LEARNING OBJECTIVE
Students will learn to conduct local history research by analyzing historical collections found in libraries, museums, and historical societies as well as through interviews and other personal accounts.

LESSON OVERVIEW
STUDENTS WILL
✓ Watch clips from the documentary When Dayton Went to War to learn about how the Miami Valley was involved in and affected by the War.
✓ Conduct local history research to learn about their community’s role in WWII.

VIDEO SYNOPSIS
When Dayton Went to War is a one hour documentary that examines the Miami Valley Home Front experience during World War II. Students will hear firsthand accounts of what life was like for people on the home front as well as learn about the Miami Valley’s contributions to the war effort.

TEACHER OVERVIEW
Examining history through the specific lens of a local community can enable the researcher to arrive at a more intimate understanding of past events. Looking at the “history around you” can help make the past seem more personal and relevant, helping us make sense of the “big picture” historical narrative. Yet, conducting original local history research can at times seem a bit intimidating; questions about where to start looking, and what exactly to look for can make the task seem daunting. However, local history research is very approachable when broken down into steps.

Once a general topic has been identified, the student researcher should begin by acquiring a general overview of the topic. This overarching level of research includes encyclopedia entries, bibliographies, library catalogs, survey articles and other tertiary sources. This allows the researcher to gain a broad overview of the subject and help decide where to further narrow down the topic of research.

Once a subject has been narrowed down, students can begin secondary research. Secondary sources include research conducted on a specific topic using primary sources. Examples of secondary sources include print and scholarly works such as articles, monographs, and books.

Beginning your own original research starts with locating and analyzing primary sources that relate to the topic under investigation. Primary sources include diaries and journals, minutes, newsletters, field notes, government documents, letters and correspondence, dispatches, newspapers, photographs, blueprints, drawings, business records, interviews with people at the time the event occurred, census information, county records, maps and other records contemporary with the time period being studied. Other primary sources that are useful, though not always contemporaneous, include memoirs, autobiographies, and oral history interviews written or created after the time period being studied. These resources can be found in the collections of libraries, universities, museums, historical societies, and in personal collections. Luckily for the researcher, more and more collections are being made available digitally.
## Materials

- DVD player
- LCD projector or television

## Vocabulary

- Secondary research
- Tertiary research
- Monograph

## Ohio Academic Content Standards

### Grade 9

**Social Studies Skills and Methods**

1. Detect bias and propaganda in primary and secondary sources of information.

2. Evaluate the credibility of sources for:
   - Logical fallacies;
   - Consistency of arguments
   - Unstated assumptions
   - Bias

3. Analyze the reliability of a source for:
   - Accurate use of facts;
   - Adequate support of statements;
   - Date of publication

4. Develop and present a research project including:
   - Collection of data;
   - Narrowing and refining the topic;
   - Construction and support of the thesis

### Grade 10

**Social Studies Skills and Methods**

1. Determine the credibility of sources by considering the following:
   - The qualifications and reputation of the writer;
   - Agreement with other credible sources;
   - Recognition of stereotypes
   - Accuracy and consistency of sources
   - The circumstances in which the author prepared the source

2. Critique evidence used to support a thesis.

3. Analyze one or more issues and present a persuasive argument to defend a position.
   - The circumstances in which the author prepared the source.
Grade 11

Social Studies Skills and Methods

2. Determine criteria by which arguments will be judged.

3. Identify advocacy groups and obtain public policy information they produce.

4. Adjust a research question or topic based on information obtained while conducting research.

5. Choose a position on an issue and develop a rationale for that position.

6. Critique the conclusions drawn from survey and research data by questioning:
   a. Sample size;
   b. Demographics;
   c. The sponsoring organization;
   d. Logic of the conclusions reached.

7. Identify appropriate tools for communicating a position on an issue (e.g. electronic resources, newsletters, letters to the editor, public displays and handouts).

Grade 12

Social Studies Skills and Methods

1. Obtain and evaluate information from public records and other resources related to a public policy issue.

3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.

4. Develop a research project and make formal presentations to the class and/or community members using:
   a. Key terms;
   b. Support for main ideas;
   c. Examples;
   d. Statistics and other evidence;
   e. Visual aids;
   f. Formal citation of sources.
INSTRUCTIONAL PROCEDURE AND CORE ACTIVITIES

WHEN DAYTON WENT TO WAR GUIDED VIEWING
1. Inform students that they will be watching a documentary to learn about the Miami Valley’s home front contributions to the war effort.
2. Distribute the When Dayton Went to War Guided Viewing worksheet and have students read over each of the questions before viewing. Instruct students to take notes while viewing the documentary. Students will later refer to these notes to complete the questions on the handout.

HISTORY AROUND YOU
1. Based on the information in the teacher Background section, begin discussing the research process with the class. Review the three different levels of research as described in the Teacher Overview. Then, hold a class discussion on the kinds of things we can learn from conducting local history research, and how this differs from secondary and tertiary research.
2. Next, explain that students will be conducting local history research on a topic of their choice. Students may wish to further investigate one of topics they learned about in When Dayton Went to War. For example, students may choose investigate rationing in their communities, or look more closely at the Joe Desch code breaking project at NCR.
3. As a class, come up with a list of potential research subjects that students have learned about from all of the videos and interviews they’ve watched about the war. Write these topics on the board.
4. Now describe that students will select a topic and begin their own local history research. Advise students that they will later use this research to craft a National History Day project.
5. Distribute copies of the Research Log and the Local History Research Resources. Explain that these are tools for students to use to aid in the research process. Students will turn in their completed Research Logs when finished along with a citations page. You may assign students to work in groups if you choose.
6. Allow 2-3 class periods for students to begin their tertiary and secondary research in the school’s media center. The number of days devoted to research will vary according to the needs of the students and the teacher. Students who have limited computer access at home may need additional research time in the classroom. Teachers can allow students to go to the media center after completing classroom work.
7. Explain to students that they will need to conduct additional research outside the classroom and that they are expected to visit libraries, historical societies, museums, or other pertinent collections as needed. For example, if a student is researching the NCR code breaking project, they may wish to visit Carillon Park to photographs the WAVES cabin as artifacts are also primary sources.
8. In their Research Logs, students should include a minimum of:
   ✓ Three tertiary sources
   ✓ Five secondary sources
   ✓ Ten primary sources
ANSWER KEY AND ASSESSMENT
WHEN DAYTON WENT TO WAR GUIDED VIEWING

Home Front Dayton
1. The story is being told from the home front perspective.
2. The Japanese attacked Pearl Harbor.
3. People were horrified. Some people feared the mainland would be invaded; others were inspired to enlist.
4. People got their news by means of radio and the newspaper during the war.

Imminent Danger
1. People in the Miami Valley feared attack because of the proximity to the Air Force base.
2. Wright Field was conducting R&D and Patterson Field served a logistical function as a supply hub.
3. During this time people still managed to go about their daily lives and routines.

Call to Arms
1. The United States instituted a draft (Selective Service and Training Act of 1940.)
2. Dayton was known as the “City of a Thousand Factories” because of all of the factories that had been re-tooled to support the war effort.
3. Some of the local factories that were converted to war time footing were NCR, Frigidaire, and General Motors.
4. The labor shortage led to new opportunities for those who were traditionally excluded from the workforce, like women and minorities.

Doing More with Less
1. The influx of war workers led to shortages in housing and transportation.
2. Rationing was a system put in place by the Office of Price Administration to help conserve resources by limiting the amount of goods a consumer could buy. Some of the things rationed were rubber, sugar, coffee, meat, gas, and other foods.
3. Home front Ohioans also contributed to the War effort by volunteering or participating in scrap drives.

Blue Star Mothers
1. A blue star represented having a child in the war.
2. A gold star meant that someone had died.
3. African Americans still faced discrimination and were segregated from white service people.

Letters from Home
1. Letters were important because, at that time, it was the only way for people to communicate with loved ones.
2. People helped out by volunteering, contributing to scrap drives, and purchasing war bonds.

Bringing the Boys Back Home
1. The Memphis Belle.
2. Joe Desch was an NCR scientist responsible for designing a massive early computer that helped crack the German Enigma code.
3. The BOMBE project was the top secret code breaking project being carried out at NCR in Dayton, Ohio.
4. The WAVES (Women Accepted for Volunteer Emergency Service) worked on the code breaking project in Dayton.

RESEARCH LOG
Students will receive credit for their use of the research log. Grading should be guided by the overall use of the log. Each column should be filled out appropriately and completely. Data and sources should address the historical questions. Citation pages should follow the MLA format.
HOME FRONT DAYTON
1. From what perspective is the story of When Dayton Went to War being told?
2. What happened on December 7th, 1941.
3. What were some of the reactions by people on the Home Front to the events of December 7th.
4. How did people get news of what was happening during the War? How is this different from today?

IMMINENT DANGER
1. What were some of the specific fears of people living in the Miami Valley region during the war?
2. What was going on at Wright and Patterson Fields?
3. How was daily life affected during this time?

CALL TO ARMS
1. What did the United States do in 1940?
2. What was Dayton known as during the war and why?
3. Name some of the local factories that were converted to war production.
4. What did the increased demand for labor and the subsequent labor shortage lead to in terms of new opportunities?

DOING MORE WITH LESS
1. What were two things that happened as a result of the huge influx of war workers into the Miami Valley region?
2. What was rationing, and what were some of the things being rationed?
3. What were some of the other ways that home front Ohioans contributed to the war effort?

BLUE STAR MOTHERS
1. What did it mean if someone had a blue star in their window?
2. What was the significance of a gold star in the window?
3. What was the experience of African Americans in the military?

LETTERS FROM HOME
1. Why were letters so important to those in the service and on the home front?
2. In addition to such things as rationing and scrap drives, what were some of the other ways people on the home front helped out?

BRINGING THE BOYS BACK HOME
1. What famous WWII plane made a morale boosting stop in Dayton?
2. Who was Joe Desch?
3. What was the secret BOMBE project and where was it located?
4. Who were the WAVES and what was their role in the BOMBE project?
**Research Log**

**Instructions:** Begin by formulating historical questions about the topic you are researching. As you conduct research, fill in the appropriate information for each column. You should fill out a log for each question. You may have more than one sheet for each question, depending on the number of sources you find. Once you have completed all of your research, you will use the information to create a citation for each source. Visit the Modern Language Association Web site for citation page guidelines at www.mla.org/style.

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<th><strong>Formulate</strong> historical questions</th>
<th><strong>Collect</strong> historical data (include paraphrase, brief summary or direct quote) - how does this data address the historical question?</th>
<th><strong>Source</strong> source information (author, title of publication, and/or Web site, date, and location of source)</th>
<th><strong>Distinguish</strong> type of source (primary or secondary)</th>
<th><strong>Evaluate</strong> credibility of source - what is the date of publication? - are their assumptions, bias or logical fallacies?</th>
<th><strong>Differentiate</strong> between historical facts and historical interpretations</th>
<th><strong>Citation</strong> include appropriate citation for each source - use this information to create separate bibliography typed on a separate sheet of paper</th>
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LOCAL HISTORY RESEARCH RESOURCES

The following list of Web sites includes excellent sources for conducting local history research. Many of these sites maintain digital collections of primary source documents. This list is not comprehensive, nor should your research be limited to online sources. By visiting your local library, many of which have local history collections, you can access period newspaper on microfilm, magazines, company newsletters, old phone books and other documents and collections pertinent to your research. University library archives and special collections are other sources to consider.

NATIONAL

Veterans History Project
http://www.loc.gov/vets/thewar.html
The Library of Congress site devoted to the collection and preservation of veteran stories. Transcripts and images from interviews are included online.

National Archives
http://www.archives.gov/veterans/
The National Archives and Records Administration holds the records of the U.S. government. The site contains a WWII collection with numerous primary sources.

Library of Congress American Memory Project
http://memory.loc.gov/ammem/index.html
The Library of Congress American Memory Project provides free open access to historic maps, photos, documents, audio and video. You may limit your search to specific collections and use keywords, such as “Dayton” or “NCR” to narrow down results.

OHIO

Ohio Historical Society
http://www.ohiohistory.org
The Ohio Historical Society collects and preserves the history of the state of Ohio. Many resources found on that site, such as Ohio History Central and Ohio Pix contain background information as well as primary sources.

Ohio Memory Project
http://www.ohiomemory.org/index.html
The Ohio memory project contains over 26,000 primary sources from over 330 archives, historical societies, libraries, and museums that document Ohio’s history.

Ohio War Stories
http://www.ohiowarstories.org/
Ohio War Stories is an online story share site where WWII veterans and home front citizens can share stories, photographs, videos, and other documents for comments and discussion.

SOUTHWEST OHIO

Dayton History
http://www.daytonhistory.org/
Dayton History is Montgomery County’s official historical organization. Consisting of historical sites as well as the Archive Center, Dayton History collects, preserves, interprets, presents and promotes the region’s past.

Dayton Public Library
http://www.dayton.lib.oh.us/
The main library for the Dayton region, the library contains a local history room and houses some digital historical collections online.

Cincinnati Museum Center
http://www.cincymuseum.org/explore_our_sites/cincinnati_history/cincinnati_war/
The Cincinnati Museum Center is the main repository for preserving and interpreting the history of the Cincinnati region. They maintain a permanent WWII exhibit Cincinnati Goes to War.

Public Library of Cincinnati
http://www.cincinnatilibrary.org/
The Cincinnati regions main library includes online historical collections pertaining to Cincinnati history.

National Museum of the United States Air Force
The National Museum of the United States Air Force preserves and interprets the history of the Air Force. Located in Dayton, Ohio the museum includes a WWII gallery as well as online resources.