

Richmond, California, WWII Heritage City

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



Photo by Nadaner Studios. Rosie the Riveter/WWII Home Front NHP. RORI 1039.

Figure 1: Welders, Kaiser Cargo Inc, Richmond Shipyard No. 4 Day Shift. (Credit: RORI 1039, Photo by Nadaner Studios Rosie The Riveter/ WWII Home Front National Historical Park)

Introduction

The three lessons, and culminating fourth lesson, support the development of understanding the significance of [Richmond, California, World War II Heritage City](#). The first lesson explores examples of war industries in Richmond, such as the Kaiser Shipyards and the Ford Motor Plant, and includes perspectives from those who worked in them. It also examines the city's population growth and economic changes as a "boom town." The second lesson focuses on women who worked in these industries, sharing perspectives such as working in the shipyards as welders, and barriers faced in hiring and pay. The third lesson examines ways civilians supported the war effort through volunteering and donations, with a particular emphasis on youth involvement. While each lesson highlights specific contributions, they all connect to broader themes and insights about the U.S. home front during World War II. Lessons incorporate a mix of primary and secondary sources, including photographs and other media.

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 Richmond, California and leads into a comparison with other World War II home front cities as a culminating activity.

1. [Wartime Manufacturing in Richmond, California, World War II Heritage City \(p. 6\)](#)

- Economic and population growth
- Manufacturing and industry
- Civilian workforce
- African American history
- Women in the workforce
- Housing shortages
- Kaiser Shipyards
- Ford Assembly Plant

2. [Women in War Industries in Richmond, California, World War II Heritage City \(p. 21\)](#)

- Manufacturing and industry
- Civilian workforce
- Women in the workforce
- Kaiser Shipyards
- Social change

3. [Civilian and Youth Volunteerism in Richmond, California, World War II Heritage City \(p. 34\)](#)

- Volunteerism
- Junior Red Cross
- Scrap and salvage drives
- Victory gardens
- War bonds and war loans
- Civilian defense
- Boy Scouts
- Red Cross

4. [Richmond, California: Comparing and Connecting WWII Home Front Cities \(p. 46\)](#)

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 California History-Social Science Framework (as of 2016). 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

California State Standards

California History-Social Science Framework Standards

The lessons align to the following standards defined by the [California History-Social Science Framework](#) (as of 2016).

History–Social Science

Grade 4

Course: California: A Changing State

HSS-4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

HSS-4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.

Grade 11

Course: United States History and Geography: Continuity and Change in the Twentieth Century

HSS-11.10.1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.

HSS-11.7.6 Students analyze America’s participation in World War II.

HSS-11.7.6. Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.

HSS-11.8. Students analyze the economic boom and social transformation of post–World War II America.

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: Wartime Manufacturing in Richmond, California, World War II Heritage City

About this Lesson

This lesson is part of a series about the World War II home front in [Richmond, California, World War II Heritage City](#). The lesson includes readings and photographs to help students understand wartime industry and manufacturing in the area, such as at the Kaiser Shipyards and the Ford Assembly Plant. Students will explore how local manufacturers adapted to meet wartime demands. The lesson also examines challenges that accompanied wartime work opportunities and population growth.

Objectives:

1. Explain how wartime industries affected Richmond's workforce, industrial growth, and population changes.
2. Describe how local manufacturers contributed to the U.S. and the Allied forces, and how they adapted to do so.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

Materials for Students:

1. Photos: Figures 2-6 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended:* Map of California, with Richmond marked



Getting Started: Essential Question

How did Richmond's wartime industries contribute to the war effort, and in what ways did the industries impact the city's development and growth?

Photos



Figure 2: "Richmond, California. Permanente Metals Corporation, shipbuilding division, yard number two. Guy Bruno has worked at the yard for six months. He was born in Italy and formerly worked in a cannery." Feb. 1943 (Credit: Rosener, Ann; Library of Congress)



Figure 3: Anna Bland, a burner, at work on the SS George Washington Carver, a Liberty Ship, in Richmond Shipyard No. 1 of the Kaiser Company. (Credit: Office of War Information, Library of Congress)



Figure 4: Visiting officials with a tank outside the Ford Assembly Building in Richmond. (Credit: Courtesy of the Richmond Museum of History & Culture)



Figure 5: Women preparing tanks for overseas shipment at the Ford plant in Richmond. (Credit: Courtesy of the Richmond Museum of History & Culture)



Marvin Foster, a crane operator in the Kaiser Shipyards in Richmond, California, in front of his trailer home in 1944. The trailer park is now El Cerrito Plaza. RORI 1855

Figure 6: Marvin Foster, a crane operator in the Kaiser Shipyards in Richmond, California, in front of his trailer home in 1944. The trailer park is now El Cerrito Plaza. (Credit: RORI 1855, Rosie The Riveter/ WWII Home Front National Historical Park)



A view of the offices of the auxiliary Boilermakers A-36 Union, a segregated union hall for African American shipyard workers in Richmond, California. Photograph by E.F. Joseph. RORI 686

Figure 7: "A view of the offices of the auxiliary Boilermakers A-36 Union, a segregated union hall for African American shipyard workers in Richmond, California. (Credit: RORI 686, Rosie The Riveter/ WWII Home Front National Historical Park)



By the numbers: three industry examples

- 747 ships were built in **Richmond's Kaiser Shipyards**. This ship production included about 20% of the country's total production of Liberty ships (519).
- In April 1943, the Office of War Information reported that more than 1,000 African American women and 5,000 African American men worked in the Kaiser Shipyards. At that time, about 90,000 people worked there in total, and by the end of the war, women made up roughly one-third of the workforce.
- The fastest ship built during the war at the Kaiser Shipyards was the Robert E. Peary Liberty Ship, completed in less than five days during a competition among shipyards. By 1944, the average construction time for a Liberty Ship at the shipyards had dropped to just over two weeks.
- The **Ford Assembly Plant** in Richmond assembled 49,000 jeeps. Repairs or finishing touches were completed on 91,000 tanks, armored cars, and other military vehicles. They were one of three tank depots in the United States.
- The **Filice and Perrelli Cannery** increased production in 1941, with much of the canned fruit going to government contracts. The cannery increased employment by 25%, reaching about 1,200 staff at peak employment. In 1944 they built another warehouse, a structure measuring 400 x 75 feet.



Quotations to consider:

“They [wartime workers] had no place to sleep many of them. It was nothing to have strangers ring your doorbell and see if you had a bedroom you’d be willing to rent out. Some would rent a bedroom and three different people would rent it, and they’d work different shifts and that bed would always be used. That sort of thing you know. Odd looking little sheds went up in many yards. Just a room for a man to sleep so that he could get back to work.

Restaurants somehow they would come from here and there and the little sleepy town that had maybe two little restaurants—you needed to feed these people. The kids needed to go to school and there were just these few schools. The housing authority built places as fast as they could, a lot of them not built so well. Just a place where people could live. . . Personally we had relatives that came out here to work here in the shipyards. I can’t even remember them all. Of course, they all wanted to stay with us. We had couches; we couldn’t take them all. Mother and Dad, I don’t know how they managed it all, but we did what we could, and so did everybody else to help the war effort.”

- Lucille Ziesenhenné, in [oral history](#)

[Citation: Lucille Ziesenhenné, Lucille Ziesenhenné: Rosie the Riveter WWII American Home Front Oral History Project, Jess Rigelhaupt, 2003. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.]

“I went to work in the shipyards. At that time—this was shortly after war was declared; I don’t remember the exact dates—but I went over there and they hired me. They said, ‘Do you want to work day shift or night shift?’ I said, “Well, what’s the difference in pay?’ It was like \$1.25 for day shift an hour, and \$1.50 for night shift an hour. Doesn’t sound like much, but in those days it was good money.

So I took the job for night shift. My dad lent me his car so I was able to get over to Richmond. It was hard work. They put me out on a pier, on a huge platform that stuck out from the shorelines of Richmond out into the bay. I couldn’t find it when I went back there two or three years ago. I think maybe they covered it over. But at the time of the war, when they were building their first ships, this huge platform was sort of a pre-assembly platform. My job was to take a template and put it down on a huge piece of steel, which had been lowered on this platform and then mark the edge of it with chalk. Then a welder came along and cut it; then they lifted it up, moved it elsewhere, and it became part of the hull of a ship.

It was really cold. . . You could see the Golden Gate. The wind came right through the Golden Gate and everybody who was working on this platform was frozen. You had to wear a hat down over your ears. . . They brought in something like 20,000 people, over a period of time, to work in that shipyard. Anyway, that was hard work at the shipyards. I caught a cough that I couldn’t get rid of for years.”

- Martin Griffin, in [oral history](#)

[Citation: Martin Griffin, Martin Griffin: Rosie the Riveter WWII American Home Front Oral History Project, Shanna Farrell, 2015. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.]

Questions for By the Numbers and Quotations to Consider

1. What do the numbers show about the scale and variety of industries in Richmond during the war?
2. What details from Lucille Ziesenhenné’s quotation show both the local housing challenges and how families adapted to help support the war effort?
3. How does Martin Griffin’s description give insights on some of the physical challenges and demands faced by shipyard workers?



Read to Connect

Teacher Note: Several National Park Service articles, along with other resources, can serve as background readings before students examine the primary source newspaper articles and oral history excerpts. These include pieces like the [Historic Richmond Shipyards Overview](#). Links to these articles are listed under “Additional Resources” at the end of the lesson.

Reading 1: Newspaper Article Excerpt

Vickery Claims Yard 3 Best Managed in Nation

The Independent (Richmond, California), June 30, 1943

Hard hitting Rear Admiral Howard L. Vickery, vice chairman of the U.S. Maritime Commission and the ‘boss’ of its far-flung shipyards, is satisfied with the rate of construction at Richmond shipyard No. 3.

The admiral, speaking his mind and obviously nettled at charges of a U.S. Maritime Commission auditor, made before a House committee in San Francisco, conducted newspapermen on a tour of a portion of the yard and down into the hold and through Hull No. 1 – the General George O. Squier, launched November 25, 1942 - to back up his claim that ‘yard No. 3 is one of the best managed and operated shipyards in the world today.’

‘I have been in the shipbuilding business for 30 years and have been in shipyards in every country in the world – with the exception of Japan – and I can say that there never has been anything to compare with Richmond Yard No. 3.

‘It is a marvel of scheduling, it is the best organized yard in the nation today and it is one of the world’s best shipyards. This is a marvelous show,’ the admiral declared as he pointed out various departments of the yard from the roof of the giant warehouse.

In answer to a question as to whether he was satisfied with the production of ships, Vickery said: ‘I am never satisfied. I want more and more ships.

‘But, you must remember that this yard was built from scratch. Four million tons of rock had to be moved and blasted out and the keel for the first ship was put down before the yard was completed.

‘This yard is not yet operating at full blast. When the first ship is out of the way, and there are no more interruptions through changes of plans and designs, or through routing of men

and materials to other yards, Yard 3 will turn out C-4's in record time – of that I am confident.

'I have lived in shipyards for 30 years and know what I am talking about. There is no 'mess' at shipyard No. 3.

'I have had a free hand from the President and the government in Washington in construction of merchant shipping, and I am confident that they will continue to back up my judgement. . .

The only criticism that Admiral Vickery found with the yard was that it is 'not yet operating at capacity. But, I understand that is because they cannot get the manpower to reach that peak.

'Imagine the time and effort it has taken to get this far. We must have time and we must plan ahead.'

The admiral then conducted newspapermen through the General Squier, into a maze of holds, through which literally thousands of electrical and communication wires were strung and through which pipes of all varieties and sizes were being installed.

The Squier is more than 600 feet long and 2,000 men and women at various jobs every 24 hours on the giant ship. There are bulkheads and partitions of various types and sizes. There are a thousand details that must be carried through before the ship is completed.

And yet more than 250 changes in the original plans were made from the time the keel was put down in May of 1942 until today – and there are still changes being made.

'The first ship out of a new yard is the toughest problem for any shipbuilder,' Admiral Vickery declared.

'When the baby of the yard is out of the way, it is usually soft pickings to turn out the rest of the ships on schedule. And I am confident enough, and have enough faith in the ability of Mr. Kaiser and his men, to look for record smashing production when this yard gets into full swing.' . . .

Questions for Reading 1

1. Identify the position held by Rear Admiral Howard L. Vickery. Why would his evaluation of the shipyard be considered credible?
2. Vickery offered praise for Yard No. 3, but he also had a criticism. What was this criticism? Was this a fault of the shipyard?
3. Vickery said, "*the first ship out of a new yard is the toughest problem.*" Explain what this phrase means and connect it to the more than 250 changes made to the ship's

original plans. What does this reveal about the learning curve of wartime industries, and why might these challenges have occurred?

Reading 2: Newspaper Article

Ford Plant Here Main Coast Tank Depot

Secrecy Lifted From Operations After 11 Months

The Independent (Richmond, California), July 8, 1943

After 11 months of protective silence U.S. Army officials today lifted the cloak of secrecy to reveal that for the past year the Richmond Ford plant has been operating as the main tank depot for the entire Pacific war theater.

The revelation was made to the public when Colonel K. B. Harmon, chief of the San Francisco Ordnance District, Army Service Forces, and Major A.E. Gilbert, public relations officer for the Ninth Service Command, led press representatives on a tour of inspection of the plant.

The importance of the local armored vehicle depot is highlighted by the declaration that at the present time more material is stationed here than was possessed by the entire United States Army prior to the war.

Endless Stream

Into the local plant daily, from many different plants in all parts of the United States pours an endless stream of material, known in the Army as 'armored vehicles,' including tanks, tank destroyers, motor carriages, half tracks, personnel carriers and scout cars, as well as 'accessory vehicles' - lift trucks, heavy wrecking trucks, snow plows, bomb lift trucks, and bomb service trucks.

At the Richmond depot, Major Gilbert said, tanks are modified, processed, and prepared for shipment to all parts of the world.

Prior to Pearl Harbor the Richmond tank depot was the west coast assembly plant for the Ford Motor Company. Last July it was selected by the Army for a tank depot because of its manufacturing capacity and its proximity to rail and water transportation, and in an amazingly short time was transformed into a processing plant for preparing the armored vehicles for shipment.

Praises Employees

Colonel Harmon praised the plant employees for the manner in which the secret was kept for, although the tank depot has been in operation for almost a year, few people, even in Richmond, had any idea of what was actually taking place at the Richmond inner harbor site or of the vast quantity of material that was moving through this port.

Major Dick R. Reed, commanding officer of the Richmond tank depot, called attention to the modification steps carried out here to fit each vehicle for the type of combat duty it will be expected to meet.

First, before modification, all vehicles are divided into two classifications – those for domestic use by troops on field maneuvers in training centers in this country, and those intended for overseas shipment under lend-lease to our Allies or for use by our own armies on the battlefronts.

Climatic conditions are the biggest determining factor in deciding the modifications. For example, tanks going to Alaska or to the Aleutians require different modifications than those going to a hot desert country such as North Africa. Tanks designed for use in mountainous countries also require different tailoring than those which will be assigned to duty with armies fighting in swampy terrain.

It is this processing and modifying that is carried on here before the vehicles are shipped.

Questions for Reading 2

1. What challenges do you think plant workers faced in keeping the tank depot's operations secret, and why do you think the government wanted to keep it secretive?
2. Why was the Richmond Ford Plant selected to be converted to a tank depot?
3. What are examples of armored vehicles mentioned in the article?
4. How did "climatic conditions" guide the modifications happening at the Ford plant?

Reading 3: Oral History Excerpts

Background: In 1930, only 38 African American residents lived in Richmond, California. During World War II, many African Americans migrated from the South seeking wartime employment, and by the end of the war, the city's African American population had grown to 14,000. These migrants faced discrimination in hiring, housing, and daily life. The Richmond Housing Authority enforced discriminatory policies, providing limited and poorly built housing that led to severe overcrowding. Due to [redlining and racial covenants](#) and an inadequate supply of housing, African American families were denied government-backed

loans, limited to specific areas for housing, and, in some cases, resorted to building homes from scrap materials. In response, a local NAACP chapter was established in 1944 to advocate for an end to these discriminatory practices. For further reading, see the lesson's additional resources below.

Frank Stevenson

Rosie the Riveter WWII American Home Front Oral History Project

The [interview and its transcript in full](#) can be accessed with The Bancroft Library, University of California, Berkeley. The following is an excerpt for the student reading.

Frank Stevenson (Interviewee): “. . . You were walking down the street [in Richmond] during the daytime, the cop would stop you and call you over. “Come here,” and “Where you work? You don’t work. You don’t work? Okay.” They get your name, where you living. “They hiring at the shipyard. They want men at the shipyard. You either work {or get men to work?}” . . .

They would take your name, your address and everything. “We going to check on you.” They was checking on you every week. “Don’t let me catch you in the street again.” Without a job, you going to jail.

Esther Ehrlich (Interviewer): Was that just black men? Or do you think that was everybody?

Stevenson: That could have been everybody, but I know for sure it was blacks. They wanted you to get a job. I knew that all the time. They didn’t have to worry about me getting a job, because I wanted a job. But I didn’t want to work at no shipyard.

Ehrlich: You didn’t want to work at the shipyards? Why?

Stevenson: I don’t know. I just never did want to work at the shipyards. I don’t know. Too many peoples or something. What had me really confused with the shipyards, there was too many people here coming in working at the shipyards that didn’t have places to stay. The government hadn’t gotten together on furnishing homes for people to live. They was just flocking in there, trying to work in these two shipyards, and some of them, they had a theatre on Sixth and Macdonald, and then they had a Chinese restaurant . . . right across the street from it. That’s where most all the blacks would go and eat, and most all the blacks would go to this theatre. . . All the peoples who didn’t have places to stay, especially blacks who didn’t have places to stay, they would go out there and work for so many hours, then they would go to work ten hours, then they would come back, then they would go to

this theatre and eat, and then they would probably order some food to go.

They would go and pay 25 cents or 35 cents—while the war was going—to go in the theatre that was open 24 hours. They would look at the pictures just like you sit there and look at your TV until they went to sleep. They would go to sleep, and wake up in time enough to go back over across the street, eat breakfast and go to work. Go back out there to the shipyards. That's where they were living, in the theatre, find a place, whatever they could find, to take a shower or whatever. That's where they was actually living. I seen that. I didn't want no parts of that. . .

I went into this [Ford] office, and I asked the guy who was in there with me and he says, "Yeah, we hiring."

I says, "What does you do? You make cars, for real?"

He said, "Yeah, we make cars, but right now during the war, we don't make cars." He said, "We put together jeeps right now. Now we make jeeps, and the other part of the plant is taking care of cleaning tanks from overseas." The wounded tank that come in from overseas, the crippled tank. On the battlefield, maybe they been shot up or something, they bring 'em back in there and mechanics would do their mechanic work.

My job was to help take the wheels off. You would call it the wheels, like those great big old wheels that go around. . . You take them off and bale them up. We had a whatchamacallit, we would take them over like that, then we would drop them in a barrel of acid. We had to let them stay in this acid. That was a good job, that. You could sit down the whole time they was in that acid, maybe a whole hour, hour and a half, or whatever. Most of the time it was probably about two hours. Go back and pull it out, slide it out of the little housing that they had it set up for, then you would take the hose and just shoot water on it. Everything would come off of it. Clean. Real, real, real, clean. We would clean it like that, then we would take the spray gun and spray, repaint it real pretty and black. We would bring it out and stack it, and get it ready for the guys to put it back on. . . We had to take it out to the bay and see if it was running right, if it was floating right. We'd have to take the jeeps out there, too. We had some of them, what they call "floating jeeps" that we made, too. You could put them in gear and run on land, and when you get to water you put them in another gear and it floats, like a ship. . .

. . . Some places on the job, they wasn't hiring blacks. They had told me before I went to Ford, that Ford wasn't hiring blacks at all. There wasn't but a few blacks there when I first went there. But then they start. UAW-CIO [union] come in. They wasn't hiring blacks to paint and they wasn't hiring blacks on what they would call electricians, and all that kind of stuff. We weren't able to get into that kind of stuff. . . But the UAW broke up all that even

before I left. They started blacks to doing any type of work that they had available, that blacks could do. So before I left there, blacks was all over the place doing anything that they was qualified to do. I give that credit direct to UAW-CIO. . .

[Citation: Frank Stevenson, *Frank Stevenson: Rosie the Riveter WWII American Home Front Oral History Project*, Esther Ehrlich, 2007. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.]

Questions for Reading 3

1. Why were police officers questioning people who were not working during the day, according to Stevenson?
2. Stevenson described how some workers without housing found shelter. What solution did they use?
3. What kind of work did Stevenson do at the Ford plant, and how do his descriptions connect to details in Reading 2?
4. How did the UAW-CIO union change job opportunities for African American workers at Ford, according to Stevenson?
5. How do Stevenson’s experiences show both the challenges and opportunities for African American workers in Richmond during the war?

Lesson Closing

Answer the essential question: How did Richmond’s wartime industries contribute to the war effort, and in what ways did the industries impact the city’s development and growth?

Additional Resources

[Betty Hardison and the American Dream](#) from the National Park Service

[Childcare on the World War II Home Front](#) from the National Park Service

[Housing and the WWII Home Front](#) from The National Council on Public History and National Park Service

[Redlining and Racial Covenants](#) from The National Council on Public History and National Park Service

[Richmond Museum of History & Culture](#)

[Richmond: Wartime Work and Unfair Housing](#) from Habitat for Humanity: East Bay/Silicon Valley

[Suburbs & Race: Post-WWII Neighborhoods of New Castle Avenue](#), from Center of Historic Architecture and Design and the Delaware Department of Transportation

Resources from [Rosie the Riveter WWII Home Front National Historical Park, National Park Service](#)

Under “[Kaiser Shipyard No.3](#)” you will find articles on the ships, shipyards, and its buildings. Additionally, find articles under “[WWII Housing and Education Initiatives](#)” that include background readings on housing (Atchison and Nystrom Village) and the Nystrom School and Maritime Child Development Center. “[Living on the Home Front](#)” includes information on urban growth and housing struggles and key facts.

Other resources within “[History & Culture](#)” include helpful articles about people and communities, both in Richmond, and nationally. These include an article about [Henry J. Kaiser](#) and an article on [The Latino Community in Wartime Richmond](#).

[Park media resources](#) include collections of films, photo galleries, and oral histories.

Lesson 2: Women in War Industries in Richmond, California, World War II Heritage City

About this Lesson

This lesson is part of a series about the World War II home front in [Richmond, California, World War II Heritage City](#). The lesson contains oral history excerpts, a newspaper article, and photos to contribute to learners' understandings about the contributions and perspectives of women workers in Richmond's wartime industries. Women worked and served in many ways in Richmond during the war, such as at local shipyards. The lesson does not cover all roles, opportunities, or perspectives, but shares some experiences for students to consider. You may choose to support students in researching more perspectives using the lesson's additional resources.

Objectives:

1. Explain why women entered Richmond's wartime industries and analyze how their contributions were essential to the success of the home front.
2. Describe the experiences of women working on the home front in Richmond, with details such as workplace safety, living conditions, types of jobs, challenges, and benefits.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

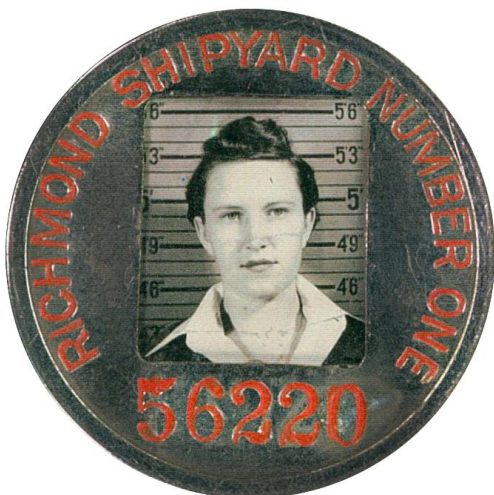
Materials for Students:

1. Photos: Figures 7-12 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended:* Map of California, with Richmond marked

Photos



Figure 8: "Kaiser shipyards, Richmond, Calif. 1943. Welder-trainee Josie Lucille Owens helping to construct the Liberty ship SS George Washington Carver." (Credit: Joseph, E. F., Library of Congress)



Rosie the Riveter/WWII Home Front NHP. RORI 75

Figure 9: Richmond Shipyard No. 1 identification badge. Background: "Norma Jensen and her mother, Thelma, lived in San Francisco and worked in Richmond. They started their commute at 5:00a.m. and took a cable car, the ferry, and a bus to get to the Kaiser Shipyards." (Credit: RORI 75, Rosie The Riveter/ WWII Home Front National Historical Park)



Figure 10: Women shipyard workers riding to the yards in Richmond, California, June 1943. (Credit: Rosener, Ann, Library of Congress)



Photo by Nadaner Studios. Rosie the Riveter/WWII Home Front NHP. RORI 1039.

Figure 11: Frances Lorine Partain, Kaiser Shipyards, Richmond CA (Credit: RORI 1039_a, Rosie The Riveter/WWII Home Front National Historical Park)



Figure 12: A fashion show was given at the Permanente shipyards in Richmond for women workers to demonstrate the safety of proper dress and uniforms for each area of work. The sashes share the areas of work for each woman: warehouse, pipe expeditor, boilermaker's helper, shipfitter helper, and burner. (*The Independent*, Feb. 20, 1943)

Getting Started: Essential Question

What contributions did women in Richmond make to wartime industries, and how did they demonstrate resilience while taking on these roles?

By the numbers:

- A March 25, 1942 survey by the Richmond Federal Employment Service office shared that at least 2,500 women workers would need to enter the workforce to support leading war industries. In September 1942, the total was 716 women placed in jobs. In October 1942 alone, 1,006 women were placed in jobs in the area.

- A group of women civic leaders took a tour of the Richmond shipyards on July 6, 1943. The public relations department shared with the group that at that time, 90,000 employees at the shipyard were women.
- In 1943, the state of California had 229,900 women wage earners in manufacturing industries alone. This was an increase of 116.1% in the number of women workers from 1942, compared with an increase of 14.7% of male workers. These industries included shipbuilding and aircraft manufacturing.
- The National Board of the YWCA conducted a poll at the conclusion of the war (summer 1945) that reported more than 80% of the women workers needed their jobs to support themselves and their dependents.



Quotations to consider:

“ . . .He [[Henry Kaiser](#)] created apartment housing for the workers. And miracle of miracles, he devised a program for their children. And it was just phenomenal. What a lovely program it was, because it was an educational program; it wasn't babysitting. But they had a really good developmental program, wonderful nutritional program, and care around the clock, because the shipyards worked twenty-four/seven, and so the centers were open twenty-four/seven. And they had dormitories for the children, with cots for them to sleep when it was time for them all to go to bed. . . .”

- Patricia Wilson, worker at the [Maritime Child Development Center](#) for the Kaiser Shipyards (*Patricia Wilson, Patricia Wilson: Rosie the Riveter WWII American Home Front Oral History Project, Julie Stein, 2010. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.*)

“A few weeks ago, gags about women riveters and welders got a lot of laughs on radio and stage shows. Today the laugh is on the gagsters, because the ladies are doing a real job in the business of building ships. The prefabrication plant for Richmond shipyards signed on 10 women welders in mid-July and, according to O.W. Rider, welding boss, ‘the women are doing a swell job.’”

- “Shipyard News,” *The Independent*, July 30, 1942

“I just feel like, if you want to do it, you can do it. I knew nothing about welding, but I wanted to do it and I learned, and I can do it. I could do it now, if I had to. So I've asked people—they'll say, ‘Oh, I couldn't do that.’

And I'll say, ‘Did you ever try?’

‘No.’

‘Well, try it before you say you can’t do it. You can probably do it.’

- Marian Wynn, a worker at the Kaiser Shipyards (*Marian Wynn, Marian Wynn: Rosie the Riveter WWII American Home Front Oral History Project, Shanna Farrell, 2015. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.*)

Questions for Photos, By the Numbers, and Quotations to Consider

1. What details are interesting to you in the photos? What questions do they make you want to ask?
2. How did the growth in the number of women wage earners in California compare to the growth in male workers? What do you think caused the difference?
3. How does Wilson’s description of the shipyard’s childcare program show some of the challenges and solutions for working mothers?
4. Why do you think jokes (“gags”) about women workers may have shifted?
5. How does Wynn’s quotation reflect some women’s attitudes about learning new skills during the war?



Read to Connect

Teacher Note: Several National Park Service articles, along with other resources, can serve as background readings before students examine the oral history excerpts and newspaper article. Links to these articles are listed under “Additional Resources” at the end of the lesson.

Reading 1: Oral History Excerpts

Agnes Moore

Rosie the Riveter WWII American Home Front Oral History Project

The [interview and its transcript in full](#) can be accessed with The Bancroft Library, University of California, Berkeley. The following is collection of excerpts for the student reading. This piece begins in January 1942 with Moore visiting her sister in San Francisco.

. . . I heard on my car radio the announcer, “Women, do something for your country. Go to the Richmond shipyard and be a welder.” . . . I told my sister, “Gee, that must really be an important job,” because they’re asking for us to do it on the radio, you know, for us to go there and do this job.

So I said, "That's what I'm going to do." So I drove over to Richmond. Of course, I got dressed up in the best I had, you know. . . Black suit was very popular back then, and white blouse. Oh, and you had to have a hat with a veil, and I had that, with my high heeled black patent leather pumps. Of course, I had to have a black purse to match that and gloves. So I walked into the Department of, it was the California Office of Employment in Richmond, that's where they told us to go. So I walked in, and the receptionist wanted to know if, you know, she could help me. I said, "Yes, I want to be a welder."

She kind of looked at me, and she said, "We have a lot of jobs in the offices."

I said, "No, I want to be a welder. They were asking for us to come and do that, and it's an important job, so that's what I want to do."

. . . I'd never been on a ship in my life. I'd never seen the ocean until I came to California. It was all a new life, totally new, you know. Living in a city was totally new, you know, growing up on the farm in a small town. It was all very exciting. . . They hired me, and they instructed me to go out to the Richmond Shipyard #3, Kaiser Permanente. . .

I had to, you know, sign all the papers for hiring and show my citizenship and all that. Then they instructed me to go to this certain building at the shipyard to the welding school, but before they sent me over there, they sent me to the store, the company store to buy all of the clothing that I would need. So it was quite different than anything I had ever seen. . .

. . . I worked nights, and everything during World War II, everything was open twenty-four hours a day. . . The first night that I was in the welding school, and there was another young girl, eighteen years old, she had just graduated from high school in San Francisco. She and I kind of buddied together. So we went in after the shift was over, we went into the locker room to change clothes. I looked in the mirror, and our faces were all black from the smoke and the welding.

They had booths built with pieces of metal clamped onto a frame thing with all positions of welding. We had to learn flat, vertical and overhead. Flat was the easiest. Vertical was a little harder because you were going up the wall, and overhead was really hard because if you didn't get it up in there just right, the whole hot metal would just fall out on you, you know. So it was hard.

So well anyhow, we had been in this booth trying to learn to weld all night and went into the locker room and saw this smoke on my face. I looked at her, she had smoke on her face, too. So I said, "Well, I suppose when we learned how to do this, that we won't get our faces dirty like this." [laughter]

Anyhow, after two weeks they sent us out into the yard, and they sent us to the outfitting dock. That is where when a ship is launched; it is not a ship that can sail under its own power. It's pulled out into the water by a tugboat, and it's pulled around to the outfitting dock. It's tied up there, and then that's where it's finished. So it used to take months and months and months to build a ship, but Kaiser developed a method of, prefabrication. They built a ship in just a little over five days, put it together. . .

My husband had a friend whose wife was a schoolteacher, and I was making about twice her salary. . . She asked me what my salary was, and I told her. By the way, it was the best I can remember, it was about \$85 a week take-home pay. So anyhow, I told her, and she said, "Oh, heavens, and you had two weeks training for that job?" She says, "I had five years of college, and I'm not making as much as you?"

I said, "Yes, but after the war you'll still have a job, and I won't."

She says, "Well, I never thought about that." But, see, we were paid exactly what the men received. . .

It's just that I don't think I mentioned that the feeling of the country and all the people, everybody, you didn't hear any complaints. It was everybody was of the same mind, they were doing whatever they could to get supplies to our men and get them to have what they needed to fight with, fight the war and to get them home as soon as we could. Everybody was united."

Questions for Reading 1

1. What job did Moore want when she went to the employment office, and what motivated her to choose that job?
2. Why do you think she was encouraged to take an office position instead of the welding job?
3. How does Moore describe her training in welding school, and what is one example of a skill she had to learn?
4. How does her comment to the teacher show both the opportunities and limitations faced by women workers during and after the war?
5. What does Moore mean when she says, "everybody was of the same mind," and what does this suggest about the attitude and motivation of some workers during the war?

Reading 2: Oral History Excerpt

Kay Morrison

Rosie the Riveter WWII American Home Front Oral History Project

The [interview and its transcript in full](#) can be accessed with The Bancroft Library, University of California, Berkeley. The following is a collection of excerpts for the student reading. This piece begins with Morrison and her husband arriving in Richmond to find a job working in the local shipyard industries.

. . . We marched ourselves down to the big Boilermakers Union Hall. Big place. And we walked in and I said, "Oh, honey, they're not going to hire me." You know why? Great big sign overhead. No women or blacks wanted. Now that was February of 1942, but they hired my husband, which they were hiring because the men were being taken off to war. He was hired as a shipwright, which is a carpenter. The reason he was declared 4F because he tried to join the Air Force. He couldn't pass the eye test because his eyes were so bad. Then they found out he had a heart murmur. And he said to the doctor, "Well, should I worry about it?" The doctor says, "Well, I can't tell you about that, but I can tell you that the government, if they take you and something happens to you they have to pension off you and your family for life. So you're better off working in defense and doing your part that way."

So he took the ferry every night from San Francisco at the ferry building. And they had ferry boats running to Kaiser's four yards, and my husband happened to work graveyard in Yard Two and on Assembly One. I stewed about it that they wouldn't hire me, but that's the way it was then. They never took any women until July of '42. I went back because every time I go out in the street I'd see this big picture of Uncle Sam with his high hat and his red, white, and blue jacket pointing his finger. Go to work for Uncle Sam. You go and work in the shipyards. Go be a welder. I thought well, here I am. I want to work for him, and he don't want me. Well, it wasn't him per se. That was just the time.

So anyhow, in January of '43 I went back to the union hall and low and behold the sign was gone, and I thought oh, that's good news. So I marched myself up to the window and I told the man I said, "I want to go to work in defense. I want to work in the shipyards." He looked at me and he said, "Do you belong to the union?" I thought union? I don't know if Chico had any unions. I presume they did, but not when I worked in the fountain or when I worked for JC Penney. I didn't belong to any union. Then he says, "Well, don't worry, we can join you up for the union and you'll get the job right now." He says, "You're going to be a welder." Whoa boy, that sounded good. I was going to go to work for my country. And then I said, "Well, I have to go to Yard Two, and I have to work graveyard." He looked at me. What woman wants to work graveyard? Me, because my husband. I said "I must work on Assembly One." Fine,

no problem. Now, you're going to go to school for two weeks, welding school. Okay. Well, I went for two weeks and when I came out, I was called a tacker. And I don't think I was very good at that, but I had a lot of ambition, and I was young, and I thought I have got to work to bring these boys home and end this war.

So I reported to my Leaderman and he said, "Kay, can you weld?" I said, "No." "Great, I'm going to make a journeyman welder out of you." Can you imagine how I felt? I was a welder. I was a tacker. Not good at that. Here I was going to be a journeyman welder. I thought oh, my goodness, my prayers are answered. I didn't know what it was, but it sounded so good. But every night that man, my Leaderman took me under the assembly after we'd eaten lunch and taught me to weld vertical, and overhead, and to set my own machine. I didn't learn those things when I was in welding school. Two weeks, what can you learn in two weeks? Welding is a trade. It takes time. And so after three months—well, get back to the welding. Flat welding was easy, and with any training at all, anybody could weld flat. But it took a real Cracker Jack of a welder to do that vertical and overhead. And so after three months, my Leaderman said to me, "Kay, I've made an appointment for you to go back to the welding school to take your certified test."

It's a test given by the government, and the Navy gives that test. You have to be able to pass it. You have three pieces of metal, three different ones of three each. One flat, two towed in into the bottom plate, and about 12 inches long, and one was for flat and one was for vertical. One was for overhead. They did watch you because I think some people had tried to do flat for all three. But you see, it's a different bead, and a different rod for vertical and overhead the same rod but flat was totally different. Then they take those and bend them to a 90-degree angle. If they even crack an eighth of an inch, you do not pass. I passed. I heard a week later.

I was telling the man next to me who was a journeyman welder I said, "Hey, I passed my certification." Ha, he says, "Kay, you must be awfully good. It took me three times." But not only that, I went from 90 cents an hour to \$1.38 an hour, plus he and I were both journeymen. We had equal pay for equal work. Imagine, 72 years ago equal pay for equal work. . .

[Citation: Kay Morrison, Kay Morrison: Rosie the Riveter WWII American Home Front Oral History Project, Shanna Farrell, 2015. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.]

Questions for Reading 2

1. Why was Morrison not hired when she first arrived?

2. How does Morrison use the Uncle Sam reference to show both the challenges and opportunities women faced in entering the war industries?
3. How long was Morrison's welding school training? How did she build on her training with her Leaderman?
4. What was significant about her pay?
5. Compare Readings 1 and 2. What were similarities and differences in details shared by Moore and Morrison? Consider motivations, training details, and descriptions of pay.

Reading 3: Opinion Newspaper Article

Society Editor Hears

By Patricia McAndrews

The Independent, December 4, 1942

WOMEN WAR WORKERS!

They seem to do something to the point of view of everyone who tries to write about them.

Even good writers, with sense of proportion go all sentimental and tremulous with wonder before the sight of a woman working in the shipyards or in an oil refinery.

THE RESULT is something that would make a woman worker shudder. Here's an article about women oil refinery workers at our Standard Oil plant which describes the job of the women's counselor as one of 'mothering' the women whom she hires at the big plant.

We quote: 'She watches over her big flock like a mother hen, helping those who need it with their individual problems.'

WHEN YOU learn that the 'big flock' over which she watches like a mother hen includes some 230 women, most of whom have children of their own, and that several of them are grandmothers... we wonder just how much 'mothering' they need... or want!

THERE'S SOMETHING ludicrous about the whole point of view, with regard to women workers in war industries. The women who chose to help the country by working in plants and factories are sturdy in character and they know what they are doing. They don't need 'mothering' nor do they want it. They want a chance to do their work like the men they're replacing... who undoubtedly got along for years without a counselor to listen to their individual problems.

Questions for Reading 3

1. How does the author critique: a. the language used to write about women workers, and b. the idea of ‘mothering’ women workers?
2. How does the author describe the women who “chose to help the country?”
3. What perspective is being shared in this editorial about equality and respect in the workplace?
4. What may be another perspective not represented in this piece? For example, what might be some reasons counselors could have been helpful for women new to these industries?
5. How may societal perceptions of gender roles have influenced media coverage of women in wartime industries?

Extension: Examine other examples of wartime media coverage of women. What patterns do you notice, and how do they compare to the article you read?

Lesson Closing

Answer the essential question: What contributions did women in Richmond make to wartime industries, and how did they demonstrate resilience while taking on these roles?

Additional Resources

[Agnes Walter Moore Collection](#) from the Library of Congress, Veterans History Project

[Betty Hardison and the American Dream](#) from the National Park Service

[Childcare on the World War II Home Front](#) from the National Park Service

[“Meet Winnie the Welder”](#) from the Heinz History Center

[Women in World War II](#) from the National Park Service

[Women at Work During World War II](#) from the National Park Service

Resources from [Rosie the Riveter WWII Home Front National Historical Park, National Park Service](#)

Under [“Kaiser Shipyard No.3”](#) you will find articles on the ships, shipyards, and its buildings. Additionally, find articles under [“WWII Housing and Education Initiatives”](#)

that include background readings on the Nystrom School and Maritime Child Development Center.

Other resources within “[History & Culture](#)” include helpful articles about people and communities, both in Richmond, and nationally, such as “[Who Was Rosie the Riveter?](#)” [Park media resources](#) include collections of films, photo galleries, and oral histories.

Lesson 3: Civilian and Youth Volunteerism in Richmond, California, World War II Heritage City

About this Lesson

This lesson is one of a series focused on the World War II home front in [Richmond, California, World War II Heritage City](#). The lesson includes readings and photographs designed to inform learners about civilian volunteer efforts on the home front, including those by youth. Some examples include the Junior Red Cross, civilian defense training, war bonds, and victory gardens.

Objectives:

1. Describe examples of civilian volunteerism and donations that supported home front efforts.
2. Explain ways youth contributed to the war effort and the impacts on their community.
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

Materials for Students:

1. Photos: Figures 13-18 (*can be displayed digitally*)
2. Readings 1, 2, 3 (and optional extensions)
3. *Recommended:* Map of California, with Richmond marked



Getting Started: Essential Question

How did civilians in Richmond volunteer and contribute to the war effort, and what impact did their efforts have?

Photos



Rosie the Riveter/WWII Home Front NHP. RORI 62

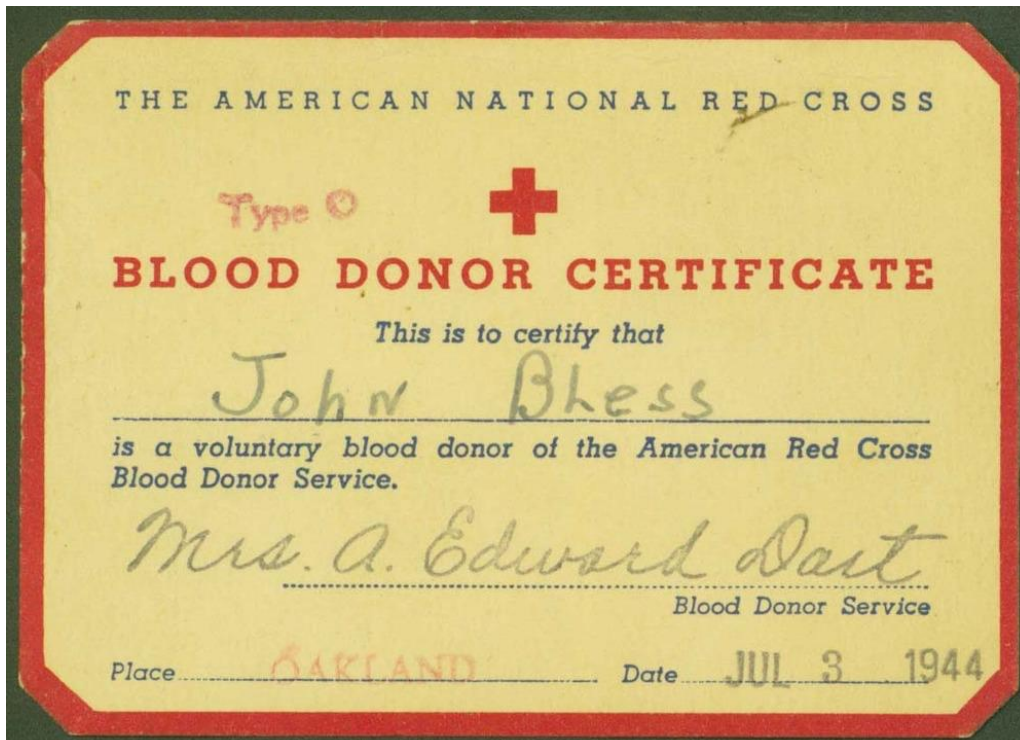
Figure 13: The ship reads "7th War Loan," indicating a source of funding for building the ship. Kaiser Shipyards, Richmond California. Civilians contributed to war loans by purchasing war bonds and stamps, providing the government with funds to finance military equipment and operations. (Credit: RORI 62, Rosie The Riveter/ WWII Home Front National Historical Park)



Figure 14: Judge Leo G. Marcollo, general chairman of the Richmond chapter of the United Service Organization, and Phyllis Beck, volunteer, take a contribution from David Kaye, public relations at Todd-California shipyard. The drive was used to support the USO in building recreation halls for service members. (The Independent, June 14, 1941).



Figure 15: Even prior to the formal entry of the United States into the war, there were home front efforts to support Allied nations. Here Red Cross women in Richmond prepared surgical dressings. At the time, 17,000 surgical dressings had been prepared for overseas by about 130 women in all. (*The Independent*, Dec. 18, 1940)



Certificate for voluntary blood donation issued to John Bless, an employee in the Kaiser Shipyards in Richmond, California. RORI 3638

Figure 16: Certificate for voluntary blood donation issued to John Bless, an employee in the Kaiser shipyards in Richmond, California. (Credit: RORI 3638, Rosie The Riveter/ WWII Home Front National Historical Park)



Figure 17: "High School Girls Aid in War Work" from article titled "Pupils in All Richmond Schools Assist in War Program," in *The Independent*, Dec. 10, 1942 (extension reading). The students in the picture are counting and sorting 738 pairs of worn out silk and nylon stockings to be made into gunpowder bags.



Figure 18: "Camp Fire Girls Aid Salvage Drive" - DeLoris Shinn is pictured, who alone collected 70 pounds of salvage kitchen grease. She is pictured with over 500 pounds of salvage grease collected by the Camp Fire Girls. Kitchen fats were asked to be saved to be made into ammunition. (Jack Galvin, Jr., *The Independent*, Nov. 19, 1942)



Quotations to consider:

“These were war bond posters. Posters were everywhere. They were on billboards. They were on building sides. Everywhere you looked, there were posters about the war. ‘Buy war bonds.’ It talked about an airplane or Hitler, or it talked about Pearl Harbor. I don’t remember the movies myself. I don’t really think I went to the movies during the Second World War. But I do remember posters.”

- Tom Powers

(Tom Powers, Tom Powers: Rosie the Riveter WWII American Home Front Oral History Project, Sam Redman, 2011. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.)

“Anyway, they had this drive in the shipyards, and they said the one who won, who signed up for the most bonds or bought the most bonds, would have the honor of christening a ship, which was really something because up until then it was always celebrities. . . .

And here Mom, that [winning the competition to christen the ship] was really a wonderful thing for her. They picked us up in a limousine, big stuff. Naturally I was very impressed being so young, and they had this drive, and Mama bought \$1,500. She took all the cash she had saved, which was \$1,500. Sounds like nothing now, but then that was pretty good money. It just showed she was always saving, too. It was in our family, saving for the rainy day. Then she signed up for, \$125 did I say? Oh, here it is. It says she christened Yard 1’s hull Number 2265. The name of the ship was the James H. Breasted, and it was done on February 10, 1944? It could have been 1945, I’m not sure. Anyway, she also signed up for a \$125 monthly deduction. She must have just kept enough to buy food.”

- Inge Stone

(Inge Stone, Inge Stone: Rosie the Riveter WWII American Home Front Oral History Project, Sam Redman, 2010. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.)

“I used to walk to Kaiser and home. The streets were always very busy during ’44 and ’45 with convoys. Also, many times with ambulances that went—oh, by the way, that was one of the things that I did for the home front, is I donated blood. I had a regular card that I went as frequently as I could on that type of thing. But in terms of change, probably more—it seemed more crowded, and that was probably true because we had so many people who came for jobs in the shipyard and any other war effort.”

- Eleanor Parker

(Eleanor Parker, Eleanor Parker: Rosie the Riveter WWII American Home Front Oral History Project, Shanna Farrell, 2015. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.)



Read to Connect

Teacher Note: The reading below shares Junior Red Cross activities through the fall of 1944 and connects to projects described in the extension reading. The optional extension reading at the end of this lesson highlights specific projects of the Junior Red Cross in Richmond in 1942. You may also wish to compare Richmond's efforts with those of other Heritage cities that had Junior Red Cross chapters, like [Paterson, New Jersey](#).

Reading 1: Newspaper Article Excerpt

Junior Red Cross

From *The Independent*, October 30, 1944

Wednesday marks the beginning of the annual Junior Red Cross drive in the schools of the city of Richmond, a drive that must have the support of the adults as well as the children.

Activities and accomplishments of the Junior Red Cross in Richmond cover a wide field and range from work on Christmas boxes to the donation of funds to the National Childrens' Organization.

The Junior Red Cross drives in Richmond in the past have been successful from the standpoint of response by the children, but it is hoped that the drive this week, which will culminate Sunday, will go further over the top than any of the other previous campaigns.

Members of the Junior Red Cross in Richmond take their work seriously- as they should- and practically every day of the week, month in and month out, they are engaged in some aspect of humanitarian work.

Some of the funds collected in the drive this week will be used to purchase materials for the Junior production program of providing comfort and recreation for returning servicemen, many of them wounded victims of the war.

One of the undertakings at the high school here has been the filling of 1,450 Red Cross Christmas boxes for the unfortunate children of war torn countries who have been deprived of the little things so important to growing youngsters. These boxes contain small toys, books, toilet articles and numerous other things that children enjoy so much.

The youth of America today is fortunate in many ways – and the youth of America realizes it is fortunate.

The youth of America is not selfish. They are willing to share their luxuries with children of other countries, and they are willing to give of their services and their time to make the life of other children a little bit better than would otherwise be their lot.

The American youth, particularly in Richmond, is aware of the vital role they fill in the war time activities on the home front and they are willing to go all out in an endeavor to do their part.

Surgical dressings, various articles of sewing, packing and keeping of records, are only a part of the activities that keep the Junior Red Cross in Richmond busy.

Membership in the Junior Red Cross is an honor that every boy and girl in Richmond can easily attain and one that they can well be proud of.

This is a worthy cause – a cause of assisting in carrying the banner of humanity into the dark and dreary places of the world – made so by the heartless and ruthless warfare waged by our enemies.

It is the hope that every boy and girl in Richmond will join in this worthy cause and make this year's drive even more successful than any previous campaigns.

Questions for Reading 1, Quotations to Consider, and Photos

1. What were some of the activities carried out by the Junior Red Cross in Richmond?
2. Why do you think the author emphasized that the “youth of America is not selfish”? How did they use the local Junior Red Cross to prove this point?
3. Identify at least two examples of strong and persuasive language used by the author. How might this language have influenced how readers viewed the campaign?
4. How might participation in the Junior Red Cross have shaped how local youth viewed civic or community responsibilities?

Quotations to Consider and Photos

5. What do these stories show about different ways civilians supported the war effort?
6. How do you think government messages, such as war bond posters, influenced civilians' sense of responsibility to support the war effort?
7. How do the photos and their captions show ways people were contributing or volunteering during the war? What do those photos suggest about life on the home front?



By the numbers:

- The first time the Red Cross mobile unit of the Blood Bank visited the Richmond shipyards, there was an initial signup of 200 people. The week before, about 100 Standard Oil Company employees gave blood. (*The Independent*, Oct. 28, 1942)
- In a Richmond [scrap drive](#) in October 1942, a fleet of 10 trucks and 30 soldiers collected 22 tons of scrap metal in one day. On the second day they collected 15 tons with six trucks. (*The Independent*, Oct. 28, 1942)
- In a 1943 membership drive, the Junior Red Cross raised \$1,300 from approximately 20,000 Richmond students. \$1,000 of the amount raised went to the National Junior Red Cross headquarters. (*The Independent*, Dec. 7, 1943)
- Richmond and Contra Costa County received \$771,205 in federal grants for the Office of Civilian Defense and Coast Guard programs in a single year (from about 1942-1943) to protect the coast and its industries. Today this is worth over \$14 million (*The Independent*, August 19, 1943).
- In August 1943, more than 2,375 workers served as volunteer civilian defense workers across the four Richmond shipyards and pre-fabrication plant. (*The Independent*, August 19, 1943)

Reading 2: Newspaper Article Excerpt

Civilian Defense School for Scouts

The Independent, April 3, 1943

‘How to Do It’ in caring for a panic-stricken population of enemy bombs begin to fall will be outlined to local Boy Scouts next Monday evening at the first of a series of five meetings under the program of the Office of Civilian Defense will be held in the Elks Club.

The defense school has been established under the direction of C.D. Horner, coordinator in Richmond for the Office of Civilian Defense, in an effort to further strengthen area civilian defense.

Because of the large number of Boy Scouts in this area, the school will be held for different troops each of the five nights. Monday night’s session will be for Troops 1,6,9,15 and 18.

Monday night’s meeting will be highlighted by a talk by Fire Chief William P. Cooper, who will inform the Scouts as to their place in the civilian defense organization.

Instruction in combatting fire bombs, gas bombs, and caring for panic-stricken citizens and to keep control of the city, will be carried through by Captain Allen J. Cundy of the police department, and Assistant Fire Chief John J. Barry of the fire department. . .

Questions for Reading 2 and By the Numbers

1. What was the purpose of the Civilian Defense School for Boy Scouts?
2. Why do you think they also trained youth organizations in civilian defense?
3. What skills were taught to prepare them for emergencies?
4. By the numbers: What surprises you about these numbers? Which numbers show the significance of civil defense in the region?

Reading 3: Newspaper Excerpts

Background: [Victory gardens](#) were popular and necessary in Richmond during the war. Their purpose was to help families grow their own food so that more canned and processed goods could be sent to soldiers overseas. Below are two newspaper excerpts that talk about local victory gardens. These weren't the only examples, though. In March 1943, the U.S.O. planned a miniature victory garden around their headquarters, and in April 1943, the Lincoln School hosted a program on "What Our School is Doing For the War," which included presentations on student-run victory gardens. Even local housing ads sometimes mentioned whether a home had a victory garden, or space for one.

Part A: Victory Gardens

The Independent, February 25, 1943

The Richmond Chamber of Commerce has voted its full support of the Victory Garden movement and details of a campaign will be drawn up soon. Every resident of Richmond and Western Contra Costa County should utilize to the fullest every bit of garden space available at his home for the planting of vegetables.

Fresh vegetables are going to have to take the place of canned vegetables on the tables of most of the families of Richmond and the rest of the nation.

The point rationing program announced this week made certain of that. There will be no excess cans of beans, and peas, and corn or spinach available to throw on the table at the last minute. . .

There may not be much of a selection at local markets by the time some of the housewives find it convenient to do their shopping. So the logical answer is a Victory Garden in your own yard.

Part B: Excerpt from “So We’ve Heard” in the Sports section

The Independent, April 3, 1943

The Richmond Golf Club comes up with another idea to aid the war effort ... The club discovers that around the course there is a lot of vacant property with plenty of water available that might just as well be used for victory gardens this year. So members who do not have sufficient space at home are being assigned garden plots at the golf course for the asking.

This idea should improve the game for a lot of dubs. In past years a player could slice one over into the rough and nobody but the player himself cared, but woe unto the wild player who tries to hook his ball out of somebody’s tomato patch.

In addition to the garden plot idea, the golf club will operate as a produce exchange for victory gardeners. Thus one member with too much carrots or beans can swap with another member who has too much peas or lettuce.

Questions for Reading 3

1. Why did the Richmond Chamber of Commerce encourage residents to plant Victory Gardens?
2. How did point rationing affect families’ access to fresh vegetables?
3. What creative solutions did the Richmond Golf Club develop to provide garden space and help golfers share or balance their produce?
4. How do these texts reflect the idea that everyone could contribute and cooperate in supporting the war efforts?

Lesson Closing

Answer the essential question: How did civilians in Richmond volunteer and contribute to the war effort, and what impact did their efforts have?

Additional connection question: If you had lived during the war, which type of contribution or volunteer work shown in the photos and readings would you have been most interested in doing, and why?

Extensions

1. Additional Readings and Research: Japanese American Incarceration and Nursery Volunteers

Provide students with the following background paragraph. Have students explore and read the included links for research and further reading on the local connections to Japanese American incarceration and nursery volunteers.

Background: There were several floral nurseries in Richmond owned by Japanese American families by 1942, when Executive Order 9066 was issued. This order led to the forced relocation and incarceration of Japanese Americans. Many Japanese American owned nurseries across the country were abandoned and fell into disrepair. However, some nurseries were voluntarily cared for by neighbors and friends, including in Richmond, until the return of families from the concentration camps.

Links for research and reading:

- [Executive Order 9066](#) from the National Park Service
- [Exploring the History of Richmond’s Flower Nurseries](#) from Discover Nikkei
- [Flower Families in Richmond](#) from the Richmond Museum of History & Culture
- [Incarceration of Japanese Americans](#) from the Rosie the Riveter WWII Home Front National Historical Park, National Park Service
- [Japanese American Nurseries](#) from the Rosie the Riveter WWII Home Front National Historical Park, National Park Service
- [Terminology and the Mass Incarceration of Japanese Americans during World War II](#) from the National Park Service
- Primary sources and oral histories can also be explored using the [Densho](#) organization’s archives. Students can use the search function to find families personally connected to the Richmond area.

2. Additional Reading: Newspaper Article Excerpt (to connect to Reading 1)

Pupils in All Richmond Schools Assist in War Program

Junior Red Cross Groups Are Active Participants In Important War Time Projects, Survey Shows

11,000 Pupils of Richmond Schools Enrolled in Work

From *The Independent*, December 10, 1942

Active participants in the vitally important projects of wartime are the 11,000 members of the Junior Red Cross in Richmond. Enrolled with 100 per cent membership from every school in the district, the Red Cross organization of juniors has been one of the hardworking units in all community drives, in aiding in the knitting and sewing departments of the senior group, and in innumerable other ways.

This was reported yesterday when representatives of the 15 schools here met with their faculty sponsors at Roosevelt Junior High School to report on work of the past two months. Miss Gertrude Engle, chairman of Junior Red Cross work for the city presided at the meeting.

A check for \$50 was presented, proceeds of a plant sale held recently. It was reported that 500 Christmas boxes were sent to children in Alaska, and other boxes were sent to England. Over 75 boxes of Christmas tree ornaments were also sent to Alaska, and holiday favors were made for Army camp hospitals. Afghans, memo pads, and ash trays for soldiers have also been made by the juniors, and the two high schools, Richmond Union high school and El Cerrito Senior-Junior high school have been making surgical dressings in classes meeting after school.

Sewing classes have completed and delivered a quota of children's slips and are now busy making women's slips, while sweaters and stockings have been knit for the Red Cross knitting department. At the high school here, a stocking drive resulted in the collection of 738 stockings to be turned into salvage committees to be made into gunpowder bags.

On exhibit at the Junior Red Cross meetings was a collection of South Sea articles sent to children of this country by children of the South Seas. . .

Questions for the Additional Reading

1. How many pupils were enrolled in the Junior Red Cross in Richmond schools at the time?
2. What kinds of items did students make or collect to support the war effort?
3. Why do you think the students' contributions were important to the war effort?
4. How do the details in this text compare with Reading 1? What changed or stayed the same from 1942 to 1944?

Lesson 4: Richmond, California: 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 [Richmond, California](#) designated as a [World War II Heritage City](#). The lesson contains photographs, readings and a culminating project. The first reading consists of oral history excerpts sharing perspectives of life on the home front that overlap with Richmond industries. The second reading connects the city to its designation as a Heritage City. Media resources are provided for optional activities. The culminating project contributes to learners' understandings of the city as a Heritage City, with the opportunity to combine lesson themes from the three other lessons in the Richmond [lesson 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 Richmond and describe the historical impact to the Allied efforts.
- b. Explain the role of women in supporting war industries in Richmond.
- c. Summarize the contributions and volunteerism of Richmond civilians to home front wartime efforts, including that of youth.
- d. *Optional:* Describe similarities and differences of Richmond and other Heritage city(s) / World War II home front(s).

Materials for Students:

1. Photos: Figures 19-23 (*can be displayed digitally*)
2. Readings 1, 2, & media activity links
3. Maps, project materials (as needed)
4. Student graphic organizers (See Figure 24 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 Richmond and describe the historical impact to the Allied efforts.
 - b. Explain the role of women in supporting war industries in Richmond.
 - c. Summarize the contributions and volunteerism of Richmond civilians to home front wartime efforts, including that of youth.
 - d. *Optional:* Describe similarities and differences of Richmond 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 Richmond chosen as a World War II Heritage City, and what are its similarities and differences to other home front cities?

Photos



Figure 19: "California shipyard workers. Workers on the day shift at the Richmond, California shipyards leaving the ferry in San Francisco," Feb. 1943. (Credit: Rosener, Ann; Library of Congress)



Figure 20: "Kaiser shipyards, Richmond, California. Miss Eastine Cowner, a former waitress, is helping in her job as a scaler to construct the Liberty ship SS George Washington Carver" Credit: Joseph, E. F., Library of Congress)



Figure 21: Camp Fire Girls with Christmas stockings they made for soldiers at camp. Stockings contained items like candy, nuts, and toothpaste or shaving cream, purchased from the group's treasury fund. (The Independent, Dec. 17, 1942)



Figure 22: “Miss Odie Mae Embry mans the emergency switch for the protection of track workers as the huge crane swings 100 feet above...” to help construct SS George Washington Carver in Kaiser Shipyards. (Credit: Joseph, E. F., Library of Congress)



Figure 23: The SS Red Oak Victory Ship, a ship that was originally launched on November 9, 1944. The ship is the last remaining that was built in the Kaiser Shipyards and can be visited today. (Credit: Luther Bailey, National Park Service)



Quotations to consider:

“We knew that that bigotry existed, but we could find our ways around that. And it was mostly the people who came in from the South, both black and white, and who had to play that out in the context of the home front mobilization, that accelerated that social change. They had to come up with those 747 ships in three years and eight months, with the social system that was in place then. Henry Kaiser was not a social reformer. He was a savvy industrialist. And he delivered ships faster than the enemy could sink them; that was his charge. And he did it with all these thousands of sharecroppers he brought in, white and black, from the South.

- [Betty Reid Soskin](#), National Park Service ranger at the Rosie the Riveter World War II Home Front National Historical Park

(Betty Reid Soskin, Betty Reid Soskin: Rosie the Riveter WWII American Home Front Oral History Project, Javier Arbona with Julie Stein and Sarah Selvidge, 2012. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.)

“... My father was my husband’s oiler. My Uncle Stacy was office manager, and my Uncle Albert was office manager at Yard Four. My cousin Wanda worked at Yard Two, and I don’t know what she did. And my husband was a crane operator. And his brother Harley worked in the office of Yard Three; his brother Norman was a crane operator at Yard Three; his sister Louisa was payroll at Yard Three; and his sister Jessie was receptionist at Yard Three. And my sister-in-law Mildred was in payroll, Yard Three. So it was a family affair. . . .”

- Doris McCuan, worker at the Kaiser Shipyards

(Doris McCuan, Doris McCuan: Rosie the Riveter WWII American Home Front Oral History Project, Jess Rigelhaupt, 2008. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.)

“There was pride. We worked hard. We thought we worked hard. Maybe nobody else would’ve thought we worked hard, but we thought we did. Especially since we’d never done anything like that before.”

- Barbara Manakoff, shipyard worker reflecting on watching ship launches

(Barbara Manakoff and Ann Steppan: Rosie the Riveter WWII American Home Front Oral History Project, Sam Redman, 2011. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.)



By the numbers:

- Richmond’s Chamber of Commerce requested a survey by the Postmaster in 1942 that established the rise in the city’s population from 23,000 in 1940 to 114,899 just two years later.
(*Richmond News*, December 1942)
- The Richmond Housing Authority built and administered over 23,000 units of housing within four years.
("Mapping Richmond’s World War II Home Front," by Donna Graves for Rosie the Riveter/World War II Home Front, National Historical Park, 2004)
- From 1939 to 1945 the number of water meters in Richmond had increased by 125%, electric meters by 86%, and gas meters by 95%.
(*Handbook of Richmond, California 1946*, Chamber of Commerce, p. 52)
- The Richmond Police department grew from a staff of 35 in 1940 to 107 in 1945. The dispatch for the Police and Fire departments initially carried 1,500 calls per month. By December 1946, calls totaled 15,000 a month.
(*Richmond, California: Municipal Employees Public Service Magazine*, January 1947).
- The post office had 16 clerks and 17 mail carriers in the Richmond post office. By 1943 the office had 142 clerks and 98 carriers. Annual receipts went from \$150,000 in 1940 to \$560,000 in 1943.
("Post Office Gains," *Richmond News*, December 1943.)

Reading 1: Oral History Excerpts

Teacher Tip: The following two oral history excerpts offer some personal perspectives on life on the home front in Richmond. Part A shares the memories from the perspective of being a young child, while Part B shares perspectives of a woman reflecting on her June 1942 commencement speech. Both excerpts highlight observations of war industries and the impact of the war on daily life. These excerpts can be used to connect Richmond’s experiences to those of other home front cities and to reinforce concepts from previous lessons in the Richmond Series.

Life on the Home Front in Richmond: Two Perspectives

Part A: Tom Powers

. . . A couple of things that I remember as a child—I didn't know what the big cranes were all about. I didn't know that Richmond was building more ships than any place in the world. All I knew was that there were these big cranes that were moving and carrying big things. They were just absolutely astonishing to me.

One other thing that I remember—close to the county building that many years later I had my office in, and near there was where I went to high school, there were all these tanks. I remember the tanks as a child. I didn't know why they were there, but apparently it was a railcar storage place where they accumulated tanks that were being constructed at the Ford plant in Richmond. Later, I was told about what these tanks were for, where they were coming from, why there were stored there, and the like.

Those two things stand out to me, because I remember these. I learned later they were flat cars. There were two or three tanks on each flat car, and these flat cars were stored in lines near this county building. There were just a massive amount of them. I didn't know why these tanks were there. I knew what a tank was, but I didn't know why they were there and all the ramifications. I was told later what those were about.

(Tom Powers, Tom Powers: Rosie the Riveter WWII American Home Front Oral History Project, Sam Redman, 2011. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.)

Part B: Lucille Ziesenhenn

. . . Then I can remember I was a commencement speaker and I can remember the four of us were to speak on something relative to the war. We were assigned subjects to write our speech on. Mine was women in the war effort. So, anyway, then the president of our class enlisted immediately. Lots of us had plans to go to college. That changed it all, because the men wanted to enlist for the most part, and they were sort of expected to, and the women to work in war industry, which by June things had happened very rapidly here in Richmond. .

I know I spoke about the Red Cross, and about the military opportunities for women and learning first aid, which is another thing. All of us, right away in first aid classes were set up at school, and everybody was expected to take first aid, and learn how to deal with the wounded. You we were right here-- Standard Oil, it was called then-- right here in Richmond, and the Santa Fe Railroad. Even though the shipyards weren't built yet, they were in the throes of building them. It was a dangerous place to live. The blackouts came quickly, and things had to be organized so fast, and the sirens. Even driving was affected.

Things got worse and worse and worse. Gas was rationed and you couldn't buy cars, because they stopped making cars.

We had a Ford plant here in Richmond that made cars, and a lot of the local men worked there. Well, that was changed. All the companies could only produce what the war effort needed. So, at Ford they made Jeeps and trucks for the army. Standard Oil, of course, was producing oil and gas for the military vehicles in the airplanes and so on. But railroads-- Santa Fe and Southern Pacific that come through Richmond were transporting troops and supplies and the ships as the shipyards got built. First Shipyard One, then Two, then Three, then Four. They worked twenty-four hours a day, and the government took over all power, as far as employment goes. You couldn't say, "Well, I want to be a photographer or something like that." But the War Manpower Commission was formed. . . . That's where I ended up working. . .

(Lucille Ziesenhenné, Lucille Ziesenhenné: Rosie the Riveter WWII American Home Front Oral History Project, Jess Rigelhaupt, 2003. © The Regents of the University of California, Oral History Center, The Bancroft Library, University of California, Berkeley.)

Questions for Reading 1 and Photos

1. What does each photo show or represent? Describe the connection of each photo to Richmond's designation as a Heritage City.
2. What are two things from Powers' childhood memories that stood out to him about Richmond during the war?
3. How does Ziesenhenné describe the impact of the war on life in Richmond? Consider both jobs and other impacts, like rationing.
4. How did home front contributions, both paid and volunteer, in Richmond support the US and the Allies? Consider both information from this text and from past lessons.

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, Quotations to Consider, and By the Numbers

1. What was the purpose of the bill (H.R. 6118) according to the report?
2. Why was Richmond considered a “boomtown?” (*Connect to the Reading and By the Numbers.*) What caused this growth?
3. *By the Numbers:* What were some of the impacts of this “boomtown” growth?
4. *Quotations to Consider:* What do these three quotations reveal about some of the social, family, and personal experiences of workers at the Kaiser Shipyards? How did factors such as racial integration, family connections, and pride shape the workforce and the home front?
5. Why do you think Richmond 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 Richmond lessons.
6. Are there other cities you think of when considering home front contributions during wartime? Which, and why?

Media Activities

Students may also use resources from these media activities for resources or inspiration for their culminating activity / mastery product.

Trading Cards and WWII Home Front Worker Wall of Honor Banners

Have students explore the [trading cards](#) and the [Worker Wall of Honor Banners](#) designed specifically for Rosie the Riveter WWII Home Front National Historical Park. Design a new trading card or banner to share information on another important person or topic from Richmond, California's home front history.

Photo Gallery and Park Films

Explore images and documents connected to the home front in in the [Rosie the Riveter/WWII Home Front NHP Photo Gallery](#). Some photos are specific to Richmond, California, while others show artifacts from national home front efforts. You may also have students watch [Park Films](#).

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 Richmond and describe the historical impact to the Allied efforts.
- b. Explain the role of women in supporting war industries in Richmond.
- c. Summarize the contributions and volunteerism of Richmond civilians to home front wartime efforts, including that of youth.
- d. *Optional:* Describe similarities and differences of Richmond 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 Richmond, California 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 24: Single-Point Rubric (Standards; Blank) [Teacher selects priority standards for assessment.] Courtesy of Sarah Nestor Lane

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