward Expansion

During the 1800s the United States was in a state of rapid westward expansion. In this unit, students are asked to examine primary source documents and define Manifest Destiny and its part in this westward expansion. The unit then gives students an opportunity to recognize the importance of homesteading in Oregon, and the value and opportunities land ownership offered. Students will understand the pull created by the discovery of gold in California, and the rapid expansion this encouraged. Students will [design and create a map](#) of a California Gold Rush community, recognizing components necessary for a successful community. Finally, students will explore important historical figures that played a part in the westward expansion. They will [create monologues](#) for this persona and present in a theater in the round setting.

## Who Owns the Land?

This unit relies on the geographic theme of “place” to question who has the right to control the use and ownership of property. In this unit, we research the effects of the Donation Land Claim Act of 1850 in the Willamette Valley in Oregon. We then become part of the Kelly Clan from Paluski County, Kentucky, who settled seven claims in Multnomah County, Oregon. As students take on the role of one of the Kelly family members they will appreciate how settlement in the Pacific Northwest transformed families as well as their land claim holdings. The Kelly Clan provides us with a distinct opportunity to develop skills in interpreting primary source documents, secondary source documents, and spatial data. Students will analyze the characteristics of their own adopted Kellys in the [1860 Multnomah County census documents](#). Students will read the original land claim documents for their adopted Kellys, and will attempt to map the claim from the data given. Students will use [ArcView GIS Oregon settlement](#) data to appreciate the complexity of geography. As a culminating project, students will walk their land claims, visit the family cemetery, and comment on how the land has both stayed the same and changed since 1860.

## **Wobblies**

By the end of this unit students will understand the changes that industrialization brought to American society, the different responses of American working people to the exploitation that these changes facilitated, and the unique contributions to that struggle of the IWW (Wobblies) in the Pacific Northwest. This unit includes two **powerpoint slideshows** as teaching aides.

## **WWII and the Home Front: Peoples on the Move**

This guide looks at the immediate effects of WWII on Japanese Americans, African Americans, and Mexican immigrants to America. While other groups, such as Native Americans and women, were also deeply impacted by the war, the exploration of those groups is beyond the scope of this guide and the exercises. The point of view that this exercise takes is that each of the groups under consideration experienced varying degrees of benefits and detriments due to the relocations and dislocations caused by the war. The task of the student is to discern the effects of population movement in terms of who benefited and to what degree they benefited. This unit features **dramatic vignettes** and a **DBQ exercise**.

## **WWII and the Japanese Internment**

The relocation of Japanese-Americans during World War II in Old Town Portland is explored using **historical city directories** as well as photographs, interviews, films, maps, and readings. Students examine the relocation of Japanese-Americans in the Old Town section of Portland using **ArcView GIS** (using a pre-packaged GIS project) to study Portland's City Directories for the time period 1934-1949. Students also examine a 1938 "Residential Security" (or Redlining) map to gain an understanding of the distribution of minority populations in Portland prior to World War II.

## **WWII: Women Workers on the Homefront**

During World War II the United States faced a severe labor shortage. Many thousands of workers entered the armed forces to fight the war while at the same time there was increased demand for industrial production. The federal government launched a recruitment drive to mobilize women workers for defense industry jobs. During the war, Portland, OR, and Vancouver, WA, became major shipbuilding centers where women were recruited to work. In this unit, students are exposed to the immediate and long-range impact for women on the homefront during World War II. The lessons explore the effects on gender roles and the American family. Note: The lessons are intended to add to any WWII unit and includes two **powerpoint slideshows** as teaching aids.