

Wichita, Kansas, WWII Heritage City

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



Figure 1: B-29 Superfortresses at Boeing Plant in Wichita in 1945; “Wartime production display of B-29 Superfortresses at Boeing plant in Wichita. View looking west toward main administration building, 3801 South Oliver Street.” (Courtesy of Wichita State University Libraries, Special Collections and University Archives; Richard M. Long Collection, wsu_ms96-4.2.29.1)

Introduction

The three lessons, and culminating fourth lesson, support the development of understanding the significance of [Wichita, Kansas](#) designated as an American [World War II Heritage City](#). Highlights include contributions to the wartime industry and workforce, such as the mass production of aircraft, defense manufacturing, and volunteerism and contributions made by many civilians. The lessons highlight specific contributions but connect to larger themes and understandings of the U.S. home front during wartime.

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. [Aviation Production in Wichita, Kansas, World War II Heritage City \(p.5\)](#)

- War manufacturing
- Women in industry
- Home front workforce
- Aviation
- B-29 Superfortress
- Kaydet trainer
- Boeing
- Beech
- Cessna

2. [Defense Manufacturing in Wichita, Kansas, World War II Heritage City \(p. 17\)](#)

- Home front workforce
- Coleman Lamp and Stove Company
- Langdon Tent and Awning Company
- Women in industry

3. [Home Front Volunteerism and Contributions in Wichita, Kansas, World War II Heritage City \(p. 26\)](#)

- War bonds
- Victory campaigns

- Community service
- Women in volunteerism
- Cadet enlistment

4. [Wichita, Kansas: 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. 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

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: Aviation Production in Wichita, Kansas, World War II Heritage City

About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Wichita, Kansas](#) designated as an American [World War II Heritage City](#). The lesson contains readings and photos to contribute to learners' understandings about Wichita's contributions to aviation wartime production. The lesson contains a reading to learn about the milestones of production of the B-29 Superfortress, and two readings to consider the importance of the role of women in the local industries.

Objectives:

1. Explain the impact of the aviation industry on the population and growth of Wichita, and its contributions to the U.S. and the Allied forces.
2. Describe the contributions of, and challenges faced by, women in the aviation industry in Wichita.
3. Compare historical perspectives to synthesize and connect to larger wartime perspectives and themes.

Materials for Students:

1. Photos: Figures 2-8 (*can be displayed digitally*)
2. Readings 1, 2, 3 (and optional extension readings)
3. *Recommended:* Map that includes Wichita, Kansas



Getting Started: Essential Question

How was the home front aviation industry in Wichita a key contributor to the efforts of the United States and its Allies?

Photos



Figure 2: Postcard of the Boeing B-29 Superfortress and PT-17 Kaydet with text on back, "Products of the Wichita Division of Boeing Airplane Company, a mighty Boeing B-29 Superfortress is shown here with right wing extended over a sturdy little Boeing Kaydet primary trainer. Many Army Air Forces men now flying Superfortresses against Japan received their early training in a Boeing Kaydet (formerly known as the Stearman trainer)...It was the first primary trainer to be completely standardized for both the Army and Navy." (Credit: Edward & Elizabeth Burns Historical Research Pavilion, Wichita Public Library)

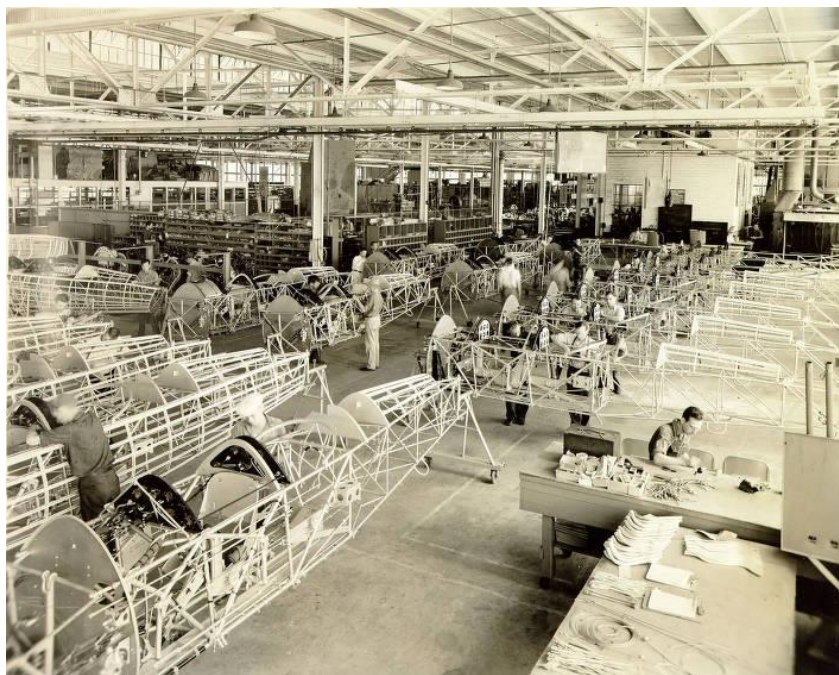


Figure 3: Stearman Aircraft Division of Boeing Airplane Company in 1944; Building trainers for the Army and Navy at the Stearman Aircraft Division of the Boeing Airplane Company in Wichita. (Courtesy of Wichita State University Libraries, Special Collections and University Archives; wsu_ms2002-12.67.10.3)



By the numbers: Wichita's Population Growth: April 1940 – July 1941

- Stearman (Boeing): 5,250; Beech: 3,700; Cessna: 700
- Total for families of employees: 7,720
- Population boost from aircraft plants: 17,370
- Population boost from other lines: 4,500
- Total population increase for Wichita: 21,870

Source: *Wichita Eagle*, July 6, 1941, p.2



Quotations to consider:

Population gains: “Confirmation of the fact that Wichita’s population increase has been rapid during this period is found in the fact that the list of newcomers has averaged 22 new families a week since January 1. This list fails to take any account of single men who come to the city.”

- *Wichita Eagle*, July 6, 1941, p.2

Women in Industry: “Her business is to be efficient, intelligent and to add her bit to as many planes as possible. She’s a woman out to get her man, but this time the ‘man’ is the enemy.”

- Betty Barker, Boeing employee, quoted in “Boeing Girls will Tog out in Coveralls” in *Wichita Evening Eagle*, Thu, Mar 26, 1942, p. 5



Read to Connect

Reading 1: Newspaper

Teacher Tip: Share with students the three largest aviation production companies in Wichita: Cessna, Beechcraft, and Boeing. The companies produced different types of aircraft for the United States and its Allies. For example, Cessna also produced aircraft for the Royal Canadian Air Force. This newspaper article focuses on production by Boeing in Wichita.

Definition: Apron – An area where aircraft are parked and maintained, loaded or unloaded, refueled, or boarded.

Deliver B-29 Number 1,000 to U.S. Army

\$10,000 Plastered on Superfortress Figuring in Huge Ceremony Here

Wichita Evening Eagle, February 14, 1945, p. 1

The Wichita division of Boeing Airplane company today delivered to the army air forces the 1,000th B-29 Superfortress to be produced in the huge Boeing bomber plant here.

Marking a definite milestone on the road to victory over Japan and a great production achievement for the thousands of men and women employed at Boeing-Wichita, the No. 1000 Superfortress was turned over to the army in a brief but impressive ceremony on the Boeing flight apron this afternoon.

Attached to the glistening sides of the huge bomber was more than \$10,000 in currency and coins, a spontaneous and voluntary contribution by Boeing employees to the infantile paralysis foundation. This money was in addition to the \$5,350 donated by the same employees in the two-day paralysis campaign conducted in the Boeing plants more than two weeks ago. The Superfortress was not only the 1,000th Wichita-built B-29 but the first airplane to wear a \$10,000 coat of money.

At the same time, the army accepted delivery of the 10,346th Kaydet primary trainer to be built at Boeing-Wichita, the last of the series of the famed little training planes under the company's current contract.

With thousands of employees from both shifts looking on, J.E. Schaefer, Boeing vice president and general manager of the Wichita division, turned the two airplanes over to Brig. Gen. Ray G. Harris, commanding general of the midwestern district, air technical service command, who accepted them on behalf of the army air forces. . . .

It was June 29, 1943, that the first production model of the Boeing B-29 made its maiden flight from the Wichita municipal airport, a flight accomplished while the initial experimental models of the huge bomber were still undergoing tests at the Boeing plant in Seattle. This was recalled today by J.E. Schaefer in pointing out that less than a year after the first production model flight, Wichita-made B-29s carried out the opening raids on the Japanese homeland.

'Our Wichita plants produced the first combat Superfortress,' Schaefer stated, 'and here today we are seeing our one thousandth bomber preparing to take its place in the war

against Japan. We'll keep these B-29's coming in increasing numbers just as long as the army air forces needs them for victory in the Pacific.'

Delivery of the 1,000th Superfortress here came just a few weeks after Chairman J.A. Krug of the war production board announced in Washington that Boeing-Wichita's production had reached 100 B-29's a month. In attaining this production record, and also for their record established in building the Kaydet primary trainer, Boeing-Wichita employees have won five consecutive army-navy 'E' awards, the fifth award being made at a time when only four out of every 100 war plants in the nation had won their first.

Boeing-Wichita has been the principal source of the Boeing B-29's used in combat missions to date. In addition, the Superfortresses are rolling in accelerating schedules from four other huge plants, those of the Boeing company in Seattle and Renton, Wash., the Bell plant at Marietta, Ga., and the Glenn L. Martin plant at Omaha, Neb. Also participating in this huge B-29 program are Briggs, Cessna, Chrysler, General Motors, Goodyear, Hudson, Murray and A.O. Smith, producing subassemblies.

The Kaydet primary trainer delivered today was the 10,346th completed airplane and equivalent in spare parts to be built at Boeing-Wichita's Plant I, long the home of the primary trainer and now converted to B-29 production. Since Pearly Harbor this one plant here has delivered 44 percent of the primary training planes used by the army and navy while 14 other aircraft manufacturing firms combined were turning out the remaining 56 percent. The Boeing Kaydet was the first primary trainer to be completely standardized for both the army and the navy.

Questions for Reading 1 and Photos

1. Why was the production of B-29 Superfortresses at the Wichita Boeing plant important? What milestone was met in this article?
2. Why was the Superfortress covered in \$10,000?
3. What was another type of plane produced at Boeing? What was its role, and how many had been produced in Wichita at the time?
4. Consider "By the Numbers" and the first "Quotation to Consider." How did the aviation industry impact the local population?

Photos



Figure 4: Original description: "Feminine vanity still demands attention -- even in the nation's busy aircraft factories. At Cessna Aircraft Company's plant in Wichita, Kansas, Miss Mina Weber takes a quick time out for facial repair, using a gleaming sheet of aluminum in the stock room as a mirror." (Between 1940-1946) (Credit: Library of Congress)



Figure 5: World War II Production at Beech Aircraft Corporation in 1942; Walter H. Beech and Olive Ann Beech view wartime production lines. View shows interior of Plant I at Beech Aircraft Corporation. (Courtesy of Wichita State University Libraries, Special Collections and University Archives; wsu_ms97-02.3.9.1)



Figure 6: Boeing Airplane Company B-29; Boeing Airplane Company riveters at work on B-29 airplane in Wichita plant, 1944. (Courtesy of Wichita State University Libraries, Special Collections and University Archives; wsu_ms2002-12.68.22.1)

Reading 2: Newspaper Article

Women Operate Beechcraft Machines

The Wichita Eagle; Sun, August 23, 1942, p. 14

Beech Aircraft company has found little difference between men and women in their ability to realize the importance of their production to help win the war, according to Warren E. Blazier, personnel director of the company.

‘Women and men alike are doing a great job,’ he said Saturday in discussing women in industry. Women have been given employment [at] Beech in increasing numbers since Pearl Harbor until they now number approximately 20 per cent of the total personnel.

Careful selection through scientific training and testing before going on the job, covering duties of the job, company rules and standards of dress, has eliminated in advance most of the special problems which might otherwise have arisen. In order to avoid regimentation in matters of dress, a considerable choice of color and style is allowed.



Figure 7: This nailing strip machine in the Beech woodmill is one of the many machines now being operated by women. Mrs. Beulah L. Buchanan, with firm hand and steady eye, is the operator.

High tribute also was paid by Beechcraft's personnel head to the women of Kansas and neighboring states. 'Our experience in hiring women from Wichita, and from the smaller cities and farming districts in this vicinity, duplicates that with men from the same localities,' he said. 'Their character and personality traits are excellent. Persons born and reared in this part of the country are the most loyal, energetic, intelligent workers we could possibly ask for, men and women alike.'

A wide variety of operations, both machine and hand, are being performed by women at Beech Aircraft, working side by side with men. Very few restrictions have been found necessary on the types of work to which women can be assigned.

The success of women workers at Beech Aircraft, it was stated, might also be partly attributed to the fact that one of the company's principal executives is a woman. 'The example

set by our secretary-treasurer, Olive Ann Beech, in successfully filling a position of major importance in the aircraft industry, is a constant encouragement to our women workers, as proof that ability and diligence will win recognition,' the company's spokesman said. 'Her insistence that a woman can do practically any job that a man can do is reflected in the management's policy of equal pay for women doing men's work, and equal treatment and consideration for both sexes.'

Questions for Reading 2

1. At the time of the writing, what percentage of workers were women at Beech Aircraft company?
2. How are the local women workers described?
3. The role of Olive Ann Beech is described in the article as one of the company's principal executives. She is also pictured in photo 5. Why do you think she was a "constant encouragement" to women workers?

Photos



Figure 8: Female Boeing employees in manufacturing plant, probably during WWII. Wichita, Kansas. (Credit: Edward & Elizabeth Burns Historical Research Pavilion, Wichita Public Library).

Reading 3: Newspaper Article

Counselors Aid Boeing Women

The Wichita Eagle; March 28, 1943, p. 25

Friendly smiles and a sincere desire to understand the personal problems of women in war industry is keeping countless women on the production lines at the Boeing Airplane company's Wichita plants.

Boeing's counselor service offers every woman in the big plants an opportunity to air her problems confidentially and assures her of sympathetic understanding. The advice offered

by trained and experienced counselors is dependent on what appears to be best for the employee and for the good of her fellow employees.

A woman at Boeing is part of a huge industry and her work is for the good of the group. If she is satisfied at her work, production is greater, better and faster. Counselors see their job as a means of keeping each cog in a great machine well- lubricated and moving smoothly. They try to keep from letting these essential cogs slip. Because that means replacement. One of the greatest problems of Boeing women advisors is that of helping women factory workers realize they are not incompetent – even if they are inexperienced. A majority of the women have been successful in some field before going into defense work. They know nothing of the tools and equipment with which they work, and they become despondent easily.

Every Job Important

Many of the women have to learn to take supervision. They must learn to withstand routine and noise. Women counsellors must oftentimes convince women workers that every job, although seemingly insignificant, is as essential to production as a job on the final assembly line.

Counsellors say that women with enough stick-to-it-iveness to stay with the job about eight months become accustomed to it, learn its importance and enjoy it.

Unimportant as it may seem to an outsider, many women find it difficult to adjust themselves to Boeing regulations on clothing. It takes good sportsmanship on the part of the women workers to give up their street-length dresses, toe-less shoes, jewelry and loose hair-dos and don plain slacks, hair nets, low-heeled shoes and goggles in the interest of safety. And it takes good salesmanship on the part of the counsellors to enforce the rules.

Many working mothers have faced a major problem in trying to work and at the same time take care of their home responsibilities. The advisors do all they can to protect the home and at the same time save the worker for industry, by helping to adjust household routines to working hours.

Elizabeth Downs is women's counsellor at Boeing. Herself a product of the war training school, she understands the problems of Boeing's women workers. Laura Shannon, who for many years volunteered her services as an advisor to women workers, still has a part-time job of counseling-in addition to her work in the employment department of the personnel division. These two counsellors are assisted by the women supervisors of plant protection.

Questions for Reading 3

1. What services did Boeing's counselor service offer to women working at their Wichita plants?
2. How did Boeing counselors address the challenge of helping women workers realize their competence despite their lack of experience in defense work?
3. What were some adjustments women workers had to make to routines, like clothing and at home?
4. When considering the goal of retaining a trained workforce that included women, do you think the counseling program was a helpful way to do so? Why or why not?

Lesson Closing

Answer the essential question: How was the home front aviation industry in Wichita a key contributor to the efforts of the United States and its Allies?

Extensions

1) B-29 Superfortress Plane Today (Media)

See footage of a B-29 Superfortress plane, "Doc," in action in [this local news clip](#) (4:22). See views of the plane during a test flight and hear more about the local connections. The bomber was restored by local volunteers and is at the Kansas Aviation Museum, one of only two that remains from those produced by Boeing during the war.

2) Women War Workers in Local Sports (Reading)

- a. **From a War Worker** (*Wichita Evening Eagle*, Friday May 12, 1944, p.6)

Seen downtown yesterday: Ruth Needels, Beach second shift employee. Miss Needels resides at 226 Laura and has lived in this city for six months. Before coming here she was employed at an ammunition plant in Des Moines, Ia. Her hometown is Nash, Okla. Miss Needels, who is an outside man at Beech in the sheetmetal department as a skinner on the nose of the plane, has been nicknamed 'Sarie' by her fellow workers. She likes sports of all kinds and at present in her spare time she is playing soft ball on the Beech women's team. 'I'm waiting for the boys to come back before I make any plans for after the war,' she said.

- b. **Ladies Defeat Men: Coleman Lamp Women Roll 2,442 Pins and Win Three Games** (*Wichita Evening Eagle*, March 10, 1941, p. 6)

Coleman Lamp Ladies team, aided by a 70-pin handicap, Sunday defeated the Picar men's team three games in a special match at the Playmore Alleys. The ladies rolled 814, 838 and 790 for a very creditable 2,442 compared to the men's scores of 794, 793, 760 – 2,347. Morton had 193 and 529 to lead the men and Keplinger of the ladies had high 30 with 487. Nicholson rolled a 185 for high 10.

Reflection: Why were recreational opportunities, like sports, important for wartime home front workers? Why is the inclusion of women in these opportunities meaningful?

Lesson 2: Defense Manufacturing in Wichita, Kansas, World War II Heritage City

About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Wichita, Kansas](#) designated as an American [World War II Heritage City](#). The lesson contains three primary reading sources and photos to contribute to learners' understandings on defense manufacturing with examples from Wichita, Kansas: the Coleman Lamp and Stove Company and Langdon Tent and Awning Company. Women were also employed at both companies as defense workers.

Objectives:

1. Identify examples of defense manufacturing in Wichita, Kansas.
2. Describe the benefits of the products made by companies to the war efforts.
3. Evaluate the importance of the contributions of home front workers to defense manufacturing.

Materials for Students:

1. Photos: Figures 9-12 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended:* Map of Wichita, Kansas



Getting Started: Essential Question

How did defense manufacturing on the home front in Wichita, Kansas contribute to the war efforts?

Photos



Figure 9: Coleman Lamp and Stove Company G.I. Pocket Stove assembly line, 1942. "A group of men manufacture the G.I. Pocket Stove (No. 520) at the Coleman Lamp and Stove Company in Wichita during World War II. On the back of the photograph, the War Department lists restrictions on the photograph's publication." (Courtesy of Wichita State University Libraries, Special Collections and University Archives; wsu_ms2013-03_38_41_001_01)



Figure 10: "Popular Coleman Products Serving on the War Front and the Home Front," p. 17. The full booklet, "How Soldiers Cook at the Fighting Fronts," (1944) by the Coleman Company of Wichita, Kansas, can be examined for other home front connections, such as planning for civilian use of the products after the war. (Courtesy of Wichita State University Libraries, Special Collections and University Archives; wsu_ms2013-03_38_41_001_01)



Quotation to consider:

“The men and women of Coleman who are fighting the ‘Battle of Production,’ are as truly serving the war effort as this kid from Kansas who is playing ‘Leap Frog’ among the Japanese Islands of the Pacific! Coleman needs additional men and women to help keep the even flow of vital materials going to all the world’s fighting fronts. Won’t you enlist in the Coleman Production Army?”

- From an ad by the Coleman Lamp and Stove Company in *The Wichita Eagle*, November 7, 1943, p.11



Read to Connect

Reading 1: Newspaper Article

Teacher Tip: Reading 3 shares on decalcomania as additional production at the Coleman Lamp and Stove Company and can be read directly after this reading, or as an extension.

Coleman Company Highly Commended for its War Work

Army-Navy “E” Award Presented to Firm’s Officials Here Friday Night, Triple Production
The Wichita Eagle, June 24, 1944; p.3

‘Each of us must do the job that falls to our lot—the job that we are best trained to do—and do it well if we are to bring this war to an early conclusion,’ Lieut. Col. Wendell S. Holmes, executive officer of the procurement district, Washington, D.C., told hundreds of Coleman Lamp and Stove company officials and employees who gathered at the Arcadia last night for the presentation of the army-navy “E” award to the company.

Holmes, a graduate of the University of Kansas, revealed that just before leaving Washington he had read a military intelligence report from a certain front which stated that the one-burner stove which Coleman makes is considered the third most important item of individual equipment which our soldiers have. ‘And some time ago, Ernie Pyle, the famous war correspondent who lived and marched with our army during cold desert nights in North Africa and the rains and mud of Italy, gave it first place,’ he added.

‘I want to point out,’ Colonel Holmes asserted, ‘that beginning with the declaration of the emergency you had doubled your peace time production by the beginning of 1943, and on the basis of reports for the first three months of this year, you will have tripled it for 1944. For this record, you deserve the thanks and commendation of a grateful nation.’

Make Major Contribution

'We all should take particular pride in the fact the men and women of Coleman's never have slowed down war production. On the contrary, you have speeded it up to meet grace emergency demands. You have produced the supplies we wanted and when we wanted them. Through your own loyalty and efforts, you have made a major contribution to the war effort.

I am here tonight to help you celebrate your well-earned success by presenting to you on behalf of the war and navy departments the army-navy "E" award for excellent performance. As a citizen and as a soldier, I take pride in presenting you this flag, the symbol of a job well done.'

The presentation of the flag by Colonel Holmes was made to Sheldon Coleman, vice president and general manager of the company, and Owen Gahman, a veteran employee with more than 35 years of service to the firm.

W.C. Coleman, president of the company, was master of ceremonies. He paid high tribute to the workers in securing the 'E' award for the firm and to the distinguished guests present for the impressive rites.

Lieut. Commander Richard W. Schlect, of the navy recruiting office, Kansas City, Mo., presented the 'E' pins to the employees, with Owen Gahman accepting them on behalf of the company.

Questions for Reading 1, Photos, and Quotation

1. In the second photo (Figure 10), why would Coleman highlight products being used on the "war front" and the "home front" in their booklet? (You may also choose to explore other pages in "[How Soldiers Cook at the Fighting Fronts.](#)")
2. What is the significance of the one-burner stove produced by the Coleman Lamp and Stove company according to Colonel Holmes?
3. How did the employees of Coleman Lamp and Stove company contribute to the war effort, and what specific recognition did they receive for their efforts?
4. What was the symbolism of awarding defense manufacturers the army-navy "E" award during wartime?

Photos



Figure 11: Original Caption - "Langdon Tent and Awning Company, Wichita, Kansas. With the grade and dexterity of master dressmaker this attractive young woman fabricates "pup" tents for the expanding defense Army. A two-needle felling machine joins two widths of cloth to form the main body of the tent." June 1941. (Credit: Library of Congress)

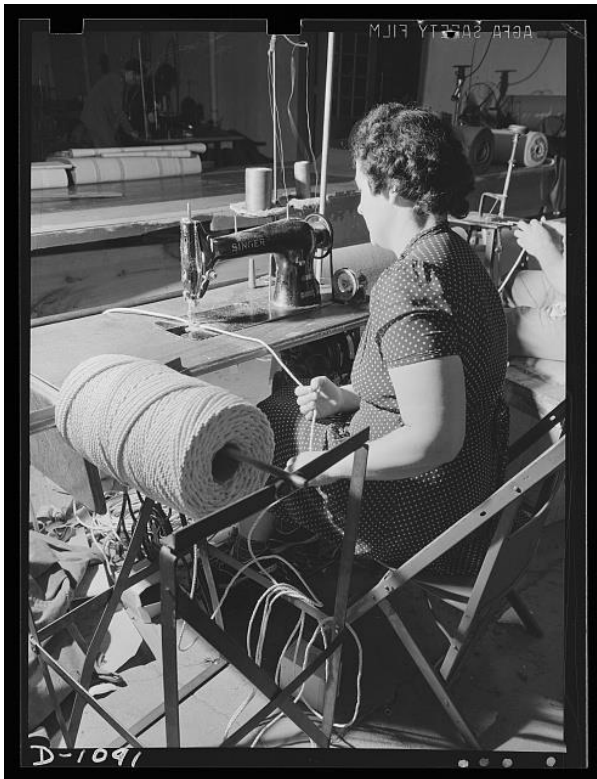


Figure 12: Original Caption - "Langdon Tent and Awning Company, Wichita, Kansas. Reinforcing 3/16th guy ropes for "pup" tents to shelter the expanding defense Army in the field. This plant is turning out 1500 of these tents a day to rigid Army Quartermaster Corps specifications" June 1941. (Credit: Library of Congress)

Reading 2: Newspaper Articles

Teacher Tip: Part A is sharing about the company's manufacturing in 1940 – their “first such order.” Part B shows the continued manufacturing of the company nearly five years later, in 1945.

Part A:

Contract is Given Wichita Firm for 75,000 Pup Tents

Must be Delivered to Government Within 135 Days; Will Increase Payroll; First Such Order
The Wichita Eagle, September 26, 1940, P. 5

Airplanes are not the only commodities manufactured at local plants useful to the national defense.

Langdon Tent & Awning company, yesterday was awarded a contract to supply the war department with 75,000 pup tents. J.C. Dunlap, vice president and general manager of the company, said the government had specified a time limit of 135 days in fulfilling the contract. The company has installed special equipment and will employ 50 additional people to fill the order, which is believed to be the first of its kind ever received by a local firm.

Pup tents, made of two shelter-halves, are essential equipment of each soldier's pack. Each soldier carries a shelter-half. At night encampment soldiers are paired off and make a pup tent by buttoning their shelter-halves together. The tent provides accommodations for two soldiers.

Part B:

Wichita Company to Make Leggings for U.S. Soldiers

Langdon Tent and Awning Concern Completing Big Pup Tent Contract, To Expand Factory
The Wichita Eagle, April 9, 1945; p. 5

Near completion on two war department pup tent contracts, the Langdon Tent and Awning company of Wichita last night was awarded a third contract of \$100,000 for 130,000 canvas leggings for delivery within 210 days to the army, company officials announced.

Planning expansion of the plant at 1500 East Douglas, company officials declared they intend to finish the order a month early. The leggings to be made are the lace-on kind and not the wrap-on kind, which are a back number in modern warfare.

The last of the pup tent orders is being completed. The tents have been shipped as far away as Hawaii and Schenectady, N.Y. . . .

Contract is Confirmed

Ward said the contract was closed in telephone conversation with army officers at the Philadelphia quartermaster depot, and that a confirmation by telegraph has been received. The company, Ward said, may need additional skilled workers to complete the order on time.

The Langdon company, he declared, has received orders from the war department almost as large as any other company in the United States making leggings, pup tents, and similar goods. The pup tent order—the official army name is shelter tent—is for 175,000 tents at \$75,000. This order, Ward said, will be completed in a month or 40 days.



By the numbers:

Carefully consider the numbers shared in Reading 2.

Calculate: In Part A, how many pup tents would need to be made per day? In Part B, how much was the army paying per pair of canvas leggings produced? How many canvas leggings would need to be made each day for the contract? Repeat the same process for the pup tent order in Part B.

Questions for Reading 2 and Photos

1. What contracts were awarded to the Langdon Tent and Awning company?
2. In Figures 11 & 12, who is working at the company? How do the pictures help you visualize the production process?
3. What are pup tents?
4. Why was this production in Wichita important to the army?

Reading 3: Newspaper Article

Teacher Tip: This reading expands on Reading 1 with details on products manufactured by the Coleman Lamp and Stove company. It can be omitted if focusing on just two readings/examples of defense manufacturing, used as a third reading, or as an extension reading to Reading 1.

Define ‘decalcomania’ with students: the process of transferring designs from prepared paper to other surfaces.

Use Coleman Product All About World

Decalcomania Process Puts Designs on Airplanes in Few Minutes

Wichita Evening Eagle, September 14, 1943, p.11

When H.W. Morton started the decalcomania process at Coleman Lamp and Stove company over seven years ago, it was generally thought that Coleman would employ the process for its own use exclusively. For some time Morton's department furnished Coleman with product 'decals.'

Gradually, as they improved and developed the process, the Coleman method began to attract attention. Through the years, Coleman did more and more outside business, supplying oil companies with display materials and 'decals' for insignia to be used on their trucks, until finally the decalcomania process had cemented itself to the Coleman organization and had become one of the permanent divisions of the plant.

Morton said yesterday that the earliest beginnings of this process were in Europe. 'In the early days,' he explained, 'this process was used almost exclusively in decorating china and glassware. The central jobber marketed wares produced by individual families in the village. The decalcomania process was established so that a uniform design could be produced.' Morton explained that the original process was then expanded for use in reproducing designs. 'But it remained for the Americans to commercialize this process for industrial use.'

One of the most desirable features of the decalcomania process was its speed of application. A design can be transferred to any object in three to four minutes, each transfer being equivalent to eight coats of paint. Such an application would require a painter with a mask and spray three to four hours for coating, and that each coat would have to be allowed to dry before continuing the operation. The decals are made in mass quantities.

Today Coleman here in Wichita supplies the local defense and aircraft factories with designs for their planes and trucks. Ninety-five percent of the 'decals' used in Wichita come from the Coleman plant. On airplanes, the insignias showing on the outside, as well as serial numbers, and other visible designs, are all applied with the decalcomania process. Coleman also has perfected a decalcomania process with fluorescent and phosphorescent paint for instrument panel markings and identification, so applied that they will be luminous in the dark.

Coleman supplies defense and aircraft factories all over the United States with products from their 'decal' department. Their business has even stretched over into Canada, and

Coleman has supplied many of the Royal Canadian air force insignia. When the U.S. air force planes adopted the new insignia, consisting of the present white star on a circular field of blue with a white rectangle attached horizontally at the right and left of the circle and surrounded by a red border, Coleman was one of the first suppliers to make delivery of decals of this new insignia, and many of the planes flying over Wichita with the new insignia have Coleman-made decals on their wings.

Morton said that Coleman is rated one of the high quality decalcomania manufacturers in the United States, and have received several awards of merits from aircraft builders for efficiency and speed in delivery.

Questions for Reading 3

1. What is the usefulness of decalcomania, developed by H.W. Morton?
2. What does Coleman supply to local defense and aircraft factories? And, to the Royal Canadian Air Force and U.S. air force?
3. How did innovation by the Coleman company improve efficiency in home front efforts?

Lesson Closing

Consider the types of products described in readings 1-3. Why was it important that the U.S. and its Allies were producing diverse products during wartime?

Reflect on the essential question: How did defense manufacturing on the home front in Wichita, Kansas contribute to the war efforts?

Lesson 3: Home Front Volunteerism and Contributions in Wichita, Kansas, World War II Heritage City

About this Lesson

This lesson is part of a series teaching about the World War II home front, with [Wichita, Kansas](#) designated as an American [World War II Heritage City](#). The lesson contains primary source readings and photographs to contribute to learners' understandings of how civilians volunteered and contributed to home front war efforts. Efforts included volunteering service for service members, cadet enlistment programs, and war bond events and campaigns

Objectives:

1. Identify contributions and volunteer efforts made by civilians in Wichita
2. Explain how civilians supported the war efforts on the home front
3. Identify ways women contributed to volunteer efforts

Materials for Students:

1. Photos: Figures 13-16 (*can be displayed digitally*)
2. Readings 1, 2, 3
3. *Recommended:* Map of Wichita, Kansas



Getting Started: Essential Question

How did the civilians of Wichita contribute and volunteer towards the war efforts on the home front?

Photos



Figure 13: Canteen at Union Station, 1943. "This is a Canteen sponsored by the Soroptomist Club, located in the Union Station, 701 East Douglas. Servicemen were welcomed by the volunteers." (Credit: The Edward & Elizabeth Burns Historical Research Pavilion, Wichita Public Library)



Figure 14: "On the back of the photo: Women volunteer workers are shown here filling kit bags for servicemen at the Red Cross production rooms at 418 West Douglas. The kits, also known as "ditty" bags contain a small soap box and soap, a deck of playing cards, a package of cigarettes or smoking tobacco and papers, shoe polishing cloth, small pencil with cap, package of envelopes and paper, chewing gum, pair of brown shoelaces, waterproof match box, package of double edge razor blades, small pocket-size book and a sewing case. The local chapter of the Red Cross shipped nearly 500 of these kits Friday." 1943-02-20 (Credit: The Edward & Elizabeth Burns Historical Research Pavilion, Wichita Public Library)



By the numbers:

Wichita's Union Station and the bus depot had canteens supported by over 1500 volunteers from nearly forty different women's clubs. These canteens served traveling servicemembers.

- In April 1947, the War Department reported Kansas had 137,000 men and 1,957 women who served in the U.S. Army during World War II. More than 215, 000 Kansas men and women served.



Quotation to consider:

“Wichita women, wives, mothers or sisters of men overseas, will handle next Thursday the canteen at Union Station the Soroptomist club started. It will be a great pleasure to them to feed soldier sons, husbands or brothers of others. There is a satisfaction about following the Golden Rule that is beyond phrases to express.”

- *Wichita Evening Eagle*, July 17, 1943, p.4



Read to Connect

Teacher Tips: 1) Address the use of the term “Japs” in the text as a term that is racially insensitive and not used today. 2) You may wish to talk about the connection to the post’s name of “Over There,” as both a reference to troops overseas, but also to the patriotic and popular song written in 1917 by George M. Cohan.

Reading 1: Newspaper Article

VFW is Aiding in Drive for Cadets

Help Army Qualify Men of 18 to 44 for Service as Air Corps Privates

The Wichita Eagle; December 2, 1942, p.14

The army air force has opened 26 channels through which enlistees 18 to 44, inclusive, may become aviation cadets, privates in the air corps or ground technicians to keep American bomb and fighter planes in action against Hitler and the Japs.

The Veterans of Foreign Wars are helping the army air corps qualify and enlist cadets and technicians. Upon request of Lieut. General Henry Arnold, chief of American air forces, the

VFW sponsored a nation-wide program through which more than 5,700 aviation cadets and hundreds of technicians entered the army flying service within the past 60 days.

The Over There Post No. 112, of Wichita, is participating in this campaign, according to Commander Roy E. Jinkins, and more than 300 cadet candidates already have enlisted from this community.

Dr. Byron Babb, chairman of the aviation committee of the local VFW post, revealed last night that 600 Wichita youths, mostly in the 18 and 19-year-old bracket, already have been examined for the cadet program.

Volunteer doctors, dentists, eye specialists and teachers are helping VFW give preliminary physical and mental tests so candidates can meet air corps entrance requirements.

Commander Jinkins pointed out that young men 18 to 26 and those skilled in trades who are under 45 years of age may qualify for air force enlistment through the VFW. Classes in instruction for the cadets are held each Tuesday evening at 7:30 o'clock at the post headquarters, 1015 North Broadway.

Persons engaged in defense work and find it impossible to attend the Tuesday evening classes may make arrangements to receive the instruction at some other time. They are requested to contact Dr. Babb for the necessary time.

Questions for Reading 1 and Photos

1. Look at Figures 13 & 14, the By the Numbers, and the Quotation to Consider. What were some of the ways women were volunteering for servicemembers?
2. How many cadet candidates and youths from the Wichita community were enlisted or examined for the cadet program?
3. Who volunteered services to support giving tests for air corps entrance requirements?

Photos



Figure 15: World War II Parade Float, 1941: "Parade float decorated with Chinese and American flags promotes the sale of war bonds. The Chinese men riding the float were employees at the Pan American Café (in Wichita, Kansas) They supported the war effort and some of them enlisted in the U.S. Armed Services during the war." The side of the float reads "United States / China, Buy U.S. Bonds and Stamps." (Courtesy of Wichita State University Libraries, Wichita-Sedgwick County Historical Museum; wschm_C3-10.1.1).



Figure 16: Army Air Force Band at the Forum, 1944. "Army Air Force band performs at the Forum during World War II. Located at 231 South Water Street, the Forum served as Wichita's municipal auditorium from 1911 to 1965." (Courtesy of Wichita State University Libraries, Special Collections and University Archives; wsu_ms2002-12.71.22.3)

Reading 2: Newspaper Article

Thousands Enjoy Colorful Parade Saturday Evening

Marks Official Opening of Victory Pledge Week; Taxi Dance at Forum; Many Floats in Line

The Wichita Eagle, May 3, 1942, p. 2

Thousands of persons lined the sidewalks, stood at windows and on motor car running boards in downtown Wichita early Saturday night to view the colorful mile-long parade officially opening the city's observance of Victory Pledge week, an all-out campaign for defense bonds.

Starting at 7 o'clock police halted all traffic on Douglas Avenue from Washington to Water and a few minutes later the big procession started marching westward from Rock Island.

First came the American Legion color guard preceded by a police motorcycle escort. Then followed the elaborately decorated float of the victory queen carrying Mrs. Theresa Bachelder and her attendants. The float was followed by the official car in which rode Mayor O.F. Sullivan, Harry Keener, commander of Thomas Hopkins post of the American Legion; and Bert Hedges, chairman of the Sedgwick county war savings committee.

View Defense Forces

The red-uniformed North high school band drew applause from the spectators as it stepped along to a lively rendition of 'From the Halls of Monteruma.' The band was immediately in the rear of the snappily uniformed contingents of the Kansas State guard. Wichitans got a first-hand look at their own civilian defense forces in the appearance of a long line of several hundred members of the auxiliary police wearing their CD arm bands. Next came the East high school band with the players clad in blue.

The remainder of the line was made up of cars, trucks and floats, all brightly decorated in patriotic colors and carrying banners urging investment in war savings bonds. Many of the vehicles bore pictures of General MacArthur and they were enthusiastically approved by the spectators. The Wichita Workshop for the Blind displayed a float which proved popular. It carried a large number of brooms made in the workshop and a sign, 'Let's Stop Their Dirty Work – Give 'em a Good Cleaning with Bonds.' Business firms, aircraft plants, the Red Cross, U.S. Mail trucks, Y.M.C.A., Y.W.C.A., Boy Scouts, Girl Scouts, schools, parent-teacher associations, and many others had vehicles in the procession.

The parade moved west on Douglas to Water and then south where it disbanded.

It earlier had been reported that a large number of planes from the aircraft plants and also civilian ships would fly over downtown Wichita during the parade. However, that part of the

program was called off out of respect to Lieut., Findley K. Steele, army flier who was killed in a crash here Saturday morning. Steele was to have participated in the flight over the city during the parade.

Taxi Dance at Forum

The parade was followed by a taxi dance at the Forum which was attended by a large crowd. Four orchestras donated their services and admission was free upon the purchase of a 25-cent war savings stamp. In the drive to obtain war bond pledges which will get underway with a rush Monday it is hoped that at least 45,000 Wichitans will promise part of their pay or will pledge to lay aside a certain amount weekly to go to the purchase of the bonds.

Questions for Reading 2 and Photos

1. Examine Figures 15 & 16. Although they are not from the parade day described in reading 2, they are related: a float, and the Forum. What can you learn from these photos?
2. What was the purpose of the parade?
3. Identify participants and their involvement in the parade.
4. Why was the planned flyover of planes canceled? How do you think training accidents and tragedies like these impacted civilians on the home front?
5. How did the dance at the Forum contribute to the Victory Pledge week campaign?

Reading 3: Newspaper Article

Fine Bond Showing

Wichita Evening Eagle, October 23, 1943, p. 4

Final tally for Sedgwick count's third war load drive shows almost every third person purchased a bond in the drive. That would be a bond and a fraction for every family. The Sedgwick County bond goal was \$21,000,000. Residents subscribed \$24,303,715.80. The assessor's census this spring gave the county population as 218,619, and the bond purchasers listed amounted to 76,093. This would make the average bond purchase around \$320.

While the figures would indicate every family purchased a bond and the average purchase was better than \$300, the figures do not tell an accurate story. Many purchasers bought large blocks of bonds and a few families none.

It is evident, however, that the large majority of Wichita families did buy bonds which is a most healthy condition when one considers that every family in the city is vitally interested in ultimate victory. The war is not over. There will be other bond campaigns. Wichitans will be called on to buy more bonds, to sacrifice more and it is possible that when the final victory bond drive is over every family in the county will own government bonds.

Questions for Reading 3

1. What was the original bond goal set for Sedgwick County, and how much did residents actually subscribe?
2. Explain how the discrepancy between the average bond purchase and the actual distribution of bond purchases among families impacts the interpretation of the bond drive's success.
3. What future expectations does the author suggest regarding bond campaigns, and how does it reflect the ongoing commitment to supporting the war effort?
4. Bonus: According to the Inflation calculator by the Bureau of Labor Statistics, \$100 in October 1943 had the buying power of approximately \$1,760 today. This varies by day, but based on that ratio, about how much was the average bond purchase in the reading worth today?

Lesson Closing

Revisit the essential question. How did the civilians of Wichita contribute and volunteer towards the war efforts on the home front?

What other ways do you think civilians may have been contributing that weren't outlined in the readings?

Extension

Additional Reading: Another Unique Contribution of Local Civilians

Homes for 40 Kiddies: Wichitans Have Offered to Care for Man British Refugees

The Wichita Eagle, Thursday, September 26, 1940, p.5

Wichitans have offered homes to 40 British child refugees out of the 72 found in Kansas, Mrs. G. R. Myers, state publicity chairman of the American Association of University Women, Kansas branch, reported yesterday at Dodge City. Homes for the 71 children are in

seven towns, others in the state being Manhattan 10, Parsons 6, Chanute, 6, Arkansas City 4, Winfield 4 and Holton 1, the Associated Press reported.

Lesson 4: Wichita, Kansas: 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 [Wichita, Kansas](#) designated as an American [World War II Heritage City](#). The lesson contains photographs, two readings, optional media extension, and a culminating mastery project. The first reading shares a reflection on the relevance of Wichita on the home front in World War II, and the second 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 Wichita 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 industries, companies, and volunteer organizations in Wichita, Kansas, and describe their historical significance and contributions.
- b. Summarize the contributions of Wichita civilians to home front wartime efforts in industry and volunteerism.
- c. Describe contributions and challenges faced by women in the wartime industries in Wichita.
- d. *Optional:* Describe similarities and differences of Wichita and other Heritage city(s) / World War II home front(s).

Materials for Students:

1. Photos: Figures 17-20 (*can be displayed digitally*)
2. Readings 1, 2, & optional media link
3. Maps, project materials (as needed)
4. Student graphic organizers (See Figure 21 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 industries, companies, and volunteer organizations in Wichita, Kansas, and describe their historical significance and contributions.
 - b. Summarize the contributions of Wichita civilians to home front wartime efforts in industry and volunteerism.
 - c. Describe contributions and challenges faced by women in the wartime industries in Wichita.
 - d. *Optional:* Describe similarities and differences of Wichita 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 Wichita chosen as an American World War II Heritage City, and what are its similarities and differences to other home front cities?

Photos



Figure 17: Bird's eye view of Boeing B-20 bomber aircraft. Wichita, Kansas. (Credit: The Edward & Elizabeth Burns Historical Research Pavilion, Wichita Public Library)

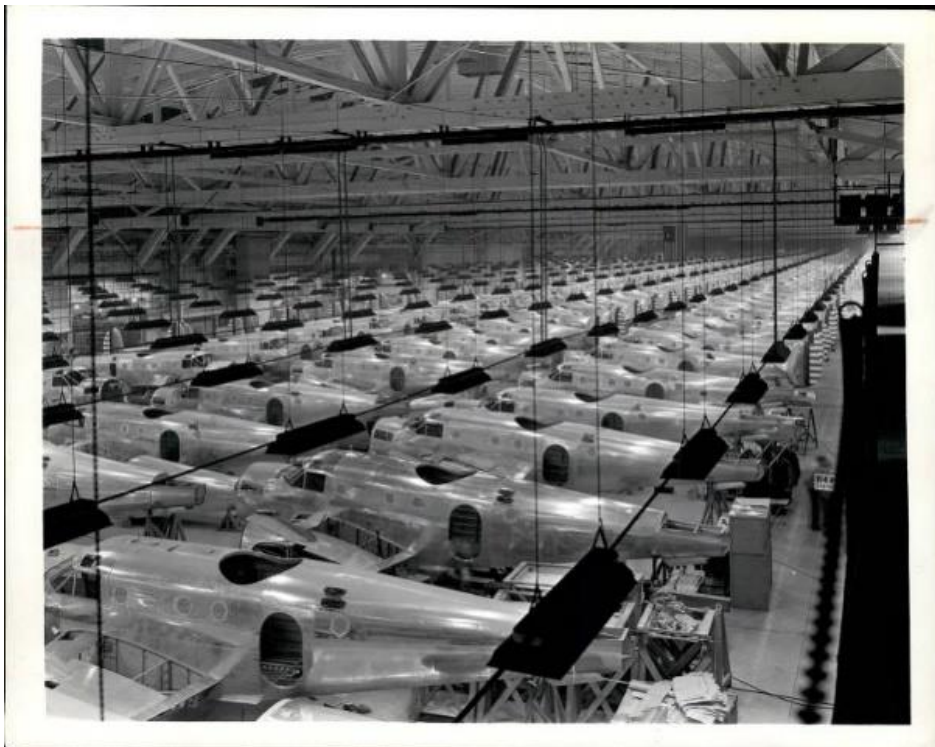


Figure 18: Interior of Beechcraft hangar, December 1941. (Credit: The Edward & Elizabeth Burns Historical Research Pavilion, Wichita Public Library)



Figure 19: War industry training group in Wichita, Kansas, early 1940s. (Credit: The Edward & Elizabeth Burns Historical Research Pavilion, Wichita Public Library)



Figure 20: The population grew quickly in Wichita, leading to the construction of new homes. Caption: "Looking northwest at west side of North Volusia Street. View of newly-constructed homes typical during the housing boom of World War II. Sometimes described as "American Vernacular" or "Minimal Traditional" architecture. Many such neighborhoods accommodated the influx of defense workers in Wichita." (Credit: The Edward & Elizabeth Burns Historical Research Pavilion, Wichita Public Library; Wichita-Sedgwick County Historical Museum)



Quotation to consider:

“As the Air Capitol of the World, Wichita gained great attention and accomplishment during World War II for the development and production of military aircraft. In all nearly 26,000 plans of various types were produced, and more than 1,600 B-29 Superfortress heavy bombers. Wichita’s population grow from 114,966 in 1940 to 200,000 in 1943 as men and women came for jobs.”

- From “City of Wichita Recognized as World War II Heritage City,” *City News* (December 15, 2022)

Reading 1: Newspaper Article

“Asset”

The Wichita Eagle, Sunday, May 24, 1942, p.4

Not so long ago the location in the deep interior of Wichita and its area was not estimated as an advantage. It is today. One of the potential factors emphasizing this change is the world extent of the war. The signal contributions of this community and the region around it in armed men and in military equipment, food and fuel to sustain them in their fight for making mankind free, find this central position and its supplies equally accessible to all fronts, in Europe, in Asia and in Africa. The war has spread to the east, west, south of this area. The bread-grains and the meats, prerequisite always in war, the indispensable fuel and the most modern of arms, the airplanes, are all as easily dispatched from Wichita east to Russia as west to Australia.

Short-handed as the wheat harvest next month may be, the crop will be gathered, binned and eventually milled and made available to the armed forces of America at every front. For all the difficulties of transportation the oil resources of the prairies, in incalculable volume, will move to the battling men who need them. And as the conflict eventually concentrates and centers at last on its final decisive front, east or west, the airplane, which for Wichita and its environs has eliminated the interior by annihilating distance, will sped triumphantly to the call for reinforcement from every quarter whatsoever.

Thus, despite the liability a location in the deep interior may have been for Wichita yesterday, it is today and will be tomorrow all asset.

Questions for Reading 1 and Photos

1. What change in perception about Wichita's location has occurred over time, and why has this shifted?
2. How does the text illustrate Wichita's importance in supplying military equipment and resources to various fronts of the war? What impact does this have on the city's significance in the global conflict?
3. How does information you learned from the previous three lessons connect to this text?
4. How does this collection of photos illustrate some of the contributions of civilians in Wichita, and the growth due to industry?

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 and Photos

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

Media Activity

"Wings Over Wichita"

Watch [this video](#) (1:14) as a discussion starter to reflect on the impact of Wichita's contributions to the aircraft of World War II, and the post-war future ahead.

Transcript:

Trumpets in triumphal intro

Yes, Wings over Wichita, the air capital. Today one of the most important production centers in the United States. Producing planes, oil and food for the Alliance. Wichita wearing its war clothes. A city teeming with thousands of men and women working around the clock, never forgetting for a minute that there is a war to be won.

Wichita, with its three large aircraft factories: Beech, Boeing and Cessna. Wichita, with its oil to lubricate the machines of war. Wichita, with its great stockyards and flour mills. Wichita, the nation's breadbasket.

What is the future of this great Midwestern metropolis after the war. Brighter than ever say those who know. For then the wings over Wichita will be the huge flying freighters and the family car of the year. Planes built by Wichitans in Wichita.

Although work comes first, there is plenty of playtime and in the following pictorial highlights, you'll see Wichitans at play. Here, there and everywhere...

- Extension: Research the companies from the three lessons that are still present in Wichita, and how their manufacturing has developed over time in the postwar era.

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 industries, companies, and volunteer organizations in Wichita, Kansas, and describe their historical significance and contributions.
- b. Summarize the contributions of Wichita civilians to home front wartime efforts in industry and volunteerism.
- c. Describe contributions and challenges faced by women in the wartime industries in Wichita.
- d. *Optional:* Describe similarities and differences of Wichita 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 Wichita 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 21: Single-Point Rubric (Standards; Blank) [Teacher selects priority standards for assessment.] Courtesy of Sarah Nestor Lane

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