

# Paterson, New Jersey, WWII Heritage City

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



Figure 1: 'Greetings from Paterson N.J.' postcard (Photo credit: Library of Congress)

## Introduction

The three lessons, and culminating fourth lesson, support the development of understanding the significance of [Paterson, New Jersey](#) designated as an American [World War II Heritage City](#). Highlights include defense industries, the heightened participation and increase in opportunities for women and African Americans in work during wartime, and civilian volunteerism. The lessons highlight specific contributions but connect to larger themes and understandings of the U.S. home front during wartime. A mix of primary and secondary sources are used, along with photos and 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 is to support students in combining learning across the three lessons, and/or comparison to other World War II home front cities in a culminating activity.

### 1. [African American Contributions on the Home Front in Paterson, New Jersey, WWII Heritage City \(p. 5\)](#)

- African Americans in war industries
- African Americans in service
- Civil Rights movement
- Faith and community leaders

### 2. [Women's Contributions to the Home Front in Paterson, New Jersey, WWII Heritage City \(p. 15\)](#)

- Women in war industries
- Curtiss-Wright Aviation
- Women's Army Auxiliary Corps (WAAC)

### 3. [Children's Home Front Volunteerism and Service in Paterson, New Jersey, World War II Heritage City \(p. 26\)](#)

- Junior Red Cross
- Scrap and salvage drives
- Victory gardens
- Jewish youth contributions
- Volunteerism

#### 4. [Paterson, New Jersey: Comparing and Connecting WWII Home Front Cities \(p. 35\)](#)

### Positioning these Lessons in the Curriculum:

The standards listed below 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 New Jersey Student Learning Standards in Social Studies. Objectives for each lesson, materials, and resources are listed within the lesson.

**Time period:** World War II

**Topics:** World War II, women's 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

## New Jersey State Standards

### New Jersey Student Learning Standards – Social Studies

The lessons align to, and/or contribute to understandings of the following Standard 6.1 U.S. History Eras:

Era 11 The Great Depression and World War II: World War II (1929–1945)

Era 12 Postwar United States: Cold War (1945 to early 1970s)

Era 13 Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

The lessons also align to:

### U.S. History

SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.

d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.

*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: African American Contributions on the Home Front in Paterson, New Jersey, WWII Heritage City

## About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Paterson, New Jersey](#) designated as an American [World War II Heritage City](#). The lesson includes readings aimed at helping students understand the challenges African Americans in Paterson encountered on the home front, as well as some of their contributions. The lesson examines challenges at the vocational school, acknowledgement of local African American service members in a service flag, and tolerance talks among faith and community leaders in the fight against discrimination.

The texts and a photo in this lesson use historical language and labels not used today to describe the race or abilities of individuals. Discuss this with students.

## Objectives:

1. Describe experiences and challenges of African Americans in Paterson on the home front.
2. Identify contributions of African Americans in Paterson to the war effort.
3. Explain how the partnership among, and advocacy of, faith and community groups helped challenge racism and discrimination on the home front.

## Materials for Students:

1. Photos: Figures 2-4 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended:* Map of Paterson, New Jersey



## Getting Started: Essential Question

How did African Americans in Paterson contribute to the home front efforts and the civil rights movement?

### Photos



Figure 2: Plant no. 1 of Wright Aeronautical Corporation in Paterson, New Jersey postcard (1930-1945) (Credit: Digital Commonwealth Massachusetts Collections Online)

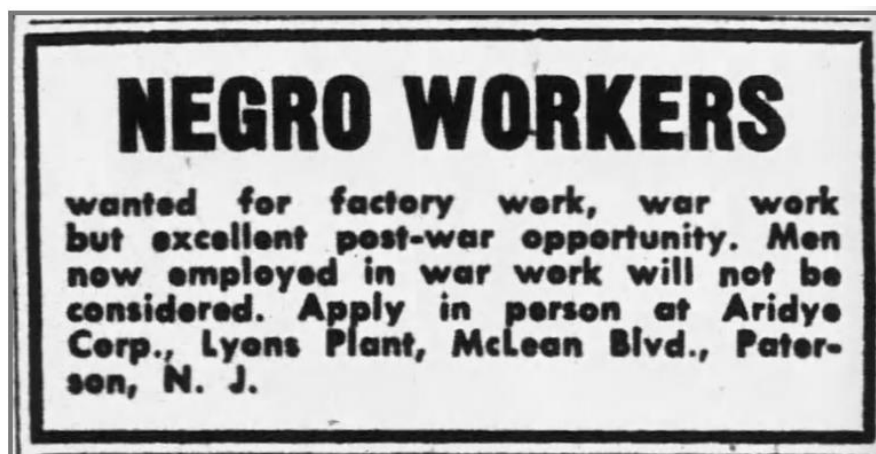


Figure 3: An employment ad from *The Morning Call* newspaper in Paterson, New Jersey; May 26, 1944.



Figure 4: Wright's Division of Employment, showing a diverse workforce; 1940s, exact date unknown. (Credit: The Paterson Museum)



### By the numbers:

- The African American population in the 1940 census was 2,055, or about 1.5% of the population of Paterson. In the 1950 census, the African American population had risen to 8,270, approximately 6% of the Paterson population (139,336). This growth was connected to employment in war industries and postwar economic growth in Paterson.



### Quotations to consider:

“...Negro labor is now being used to an increasing extent, after a year of agitation by farsighted leaders both white and Negro; industry and labor alike are coming to the realization that Negro and white citizens of a democracy can work side by side in harmony.

The Curtiss Wright Company was a pioneer in placing Negroes in production jobs and its example has been followed by other aircraft factories.”

- “Forum Speaker Says U.S. Must Rid Itself of Bi-Racial Setup,” *The Morning Call*, January 26, 1943, p. 9

“It took a war to bring the Negro worker higher salaries and that it took a war to teach the public that the Negro can do more than just be a laborer, and now that the war is over, the Negro feels the effect more than any other people. . . The Negro people of the City of Paterson can’t use power, nor eat power. They want decent homes and jobs. It is high time that the Negro people of the City of Paterson did manifest their independence by refusing to be bought off with promises and sold ‘down the river’ by self-appointed leaders. The spirit of the martyred Roosevelt still lives with the Negroes of the country . . .”

- Wallace Cotton in “Wallace Cotton Backs Stafford for Mayor,” *The Morning Call*, October 24, 1945, p.2



## Read to Connect

### Reading 1: Newspaper Article

*Background: The Executive Order referred to in the text is [Executive Order 8802.29](#) that President Roosevelt issued in 1941. It stated, "There shall be no discrimination in the employment of workers in defense industries and in Government, because of race, creed, color, or national origin." The order led to more African American workers in the defense industries. It did not fully prevent discrimination in hiring or the workplace. As you read and answer the questions, consider the extent to which Executive Order 8802 decreased discrimination in employment.*

*The C.I.O. in the text is referring to the Congress of Industrial Organizations (CIO). This was a federation of industrial unions that organized workers from 1935 – 1955 and later became a part of the AFL-CIO.*

### C.I.O. Threatens Trade School Over Racial Discrimination

*Abramson Says Policy Must Be Changed Or Labor Organization Will Ask U.S. To Withhold Funds*

*The Morning Call*, September 27, 1941, pp. 1-2

Unless the Paterson Vocational School changes its policy of alleged discrimination against Negroes, the C.I.O. will ask the United States government to withhold further financial

support from the institution, Irving Abramson, State president of the labor group, said last night.

Speaking in answer to a reply James F. Mason, director of the school, gave to criticism of the local system, Mr. Abramson said the director tacitly admitted that no Negroes had been trained for defense industries and that such a policy was in direct contravention of an executive order issued in July of this year by President Roosevelt.

'The Vocational School heads,' the union leader asserted, 'openly admit discrimination against Negroes, but say there is no use teaching Negroes if industry won't take them. That is a 'lame excuse,' he said, and added:

'The Federal government supplies the money and makes the laws. If the Vocational School does not comply with the laws it will lose its Federal subsidy.'

Mr. Abramson said that 'if these things are not corrected immediately we shall apply to the Federal government to withhold future subsidies.'

The State C.I.O. leader also called attention to the fact that the C.I.O. does not have representation on the school's advisory board notwithstanding that the law provides for equal representation by bona fide labor organizations.

'I have discussed the racial issue with Mr. Abramson,' said Mr. Mason, and continued: 'We exercise no racial discrimination. We train in terms of main specifications submitted to us by prospective employers.

'The current defense vocational training program was instituted on January 2, 1940, with two definite policies in mind, namely, that there was a specific job for which to train and no training unless there were prospects of employment immediately upon completion of the course.

'We have adhered,' Mr. Mason said, 'to that program, and we have only trained men on orders. We have graduated 3,406 men and they are all placed.'

Mr. Mason then described the organization of the Vocational school, recalling its beginning in 1912.

Mr. Abramson's reply last night was as follows: 'Mr. Mason did not deny that on 3,500 men placed by the school not one single person was a Negro. He couldn't deny it because the source of these figures is his own school records. As a matter of fact, the Vocational School heads openly admit discrimination against Negroes, but say there is no use teaching Negroes, if industry won't take them. That is a lame excuse.

‘The Federal government supplies the money and makes the laws. If the Vocational School does not comply with the laws it will lose its Federal subsidy. As for industry, the President of the United States in July of this year issued an executive order calling upon industry not to keep out the Negroes.

‘If now there are no trained and skilled Negro workers available industry is given an excellent excuse for not employing them. This is just a case of passing the bucket.

‘The law which I have cited as being violated and which Mr. Mason has completely ignored has been enacted since the United States government has subsidized that Paterson Vocational School. That laws requires the establishment of an Advisory Board on which there will be equal representation of industry and bona fide labor organizations. . . .

‘Thirty years ago the United States government did not support the Paterson Vocational School. Today it does and we have a right to ask that the United States laws be lived up to.

Of these things are not corrected immediately we shall apply to the United States government to withhold future subsidies from the Paterson Vocational School until the school complies with the laws.” . . .

## Questions for Reading 1

1. Examine the photos. What do you notice about the workforce in the second photo? Why do you think the employment ad in the third picture would highlight post-war opportunities?
2. What order was the Paterson Vocational School in violation of? What evidence was there of violations?
3. What were some challenges African Americans faced on the home front and in service during World War II? How was the Paterson Vocational school one example of the challenges faced?
4. Why did some African American workers and families relocate to Paterson?
5. How do the quotations to consider show the complex realities faced by African Americans in seeking economic advancement and equality during and after the war?

## Reading 2: Newspaper Article

### 4<sup>th</sup> Ward Raises Its Service Flag With 1,001 Stars

*Banner Is First To Show Negroes' Share in War Effort*

*The Morning Call*, October 19, 1942, p. 4

Paterson's largest ward, the Fourth Ward, yesterday unfurled its service flag which is dedicated to 1,001 men and women—the highest representation of any flag in the city.

The ceremonies, which attracted more than 1,000 that jammed around the raised platform at the corner of Carroll and Governor streets, were also marked by the sale of \$12,075 worth of War Bonds and the start of a fund for the establishment of a Fourth Ward service men's canteen.

The service flag, which measures 24 by 30 feet, is also unique because it is the first flag to take official recognition of the Negro's part in the war effort. The soldier depicted on the huge flag, along with a reproduction of the Statue of Liberty, a worker, a nurse, and a sailor, is a Negro.

The program, which continued for three hours, was sponsored by the Fourth Ward Victory Committee. Part of it was broadcast and two name bands—Les Brown and Buddy Yannon and their orchestras—played during most of the program.

Irving Abramson, president of the New Jersey State C.I.O. and Democratic candidate for Congress, demanded a pledge 'to these boys and when the war is won, we will win the peace as well.

We must pledge them that there will be an end to discrimination, that there will be an end to economic distress, that when our boys return they will be given respectable jobs, that they will not be dumped on relief, and that there will be no repetition of mass unemployment, bread lines, apple vending, and soup kitchens. The boys must come back to find America a better place to live in.'

Stating that he finds one thing very significant in the Fourth Ward service flag, Abramson said: 'You will notice that all the stars are alike. There is no distinction in their size or their color. In this neighborhood I take this to symbolize the fact that we recognize the equality of all races, of all creeds, of all colors.

'Each star in this flag stands for a boy who is in the service. Each star is equally important. We owe an equal debt of gratitude whether the star stands for a boy who is Irish, whether he is Italian, or Jewish, or Negro, or anything else, whether he is Hebrew, whether he is Catholic, or Protestant.'

Abramson declared that this was representative of what America is fighting for and one of the things the peace must guarantee. 'Rich and poor, white or Negro, Jew or gentile—all serve equally in the cause of democracy and in the struggle against the dark forces of Nazism and Fascism.'

Robert Wardle, Passaic County freeholder, told the large crowd that warring Americans are pledged that ‘liberty and freedom shall be preserved at home, and that every possible encouragement and support, both moral and material, will be given to fighting Americans wherever they may be in this world of war.’

Declaring that the service symbolized America today, Wardle said ‘the flag is the sacred emblem that tells of our neighbors, brave Americans, fighting for the preservation of our most precious possession, freedom.’

Wardle recalled the famous lines of Patrick Henry, declaring that Americans have proven that they have the will to fight for liberty by their actions. The service, he said, rededicates our faith in America.

‘It was in a search for freedom, by brave men, that America had its birth,’ he said. ‘When your and my ancestors, and more recently some here present, came to these shores, it was the freedom of America that lured them. And now, when our precious heritage of liberty is threatened, Americans prove they realize it is a priceless possession that can only be kept by those who will fight for and defend it.’

Joseph Sprechman, organizer for the United Electrical, Radio and Machine Workers’ Union, C.I.O., drew applause when he called for a second front now.

Declaring that the Fourth Ward is made up of all creeds and national groups, Sprechman said ‘all of us wish to see a victory in 1942 that can be insured by establishment of a Western Front. I do not hold with the belief that military matters should be left wholly to our Generals: we must prod our Generals into immediate action.’

Sprechman said that victory was also dependent upon the unification of all races, creeds, and national peoples within the country.

‘We must unify so that whisperings of Fascist sympathizers do not mislead us from our purpose,’ he declared. ‘We must unite behind President Roosevelt, our Commander-in-Chief.’

The union leader urged his auditors not to think that their job was ended by the dedication of the service flag. ‘Talk alone will not win this war,’ he said. ‘There must not be any slowing down—we must do everything in our power to share in the fight for victory.’

Sprechman called for the collection of funds for the Fourth Ward service men’s canteen.

Walter S. Morris, secretary to Mayor Furrey and his representative, told the crowd that the dedication was the ‘most enthusiastic that I have ever attended.’ He praised the sale of

Bonds at the ceremony but cited that ‘we can do more to support our boys at the front than by buying War Bonds.’

Miss Flora Avner, soprano, opened the program by singing the ‘Star Spangled Banner,’ John Fleming, famous Negro baritone, sang ‘Red, White and Blue’ and ‘Go Down, Moses.’

Paul M. Canada, deputy State administrator of the War Savings Staff of the United States Treasury Department, started the sale of Bonds by calling on the crowd to add to the significance of the dedication with a large combined purchase.

Rev. Charles Tarter, pastor of St. Augustine Church, gave the invocation and Rabbi Reuben Kaufman, of Temple Emanuel, gave the benediction. Sol Greenberg and Steve Ellis was joint chairman.

## Questions for Reading 2

1. What was significant about the service member on the flag?
2. How does Abramson describe the meaning of the stars on the flag?
3. How does this story of the Fourth Ward service flag connect to values of racial equality and the importance of unity in wartime? Consider the role of diverse community leaders, including those of diverse racial, ethnic, and faith backgrounds representing the ward.

## Reading 3: Newspaper Article

*Teacher Tip: This reading can be connected to the work and movement of the “Double V” campaign. This can also be connected to the second extension in (H)our History Lesson: [African American Contributions on the Home Front in Pittsburgh, Pennsylvania, WWII Heritage City](#), examining the support between the African American and Jewish communities.*

## Groups To Hold Tolerance Talks

*The Morning Call*, March 19, 1945, p. 13

A conference to discuss the question of discrimination will be held at the Y.W.C.A., Wednesday evening at 8 o’clock.

A group of about 20 leading Paterson citizens from various Jewish, Negro, and Protestant circles met last week and reported they were gravely concerned with the present and unobstructed dissemination of race prejudice and hatred among the American people.

All were unanimous in saying that race discrimination is a major obstacle to the war effort as its effect is to cause disunity, and secondly, it is an act contrary to the American philosophy of government that all men are created equal.

The group, therefore, came to the conclusion that the eradication of discrimination from the United States is a necessary weapon in the fight of winning the war and achieving a just peace.

Declaring the passing of the Fair Employment Practice committee bill by the Legislature in Trenton should not be delayed, the group decided to constitute itself into a 'Provisional Committee to Combat Discrimination.' Rev. James Clair Taylor, pastor of the A.M.E. Zion Church, was elected temporary chairman, and Morris Savage, local high school instructor, temporary secretary.

'The Provisional Committee to Combat Discrimination' makes an urgent appeal to all organizations and individuals, who are interested in the stamping out of the evil of the discriminated from the picture of American life, to come to this conference either as observers or as participants to help in this work.

### Questions for Reading 3 and Photos

1. What role do you think conferences like the one at the Y.W.C.A. played in addressing discrimination and bringing different racial and religious groups together?
2. Why do you think the group believed that ending discrimination was important for winning the war and creating a fair peace?
3. How do you think partnership work like this contributed to the development of the Civil Rights movement for African Americans, both during and after the war?

## Lesson Closing

Answer the essential question: How did African Americans in Paterson contribute to the home front efforts and the civil rights movement?

Also consider: How did the partnership among, and advocacy of, faith and community groups help challenge racism and discrimination on the home front?

## Additional Resources

[General Timeline Of African American History In Paterson, NJ by The Paterson Museum](#)

[Paterson, New Jersey: Migration North after World War II \(Library of Congress\)](#)

# Lesson 2: Women’s Contributions to the Home Front in Paterson, New Jersey, WWII Heritage City

## About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Paterson, New Jersey](#) designated as an American [World War II Heritage City](#). The lesson contains photographs and newspaper articles to contribute to learners’ understandings about the home front contributions of women in Paterson.

Women worked and served in many ways in Paterson during World War II. The lesson does not cover all roles and specifically focuses on paid war industry work and service. The extension shares an example of how local Jewish women volunteered to humanitarian efforts. Volunteer work and contributions can be explored more in [this lesson](#) examining the volunteerism of children in Paterson.

## Objectives:

1. Explain why women entered Paterson’s industry workforce, and the importance of this to home front efforts.
2. Describe the experiences of women working on the home front in Paterson, with details such as workplace safety, types of jobs, challenges, and benefits.
3. Compare historical perspectives on women in the workforce during World War II.

## Materials for Students:

1. Photos: Figures 5-10 (*can be displayed digitally*)
2. Readings 1, 2, 3, & Extension
3. *Recommended:* Map of Paterson, New Jersey, to refer to throughout lessons

## Getting Started: Essential Question

How did women in Paterson, New Jersey, contribute to home front war efforts in industry and service?

### Photos

The following photos are courtesy of the Paterson Museum. These women each worked at the Wright Aeronautical Corporation. Some images show overlapping pictures with their husbands, of whom they were filling their positions at the Corporation while they served. One woman filled her brother's position.



*Figure 5: Florence Vander Hoven helps to produce propeller parts for America's warring aircraft. Her husband is currently serving in Australia. 1942. (Credit: The Paterson Museum)*



Figure 6: Catherine Hunzinger, 21, is operating the same high speed pneumatic grinder or burr that her brother, George Hunzinger, 24, used before he left to join the Army. She took his place at the bench job a few days later. (Credit: The Paterson Museum)



Figure 7: Eleanor Taylor supervises the distribution of war bonds at the N.J. plants while her husband, Charles Taylor is training with the U.S. Armed Forces at Camp Dilworth, N.C. 1942 (Credit: The Paterson Museum)



Figure 8: Natalie Miller produces propeller parts for America's fighting aircraft at Curtiss-Wright while husband, Samuel, is stationed in Maine with the U.S. Army Engineers. (Credit: The Paterson Museum)



### By the numbers:

- Seven Wright Aeronautical Corporation plants operated in the area, and in August 1943, 10,912 women were employed across the seven plants. 3,795 women were hired from January to August 25, 1943 alone.
  - Absentee rates among women were at about 3%, with only a 0.05% increase for the Corporation from January to August 1943.
- Numbers from "See Little Absenteeism Among Women Workers Here" in *The Paterson Evening News*, August 25, 1943, p. 9



## Quotation to consider:

“What is a cylinder head? What kind of hand lotion will remove oil? Where can I meet some young people my own age?”

These are only three of a barrage of questions that newly-recruited women at the Wright Aeronautical Corporation fling daily at 30 employee councilors who serve as problem solvers, reception committees, and all around ‘house mothers’ to women shop workers.

When a ‘rookie war worker’ comes to one of the WAC plants, the employee councilor is one of the first persons she meets. From the initial question-and-answer session, the councilor becomes a constant guide and companion to the working woman, who wants to know what factory work and aircraft engines are all about.”

- “Wright Women Workers Make All Sorts of Queries,” *The Paterson Evening News*, January 12, 1943



## Read to Connect

### Reading 1: Newspaper Excerpt

#### Aviation Industry To Attain ‘Impossible’ Warplane Output in 1943, Says Air Expert

*The Morning Call*, January 1, 1943

. . . Women workers assumed an increasingly important role as the demand for manpower with which to operate these facilities and replace those employees lost to the services became more acute. The Aeroplane Division more than doubled its employment, had to replace more than 9,000 workers who joined the armed services, and estimated that more than 50% of its total number of employees will be women by Jan. 1, (1943). The Wright Engine Division, now increasing its workers to about 1,500% above pre-war levels, has lost over 5,000 men to the services, and is now proceeding to employ more than 30,000 women workers in its New Jersey and Ohio plants. The Propeller Division is likewise employing a large number of women workers.

‘Our women workers have shown by their work that they are apparently as much at home in our machine shops as they are in their own kitchens.’ Mr. Vaughan said. ‘In the Wright engine plants, for example, they are serving as machine tool operators, assemblers, coremakers, bench workers, technicians, production planners, draftsmen, operations

sheets sketchers, and the like. The Aeroplane Division is employing them on the assembly lines; and the Propeller Division has assigned them throughout the plants. In every way, their work has been highly satisfactory.

Facilities for training new employees were greatly expanded. The Aeroplane Division, with 99% of its current trainees made up of women, announced plans for assigning women college students to technical universities, then employing them as engineering assistants; it also organized classes for training men for more responsible positions. The Wright Engine Company, with a training program first begun in 1936, and the Propeller Division also enlarged their schools. The Aeroplane Division was training 500 service mechanics for the Army in one plant alone and contemplated establishing similar schools in other plants. The Wright Engine and Propeller Divisions were likewise training large numbers of mechanics for the services. . . .

### Questions for Reading 1, Photos, and Quotation to Consider

1. How did the demand for workers in the aviation industry change during the war?
2. How does the photo collection of women working at Wright Aeronautical Corporation show examples of how women in Paterson responded to demand? Consider their unique stories.
3. Why did Mr. Vaughan compare machine shops to kitchens? How does this show gender stereotypes women were challenging during the war?
4. What specific roles did women workers have, according to Mr. Vaughan?
5. What initiatives were taken to train and support women entering this work?

### Reading 2: Newspaper Excerpt

#### Practical Clothes

*Women War Workers Show Sensible Approach To the Problem*

*The News*, January 28, 1943, p. 8

Women in New Jersey war plants are combining the practical and the attractive in clothes they wear while on the job—with emphasis on the practical for safety's sake, the Office of War Information reported today.

A survey of major war industries in Newark and other New Jersey communities shows that, with few exceptions, women have a sensible approach to the need for wearing clothes that will protect them from the hazards of occupations which, only a short time ago, were strange to thousands of them.

Typical of the New Jersey war industries that are consistently educating their women employees to the use of apparel that is designed for safety, primarily and attractiveness, too, are the Curtiss Wright Propeller Division and the National Union Radio Corp. in Newark, and the Wright Aeronautical Corporation in Paterson.

Women in these and other New Jersey plants are apparently taking the advice of the Women's Bureau of the United States Department of Labor on the proper things to wear at work. Some of these suggestions are:

Wear safety caps when the job requires it. Hair should be fully tucked under the cap, and so avoid scalping and other injuries as well as pain, costly medical care and permanent disfigurement.

Electric and acetylene welders should wear fire-proof hair covering to prevent serious burns.

Women exposed to dust or fumes need covering to protect the hair and to prevent its carrying toxic material. For this purpose, when there is no machine danger, a closely-woven washable turban is good.

Women workers exposed to oil or grease also need to protect the hair and thereby aid in preventing skin infections.

Curtiss Propeller Division officials in Caldwell report that they are urging women workers to wear steel-toed shoes which would prevent injury by heavy articles falling on their feet. Women there are wearing the most attractive caps they can find to protect their hair from machinery. Compliance with safety measures is stressed daily, according to the company.

When a woman starts her job at the Wright plant in Paterson she receives a safety uniform which consists of navy blue denim twill slacks, blouse, canvas apron in the same color and a cap of transparent rayon. This outfit is more attractive than it sounds. The cap has a brim and mesh on the sides to keep the hair tucked in and is good protection against oil, dust and other harmful substances.

Women workers at the Wright plant are not allowed to wear jewelry of any kind which might get caught in machines and cause serious injury. Leather-soled shoes with low or Cuban heels are required. Open-toed shoes are taboo for standard machine tool operators as steel shavings may injure feet. Grinders are required to wear non-breakable goggles. If the grinding creates dust, the woman worker is required to wear a mask. The masks women can select are made of plastic, protect the entire face and are not uncomfortable. The plastic mask is most popular at the plant, it is reported. For variety's sake, women can wear turbans offered in three colors or berets available in two colors to keep the hair tucked in.

Hair nets are provided women workers at the National Union Radio Corporation plant. They also wear a heavy rubber apron which protects the entire body if they are working with acids. If they handle hot tubes, they are required to wear heavy heat-resisting cotton gloves. A safety education program is conducted at all times to persuade women that safety precautions are the best policy. . .

## Questions for Reading 2

1. The author says that the occupations, “only a short time ago, were strange to thousands of them.” How did the war expand women’s opportunities on the home front?
2. What considerations were there for women’s safety?
3. Why do you think the author refers to attractiveness with work clothes and safety throughout the text?
4. What are some of the challenges women faced working in this field, as described in the reading?

## Photos



Figure 9: Women's Army Auxiliary Corps recruiting poster (Credit: UNT Digital Library)

## Reading 3: Newspaper Article

*Teacher Tip: The text uses historical language not used today to describe the race of individuals. Discuss this with students.*

### Many Women Seek Blanks at P.O. for WAAC Training

*Paterson Evening News, October 23, 1942*

Paterson women, who rushed to the Post Office building yesterday to secure WAAC application blanks, proved they are no longer willing to limit their part in the war effort to knit one purl two.

Blanks were given out in such quantities that the supply was completely exhausted before 3 o'clock but even that did little to dim the enthusiasm of the women who kept streaming into the recruiting office to talk to Lt. Jean Robb.

Lt. Robb, who was sent from her regular post in the Newark Post Office building for the day, stated the response was extremely heartening. She commended the action taken and stated, 'The response was wonderful. Paterson has proven its interest.'

She stressed the need in the Women's Army for musicians—women who can play the trombone, French horn, cornet, clarinet, saxophone, snare or bass drum will be given a resounding welcome if they apply for service.

In addition, the needs include stenographers, switchboard operators, cooks, bookkeepers, typists, dieticians, clerks, camera technicians, photograph laboratory technicians and radio mechanics.

Negro girls are urged by Lt. Robb to send for their applications at once.

All recruits are sent to Des Moines, Iowa, for a four-week training period. The age brackets are from 21 to 45 and married women will be accepted. . . .

### Questions for Reading 3

1. What was the response from Paterson women toward the WAAC recruiter?
2. Why may Lt. Jean Robb have emphasized the need for musicians in the Women's Army? How might this reflect the different types of goals of the military during the war?
3. Why do you think the WAAC accepted women of different ages, races, and marriage status?

## Lesson Closing

Answer the essential question: How did women in Paterson, New Jersey, contribute to home front war efforts in industry and service?

Also consider:

- What other ways may women in Paterson have contributed to home front efforts that are not shared in this lesson?
- How did the involvement of women workers in traditionally male-dominated roles impact the perception of women's capabilities in the workforce?

## Extension



Figure 10: Wheelchair donation during the war to Hope Dell Hospital in Paterson, NJ. (Credit: Jewish Historical Society of North Jersey)

### Volunteer work of Jewish women in Paterson

*Background:* This lesson focused on women in paid war work and service; however, women also were volunteering in Paterson in a variety of ways. The local Paterson Jewish community was active in raising money and making items for Jewish humanitarian needs. B'nai B'rith, a Jewish nonprofit organization, engaged women in this work. This is one example, occurring prior to the formal entry of the United States into the war.

## Newspaper Excerpt

### Davis Commends Women For Aid to Red Cross

*B'nai B'rith Auxiliaries Participating in Red Cross Appeal for Blankets to be Sent to Poland for War Refugees, Mrs. Levy, President, Announces*

*The Morning Call*, March 8, 1940

A message from Norman Davis, chairman of the American Red Cross, expressing pleasure that the Women's Auxiliaries of B'nai B'rith, the oldest and largest Jewish service organization in the United States, is participating in the Red Cross appeal for blankets to be sent to Poland or nearby countries housing Polish war refugees was made public here by Mrs. Evelyn Levy, president of the Women's Auxiliary B'nai B'rith of Paterson.

Simultaneously Mrs. Levy announced that her organization had already undertaken an intensive campaign among its own membership to obtain its quota of blankets. Similar campaigns are being held in all of 325 auxiliaries throughout the country pursuant to suggestions received from the women's Grand Lodges of B'nai B'rith, she said.

All blankets collected in Patterson by the B'nai B'rith women will be turned over in bulk to the local American Red Cross chapter, which has received instructions from Red Cross headquarters in Washington regarding the B'nai B'rith campaign. . . .

Mrs. Levy said that the local B'nai B'rith Women's Auxiliary planned to raise its quota through various projects. In many communities the B'nai B'rith Women are holding blanket showers, with a new blanket as the price of admission. Special fundraising projects, the proceeds of which will go toward the blanket fund, or contributions equal to the price of a new blanket, are other methods being employed by the 35,000 B'nai B'rith women.

## Questions

1. What methods did the B'nai B'rith Women's Auxiliary in Paterson plan to use to reach their quota of blankets for the campaign?
2. How does the coordination between local B'nai B'rith Women's Auxiliaries and the American Red Cross show partnership in addressing humanitarian needs, and a connection between the home front and overseas?

# Lesson 3: Children's Home Front Volunteerism and Service in Paterson, New Jersey, World War II Heritage City

## About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Paterson, New Jersey](#) designated as an American [World War II Heritage City](#). The lesson contains readings and photos to contribute to learners' understandings about how youth volunteered and contributed to home front war efforts. This included participation in the Junior Red Cross, collecting and making items for soldiers or humanitarian efforts, supporting material drives, and helping raise money in campaigns, such as for the United Jewish Appeal.

## Objectives:

1. Describe the purpose and examples of youth contributions to war and humanitarian efforts
2. Explain how youth volunteerism and work helped meet needs, both on the home front and abroad
3. Compare local, historical perspectives on service to synthesize and connect to larger wartime perspectives and themes.

## Materials for Students:

1. Photos: Figures 11-13 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended:* Map of Paterson, New Jersey



## Getting Started: Essential Question

How did youth in Paterson contribute to the war efforts on the home front?

## Photos



Figure 11: "Downtown Paterson World War II bond drive parade featuring the students of public school number 20. Walking down Main Street at the intersection with Market Street." April 1943. (Credit: Paterson Museum)



Figure 12: "American Junior Red Cross Enrolling for Service" by A.M. Upjohn. (Credit: Bangor Public Library)



## Quotations to consider:

“The Paterson Victory Garden Committee today urged the citizenry to concentrate on backyard gardens as their contribution to the war effort. . . . Emphasis has been placed on the necessity for a Victory Garden by everyone, even if it includes but a few tomato plants.”

- Concentrate on Your Back Yard for a Victory Garden, *The Paterson Evening News*, March 24, 1943

“Jewish organizations were urged to give wholehearted and full participation to the Red Cross drive . . . Support to the Red Cross drive was pledged at the recent executive committee meeting of the council. The representative organizations are confident the Jewish residents of Paterson will do their share.”

- Jewish Council to Aid Red Cross, *The Patterson Evening News*, March 3, 1943



## Read to Connect

### Reading 1: Newspaper Article

#### **Junior Red Cross Enrollment Opens In City’s Schools**

*The Morning Call*, November 3, 1944, p.1

One hundred percent American Junior Red Cross membership in the public, parochial, and private schools of Paterson is the goal set for the November 1-15 enrollment for the Service Campaign, it was announced by Mrs. Gordon L. Corbett, chairman of the Junior Red Cross Paterson Chapter. Nationally, the Junior Red Cross has more than 18,000,000 members, about seventy percent of the school population, making it the nation’s largest youth organization.

Mrs. Corbett pointed out that the Junior Red Cross is making a significant wartime contribution. She said that the members here in Paterson have contributed a great number of utility bags, slip covers for lap boards, convalescent slippers, soft toys, kits containing tooth paste, shaving cream, etc., and decorated menus used by the Navy all over the world.

The pupils are still very busy and hard at work turning out many things for our veteran hospitals, to be used by our boys wounded overseas and now in our many hospitals, she said.

It was reported that medical kits, valued at \$87,500, are being purchased by the American Junior Red Cross National Children's Fund for immediate shipment to schools in Yugoslavia, Greece, Belgium, and other countries. Our Paterson schools have taken a very active part in the great work.

These kits are sent to liberated and occupied countries through the joint commission of the International Red Cross in Geneva. Each medical kit, large enough to serve four hundred children, will contain approximately thirty items, such as aspirin, boric acid, scissors, soap, and gauze. Only institutions able to control these articles will receive them.

Plans have already been completed for Junior members to pack gift boxes in their classrooms, containing some 10,000 needed educational supplies for European children.

Junior Red Cross posters about the enrollment campaign are now in every schoolroom in Paterson and the surrounding area to remind the pupils to keep up their good work and make our schools one hundred per cent Junior Red Cross.

The next two weeks, Nov. 1 to 15 is the time of the annual enrollment, when Junior Red Cross recruits will join the ranks of the old timers in winning the war.

Enrollment in Junior Red Cross is urged now! Nov. 1-15.

### Questions for Reading 1

1. The picture of the Junior Red Cross Enrollment poster (Figure 12) is not specific to Paterson but is an example of a poster type that may have been found in this type of enrollment campaign. How do you think the poster was designed to appeal to children?
2. Why does Mrs. Corbett think the Junior Red Cross work in Paterson is significant during wartime?
3. What kinds of things did Junior Red Cross members in Paterson make to provide to schools and injured soldiers overseas?

## Photo



Figure 13: Children participate in a scrap drive in Paterson in 1942. (Credit: Paterson Museum)

## Reading 2: Newspaper Articles: Organized Youth Service

### Reading A

*Background for students: The scrap and salvage drives in Paterson as described were organized by air raid zones. Air raid zones were established to organize civilian protection against enemy threats. These zones conducted practices, distributed information, such as on blackouts, and had civilian volunteers.*

### State Official Praises Paterson For Scrap Plan

*The Morning Call, October 9, 1942*

Paterson's method of conducting its salvage drive was commended yesterday by Clinton M. White, executive secretary of the New Jersey Salvage Committee. He expressed great interest in the Junior Commandos organizations at work here.

'The report you gave me on the method of scrap collection in Paterson and the amount of materials you are collecting is extremely interesting to me.' Mr. White wrote Miss Sadye Fidler, chairman of the local committee. 'I wish to commend you and the other members of your committee and all volunteers who have helped in this very important war effort.'

Paterson is conducting its drive in the various air raid zones and sectors, covering small areas on each weekend rather than launching one great, city-wide drive. The committee felt that it could raise more scrap per capita, albeit less spectacularly in this manner. It points to the 100,000 pounds raised in an area of 20 blocks by air raid wardens and commandos in one zone to sustain its contention.

'I was particularly interested in your having organized school children of Paterson into Junior Commando units. The use of school children in our salvage drive has proven beyond a doubt the patriotism of our young folk and their eagerness to get in the scrap to aid us in winning the war,' Mr. White added.

'Keep up the good work.'

## Questions for Reading 2A

1. How did [material drives](#) like the one in the article contribute to the war effort?
2. What was different about Paterson's approach to conducting a salvage drive?
3. How did Mr. White's praise for the school children in Junior Commando units reflect the importance of youth participation in wartime activities?

## Reading B

*Background for students: The United Jewish Appeal (UJA) was founded in 1939 and raised funds to assist Jewish refugees in Europe and the United States. A large Jewish population was involved in fundraising and contributions to the war effort in Paterson. The Paterson Morning Call newspaper had a section in the newspaper that highlighted local Jewish religious activities and organizations.*

## Jewish Youth to Work for U.J.A. Campaign

*The Morning Call, May 5, 1944*

Recognizing the challenge facing the Paterson Jewish community to raise an unprecedented quota for national and overseas needs for relief, rescue and rehabilitation and for two scores of religious, cultural, civic-protective health and welfare agencies, the

Jewish youth of Paterson is being mobilized for the forthcoming United Jewish Appeal of Paterson. . . .

Addressing the youth groups, both Mr. Bornstein and Mr. Wollruch stated that the Jewish youth is aware of the plight of their young brethren in Nazi Europe ‘those who remain alive,’ they said turn to American Jewry for help from their horrible miseries. Jewish boys and girls who have found a haven will learn to live again through funds raised by the United Jewish Appeal.

It is the duty of every youth in Paterson to enroll as a soldier in this army of rescue. Jewish youth throughout the country is contributing its share toward the United Jewish Appeal. Jewish youth of Paterson participated successfully in the last year’s campaign. It will have to double its efforts to meet the multiple demands of this year.

### Questions for Reading 2B

1. What was the purpose of the United Jewish Appeal?
2. How did the local Paterson Jewish community contribute to the United Jewish Appeal?
3. Why do you think mobilizing local Jewish youth was important to the success of their campaign?

### Reading 3: Oral History

#### Excerpt from interview with Dolores Davidson Most

*Background: Dolores Davidson Most (b. 1929) was one of Paterson’s first female police officers. She grew up in Paterson during World War II. The following is a selected excerpt of [the interview](#) that is focused on growing up during the war in Paterson, documented by Paterson Great Falls National Historical Park. Minor edits have been made to the excerpt for readability.*

**Most:** And then with the outbreak of World War II, he (father) went to work for Wright’s as a polisher. And I do remember that when he went to work at Wright’s, the pay was a lot better, the food on our table, like fruit, was there that weren’t there all the time. But then after World War II, then he went back to the railroad again. . .

**Interviewer:** What got you into police work?

**Most:** All my life I’ve been involved in the neighborhood and cities. When I was in School 15, during World War II, I worked at the Red Cross down on Market Street. I brought work home. My mother and I sewed baby booties. And we knitted and I would go down to the Red

Cross building. It was up on the second floor. A coffee shop, I can't think of the name of it now, but I would go there after school and work two or three days a week.

And then in the seventh grade and eighth grade, there was a police officer, Mr. Keypers, he was a patrolman, he started Junior Commando Group at School 15. I was captain of the girls, and Joe Esposito was captain of the boys, and once a month, they'd put it in the paper that we would go out and collect scrap paper and the people would put it on their curb. And then another Saturday he would get a truck load to him; another Saturday we'd collect scrap iron. We'd even go into basements and pull out bed springs and then with the monies that he made for selling the scrap iron and the paper he would buy war stamps.

Each kid that was part of this group got the book. You put in your stamps, and when you had \$18.75, you got a war bond. I never did get a war bond that I can remember. But what I do remember is that there on McBride Avenue, he would take us to Libby's. They used to open up this board and they had stools there, and we could have a hot dog and a chocolate milk, which was a big deal.

**Interviewer:** Did you have a victory garden?

**Most:** That was my dad. He grew so many tomatoes, he got, you know, he was giving them out to the neighbors. But he got a rash eating so many tomatoes. They put the earth ware there, it was like black, it was very fertile.

. . . . For a very short time, I worked on a farm. I'd go downtown and they would pick us up by the City Hall with a flatbed truck, took us to a farm . . . The first day I bunched kohlrabi (type of turnip cabbage), I didn't know what a kohlrabi was. I had slacks or jeans on, and then the cords underneath my belt, and I came home and my back of my neck was as red as a beet. I got sunburnt. And I remember he let us go sit under a tree to eat our lunch, but we could only have water. He had a cow there and he had milk, but he could only give us water. I remember that. . . . I lasted there maybe a week. My mother said, no way, because I was sick. I was throwing up, so that was end of my farmerette business, really.

My dad was an air raid warden, you know. I remember him going out with the hat and the whistle, hollering at people to pull their shades down. You sat around the radio and listened to the shows, Lux Theatre, with Loretta Young announcing, or when they had the Academy Awards, and they would describe the women's gowns and you'd sit there. They were good times, they were good times, really.

### Questions for Reading 3

1. How did Dolores Davidson Most volunteer to war efforts as a child?

2. How does Most's description of her time as a Junior Commando connect to Reading 2?
3. What are two ways her father contributed to home front war efforts outside of his workplace?
4. How does Most's interview show examples of how local families and communities adjusted during the war?

## Lesson Closing

Answer the essential question: How did youth in Paterson contribute to the war efforts on the home front?

Also consider: Why did adult organizations work to support and mobilize youth home front efforts?

# Lesson 4: 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 [Paterson, New Jersey](#) designated as an American [World War II Heritage City](#). The lesson contains photographs, readings, an optional review text and media activity, and a culminating project. The first reading shares a review of some of the important contributions to aviation for of the US and the Allies, and the second reading connects the region to the designation of a Heritage City. The culminating project contributes to learners' understandings of the city as a WWII Heritage City, with the opportunity to combine lesson themes from the three other lessons in the Paterson, New Jersey [lesson collection](#). This is to summarize the city's contributions and encourage connections to the overall U.S. home front efforts.

## Objectives:

In a culminating product:

- a. Identify important World War II home front locations and industries in Paterson and describe their historical significance
- b. Summarize the contributions of diverse Paterson civilians and service members to home front wartime efforts, including women and African Americans
- c. Describe youth contributions to the home front war efforts
- d. *Optional:* Describe similarities and differences between Paterson and other Heritage city(s) / World War II home front(s).

## Materials for Students:

1. Photos: Figures 14-16 (*can be displayed digitally*)
2. Readings 1, 2
3. Maps, project materials (as needed)
4. Student graphic organizers (See Figure 17 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. Identify important World War II home front locations and industries in Paterson and describe their historical significance
  - b. Summarize the contributions of diverse Paterson civilians and service members to home front wartime efforts, including women and African Americans
  - c. Describe youth contributions to the home front war efforts
  - d. *Optional:* Describe similarities and differences between Paterson 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 Paterson chosen as an American World War II Heritage City, and what are its similarities and differences to other home front cities?

## Photos



Figure 14: "Wright Aeronautical Corp., Paterson, New Jersey. Test room." October 21, 1940. (Credit: Library of Congress)



Figure 15: Mrs. Harriett Burgess at Wright Aeronautical Corporation in Paterson. (Credit: The Paterson Museum)



Figure 16: Sorry folks - Wright is Calling for Men! If you are not now in essential work, investigate the good-paying jobs at Wright Aero, helping build engines for the B-29's and other fighting aircraft..." Advertisement from *The Morning Call*, January 24, 1945, p. 2



### Quotations to consider:

"Idle silk mills were acquired; and since steel was unavailable for plant construction, one factory was built of wood with a resultant saving of 45 days in getting it into production; another was built by the 'war speed' method of concrete construction and already is in operation."

- Aviation Industry To Attain 'Impossible' Warplane Output in 1943, Says Air Expert

*The Morning Call*, January 1, 1943

"Paterson contributed significantly to the Allied war effort during WWII, providing critical defense manufacturing, engaging in civil defense, and supporting government financing and morale. Today, memorials, exhibits, and public spaces are used to preserve the legacy of Paterson's sacrifices and contributions while educational programs expose the public to these stories. Paterson's status as an American World War II Heritage City honors the sacrifices and significant efforts taken by the city's citizens, who rose to the challenge in time of conflict."

- [“American World War II Heritage City”](#) by Paterson Great Falls National Historical Park

## Reading 1: Excerpt from “Aviation City,” by Robert L. Cohen

An article in *The Historic County*, [Newsletter of the Passaic County Historical Society](#)

. . . With war coming by the late 30s in Europe and the Pacific, an enormous expansion of Wright took place. The plant in Paterson became the engine manufacturing division of Curtiss-Wright. In 1937 a new addition brought the floor space up to 800,000 square feet.

By the start of World War II with construction continuing throughout the late 30s, floor space area was increased to 2 million square feet. Plants included buildings in Fair Lawn, Clifton, and East Paterson as well as new buildings in Paterson on Getty Avenue and a service center in Caldwell.

Gearing up for World War II led to development of an eighteen-cylinder 2000 horsepower engine doubling an earlier Cyclone’s horsepower. As the war progressed the Wright plants produced more than 120,000 aircraft engines of all types and even licensed other companies to build engines for them. The assembly lines could produce one engine every twenty minutes, with the Paterson factory capable of turning out 1000 high quality engines per month. No wonder the home front was called the Arsenal of Democracy!

The list of planes powered by Wright engines is a lengthy one. They included the B-17, Flying Fortress Bomber, the B-25 Mitchell Bomber, the Helldiver, Avenger, Wildcat, and Mariner, among others. While the Paterson plants produced engines, the Clifton and Caldwell plants produced propellers for numerous aircraft during the war.

The Wright plant had a workforce of 24,000 working three shifts. Of the many thousands of engines, some went into aircraft such as the Enola Gay B-29, the plane that dropped the first A-bomb (atomic bomb); and the famous Thirty Seconds Over Tokyo, Doolittle’s B-25 raiders who accomplished their feat during the early part of the war.

The B-17 was used in all theaters of the War and was the main bomber used. Engines allowing for even longer flights like the B-29 were developed and used later in the war. After the war ended in 1945, Wright continued production for 44 commercial airlines, produced jet engines and worked on rocket engines for space travel . . .

### Questions for Reading 1

1. In what ways did the wartime activities in Paterson demonstrate cooperation between local industries and military demands?

2. What impact do you think Paterson's involvement in wartime production had on the local community and economy during World War II?
3. How did wartime production impact opportunities for women and African Americans?
4. How did home front contributions in Paterson 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 1 and 2, Photos

1. What was the purpose of the bill (H.R. 6118) according to the report?
2. Why do you think Paterson was designated as a World War II Heritage City? Connect details from the bill and the first reading.
3. Are there other cities you think of when considering home front contributions during wartime? Which, and why?

## Review Activities

### Paterson, New Jersey: American World War II Heritage City

Paterson Great Falls National Historical Park has a [comprehensive summary](#) of the contributions of Paterson as an American World War II Heritage City. The text can be used to review defense manufacturing, civil defense and contributions, and learn about today's efforts to preserve the wartime legacy of the city.

### Media Activity: "Wright Builds for Supremacy"

The [1942 Curtiss Wright Aircraft promotional film](#) (14:06) shows behind the scenes footage of the manufacturing at Curtiss Wright, including work done at the Paterson plant. Clips can be used to help visualize and understand the industry work and war contributions.

## Culminating Activity/Mastery Product

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

- a. Identify important World War II home front locations and industries in Paterson and describe their historical significance
- b. Summarize the contributions of diverse Paterson civilians and service members to home front wartime efforts, including women and African Americans
- c. Describe youth contributions to the home front war efforts
- d. *Optional:* Describe similarities and differences between Paterson 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 Paterson, New Jersey 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
	<b>Standard:</b> _____ Evidence of meeting standard: •	
	<b>Standard:</b> _____ Evidence of meeting standard: •	
	<b>Standard:</b> _____ Evidence of meeting standard: •	
	<b>Standard:</b> _____ Evidence of meeting standard: •	
<b>Points</b>		

Figure 17: Single-Point Rubric (Standards; Blank) [Teacher selects priority standards for assessment.] Courtesy of Sarah Nestor Lane

## Acknowledgment

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.