

Project Title: Rosie the Riveters-Women in the Workforce During World War II (Grade 11)

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Project Idea: ROSIE THE RIVETERS WOMEN IN THE WORKFORCE DURING WWII

Entry Event: View Rosie the Riveter Documentary Film:
https://www.youtube.com/watch?v=qlOnFGR6gwQ&feature=emb_title

Content Standards:

WV Social Studies Standards Directly Taught or Learned Through Discovery	
SS.USC.6	Select and participate in a volunteer service or project with a community or Veteran’s organization (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).
SS.USC.27	Identify contributions from the American-Homefront during the war (e.g. Rosie the Riveters, victory gardens, liberty bonds).

Technology Standards to teach 21st century skills

T.9-12.22	Use collaborative technologies to connect with others, including peers, experts, and community members, to learn about issues and problems or to gain a broader perspective.
T.9-12.21	Use communication tools (such as email, discussion boards, online conferences, learning management systems, portfolios) to gather information, share ideas and respond to questions.
T.9-12.5	Explore real-world issues and problems and actively pursue an understanding of them and solutions for them.
T.9-12.6	Locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.

Performance Objectives: What must all students know and be able to do as a result of this PBL experience?

Know

- What jobs men and women had before World War II
- Skills exhibited by women in various jobs
- Impact of women entering the workforce in jobs previously done exclusively by men
- What happened to the Rosies after the war

Do

- Take notes
- Analyze photographs
- Discuss the role women played in the workplace during World War II

Driving Question: What effect did women have on the workforce in the United States during World War II? How did women's roles change during and after World War II? What is the Rosies' place in history?

Assessment Plan:

Major Group Products	Class List of jobs Interview
Major Individual Projects	Written letter

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration	x	Written Communication	x
	Critical Thinking & Problem Solving		Content Knowledge	
	Oral Communication	x	Other	
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests		Practice presentations	
	Self-evaluation		Notes	x
	Peer evaluation		Checklists/observations	
	Online tests and exams		Concept maps	
Reflections:	Survey	x	Focus Group	
	Discussion	x	Task Management Chart	
	Journal Writing/ Learning Log	x	Other	x

Academic Vocabulary:

Research has shown that the least effective strategy for teaching vocabulary is to look up words and write definitions. For quality research-based strategies for teaching content-based vocabulary, please refer to the links below.

Internalization of Vocabulary Through the Use of a Word Map: <http://www.readwritethink.org/classroom-resources/lesson-plans/internalization-vocabulary-through-word-307.html>

Using Concept Circles to Develop Academic Vocabulary:

<http://www.readwritethink.org/professional-development/strategy-guides/using-concept-circles-develop-31166.html>

Vocabulary

- Rosie the Riveter
- Gals and fellas
- December 7, 1941
- World War II
- Volunteer
- Pearl Harbor, Hawaii
- Home front
- Rationing Books
- Job recruitment
- Job training

Resources:

- <https://thanksplainandsimple.org/>
- <https://www.americanrosiemovement.org/>

Manage the Process:

Day 1 – View the film We Pull Together: Rosie the Riveters Then and Now (Suggestion: Watch the beginning and ending of the movie as it is 70 minutes long—18 minutes at the beginning and 18 minutes at the end. They can watch the full film on You Tube.)

https://www.youtube.com/watch?v=qlOnFGR6gwQ&feature=emb_title

Students will use various note taking strategies

<http://www.dartmouth.edu/~acskills/success/notes.html>

At end of day one, have a class discussion on the following:

- How old do you feel the ladies in the film are?
- In your notes, write three questions you would like to ask the ladies in the film. This part may be assigned as homework.

Day 2 – Show the film An Interview with Gladys Reese (54 minutes long)

<https://www.youtube.com/watch?v=LEjxiLjq-iM>

After viewing the 2nd film, have students refer to their notes for discussion. This portion can be assigned as homework.

- Which stories interested you from the film?
- Did you feel a connection to any of the women? Why?
- If you were to interview a Rosie, which Rosie would you interview and what would you ask her?
- List some things you know now that you didn't before.
- Which topic or subject would you like to learn more about?
- Since West Virginia has a low percentage of persons of color, compare what the experiences of the women in this film to Rosies with diverse backgrounds.

Day 3 – Rosie the Riveter: Real Women Workers in World War II

Use the Library of Congress website to explore any of the topics you listed yesterday. Use the Library of Congress website to explore any of the topics you listed yesterday.

<http://www.loc.gov/rr/program/journey/rosie.html>

Rosie Pictures: Select Images Relating to American Women Workers during World War II.

http://www.loc.gov/rr/print/list/126_rosi.html

Using the link above, have students save a picture to their iPads. Place students in groups of two or three and have them complete the See/Think/Wonder chart attached. The students will then share their picture with the class (by showing iPad screen) and discuss what they see, think and wonder. Once that is complete, allow the students to go to the website to see the description of their chosen picture.

Project Evaluation:

Complete 3 2 1 Chart.

Visit the Thanks! Plain and Simple, Inc. website and see what you can do help America know, honor, and work with the Rosie the Riveters: <https://www.americanrosiemovement.org/>

See/Observe:

Think/Reflect:

Wonder/Question:

3	Things I Learned about Rosies...
2	Things I Found Interesting ...
1	Question I Still Have ...

