

OPEN SCHOOL BC

SOCIAL STUDIES 11

Introduction Assignment

This assignment is an opportunity for you to demonstrate your ability to conduct a close reading of an informational text, and to respond to the text effectively.

Student Name _____

Student No. _____ **Date** _____

Address _____ **Postal Code** _____

Based on the instructions provided by your school, complete the following Social Studies 11 assignment independently and return it to your teacher.

There are two parts to this assignment:

Part A: Critical Reading 10 marks

Part B: Written Response 12 marks

Contents:

10 pages

Assignment time:

2 hours

Before you start, read these important tips.

1. Read each question carefully before answering.
2. Answer all questions to the best of your ability.
3. Take your time. Check your work before handing in the assignment.
4. Write neatly and check your spelling.

Now read the following informational text and answer the questions at the end. (22 marks)

The Home Front: Women and Factory Work in WW2

World War II changed the lives of Canadian women. Between 1939–45, women joined the war effort in unprecedented numbers. Although Canadian women were not allowed to go into combat, hundreds of thousands joined the women’s division of the Armed Forces, took over farming duties, and devoted themselves to volunteer war work, such as promoting the sale of war bonds, and sewing, knitting and quilting for servicemen and women overseas. But perhaps what had the most far-reaching impact on women was entering the labor force as factory workers where they were able to learn a trade and make a living wage. However, this newfound independence for Canadian women only lasted for the duration of the war.

In 1940 British orders for munitions and supplies flooded in. Since men were overseas fighting the war, factories at home in Canada were desperately short of labourers in the manufacturing industry. Women were the obvious targets for recruiters: young unmarried single women first, and then in 1943, when the labour pool was still short of workers, the target was widened to include married women. Daycare facilities were established for children of mothers employed in the war industry.

Work that was once considered unsuitable for females was now hyped in a socially acceptable fashion. The recruitment campaign was careful not to upset the traditional gender order. Women’s “natural” skills were highlighted such as “dexterity, patience, and keen eyesight” which made them desirable candidates for “deft-fingered” precision work required in the manufacture of aircraft, guns and munitions. From 1939–45, over

1,000,000 women—called “Rosies”—traded in their dresses for trousers to fill the jobs that men had traditionally performed in machine shops, welding shops, and manufacturing plants. Their wage was two-thirds of what their male counterparts were paid.

When soldiers returned from overseas after the war, many jobs for women disappeared. Servicemen had to be given their jobs back and women were expected to step aside. In fact, policymakers’ postwar design was to return married women to the home and single women into domestic service. Although some women were happy to resume their jobs as fulltime mothers and homemakers, other women wanted and/or needed the economic independence that factory jobs gave them.

However, what did remain were the pictures of “Rosies” wearing bandanas and trousers while riveting or welding, and the stories of women who worked side by side with their male counterparts for the largest industrial war effort in Canadian history. These artifacts became an inspiration for another generation of women, those who launched the women’s movement of the 1960s.

MARKS

Part A: Critical Reading

Read the article “The Home Front: Women and Factory Work in WW2”; then answer the multiple choice questions that follow. (10 marks)

Based on what you read in the article, select the best answer to the following questions.

1. Why did women’s work in factories last only for the duration of the war?
 - a. Women did not want to work outside the home.
 - b. Women were fired at the end of the war.
 - c. Women had signed contracts just for wartime.
 - d. Women were expected to give their jobs back to men. _____

2. Which of the following statements is true?
 - a. Britain asked Canada for munitions and other supplies.
 - b. Only men were allowed to work in factories in the 1940s.
 - c. 100,000 women worked in factories during wartime.
 - d. Married women did not work in the factories during wartime. _____

3. The image of “Rosie” wearing a bandana and trousers while riveting or welding inspired:
 - a. servicemen overseas in the 1940s
 - b. homemakers in the 1950s
 - c. the women’s movement in the 1960s
 - d. university activists in the 1970s _____

4. Which of the following statements is false?
 - a. Factory work was originally considered unsuitable for females.
 - b. Many women thought their work in factories was a positive experience.
 - c. Many women were happy to return to homemaking after the war.
 - d. Policymakers wanted single women to keep working in factories. _____

MARKS

5. Recruiters highlighted women's "natural skills," such as dexterity, as desired qualities in order to:
- a. Convince women they were better than men for the jobs.
 - b. Attract women to machine shops rather than manufacturing plants.
 - c. Avoid upsetting traditional ideas about the division of labour.
 - d. Encourage women to sew, knit, and quilt for servicemen. _____
6. The article defines "Rosies" as women who:
- a. supported the servicemen overseas
 - b. worked in machine shops, welding shops, and manufacturing plants
 - c. were obvious targets for recruiters
 - d. refused to enter the labour pool _____
7. What did wartime factory work offer women that they did not have in their traditional roles?
- a. application of precision work skills
 - b. recognition as wartime volunteers
 - c. economic independence
 - d. a permanent reversal of the gender order _____
8. What may have contributed to Canadian women's availability for factory work during 1939 to 1945?
- a. women were not allowed to go into combat
 - b. the country offered a national daycare program
 - c. women did not want to take over farming duties
 - d. more women were unmarried during the period _____

INTRODUCTION ASSIGNMENT

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- 9. The main purpose of this article is to:
 - a. inform
 - b. analyze
 - c. inspire
 - d. debate_____

- 10. What main conclusion can you draw from this article?
 - a. Women have been given equal employment opportunity ever since the Second World War.
 - b. Independence gained by women in the workforce during wartime inspired future generations of women.
 - c. Men owe a debt of gratitude to women for supplying munitions during the Second World War.
 - d. Daycare was a service industry inspired by wartime requirements._____

Part B: Written Response—Writing an Expository Paragraph

In a well-developed paragraph of approximately 150 words, write on the following topic. (12 marks)

Women made a gradual entry into the labour force over the duration of the Second World War, and an abrupt departure from factory jobs in 1945. What influenced this trend?

INTRODUCTION ASSIGNMENT

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/10	Part A: Critical Reading—1 mark per correct response
/12	Part B: Written Response—Paragraph Scoring Guide × 2
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/22	Total

PARAGRAPH SCORING GUIDE

	Content – what is said:	Written Expression – how it’s said:
<p>6 – WOW!</p> <p>Your paragraph is insightful, engaging, and focused; it shows a thorough understanding of the task.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyses or presents the topic in an engaging and logical manner <input type="checkbox"/> Focused topic sentence <input type="checkbox"/> Body is developed with interesting and convincing support <input type="checkbox"/> Concluding sentence makes a strong final statement of the main idea 	<ul style="list-style-type: none"> <input type="checkbox"/> Tightly focused, on topic, and fully developed <input type="checkbox"/> Sophisticated vocabulary, word choice, and transitions <input type="checkbox"/> Sentence structure is varied and controlled <input type="checkbox"/> Few mechanical or spelling errors
<p>5 – STRONG!</p> <p>Your paragraph effectively accomplishes the requirements of the task.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyses or presents the topic in a well-organized manner <input type="checkbox"/> Focused topic sentence uses active language <input type="checkbox"/> Body is developed with appropriate support <input type="checkbox"/> Concluding sentence affirms the main idea of the paragraph 	<ul style="list-style-type: none"> <input type="checkbox"/> Focused, on topic, and developed <input type="checkbox"/> Appropriate vocabulary, word choice, and transitions <input type="checkbox"/> Sentence structure is varied and competent but uneven in places <input type="checkbox"/> Minor mechanical or spelling errors
<p>4 – GOOD</p> <p>Your paragraph adequately fulfils the requirements of the task.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyses or presents the topic in a predictable manner <input type="checkbox"/> Topic sentence is clearly stated <input type="checkbox"/> Body is developed with some effective support <input type="checkbox"/> Concluding sentence completes the paragraph 	<ul style="list-style-type: none"> <input type="checkbox"/> Generally focused; may stray off topic; adequate development <input type="checkbox"/> Vocabulary, word choice and transitions are simple but correct <input type="checkbox"/> Sentence structure is correct, but simple sentences predominate <input type="checkbox"/> Some mechanical or spelling errors are present but do not affect understanding
<p>3 – A PASS</p> <p>Your paragraph accomplishes the task at a basic level.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyses or presents the topic in a manner which is difficult to follow <input type="checkbox"/> A topic sentence is present, though not clearly stated <input type="checkbox"/> Body is developed with thin or repetitive support <input type="checkbox"/> Concluding sentence attempts to complete the paragraph 	<ul style="list-style-type: none"> <input type="checkbox"/> Loose focus; may stray off topic; limited development <input type="checkbox"/> Vocabulary is basic and repetitive; transitions may be ineffective <input type="checkbox"/> Sentence structure is awkward or simplistic <input type="checkbox"/> Mechanical or spelling errors are present but do not impact meaning
<p>2 – ALMOST</p> <p>Your paragraph does not accomplish the basic task.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyses or presents the topic in a manner which is illogical or insufficient <input type="checkbox"/> Paragraph structure and development is weak <input type="checkbox"/> Topic sentence is vague or not present <input type="checkbox"/> Concluding sentence may not be present or may add new, unrelated information 	<ul style="list-style-type: none"> <input type="checkbox"/> Simple sentence forms predominate <input type="checkbox"/> Numerous mechanical or spelling errors disrupt the flow of the writing <input type="checkbox"/> Lacks focus, purpose, and development <input type="checkbox"/> Vocabulary is informal and often colloquial; transitions are not present
<p>1 – NOT YET</p> <p>Your paragraph is incomplete</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Paragraph may be limited to one to two sentences <input type="checkbox"/> A topic sentence is not present or does not introduce the topic <input type="checkbox"/> Structure and development are not present <input type="checkbox"/> Paragraph lacks a concluding sentence 	<ul style="list-style-type: none"> <input type="checkbox"/> Lacks focus, purpose, or does not have a single, clear topic <input type="checkbox"/> Vocabulary is immature or vague; word choice is not appropriate <input type="checkbox"/> Sentence structure is incoherent <input type="checkbox"/> Frequent grammar or spelling errors affect understanding
<p>0 – NOT AT ALL</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Paragraph is too brief to evaluate or not attempted at all 	

