

# Baltimore County, Maryland, WWII Heritage City

A series of lessons from the [World War II Heritage Cities Lesson Collection](#)



Figure 1: Bethlehem-Fairfield shipyards, Baltimore, Maryland. Launching ceremony. May 1943 (Credit: Arthur S. Siegel, Library of Congress)

## Introduction

The three lessons, and culminating fourth lesson, support the development of understanding the significance of in [Baltimore County, Maryland, World War II Heritage City](#). The first lesson focuses on defense manufacturing, such as ship and plane production, and the growing role of women and African American workers in the wartime workforce, which fueled local employment and population growth. The second lesson explores the industry opportunities for African American workers, while also examining the ongoing challenges of segregation and discrimination in jobs and housing. The third lesson

highlights civilian defense volunteer efforts, military training, and local defense measures to protect the region from wartime threats. Throughout the series, students engage with primary and secondary sources, such as newspaper articles, oral histories, and photographs, to connect local experiences to broader themes of the U.S. home front.

## Lessons (with World War II home front topics):

The first three lessons listed can be taught individually or collectively, in any order. The final lesson guides students in summarizing the contributions of Baltimore County, Maryland, and leads into a comparison with other World War II home front cities as a culminating activity.

### 1. [Defense Manufacturing in Baltimore County, Maryland, World War II Heritage City \(p. 6\)](#)

- Wartime industry
- Shipbuilding
- Plane manufacturing
- Women in the workforce
- African American history
- Civilian workforce
- Economic and population growth

### 2. [African American Contributions and Challenges in Baltimore County, Maryland, World War II Heritage City \(p. 21\)](#)

- African American workers
- Work stoppages
- Segregation
- Job opportunities
- Housing conditions
- Shipbuilding

- Plane manufacturing

### 3. Military and Civilian Defense in Baltimore County, Maryland, World War II Heritage City (p. 34)

- Harbor patrols
- Coast Guard
- Forts
- Baltimore Army Airfield
- Women's Army Air Corps (WACs)
- Civilian defense
- Social change
- Boy Scouts
- Air raids and safety

### 4. Baltimore County, Maryland: Comparing and Connecting WWII Home Front Cities (p. 47)

## Positioning these Lessons in the Curriculum:

The standards listed beneath the lesson links are a collection of standards covered in the lesson collection. The lessons have been aligned to national standards and topics, as well as to the Maryland Social Studies Standards (as of 2025). Objectives for each lesson, materials, and resources are listed within the lesson.

**Time period:** World War II

**Topics:** World War II, women's history, African American history, workforce migration, science and technology

## United States History Standards for Grades 5-12

This lesson relates to the following [National Standards for History](#) from the UCLA National Center for History in the Schools:

### Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

## Curriculum Standards for Social Studies

This lesson relates to the following [Curriculum Standards themes for Social Studies](#) from the National Council for the Social Studies:

- Theme 2: Time, Continuity, and Change
- Theme 5: Individuals, Groups, and Institutions
- Theme 8: Science, Technology, and Society
- Theme 9: Global Connections

## Relevant Common Core Standards

These lessons relate to the following [Common Core English and Language Arts Standards for History and Social Studies](#) for middle and high school students:

### Key Ideas and Details

- CCSS.ELA-LITERACY.RH.6-12.1
- CCSS.ELA-LITERACY.RH.6-12.2

### Craft and Structure

- CCSS.ELA-LITERACY.RH.6-12.4

### Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RH.6-12.7
- CCSS.ELA-LITERACY.RH.6-12.9

### Range of Reading and Level of Text Complexity

- CCSS.ELA-LITERACY.RH.6-12.10

## Maryland Social Studies Standards

The lessons align to the following standards defined by the Maryland Social Studies Standards (as of 2025).

## All Grades and Disciplines

- Standard 2.0 Peoples of the Nations and World
- Standard 5.0 History
- Standard 6.0 Skills and Processes

## High School United States History

Unit 2: World War One, Prosperity and Depression, World War Two (1915-1945)

- World War Two
- America's Home Front During World War Two

## High School Modern World History

Crisis and Global Acceleration (1890-1994)

- World War II

*The lesson series was written by Sarah Nestor Lane, an educator and consultant funded by a National Council on Public History's cooperative agreement with the National Park Service.*

# Lesson 1: Defense Manufacturing in Baltimore County, Maryland, World War II Heritage City

## About this Lesson

This lesson is part of a series about the World War II home front in [Baltimore County, Maryland, World War II Heritage City](#). The lesson consists of newspaper articles, an oral history, and photos to support learners in understanding the role of industries in Baltimore County in war manufacturing. This includes shipbuilding at the Bethlehem-Fairfield Shipyard and aircraft manufacturing at the Glenn L. Martin Company. As wartime industry needs grew, thousands of people moved to the area for work. The lesson also highlights the perspectives of women who took on these jobs to help meet the demand for labor.

## Objectives:

1. Explain the impact of wartime industries on the workforce and development of Baltimore County.
2. Describe how local manufacturers contributed to the U.S. and the Allied forces.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

## Materials for Students:

1. Photos: Figures 2-8 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended:* Map of Maryland with Baltimore County outlined



## Getting Started: Essential Question

How did Baltimore County industries help the war effort, and what do the stories of the people who worked there tell us about their experiences?

## Photos

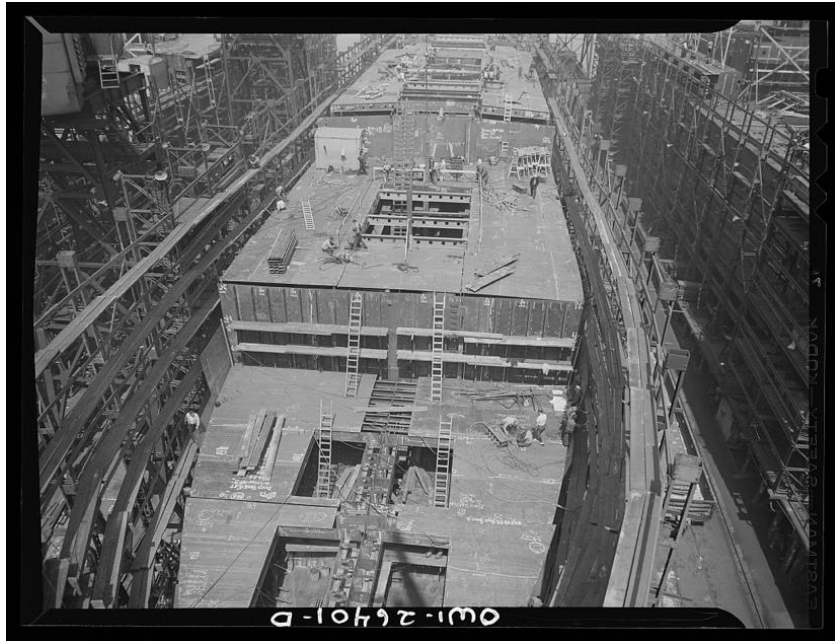


Figure 2: Bethlehem-Fairfield shipyards, Baltimore, Maryland. Ship under construction. May 1943. (Credit: Arthur S. Siegel, Library of Congress)



Figure 3: An African American shipyard worker at Bethlehem-Fairfield shipyards. He is working on setting the keel blocks. May 1943. (Credit: Arthur S. Siegel, Library of Congress)



Figure 4: Bethlehem-Fairfield shipyards, Baltimore, Maryland. Women attending a training class. May 1943. (Credit: Arthur S. Siegel, Library of Congress)



Figure 5: Bethlehem-Fairfield shipyards, Baltimore, Maryland. Woman arc welder. May 1943. (Credit: Arthur S. Siegel, Library of Congress)



Figure 6: Middle River, Maryland. Farm Security Administration housing project for Glenn L. Martin aircraft workers. Mrs. George Davis and her son in the doorway of their trailer home. The sign in the window reads "Quiet please – War worker resting." Thought to be Aug. 1943. (Credit: John Collier Jr., Library of Congress)



Figure 7: This worker is assembling landing gear for a medium bomber and learned his craft under the government war training program. Pictured at Glenn L. Martin Bomber Plant. May 19, 1942. (Credit: John Collier Jr., Library of Congress)



## By the numbers: Glenn L. Martin Company

- In 1941, the Army awarded the Glenn L. Martin Company a \$24,275,033 contract to fund the construction of a new plant and six additional buildings. The main two-story factory spanned approximately 1,181,000 square feet under one roof. The massive construction project involved thousands of skilled tradesmen and thirty-four separate contractors.
- One of the planes constructed by the Martin Company was the Martin B-26 Marauder. 5,288 of these aircraft were produced between February 1941 and March 1945. They were constructed at the Baltimore location and Glenn Martin's location in Omaha, Nebraska.
- The Martin Company hired its first woman for war production in 1941. By October 1943, the company reported there were 17,000 women employees.



## Quotations to consider:

“The Black & Decker organization is singularly fortunate in that the same Portable Electric Tools which we produced as implements of peace now serve our country as weapons of war.

Throughout war industry, and on worldwide fighting fronts with our land, sea and air forces, Black & Decker Tools speed the production, maintenance and repair of jeeps and tanks, of fighters and bombers, of torpedo boats and battleships, of practically every type of fighting equipment.”

- “E is for Everybody . . . Every Man, Every Woman, at Black & Decker’s,” *The Baltimore Sun*, February 9, 1943 (*Published to celebrate their Army Navy E Production award.*)

“We who are flying them know you are making the best airplanes in the world. The length of the war depends on your production. Speed your production here and you shorten the time to our victory. . . You keep them rolling along to us, we’ll put the jockeys in them and bring them down the homestretch in short order.”

- Lieut. Joseph Abraham Jaap, addressing Glenn L. Martin Company employees on May 27, 1942



## Read to Connect

### Reading 1: Newspaper Article

*Background: The two ships referenced in this reading are Liberty ships and LSTs (Landing Ship, Tank). Liberty ships were large cargo vessels built to transport troops, supplies, and equipment overseas during the war. LSTs were designed to carry tanks, vehicles, and troops directly onto enemy beaches during amphibious invasions, which means military attacks launched from the sea onto land. They were used in operations like D-Day.*

### Shipbuilding Records Set

*Bethlehem-Fairfield Wins First Place First Place for Speed*

*The Baltimore Sun*, January 31, 1944

A staggered schedule of ship construction, which at times called for the building of Liberty ships and at other times necessitated two separate change-overs of plant facilities and personnel to build both Libertys and LST landing vessels, has established the Bethlehem-

Fairfield Shipyard in a foremost position among the nation's shipyards for the speed production of ships for the navy and the Merchant Marine.

Despite a large labor turnover – approximately 150,000 persons have been employed at the shipyard in the past three years to reach the present working personnel of 45,000 employees – the local yard has:

1. Built an undisclosed number of LST vessels and established a national record by building 15.7 percent of an LST ship a day.

#### Sets National Record

2. Set a record among the country's shipbuilding plants by laying an entire bottom shell of a Liberty ship in 2 ¾ hours after a ship was launched from the same way.
3. Launched and delivered 20 or more Liberty ships a month for two or more consecutive months, an achievement unequalled by any other single shipyard in the United States.
4. Converted the majority of its working force and 75 percent of its facilities from the building of Liberty ships to the construction of LST vessels and later reconverted the same employees and equipment to building only Liberty vessels.

#### Production Speeded

In 1941, Bethlehem-Fairfield launched seven Liberty ships; in 1942, the yard launched 73 vessels of the same type and last year 194 Libertys slid down the ways at Fairfield.

The keel for the first LST craft was laid in August, 1942, and the last vessel was completed in February, 1943.

'Had it not been for the changeover from Liberty ship production to the building of LST ships, which required five times as much electrical work as the Liberty ships, it is estimated that the number of Libertys produced in 1943 would have been around 230 ships,' said J.M. Willis, vice-president and general manager of the plant.

#### Conversions Necessary

To meet the Government's demand for LST vessels, three fourths of the yard's facilities were converted to make the landing crafts and employees were trained in new methods of ship construction.

'Later, a large number of employees, who were first employed at the yard during the LST building program, had to be made familiar with an entirely different type of work when the full scale production of Liberty ships was resumed,' Mr. Willis declared.

During the four months following completion of the LST program, approximately 25,000 employees were trained in Liberty ship construction mainly through the use of isometric drawings.

Production methods were improved by employing a large number of ground assemblies of fabricated sections which resulted in less fitting, welding and riveting for each ship while it was on the way.

### Some 20 Acres Cleared

Approximately 20 acres of the slum area near the shipyard was cleared last year and is now being used as storage area for fabricated ship parts. In addition, 12,000 feet of railroad trackage was built near the fabricating shop to speed up delivery of ship parts to other areas of the yard, which, in some cases, are two miles distant.

Construction of Liberty ships at Bethlehem-Fairfield is now based on a schedule calling for a launching in 20 days and delivery 28 days after the laying of the keel. The first Liberty ship built at the yard and, incidentally, in the country, was the S.S. Patrick Henry which required 150 days for building. The vessel was launched September 27, 1941.

In addition to building Liberty ships this year, the shipyard is now planning the production of the new fast merchant vessels – Victory ships.

### Questions for Reading 1 By the Numbers, Quotations to Consider, and Photos

1. Where is Baltimore County located? How did this support shipbuilding efforts?
2. What types of ships were built at the Bethlehem-Fairfield Shipyard?
3. How did wartime production at the shipyard impact local employment?
4. How did the shipyard improve its production methods over time?
5. Consider the numbers and statistics shared in Reading 1. Which stand out to you as significant, and why? How do the numbers show the speed of production and records broken?
6. *By the numbers:* What was the purpose of the Army contract with the Glenn L. Martin Company?
7. *Quotations to consider:* How do these show the connection between factory work on the home front and military success? How were workers encouraged to see the importance of their jobs?
8. *Photos:* Examine the photos. What do you notice and wonder? How do they connect to wartime work and living in Baltimore County?

## Photo: Meda Montana Brendell



Figure 8: Lula Barber, Meta Kres, and Meda Brendall outside the welding shop at the Bethlehem-Fairfield Shipyards in 1942. Brendall is the interviewee of Reading 2. (Credit: Meda Montana Brendall Collection, Library of Congress)

## Reading 2: Oral History

*Teacher Tip: The following interview excerpts are compiled from the Veterans History Project at the Library of Congress. The full [interview](#) of Meda Montana Brendall (1911 – 2009) was recorded on February 8, 2003. Brendall relocated to Maryland from North Carolina in 1941 and worked at the shipyards till the end of the war. The following excerpts are edited for clarity with subheadings added for ease of reading for students.*

*You can also use the video from the National Park Service [“Talking with the Past #2: Oral History”](#) as a resource for students in learning how to analyze an interview as a primary source.*

## Oral History: Meda Montana Brendall

During the war I was welding for Fairfield Shipyards, and I welded pipe, and I did teach the first year I was there because they did not have anyone to teach welding. So, I taught welding for about six weeks, anyway. And then I went into the pipe shop, and I did pipes. . . It's art. It's art. You're welding art. And that's the way I looked at it. . .

When you are a welder, you have to take lessons. I had to take lessons for six weeks and then I had to take exams on every type of metal that you could get... So, the rods are all different and you start with an eighth. You have to have the kind of material you're going to work on with an eighth. You have to learn those things, and after I learned all those things they said, "We would like for you to be in the pipe shops."

So, I went over there and was in a place as large as this and my table that was electrical. . . Every time you strike an arc, it's from the table. So, it would strike my arc up. I started there and I loved it. I liked every bit of it. You have to teach yourself discipline and the people around you. . .

### Relationships at the Shipyard

I didn't know one soul when I went into that shipyard. And it was understood, in any job a lady has - I blame the girls just as much as I do the men - you have to use your own discipline. I made one or two understand that I wasn't there to fool around. I was there for the war effort, and I was there to weld for our boys overseas. And that was the end of it. I didn't have any trouble at all. . .

I made friends. The two girls that I have their pictures made; I have them downstairs. I have my welding outfit on, and they did too. We were outside the shop on our break. One of them now, was, she is too old now, but she went back to college, and she was a professor in college and the other girl had started her business and business dropped off and so she decided to take up welding. So, her little place was next to mine, and we were friends there. And it was sad in a sense when it was over. . .

### Motivations for Work

Being young like I was, and I needed the job, to make enough. So, you were concerned about people, but there's just so much you can do. And I would feel sorry for them. I would feel sorry. I felt sorry when I'd hear the bad news over the radio about our boys. That just made me weld that much harder. And that's the way I looked at it. . .

You know, you see those things now, but when you work, you go to work. I walked in, changed my clothes to welding clothes and I would come out and I'd plug in. That meant I am working. And I'd turn my machines on and the work would start coming in. And I would

look at it, and I'd put my rods out for the ones I thought would do that and that and that. And you had to be careful.

So, you didn't have time to worry about other people. You had something before you that meant a life. It meant a life. Maybe I didn't weld it right, maybe that was the very one that ruined the whole thing. So, I did not have one piece of my work come back on me while I worked, because I felt like when you knock the slag off – when you weld, you have a little matter that gathers and comes to the top, and you take your steel brush and you brush it off, and your weld is there, and you can tell if there's a hole. There better not be one. . .

There's not any entertainment in that job. It's work. You come to work; you come to work in the snow. You go home in the snow. It rains, you don't call in, you get on that straight car and get down there, and when you check in and things like that. To me, I worked hard, and the Maritime Commission gave me that [an award]. . .

### End of the War and Reflection

I could have gone to work in the office. I did typing, shorthand, but I didn't want to do that. You didn't make anything. So, I made, what I did, and I worked until it came over the intercom: the war is over. We all shouted, but we cried because that was our jobs. . .

We cried when we said goodbye. We knew we'd never see each other again. That was that. The secretaries and my boss, and you walk out the door wiping tears away, and you don't look back because that's it. No more looking back. . .

If they would call me tomorrow, I would go. If they'd call me, and our boys and our girls, they need help, as long as my mind would stay with me and my health, I would weld until it was the last drop. That's what I think of our war effort. I think it was a good success and a good thing that we did it. It's a good thing that the women went in, it's a good thing that they showed the world that they can do things too.

“Oh, its dirty work!” Well, making a pie can be a dirty work. And so, I just looked at it – so I get dirty? There's soap. So, I built me a little cabinet on my table that I welded on. And I got me four little pieces of tin, and I welded it together and I put it up there and I kept soap, a little bit of powder, like a little make up. I put a little mirror in there. And so, it got so everybody would come by and see how they looked before they left! . . .

And they used to say, “Rosie the Riveter.” I said don't call me Rosie the Riveter. I am not Rosie the Riveter. All respects to her job. I worked too hard to be called Rosie the Riveter. . .

We had a lot of dedicated people. You wouldn't believe the prayers that were said down there for our boys. When we'd get something that one of the ships had been bombed or

something, we'd just go off. We'd all go back over there, bring it back, and do it all over again. . .

I wouldn't take anything for what I did. I was proud of it. I was proud to work for the United States of America. I was proud that I was able to do it, and to see results from just a little rod and a little bit of welding. It was worth every minute I spent down there. Some evenings I wish I'd had more work! But, I have no, no regrets. No regrets at all. . .

## Questions for Reading 2

1. What type of work did Meda Montana Brendall do during the war?
2. What do you think Brendall meant by "You had something before you that meant a life"? How did her attitudes on welding show her sense of responsibility?
3. What was Brendall's response to being called "Rosie the Riveter," and why do you think she felt that way? How does her response show that perhaps not all women agreed with how their work was portrayed in wartime propaganda?
4. How does the oral history show the mixed emotions some home front workers, like Brendall, may have felt when the war ended?

## Reading 3: Newspaper Article

*Teacher Tip: Note the date of the newspaper article excerpts and that it was written to mark the 50th anniversary of the end of the war. Before reading, remind students that oral histories reflect one individual's perspective and should not be generalized. When discussing segregation and the challenges African Americans faced in Baltimore County such as in employment and housing, consider transitioning to Lesson 2 to explore these barriers in more depth through additional local historical perspectives.*

### Remembering the boom times

*The Baltimore Sun*, October 11, 1995

By Joe Nawrozki

Ruby Jankiewicz, fresh from picking cotton and plucking worms from tobacco leaves down in Cooleemee, N.C., arrived in Middle River in 1942 with her suitcase and a burning desire to fight World War II.

Jack King, a 17-year-old from a rough-and-tumble Virginia town, came in as an assembly line worker at the Glenn L. Martin plant and became one of the defense industry's top test pilots.

And Minerva Gordon. She, too, came from the South and joined the war effort as a teenager. But she made her contribution at Martin's factory in East Baltimore because only white workers were allowed to build bombers at the Martin plant in Baltimore County.

Together, they and tens of thousands of others from around the nation converged on Middle River to form one of the first planned communities of World War II America. And now, these Martin veterans are preparing to join others Sunday to celebrate their 50th anniversary of victory in World War II.

The celebration coincides with a new study of Middle River-- an area born and post-depression boom times but now struggling with pockets of poverty, unemployment, and crime.

"Because of the Martin company in Middle River, diverse people from across the U.S.A. came together and formed a community," says Jack Breihan, the Loyola College history professor who is directing the study.

The workers who converged on Middle River before and during the war years created a mini-city trailer of trailer parks, apartment complexes and inexpensive housing developments such as Aero Acres and Victory Viilla.

Boarding houses did a booming business – it wasn't unusual for three Martin workers to rent the same bed. Chicken coops, tents and automobiles also provided shelter in the early war years, Mr. Breihan says.

To Mrs. Jankiewicz, now 74, life in a 22-foot-long olive drab trailer 'was pure heaven. I was 20 years old, me and my husband had left the cotton mills down home where we always breathed those little particles. The trailer cost us \$6.50 a week to rent," recalls Mrs. Jankiewicz, twice widowed and living in the Middleborough area of Essex.

'There wasn't a person in my plant who was from Maryland but we all got along," she adds. "The trailer was small but it had running water, a tiny stove. Reese and I were real happy, we put a little fence around our trailer."

When her husband was discharged from the military, they moved into Edgewater Apartments on Eastern Boulevard not far from the plant known as Martin's. . .

Mrs. Gordon left her 60-cents-an-hour job at the Martin plant where black employees worked on Oldham Street in Canton making bombing systems, gun turrets and other parts for the B-26 bomber. She transferred to the Middle River factory in 1947 and stayed there until she retired in 1987.

“It didn’t bother me too much that we were segregated because that was life in the United States back then,” says Mrs. Gordon, who lives on Dukeland Street in West Baltimore.

“Besides, we all worked well together and there was no time to fight, we were trying to win a war.

In the beginning, I was just so happy to get a job, to be doing work in the war,” says Mrs. Gordon, a widow. “I had two brothers in the war, my father served in France in World War I. And while the times kept me segregated, all the workers got along well.

I was very proud of my Martin’s patch we wore on our uniforms then. It was a glorious time. After God and my family, it was Martin’s.”

### Questions for Reading 3

1. What were some of the housing conditions for workers in Middle River during the war?
2. How did the war effort bring together people from different parts of the U.S. to Baltimore County?
3. How did Minerva Gordon’s comments reflect one perspective on segregation during the war, and why is it important to recognize that not everyone may have felt the same way?
4. How could this article be used to explore the idea that patriotism and inequality often existed side by side during the war? (*Note: Explore this topic further in [Lesson 2.](#)*)

## Lesson Closing

Answer the essential question: How did Baltimore County industries help the war effort, and what do the stories of the people who worked there tell us about their experiences?

## Additional Resources

[Baltimore Museum of Industry](#)

[Glenn L. Martin Maryland Aviation Museum](#)

[Race, Gender, & War: Manufacturing in Maryland During World War II](#) by Maryland Fleet Week and Air Show and Maryland Center for History and Culture

[Rosie the Riveter](#) by Lockheed Martin

*WWII Heritage Cities Lesson Collection  
Baltimore County, Maryland*

*Note: The Glenn L. Martin Company had shifts that led to the merger with the Lockheed Corporation in 1995 to create Lockheed Martin.*

[The American Home Front and World War II Collection](#) from the National Park Service

[Who Was Rosie the Riveter?](#) By Rosie the Riveter WWII Home Front National Historical Park

# Lesson 2: African American Contributions and Challenges in Baltimore County, Maryland, World War II Heritage City

## About this Lesson

This lesson is part of a series about the World War II home front in [Baltimore County, Maryland, World War II Heritage City](#). This lesson uses photographs and primary source readings to support learners in understanding contributions and experiences of African Americans working in wartime industries in Baltimore County. Questions help learners examine discrimination and barriers these workers faced in job opportunities and living conditions.

## Objectives:

1. Explain how African American workers contributed to the local wartime industries and manufacturing.
2. Identify examples of segregation and discrimination faced by African American workers in Baltimore County.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

## Materials for Students:

1. Photos: Figures 9-14 (*can be displayed digitally*)
2. Readings 1, 2, 3 (and optional extension)
3. *Recommended:* Map of Maryland with Baltimore County outlined



## Getting Started: Essential Question

How did African American workers contribute to local wartime manufacturing? How did systemic barriers impact their opportunities and living conditions?

## Photos



Figure 9: Bethlehem-Fairfield shipyards, Baltimore, Maryland. African American women welders. May 1943. (Credit: Arthur S. Siegel, Library of Congress)



Figure 10: These five workers represent a total of 191 years of service at the Bethlehem Steel Company, Sparrows Point, having worked on diesel locomotive cranes during both World War I and World War II. From left to right: Captain Beverly, 37 years, Horace Mickey, 38 years, Truly Oliver, 40 years, Frank Reed, 38 years, and Henry Gibson, 38 years. (Printed in the Baltimore Afro-American on Oct. 9, 1943.)



Figure 11: Bethlehem-Fairfield shipyards, Baltimore, Maryland. Heating Rivets. May 1943. (Credit: Arthur S. Siegel, Library of Congress)

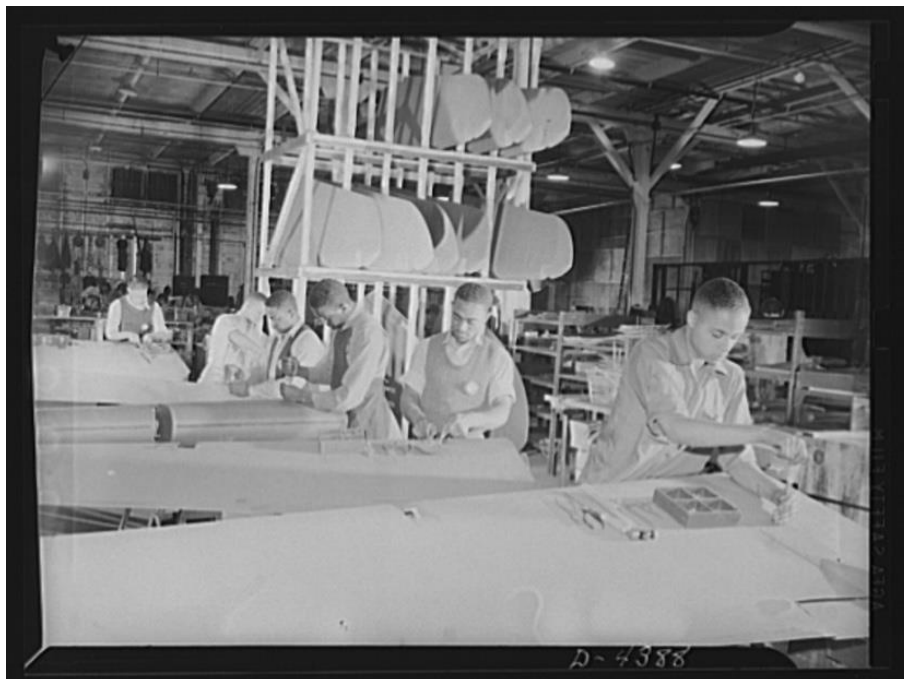


Figure 12: African American workers at Glenn L. Martin Bomber plant installing elevator tab controls on medium bombers. May 19, 1943. (Credit: Howard Liberman, Library of Congress)

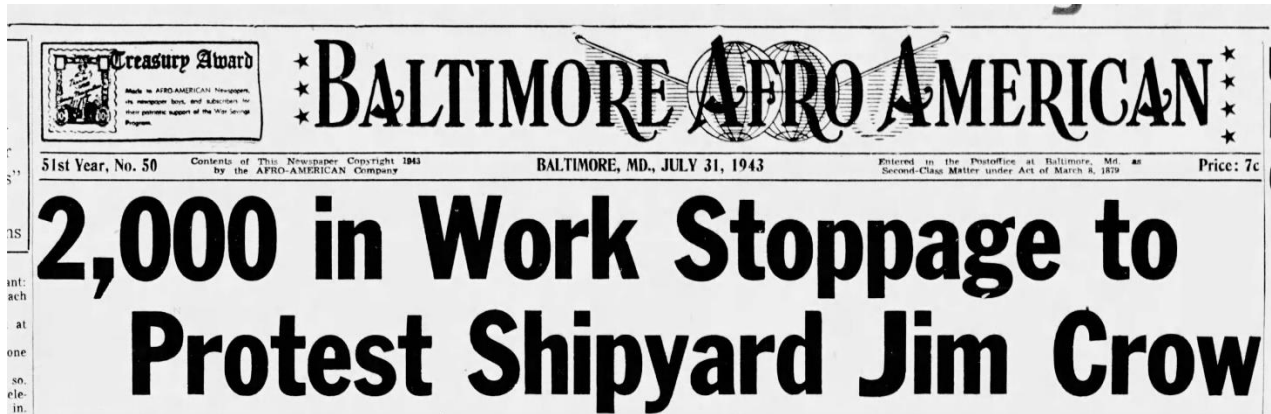


Figure 13: Headline reads “2,000 in Work Stoppage to Protest Shipyard Jim Crow.” This was the headline accompanying the article in reading 1, published in the Baltimore Afro-American on July 31, 1943.

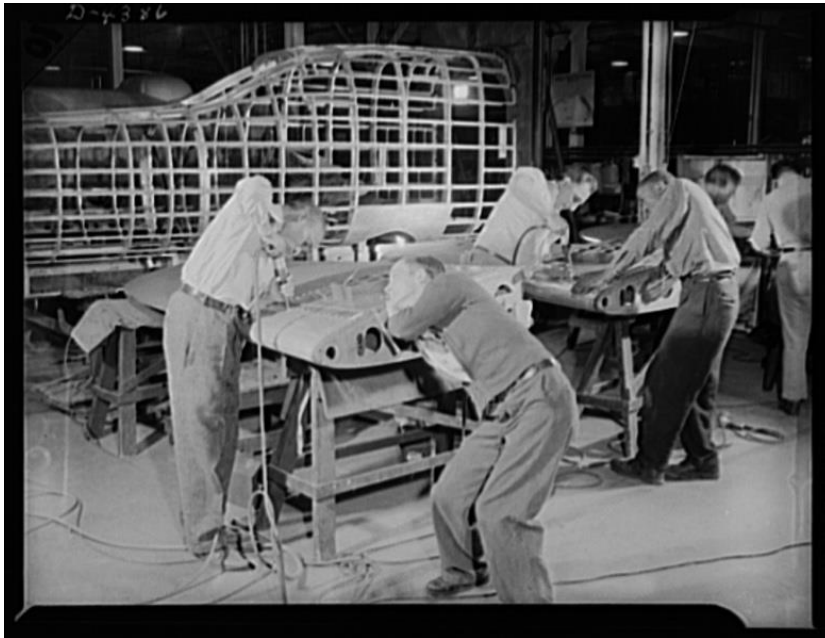


Figure 14: African American and white workers working on attaching skins to the fins of medium bombers in Glenn L. Martin Bomber plant. May 19, 1942. (Credit: Howard Liberman, Library of Congress)



## By the numbers: Housing Discrimination and Access

- By September 1944, 20,000 African American households (51.5% of the 40,000 privately owned homes) in Baltimore had between  $\frac{3}{4}$  to 1.5 people per room, meaning they were living at or near full capacity.
- Approximately 4,000 homes (10%) were classified as overcrowded.

- During the same period, overcrowding in white neighborhoods decreased from 3.9% in 1942 to 2.5% in 1944, while overcrowding in African American neighborhoods increased from 7.8% to 10%.
  - For every four vacant rooms available in white homes, there was only one vacant room available in African American homes.
  - The average monthly rent for vacant rooms in African American neighborhoods was \$33, compared to \$24 in white neighborhoods.
- From reports by the National Housing Agency and Bureau of Census, published in the *Baltimore Afro-American* on September 9, 1944 in “Housing Plight Growing Worse”



### Quotation to consider: Housing Issues

“Baltimore County Commissioners, presented with evidence of unsanitary conditions in Negro tenant housing in the Towson area, yesterday said they had been unaware of the plight of Negro residents, and promised to take immediate steps to remedy the situation.

A survey in Towson and elsewhere in the county disclosed that many Negroes were living in unpainted, leaky and unsanitary rented homes. . .

The survey resulted in the presentation to county officials of the following details of the Negro housing conditions in Baltimore County: A stream runs continuously over the first floor of a double house in the heart of the town, as a result of a choked storm sewer and inadequate surface drainage. . . Forty-five Negro tenants of a dilapidated, three-story, rat-infested ‘apartment’ house at Texas, walk one hundred yards across dangerous main-line railroad tracks to a well for their drinking water; they dip laundry water from a nearby stream, believed to be polluted.

With these facts laid before them, the County Commissioners said they intended to order all county agencies which are charged with responsibility for maintaining the sanitation to take immediate steps to rectify the bad housing conditions.

The commissioners declared that wherever landlords are believed guilty of violating building code of other health regulations they will be prosecuted. . .”

- “Towson Slum Betterment Promised,” *The Baltimore Sun*, June 3, 1943



## Read to Connect

*Teacher Tip: The lesson's readings contain historical race-based language that is outdated and inappropriate in today's context. It is important to prepare students by explaining the purpose of examining these sources in understanding the racial inequalities of the time.*

### Reading 1: Newspaper Article

#### School Color Bar Leads to Work Holiday

*Baltimore Afro-American, July 31, 1943*

*Bethlehem Steel Co. Workers Train Whites but Can't Hold Jobs*

*'Laborer' Label Keeps Pay Low*

*Charge Union Biased; Seniority Rights of Colored Men Ignored*

Barring of colored workers from the Bethlehem Steel Company's shipyard school for riveters this week was merely the spark to set off the fire which has been smoldering at the yard for sometime, workers told the AFRO.

Spokesman for the approximately 2,000 colored workers who staged a two-day work stoppage beginning at 7 a.m. Wednesday, said 'We've had enough of being pushed around. We're merely fighting for our rights.'

They said colored workers are employed for the most part as laborers, tackers, scrapers, crane men and in other semi-skilled and unskilled jobs, while the 7,000 whites are given opportunities to enter all trades.

No colored men are employed as welders, carpenters, riveters, or painters and each time attempts have been made to enter company school, the management has yielded to opposition of white workers, and moved them out or closed the schools.

Right now riveting work is behind and the company needs more such workers, but colored employees are not upgraded to these jobs.

Other complaints are that majority of colored men hired must begin work in the Y department as laborers, regardless of their skill, at the rate of 70 ½ cents an hour. They may then be loaned to other departments, but are kept from upgrading by the company's policy of classifying them as laborers.

Colored men, they say, must work 30 days before they get a 10-cent increase, must remain there 3 months before they work up to 88 cents an hour and 6 months to get 93 cents an hour, which is, in most cases, their top wage.

### White Women Better Paid

On the other hand, they say, white women start off as burners at wages of 93 cents an hour even while they learn, while white men start off at 80 ½ cents an hour.

One hundred Puerto Ricans, with no experience, brought in two months ago, started off at \$98 a week.

The company is making tankers, cargo and troop ships.

Work stoppage by colored employees is tying up production because many of them are crane operators who have the dangerous task of lifting steel from the ground to the top of the ship. Many white fellows refuse to do these jobs.

Local 33 of the CIO, headed Edward L. Denhardt and G.L. Crocetti, has been no help to the matter and is branded as anti-colored and anti-Jewish by many of the members who say the union has taken no forthright stand.

On June 23, the union's contract with the company expired and it is negotiating for another, 'so we can't expect any help,' a worker told the AFRO.

### Typical Cases Cited

Typical of the men who have been refused jobs for which they are qualified is James E. Lindsey of 934 N. Wolfe Street, employed as a tacker at 93 cents an hour although he is skilled as a welder. For eight months he was assistant welding supervisor with the NYA in Baltimore.

After that he completed 320 hours in welding at the Waesche Street School, trained as a first class welder. He worked for a while at the Norfolk Navy Yard after completing helper trainee course at Hampton Institute, then returned here for a job as a welder.

Another example is the case of Anthony Walker of 208 Dolphin Street, who came from N.Y. two months ago after the Bethlehem Steel Co. paid his railroad fare and informed him that he would be employed as a gauge inspector, a job for which he is qualified.

### His Color 'a Mistake'

When he arrived, however, the company said a mistake had been made and that they employed no colored inspectors. He was given a job as tacker at 80 ½ cents an hour.

He completed a three-month course in blueprint reading and gauge inspection at Syracuse University and formerly attended VA Union University.

Edward Williams of 423 Pennsylvania Avenue, Towson, employed by the company for three years, still makes 88 cents an hour as a tacker, although, if he were white, he said, he would now be on production welding at a much higher wage.

James Jackson, 1113 Shields Place, employed by the company since April, 1937, is still classed as a laborer in the Y dept. and earns 83 cents an hour. John Jacobs, 1107 W. Lanvale Street, a qualified welder, employed there 6 years, is working as a tacker at 88 ½ cents.

### Only Whites Have “Rights”

These men say the company tells them whites are upgraded because they have seniority rights, but that their seniority rights have not helped them get better jobs.

They say white men who have been there only six months are on production welding and receiving production wages while their years of service have been to no avail. . . .

Spokesmen said that when new white workers enter the plant, colored unskilled and semi-skilled workers are considered competent enough to teach them, but they are not given a chance to advance to skilled jobs themselves.

### Questions for Reading 1, By the Numbers, Quotation to Consider, and Photos

## Photos

1. Why did about 2,000 colored workers stage a two-day work stoppage at Bethlehem Steel?
2. What types of jobs were African American workers mostly employed in?
3. How did the company classify colored workers, and how did that affect their pay?
4. How do the individual stories of James Lindsey, Anthony Walker, and others show the issues of discrimination and job segregation at the company?
5. *By the numbers*: What do these statistics about housing and rent show about the inequalities in living conditions and opportunities for African American and white communities?
6. *Quotation to consider*: How does the report in Towson reveal the challenges and discrimination African Americans faced in local housing?
7. *Photos*: Examine the photos. What do you notice and wonder? Describe some of the types of work performed by these workers at locations like the shipyards and the Martin Company.

## Reading 2: Newspaper Article Advertisement



# You'll work with friendly folks . . .

*at Bethlehem's Sparrows Point Plant*

**Veteran of 20 Years**—Bonni T. Fontress served in the Merchant Marine in the last war. Now he does his bit operating a motor coke quencher car. He has a daughter who is a nurse in New York City.

The photographs below will give you an idea of the length of service of typical Negro employees at the Sparrows Point Steel Plant. There are many more like them. One group of five men has been continuously on the job for a total of 191 years! There's nothing temporary or fly-by-night about that kind of job!

### MEN WANTED NOW

There are plenty of good, essential jobs available, today, at Sparrows Point. Get one, and get into the production army with this company which has been employing thousands of men, and making steel in war and in peace, for many years. No experience is necessary. For those who can qualify, there's on-the-job training for many different kinds of good jobs. You begin by earning 78c an hour. This enables you to start off by making \$40.56 a week—from the beginning.

### NEGROES AT SPARROWS POINT

One-third of the Sparrows Point employees are Negro. In some divisions, the percentage is greater. For example, all the locomotive crane operators are Negro—and so are two-thirds of the coke plant and blast furnace workers. You'll find Sparrows Point a friendly, congenial place to work!

### COME IN TODAY!

Your help is needed in winning the war. If you're still in non-essential work, it's time to think about changing to a job where you're really needed. Come in and see us—get all the details. Take the No. 26 street car to Sparrows Point and visit the employment office—or go to Bethlehem's new four-plant employment office at Howard and Lombard Streets, in central Baltimore.



**Sparrows Point Old Timers**—Engineer George McCormick, of Baltimore, has worked at the Sparrows Point Steel Plant for 17 years. His companions are (left to right), John Lewis, of Dundalk, Foreman William H. Cole, of Dundalk, and Charles Moseley, of Baltimore. They've been on the job for 7, 32 and 31 years respectively.

**Happy on the Job for Half a Century**—James Harris (left, below), of Baltimore, explaining operation of Diesel locomotive crane to Walter White, also of Baltimore. Harris, father of eight children, has worked at Sparrows Point for 26 years; White, for 24 years.



**BETHLEHEM STEEL COMPANY**  
**Sparrows Point Plant**

## Text of Advertisement:

### You'll work with friendly folks . . . at Bethlehem's Sparrows Point Plant

*An ad published by Bethlehem Steel Company: Sparrows Point in The Baltimore Afro-American, October 23, 1943*

The photographs below will give you an idea of the length of service of typical Negro employees at the Sparrows Point Steel Plant. There are many more like them. One group of five men has been continuously on the job for a total of 191 years! There's nothing temporary or fly-by-night about that kind of job!

#### Men Wanted Now

There are plenty of good, essential jobs available, today, at Sparrows Point. Get one, and get into the production army with this company which has been employing thousands of men, and making steel in war and in peace, for many years. No experience is necessary. For those who can qualify, there's on-the-job training for many different kinds of good jobs. You begin by earning 78 cents an hour. This enables you to start off by making \$40.56 a week – from the beginning.

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#### Come in Today!

Your help is needed in winning the war. If you're still in non-essential work, it's time to think about changing to a job where you're really needed. Come in and see us – get all the details. Take the No. 26 street car to Sparrows Point and visit the employment office – or go to Bethlehem's new four-plant employment office at Howard and Lombard Streets, in central Baltimore.

*Photo Caption (top left):* Veteran of 20 years- Bonni T. Fentress served in the Merchant Marines in the last war. Now he does his bit operating a motor coke quencher car. He has a daughter who is a nurse in New York City.

*Photo Caption (bottom right, top):* Engineer George McCormick, of Baltimore, has worked at Sparrows Point Steel Plant for 17 years. His companions are (left to right), John Lewis, of Dundalk, Foreman William H. Cole, of Dundalk, and Charles Moseley, of Baltimore. They've been on the job for 7, 32 and 31 years respectively.

*Photo Caption (bottom right):* Happy on the Job for Half a Century – James Harris (left, below), of Baltimore explains operation of Diesel locomotive crane to Walter White, also of Baltimore. Harris, father of eight children, has worked at Sparrows Point for 26 years; White, for 24 years.

## Questions for Reading 2

*(With connections back to Reading 1)*

1. What is the purpose of the Bethlehem Steel ad in the *Afro-American* newspaper?
2. How might the ad be trying to counter negative publicity like the work stoppage that occurred just around three months earlier? *(Described in Reading 1)*
3. What types of jobs are highlighted in the ad? Based on Reading 1, what do you know about why so many African American workers were placed in those roles?
4. What impression does the ad give about job security and the working environment for African American workers?
5. How do the differences between the two readings highlight the ways companies like Bethlehem Steel promoted a positive image while many workers still faced discrimination in job placement and wages?

## Reading 3: Newspaper Article

### The Time Is Now

*The Baltimore Afro-American, October 7, 1944*

The Glenn L. Martin Aircraft Company, having hit an employment snag, is advertising daily for skilled workers.

Both colored and white workers are being recruited generally, but no colored are accepted for the technical jobs because there are no openings for them in the Canton division where colored are employed.

The advertisements appearing in daily papers point out the need for aeronautical engineers, millwrights, toolmakers, machinists, cabinet makers and miscellaneous mechanics – jobs denied colored applicants because they are available only at the Middle River plant, the lily-white division.

The Martin company took a step forward in October, 1941, when it let down the bars sufficiently to hire colored workers. But one step isn't enough, because the workers are confined to one division rather than integrated throughout the plant.

Now that the main plant suffers a critical employment shortage, colored workers who may be qualified to take the jobs cannot do so simply because Martin still sticks to its old jim crow.

Men not qualified are quite willing to learn these jobs and could be taught just as easily as they are trained to work as assemblymen, spray painters, carpenters, electricians, timekeepers, maintenance men, inspectors, expeditors, foremen and stockroom clerks, personnel workers and the related positions they fill in the Canton division.

If the war continues long enough and the Martin company feels the employment pinch hard enough, it may eventually see the advantage of mixing its workers so that no one division will be so badly affected by a shortage of help.

Race prejudice still comes first at Martin's.

### Questions for Reading 3

1. When did the Martin Company first begin hiring African American workers?
2. Why does the author say this step was not enough?
3. How does the author use the company's labor shortage to argue against segregation in hiring?

*Synthesize across readings:* What patterns of discrimination and limited opportunities do you notice across the three readings in this lesson?

*(Note: The first two readings are connected to Bethlehem Steel and the third, to Glenn L. Martin Company.)*

## Lesson Closing

Answer the essential question: How did African American workers contribute to local wartime manufacturing? How did systemic barriers impact their opportunities and living conditions?

## Extension

Connecting to other examples of racial inequalities and unrest on the home front

To deepen the learning on home front wartime history and racial inequality, you might connect to other home front cities with your students, such as in the following lesson plans:

- [“\(H\)our History Lesson: Life and Work for African Americans on the Home front in Tri-Cities, Washington,”](#) (National Park Service)
- [\(H\)our History Lesson: African American Contributions on the Home Front in Evansville, Indiana World War II Heritage City](#) (National Park Service)
- [“\(H\)our History Lesson: African American Contributions on the Home Front in Pittsburgh, Pennsylvania, WWII Heritage City”](#) (National Park Service)
- [“\(H\)our History Lesson: The Detroit Race Riot of 1943.”](#) (National Park Service)
- [Casper and Natrona County, Wyoming, WWII Heritage City \(Lesson 2: The 377th Aviation Squadron: African Americans Serving in Casper and Natrona County, World War II Heritage City\)](#) (National Council on Public History – National Park Service Projects)

# Lesson 3: Military and Civilian Defense in Baltimore County, Maryland, World War II Heritage City

## About this Lesson

This lesson is part of a series about the World War II home front in in [Baltimore County, Maryland, World War II Heritage City](#). The lesson contains primary source readings and photos to contribute to learners' understandings about the military and civilian defense efforts in Baltimore County. Efforts included patrols, training, and sharing information about air raids and safety. The lesson also highlights contributions by the WACs and the local Boy Scouts.

## Objectives:

1. Explain why Baltimore County needed to take extra safety precautions, based on geographic location and wartime assets.
2. Describe the purpose of civilian defense activities, military forts, and patrols in Baltimore County and explain their impact on the community.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

## Materials for Students:

1. Photos: Figures 15-21 (*can be displayed digitally*)
2. Readings 1, 2, 3 (and optional extension)
3. *Recommended:* Map of Maryland with Baltimore County outlined



## Getting Started: Essential Question

How did civilians and service members contribute to home front defense efforts?

## Photos



Figure 15: "Useless Masonry Gets Useful Role," is the title for a picture of Fort Carroll. The construction of the fort had been led by Robert E. Lee beginning in 1848. The picture was alongside text used for this lesson's quotation to consider. (The Baltimore Sun, Dec. 31, 1941)



Figure 16: Fort Carroll Light, Sparrows Point, Maryland. The Fort and lighthouse were abandoned following World War II. Date unknown. (Credit: United States Coast Guard, U.S. Dept of Homeland Security)



## By the numbers: Fort Howard

- Fort Howard was reported for training 250 men from an African American infantry unit. (The Baltimore Sun, July 5, 1940)
- In 1941, Fort Howard began to be transitioned to a veterans' hospital – the first in the state. It cost approximately \$1 million and had beds for 364.
- At first opening, there were 40 nurses, 45 attendants, and 187 other staff members working at the Fort Howard hospital. However, nursing shortages impacted the hospital. At one point, it was reported only 17 nurses were on duty handling 150 patients, with 29 nurses urgently needed. A detachment of soldiers was sent to assist. (*The Baltimore Sun*, May 19, 1944)



## Quotation to consider: Fort Carroll

“There will be target practice at Fort Carroll. The chatter of small arms- for Coast Guardsmen are to do such practice shooting there, it was announced yesterday – will do no more than irk the ghost of a great soldier and engineer, who planned for booming cannon from the casements.

Fort Carroll, as a fort, stands on its record as one of the most useless bits of masonry taxpayers ever paid for anywhere. . . . The most recent known use of Fort Carroll was made only three months ago. The Coast Guard, which now has charge of the fort, used it to intern seamen of a Spanish-flag ship – while their ship was fumigated.

Now, Coast Guardsmen in the service of the captain of the fort are to have the abandoned structure for small arms target practice. A range is to be built. Fort Carroll; at last, is to have a role in national defense.”

- “Fort Carroll Soon to Play First Useful Role in History,” *The Baltimore Sun*, Dec. 31, 1941



## Read to Connect

*Background: During World War II, Baltimore County played an important role in both military and civilian defense efforts. Fort Carroll and Fort Howard provided sites for military training. Fort Carroll was later abandoned. Fort Howard transitioned to becoming Veterans Administration hospital facilities during the war. The Baltimore Army Air Field served as a training location for air fighter group units. Also, local civilian defense groups organized*

*activities such as air raid simulations and first aid training to prepare for possible attacks. The first reading connects to local military patrols and surveillance of Fort Carroll.*

## Reading 1: Newspaper Article

### They, Too, Covered the Water Front

*The Baltimore Sun, June 29, 1941*

Eyes – roving eyes backed up for hard-hitting service pistols— are making things hard for would-be saboteurs along the Baltimore water front these days.

The United States Army, Navy, and particularly the Coast Guard have combined with labor and industry to keep watch over the plants which manufacture defense materials, the warehouses in which these materials are stored and the ships which carry defense material to other ports in this country and American-made implements of war to Britain. There isn't a minute of the day when some section of the harbor isn't undergoing the close scrutiny of men especially trained to foil any foreign agent who, with fire or explosive, might seek to wreck an undertaking necessary to our own protection or to furtherance of our policy of all-out aid to the British. . .

In the easy-going days of peace, when the rescue of yachtsmen whose craft had capsized or run on a sandbar comprised the major duties of the Guard in these waters, that service kept a small, but adequate, force in Baltimore. The gray boats went to the assistance of the aforementioned yachtsmen, patrolled regattas, rescued oystermen and others caught in the ice and in the days of prohibition, chased rum runners. Today they are engaged with grimmer matters and the local force has been greatly increased.

#### More Man Power Required

The Coast Guard watch is not yet up to the mark hoped for by Commander Abel, that officer admits. This is due to shortage of personnel and the Port Captain hopes to remedy the deficiency before long. But a trip around the harbor on one of the patrol boats indicates that today's inspection is a pretty thorough affair.

Patrol Boat CG-2 swung out from the wharf, under the command of boatswain's mate, first class, Matt Kangas. . . "We know most of the craft that operate regularly in the harbor," he commented, "Our job is with the strangers." . . .

The CG-2 went down along the Fairfield river front, where the Maryland Drydocks are located, and where ships of all descriptions are being repaired and refitted. She passed the new ways laid down by a subsidiary of the Bethlehem Shipbuilding Corporation, where new

ships are already taking form, and the big oil tanks which dot the area like mushrooms. “A single fire bomb could do a lot of damage there,” the petty officer commented.

### **An Eye On the Danes**

Into Curtis Bay and over to the big Danish craft, anchored stem to stern, went the patrol boat, and tied up at the landing stage. . . Back in the CG-2, he turned her across the harbor, toward the smoke of the Sparrows Point steel plant. Halfway there he stopped and circled Fort Carroll. ‘That hollow shell would be an excellent refuge for someone with a short-wave radio,” he said. “They could hide for months, sending out information on ships coming and going. We always go around it. No, I’ve never found anyone inside except once, when I came across some boys swiping scrap iron.”

### **Quickly Challenged There**

Satisfied that the antique fortification was not harboring enemies of the nation, he continued to Sparrows Point. “Now here’s a place where any unauthorized person would have short shrift,” he said. “We come in here at night, poke into the piers and ways and occasionally tie up at a dock. And before we can get a rope fast there’s someone wanting to know who we are.”

. . . The run had taken about two hours and a half. “That’s the average,” reported the captain of CG-2. “But if we stop anything we may be out six hours or more.

We haven’t found much so far. Most of the work is involved with craft running without lights at night and things like that. We stop anything acting suspiciously and can search if we wish. If a craft’s papers are not in order, or anything else seems to be unusual, we can tow them into the wharf. Oh, yes, they stop when we signal them. If they don’t, we can use these,” and he slapped his holster. . .

. . . Two facts stick out uppermost in the minds of those charged with guarding Baltimore property. One is that the city is high up in the list of American ports being used for the shipment of materials to embattled Britain. Hundreds of pieces of war material are being hauled to piers here and loaded on vessels which make their way through submarines bent on their destruction. If Nazi agents in this country – and there are many of these, officials say—can destroy these weapons and foodstuffs before they start on their journey, it means much less work for the Nazi undersea force. The second fact is that during World War I, Baltimore was one of the centers of German sabotage work, with several of the higher-ups in the system working from this city. United States officials have no idea of letting this recur.

## Questions for Reading 1, By the Numbers, and Quotation to Consider

1. Who was responsible for patrolling and protecting the Baltimore County and city waterfront during this time?
2. What types of facilities and infrastructure were described as vulnerable to sabotage?
3. Why was Baltimore County a key area to protect during the war? Use evidence from the text and your understanding of the region's role in wartime manufacturing and shipping.
4. By the numbers: How did Fort Howard change during the war? What does this show about the local needs of the military and veterans?
5. Quotation to consider: How was Fort Carroll used for local training?

## Photos



Figure 17: "Members of Women's Volunteer Service for Civilian Defense who have been taken over by Maryland State Guards. Now they are taught drilling, first aid and rifle practice. Left to right are Matile Holloway, First. Lieut. Marie Parker, Dorothy Tucker, Second Lieut. Laura Parker, Lillie Stanley, Bertha Ellison, Ruth Luttrell and Cap. Birdie Parker." (Printed in the Baltimore Afro-American on July 31, 1943)



Figure 18: “Womanpower. Military policewoman. Women are replacing men as guards at the Glenn Martin Company plant in Baltimore, Maryland. Madeline Lippe, of New York City, has learned jujitsu and police work to become a member of the military police.” Nov. 1942 (Credit: Office of War Information, Library of Congress)

## Reading 2: Newspaper Article

*Background: Baltimore Municipal Airport was taken over by the U.S. Army Air Corps and renamed the Baltimore Army Airfield from 1942 to 1945. The eastern half of the airport was in Dundalk, in Baltimore County. It served as a training base for fighter group units before becoming a repair and maintenance sub-depot. An unknown number of Women’s Army Corps (WACs) served there.*

*The British Overseas Airways Company, today British Airways, used the field as its main U.S. Operating Base during the war. British Prime Minister Winston Churchill left the airfield in 1942 after visiting President Franklin D. Roosevelt. Civilian airline service returned to the renamed Baltimore Municipal Airport in 1946. The airport closed in December 1960.*

## Today Designated For Army to Salute Women In Service

*The Baltimore Sun, December 12, 1943*

Increasing numbers of women are taking key positions for which they have shown notable aptitude in the army air forces. Women in uniform are filling vital functions at training fields, army airfields and air bases generally.

They are to be found in coveralls, in the shops and hangars, servicing and fueling planes, laborings as mechanics' helpers, as well as sitting behind desks receiving and dispatching orders, posting bulletin boards to chronicle inbound and outbound movements of planes, and preparing weather maps for the air lanes.

### Jobs Enumerated

Their jobs include air-traffic control, instruction in "link trainers" – miniature indoor planes in which pilots study instrument flying – weather observation, parachute rigging and various phases of radio work.

Because these women have proved themselves first-class soldiers, the AAF [Army Air Force] recently began an intensive campaign to recruit air WACs. Today has been designated as "The Army Forces Salute the WAC Day."

Enlistment in the Women's Army Corps is now possible with the specific understanding that upon completion of basic training a WAC will be assigned to AAF installations.

### Opportunities Cited

Opportunities for overseas service for qualified WACs are therefore numerous. WACs prepare the aerial mosaics and the maps which direct each pilot to his own specific target. WACs set the fuses of bombs just before they are hoisted into the bomb bays.

WACs check the parachutes and electrically heated flying suites worn by each of the plane's crew, and they see that the bombers and fighter planes are filled with gasoline and oil before the takeoff.

### Work For Air WACs

Other air WACs work in hangars to keep the plane's engines, hydraulic and electrical systems functioning properly. IN the sheet-metal shop they repair holes caused by flak and enemy fighter bullets. Others do administrative work at airfield headquarters.

With production of fighter planes and medium and heavy bombers fast approaching the rate of 100,000 a year, the AAF is taking more and more men out of non-combatant jobs to man the new planes and to serve as ground views in forward bases.

That has materially increased the demand in this country for air WACs to take the places of men drawn from supply, administrative and maintenance jobs.

### Open House At Field

"The Army Forces Salute the WAC" day will be observed here at an "open house" at the Baltimore Army Airfield.

Officers at the field will play host to young women and their families from 2 P.M. to 4 P.M. Air WACS will conduct visitors on tours of the post.

Among the guides will be Second Lieutenant Edna M. Caslin, of this city.

### Questions for Reading 2 and Photos

1. Why did the Army need more women to serve in the war?
2. What were some of the jobs that women did as WACs?
3. What might the author be trying to convey with language such as “first-class soldier” and “notable aptitude?”
4. Why did the Army host an open house at the Baltimore Army Airfield?
5. How do you think women’s military service and defense work during the war may have influenced future opportunities for women?
6. *Photos:* How do the images show multiple ways women supported defense efforts?

### Photos

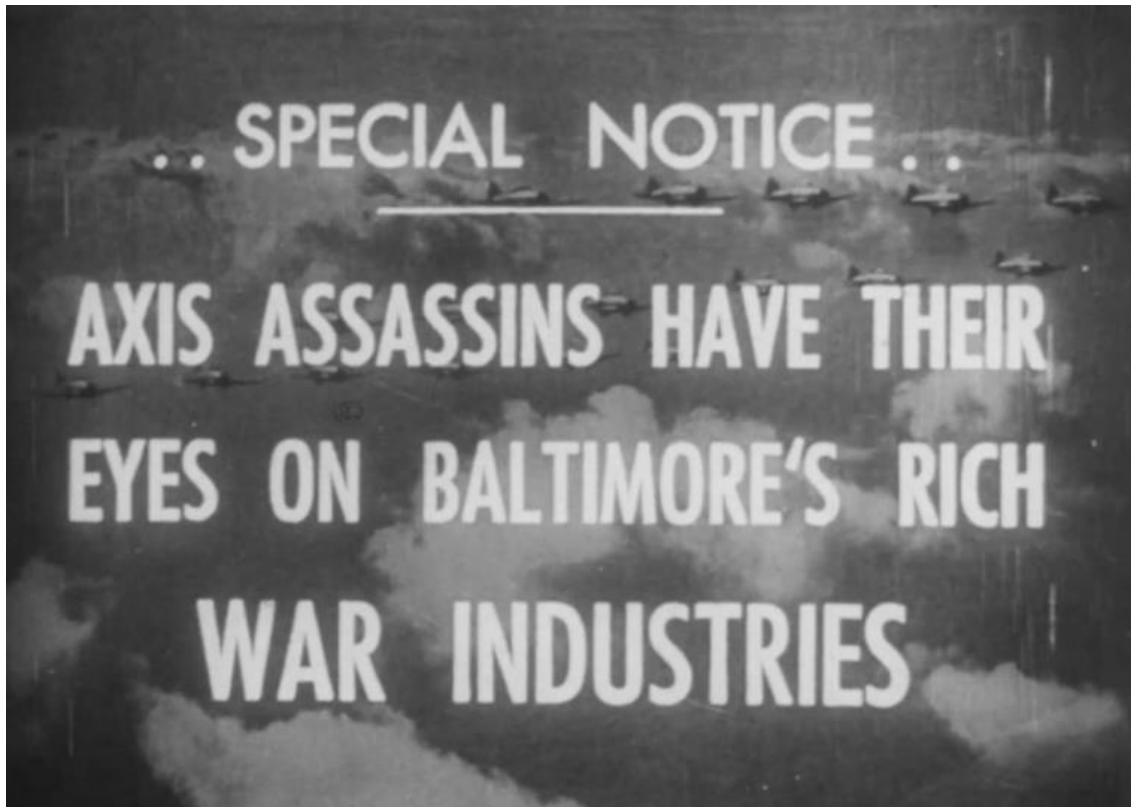


Figure 19: The first in a series of three still photos from a reel of silent trailers and political announcements, dated 1944, shown in a Baltimore segregated theater to Black audiences. Text: “..Special Notice.. Axis Assassins have their eyes on Baltimore’s rich war industries” (Credit: The [full reel](#) is accessible from the Library of Congress.)

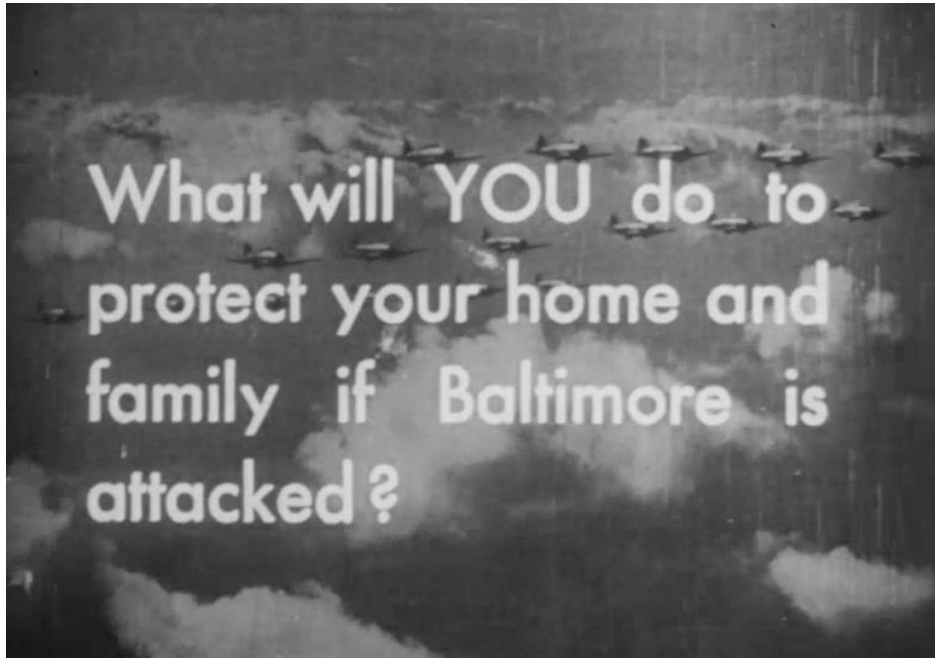


Figure 20: The second in a series of three still photos from a reel of silent trailers and political announcements, dated 1944, shown in a Baltimore segregated theater to Black audiences. Text: "What will YOU do to protect your home and family if Baltimore is attacked?" (Credit: The [full reel](#) is accessible from the Library of Congress.)



Figure 21: The third in a series of three still photos from a reel of silent trailers and political announcements, dated 1944, shown in a Baltimore segregated theater to Black audiences. "Join Civilian Defense Today" (Credit: The [full reel](#) is accessible from the Library of Congress.)

## Reading 3: Newspaper Article

*Background: The article is about the involvement of Boy Scouts from Baltimore County, the city of Baltimore, and nearby counties that were part of the Baltimore Area Council. It offers one example of the many local civilian defense efforts. Thousands of individuals contributed to home front mobilization by participating in activities such as patrols, training exercises, and emergency preparedness. Civilians also volunteered with the Red Cross, planted [victory gardens](#), supported [material drives](#), and participated in war bond and war loan campaigns.*

### 8,000 Boy Scouts Prepare to Aid Civilian Defense

*The Baltimore Sun, December 16, 1941*

If the Blitz strikes Baltimore, 8,000 Boy Scouts in the Baltimore area council may be utilized in civilian defense work.

W. Perry Bradley, executive for the Baltimore area council, revealed yesterday that the 300 troops in the council 'have been preparing for a long time' for the emergencies that all-out warfare might bring to city.

In the nine Scout districts of Baltimore city, troops have been practicing mobilization plans which will enable Scoutmasters to call their boys together quickly in case of emergency.

#### Strategic Locations Mapped

Each district, which may contain from twelve to twenty-five Scout troops, has been divided into territories and each territory has been assigned to one troop. The troops have mapped public buildings, hospitals, possible first-aid stations and refugee centers in all the territories.

In case of emergency these maps will be utilized by the scouts who plan to act as messengers for the various civilian defense agencies just as soon as those groups are fully recruited and begin functioning.

The Scouts have been practicing signaling and other methods of communication and first-aid work. Each troop has members who are trained in blackout first aid. The boys are taught to give first aid while blindfolded in order to simulate actual air-raid conditions in a blacked-out community.

#### Troops Aid Sales of Bonds

Fifteen Scouts are on call every day in the City Hall to Dispense defense registration blanks about the city as they are needed at the various recruiting centers.

Scout headquarters in the Morris Building, Charles and Saratoga Streets, have been utilized in the sale of defense stamps. Orders for defense bonds are taken at the headquarters.

According to Mr. Bradley, plans are being formulated which will utilize every Scout troop in the sale of defense stamps.

### Raid Precaution Posters

Five hundred Posters advertising the bonds and stamps were posted about the city by the Scouts on the day before Japan attacked the United States. Mr. Bradley said that Mayor Fiorello H. LaGuardia, United States Director of Civilian Defense, has asked the nation's Boy Scouts to distribute 5,000,000 air-raid precaution posters.

More than 1,000 new Scouts in this area will take the oath of membership at a rally to be held Friday at 8 P.M. at the Baltimore Polytechnic Institute. The new members, recruited during a "loyalty campaign," will be given the oath of membership by Dr. James E. West, chief Scout executive of the United States.

The Baltimore Area Council of the Boy Scouts includes Baltimore city and county, and the counties of Anne Arundel, Carroll, Harford and Howard. Of the 8,000 scouts in the area, 6,500 belonged to troops in Baltimore city.

### Questions for Reading 3

1. What war emergency tasks were the Boy Scouts preparing for?
2. Why were the Scouts trained to give first aid while blindfolded?
3. How do you think having Boy Scouts promote defense stamps and post air-raid precautions shaped the public's views on supporting war efforts?
4. Why do you think the Boy Scouts held a "loyalty campaign," and how might the public oath ceremony have helped show unity and support for the war effort?
5. How does the involvement of Boy Scouts in defense work show the importance of youth during the war?

### Lesson Closing

Answer the essential question: How did civilians and service members contribute to home front defense efforts?

## Extension

### Connecting to other Heritage Cities

You may wish to support students in connecting to civilian defense efforts in other home front cities, such as in:

- [\(H\)our History Lesson: Civilian Defense and Volunteer Contributions in Pascagoula, Mississippi, World War II Heritage City](#) (National Park Service)
- [\(H\)our History Lesson: Civilian Volunteerism and Contributions on the Home Front in Lewistown, Montana, World War II Heritage City](#) (National Park Service)

# Lesson 4: Baltimore County, Maryland: Comparing and Connecting WWII Home Front Cities

## About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Baltimore County, Maryland](#) designated as a [World War II Heritage City](#). The lesson contains photographs, readings and a culminating project. The first reading describes how people in Baltimore County and Maryland contributed to industry and volunteerism while facing wartime challenges, emphasizing the significant role the home front played during the war. The second reading connects the region to the designation of a Heritage City. The culminating project contributes to learners' understandings of the city as a WWII Heritage City, with the opportunity to combine lesson themes from the three other lessons in the Baltimore County, Maryland [collection](#). This is to summarize the city's contributions and encourage connections to the overall home front efforts.

## Objectives:

In a culminating product:

- a. Describe World War II home front defense manufacturing in Baltimore County and experiences of the diverse workforce
- b. Explain the contributions and challenges faced by African American wartime workers in Baltimore County
- c. Summarize the contributions of military and civilians to home front defense wartime efforts, including that of youth.
- d. *Optional:* Describe similarities and differences of Baltimore County and other Heritage city(s) / World War II home front(s).

## Materials for Students:

1. Photos: Figures 22-28 (*can be displayed digitally*)
2. Readings 1, 2
3. Maps, project materials (as needed)

4. Student graphic organizers (See Figure 29 at end of lesson, for reference)
  - Create Comparison Matrices for your students to use. To compare two cities, create a one-page sheet with three columns and four rows. Label the left column Theme/Topic and the other columns City 1 and City 2. For a Comparison Matrix for three cities simply add an additional column.
  - Create two Single-Point Rubrics to assist students' self-assessment. One is for assessing proficiency in meeting teacher-selected standards. One is for assessing proficiency in meeting objectives.
  - For the rubric on standards, create a one-page sheet with three columns and four rows of content. Label the first column "Areas for Improvement," the second column, "Proficient (Meeting Standard)," and the third column, "Areas of Exceeding Standard." Leave the first and third columns blank. In each row of the second column identify a Standard and indicate a space for noting the evidence for meeting the standard. Include a space at the bottom of the page for assigning points for each column.
  - For the rubric on objectives, create a one-page sheet with three columns and four rows of content. Label the first column "Areas for Improving toward Objective," the second column, "Proficient (Meeting Objective)," and the third column, "Areas of Exceeding Objective." Leave the first and third columns blank. In the four rows of the second column identify these four objectives:
    - a. Describe World War II home front defense manufacturing in Baltimore County and experiences of the diverse workforce
    - b. Explain the contributions and challenges faced by African American wartime workers in Baltimore County
    - c. Summarize the contributions of military and civilians to home front defense wartime efforts, including that of youth.
    - d. Optional: Describe similarities and differences of Baltimore County and other Heritage city(s) / World War II home front(s).

Include a space at the bottom of the page for assigning points for each column. See the last photo of this lesson for reference.



## Getting Started: Essential Question

Why was Baltimore County chosen as a World War II Heritage City, and what are its similarities and differences to other home front cities?

## Photos



Figure 22: "Bethlehem-Fairfield shipyards, Baltimore, Maryland. Shipways," May 1943 (Credit: Arthur S. Siegel, Library of Congress)



Figure 23: Bethlehem-Fairfield shipyards, Baltimore, Maryland. Woman Welder. May 1943. (Credit: Arthur S. Siegel, Library of Congress)



Figure 24: Bethlehem-Fairfield shipyards workers in May 1943 (Credit: Arthur S. Siegel, Library of Congress)



Figure 25: A drawing showing four African American women labeled laundry worker, Railroad worker, Farm Worker, and Other Essential Civilian Workers. Printed in the Baltimore Afro-American on July 31, 1943.



Figure 26: "Americans of various racial groups provide manpower for war industries. These youths, employees in a large Eastern bomber plant, are assembling bomb indicators. Both are graduates of government war training courses." Glenn L. Martin Bomber Plant. May 19, 1942. (Credit: Howard Liberman, Library of Congress)

 Quotations to consider:



Figure 27: This photo, showing Mrs. Caroline Ondeck with a speech bubble that reads 'I'm certainly glad I took this job,' is a part of an advertisement for Bethlehem Steel and accompanied the quotation transcribed below.

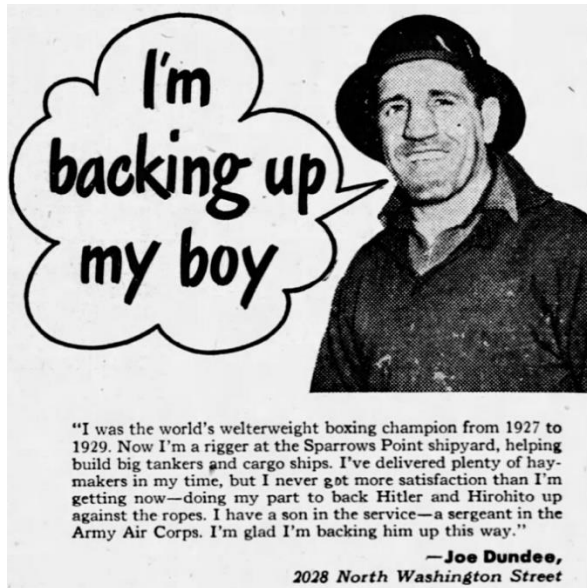


Figure 28: This photo, showing Joe Dundee with a speech bubble that reads 'I'm backing up my boy,' is a part of an advertisement for Bethlehem Steel – and is used for a quotation below.

## Workers from Bethlehem Steel's Sparrows Point in Baltimore County

"I saw an ad in the paper, saying women were needed to help out in the war, so I went and got myself a Sparrows Point job. They told me about an opening, shearing scrap in the hot-strip mill. I hesitated at first, then decided to try that. I haven't been the least bit afraid. My husband is an assistant foreman in the Sparrows Point wire mill, and we have a daughter in high school. I don't have any trouble getting the housework done. I'm certainly glad I took this job."

- Mrs. Caroline Ondeck, quoted in ad for Bethlehem Steel in *The Baltimore Sun* on February 14, 1944.

"I was the world's welterweight boxing champion from 1927 to 1929. Now I'm a rigger at the Sparrows Point shipyard, helping build big tankers and cargo ships. I've delivered plenty of haymakers in my time, but I never got more satisfaction than I'm getting now – doing my part to back Hitler and Hirohito up against the ropes. I have a son in the service – a sergeant in the Army Air Corps. I'm glad I'm backing him up this way."

- Joe Dundee, quoted in ad for Bethlehem Steel in *The Baltimore Sun* on February 14, 1944.

## Housing Shortages

"Most of the workers, both men and women 'unfortunately' came voluntarily from outside the Baltimore area . . . Undoubtedly they have infiltrated into already oversaturated housing

facilities, he pointed out. He said his office has no way of knowing how many workers left the city during the same period, but that with the present labor market her it is conceivable that newcomers far outweighed the number who left.”

- “Jobs Hit Peak: City Housing Called Acute,” *The Baltimore Sun*, February 6, 1



## By the numbers: Examples of employment growth in Baltimore County

During 1942, the Maryland State Director of the United States Employment Service shared that 132,900 job placements were made – the largest number in the history of the office. Of these, the greatest number took place through the Baltimore office into the war industries: 74,710.

- “Jobs Hit Peak: City Housing Called Acute,” *The Baltimore Sun*, February 6, 1943

The Glen L. Martin Company workforce went from 3,000 employees in early 1939 to 13,000 by the end of 1939. By December 1941, there were 30,000 employees. By the end of 1942, there were more than 52,000.

- “Remembering the boom times,” *The Baltimore Sun*, October 11, 1995

## Reading 1: Newspaper Article

*Teacher Tip: This newspaper article provides detailed information about life and work on the home front in Baltimore County during the war. Some places mentioned are located in the city of Baltimore, which is separate from Baltimore County, though the two share regional connections. Due to the article’s length, you may consider dividing it into sections for a jigsaw or small group activity. Subheadings have been added (not part of the original article) to help break up the text and support focused exploration of specific aspects of home front life.*

### Memories From the Home Front

*In World War II, city fretted and built ships*

*The Baltimore Sun*, April 17, 1994

Dominic Guzzo spent April 1944 carrying a torch, not a rifle, for his country.

Seven days a week, Mr. Guzzo cut and shaped sheet metal for troop ships being built at Bethlehem Steel’s Sparrows Point yard.

During breaks, he read newspapers. Some diversion. Joe Palooka was in uniform, and Popeye was enlisting.

Even *The Sun's* daily crosswords traced the battle lines: '8 across: Russian city, recently retaken.'

'You couldn't escape the war; it was on your mind 24 hours a day,' says Mr. Guzzo, now 81, of Highlandtown. 'Every day the headlines were as upsetting as if someone today had bombed the World Trade Center.'

Home-front Baltimore, 50 years ago this month: Life could be turbulent, scary, weird, heartbreaking. It jolted you like the deafening snarl of a Martin B-26 bomber at treetop height. But ordinary people had the feeling that every job they did – from constructing warplanes to collecting kitchen grease – helped the men overseas.

On April 17, 1944, young Marylanders were assaulting Cassino in Italy, training in England for the Normandy invasion, and pursuing the Japanese in the jungles of New Guinea and on sandy atolls in the vast Pacific Theater.

Many 50<sup>th</sup> anniversary remembrances of World War II focus on battles lost and won. But final victory would not have been possible without sweat, tears and sacrifice back home.

Mr. Guzzo says that building ships drew him nearer the troops bound for combat overseas. Never mind that his job did not require a steel helmet.

'I still felt like I was on a battlefield,' he says.

So did many other people.

No bombs or shells ever fell here, of course. But the average citizen felt no certainty that they wouldn't.

Though the war was being won, regular air-raid drills included enforced blackouts, which plunged Baltimore into eerie darkness. And local reservoirs were guarded fiercely by rifle-toting old-timers.

### Local prisoners of war

It wasn't easy to forget about the Nazis when you could spot German prisoners of war working in farm fields from Carroll County to the Eastern Shore.

A tourist mecca Maryland was not – though the German POWs found it a big improvement over North Africa. But citizens still had some fun, or pretended to.

Lionel Hampton and Sarah Vaughan played the Royal Theater; comedian Martha Raye, the Hippodrome.

Marlene Dietrich wowed wounded servicemen at Fort Meade, also 'home' to hundreds of Italian prisoners formed into suddenly friendly labor battalions after their country's surrender in 1943.

To entertain them at dances, the U.S. Army recruited dozens of single women from Baltimore, provoking one angry GI to write home: 'The scum that maybe killed my buddy is back in the States running around free, making eyes at my girl, and riding around in some drip's car, taking in the sights.'

#### [Life and volunteerism on the home front](#)

Unlikely. Gasoline led a long list of items in short supply. Civilian drives to collect scrap for the Allied cause erupted into furious scavenger hunts. A two-day salvage effort in Baltimore netted 24 million pounds of old metal and rubber. Taneytown officials ripped the iron bars off an old jail; the town of Cumberland donated the metal fence from a park.

In spring 1944, Boy Scouts gathered hundreds of pounds of milkweed pods, for the manufacture of life preservers. In April alone, Maryland housewives contributed nearly 250,000 pounds of kitchen fat, used to make explosives.

Home-front Baltimore, spring of 1944: Respite from the war were rare and cherished. One warm Sunday found civilians tending victory gardens, Marines photographing their girlfriends in front of the Washington Monument on Charles Street and Coast Guardsmen from Curtis Bay rowing their dates around Druid Hill Lake.

Folks forgot, for one sun-drenched moment, their weariness, meatless dinners and worn automobile tires.

'We felt it was our patriotic duty to act confident, even though we were worried,' says Sarah Hawkins, then a nurse at Maryland General Hospital. 'We kept telling ourselves we'd never be invaded, but at the same time the Glenn L. Martin Co. was camouflaged to hide it from the air.'

Emotionally, the war seemed just next door. You could walk through any Baltimore neighborhood in April 1944 and find stars hung in the windows of tidy row houses. A blue star indicated a serviceman's home; gold meant a battle death.

Ms. Hawkins, of Lochearn, recalls fighting back tears when she saw the gold stars. 'You felt so sorry for the family,' she says.

People also rallied in support of war-ravaged families abroad. A city-wide clothing drive for Russia netted 70 tons of goods, almost including Clyde Smoot's luggage which he's placed on his porch while hailing a cab. A clothing truck working 33<sup>rd</sup> Street accidentally picked up Mr. Smoot's bags, which the poor fellow finally recovered six hours later.

By the spring of 1944, Baltimore and Maryland reverberated with productivity and were posting impressive contributions to the national effort. The state put forth 265,000 soldiers, sailors and airmen – and the same number of Red Cross volunteers.

Marylanders also rolled up their sleeves and donated more than 320,000 pints of blood. Six thousand people gave a gallon or more; a handful of hardy souls made as many as 24 donations during the war.

### Industry and manufacturing

Home-front Baltimore: Did the city ever sleep? Diners stayed open around the clock to serve the thousands of people working night shifts as private industry surged to help overwhelm Germany and Japan.

Bethlehem Steel, which employed 60,000 people – 30 times its pre-war work force – produced nearly 20 million tons of Allied steel.

'The plant was going full-blast, 24 hours a day,' says Mr. Guzzo, whose seven-day workweek forced him to attend midnight Mass.

Workers at Bethlehem's Fairfield shipyard cranked out 10,000-ton cargo vessels as if they were automobiles. On March 29, the yard launched its 13<sup>th</sup> Liberty ship of the month and No. 315 of the war. Christened the S.S. John Murphy, in honor of the founder of the Afro-American newspaper chain, the ship had been completed in four weeks.

Several days later, *The Sun* reported that an 'over-anxious' Army invasion barge broke loose from its mooring in Canton and drifted three miles out to sea before the Coast Guard could retrieve it. (The barge was a trifle early: D-Day in Normandy was 50 days away.)

The Glenn L. Martin Co., a leading producer of military aircraft, had 53,000 employees, including Minerva Gordon, an awed Southern farm girl. Early in 1944, she was settling in as a stock clerk for the defense giant that had made a boom town of Middle River almost overnight.

The job was a major change for Ms. Gordon, an 18-year-old North Carolinian who, lured by Baltimore's wartime bustle, swapped chicken-feeding chores for work distributing high-tech bomber parts.

'I felt so important, doing something for the country,' says Ms. Gordon, of West Baltimore. She still cherishes a metal pin, with President Franklin D. Roosevelt's signature, that was given to her and thousands of other war workers 50 years ago.

Back then, American had a one-track mind, says Ben Meredith, 76, a retired fireman for the Baltimore and Ohio railroad. 'Everybody was working for one purpose – to make sure everything turned out OK.'

Mr. Meredith spent long hours stoking the bellies of mighty locomotives that hauled the food and fuel.

'We didn't think we were sacrificing that much, having just come out of the Depression,' says the Linthicum resident.

In 1944, the B&O hauled 62 million tons of coal, twice the amount of any prewar year.

#### A reflection from a former prisoner of war

Sometimes the trains carried Axis prisoners, 50,000 of whom were held in Maryland. Many worked as farmhands, harvesting fruit and vegetables. (The state was No. 1 in tomato canning during the war.)

For men who had driven tanks in the desert for Rommel's Afrika Korps, chugging along on a farm tractor was quite a switch. For the better.

Some would yearn to return. From postwar Germany, one former soldier wrote to R. Stanley Dillon, an apple grower for whom he had worked in Washington County:

'I'm always thinking of the good time as a P.O.W. in Maryland. There we had much pleasure to work, with good food and tobacco. Now, in Germany, the life is very desolate. My house is bombed. We are working in the coal mines.

Is it possible we will come over again to work for you?'

#### Questions for Reading 1, Photos, Quotations to Consider

1. What kind of work did Dominic Guzzo do during the war? Why was it important?
2. How were prisoners of war used in the area?
3. List at least three materials or resources civilians collected or donated to support the war effort.
4. How did life on the home front in Baltimore County reflect both sacrifice and pride in supporting the war?

5. How did home front contributions, both paid and volunteer, in Baltimore County support the US and the Allies? Consider both information from this text and from past lessons.
6. *Photos and Quotations to consider:* Describe how each photo and quotation connects to Baltimore County's designation as a Heritage City.

## Reading 2: Heritage City Designation

**Excerpt from:** "[House Report 115-998](#), *"To Direct the Secretary of the Interior to Annually Designate at Least One City in The United States as An 'American World War II Heritage City,' and for other purposes"* (October 30, 2018)

“. . .PURPOSE OF THE BILL

The purpose of H.R. 6118 is to direct the Secretary of the Interior to annually designate at least one city in the United States as an "American World War II Heritage City".

### BACKGROUND AND NEED FOR LEGISLATION

On December 7, 1941, military forces of the Empire of Japan attacked the U.S. Naval Fleet and ground bases at Pearl Harbor in Hawaii. On December 8, 1941, one day after what President Roosevelt referred to as, "a date which will live in infamy," the United States declared war against the Empire of Japan. Three days later, on December 11, 1941, Japan's ally, Germany, declared war on the United States. Sixteen million Americans, mostly young working-age men, served in the military during World War II, out of an overall United States population of 113 million.

While an unprecedented number of Americans served in World War II, the country drastically increased its war production on the home front, serving not only the needs of the armed forces of the United States but her allies as well--in what President Franklin Roosevelt called "The Arsenal of Democracy." The combination of millions serving in the military, during a period of necessary and drastic increases in production, led to significant social changes on the American home front.

The World War II period resulted in the largest number of people migrating within the United States in the history of the country. Individuals and families relocated to industrial centers for good paying jobs out of a sense of patriotic duty. Many industrial centers became "boomtowns," growing at phenomenal rates. One example, the City of Richmond, California, grew from a population of under 24,000 to over 100,000 during the war. . ."

## Questions for Reading 2, By the Numbers, and Photos

1. What was the purpose of the bill (H.R. 6118) according to the report?
2. Why did Baltimore County experience “boomtown”-like growth during the war? What were some of the effects of this rapid change? *[Also connect to By the numbers.]*
3. Why do you think Baltimore County was designated as a World War II Heritage City? Connect details from the bill and evidence from the first reading, and/or other readings from the Baltimore County lessons.
4. Are there other cities you think of when considering home front contributions during wartime? Which, and why?

## Culminating Activity/Mastery Product

To demonstrate student understanding, support students in creating a final product that meets the following objectives:

- a. Describe World War II home front defense manufacturing in Baltimore County and experiences of the diverse workforce
- b. Explain the contributions and challenges faced by African American wartime workers in Baltimore County
- c. Summarize the contributions of military and civilians to home front defense wartime efforts, including that of youth.
- d. *Optional:* Describe similarities and differences of Baltimore County and other Heritage city(s) / World War II home front(s).

### Mastery products should be:

. . . **student-led**; Students work as individuals or in collaborative groups.

. . . **student-directed**: Students are offered a variety of choices for product type.

. . . **student-organized**; Teacher facilitates by providing students with the comparison matrices and/or resource links from throughout the series of lessons.

. . . **student-assessed**; Teacher supports student self-assessment and reflection by providing students single-point rubrics to assess for meeting standards and/or lesson objectives.

Note: Depending on time and scope, the comparison of Baltimore County, Maryland to another WWII Heritage or home front city(s) within the mastery product (objectives) may be

omitted. However, comparing cities is recommended, as it connects students to a deeper understanding of the WWII home front.

**Examples of mastery product choices include, but are not limited to:**

- **Written:** Letter (opinion or informative), essay, poem, narratives, biography, articles, class book or children’s book, speech or debate (then presented orally), blog / website, plaque or historical displays, pamphlets or rack cards
- **Graphic Organizers:** timeline, flowcharts, mind or concept content maps, Venn diagrams, comparison matrices, posters
- **Artistic Expression:** song, dance, theater (ex. skits), 3-D models, dioramas, photo journal, stamp and coin designs, visual art, architecture/building or monument, museum design
- **Media design and creation:** podcast, historical markers, social media content, interactive virtual maps or tours, infographics, video, comic strips or graphics, game design, slideshows, digital scrapbook

Please view the [NPS Heritage cities lesson collection](#) for information and resources on other cities.

**Single-Point Rubric**

Areas for Improvement	Proficient (Meeting Standard)	Areas of Exceeding Standard
	Standard: _____ Evidence of meeting standard: •	
	Standard: _____ Evidence of meeting standard: •	
	Standard: _____ Evidence of meeting standard: •	
	Standard: _____ Evidence of meeting standard: •	
Points		

Figure 29: Single-Point Rubric (Standards; Blank) [Teacher selects priority standards for assessment.] Courtesy of Sarah Nestor Lane

## Acknowledgment

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