

# Wreaths Across America

## Lesson Plan

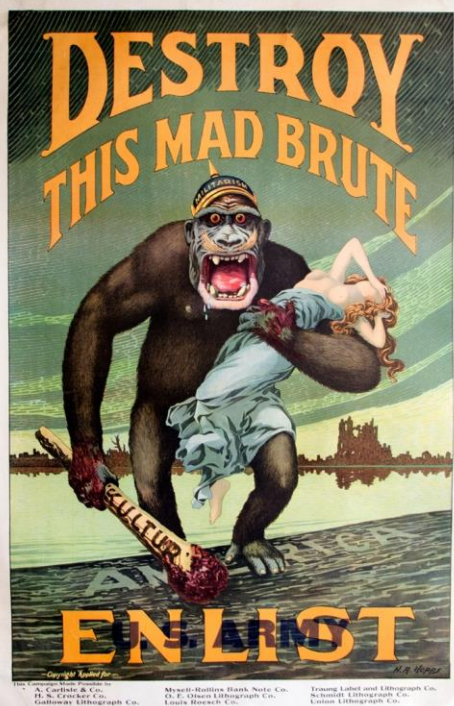
Teacher:	Date:
Grade: 10 <sup>th</sup> Grade	Lesson: We Need Workers-Women in the Workforce; Service-Learning Project "Find a Way to Serve"

<p><b>OBJECTIVES:</b> NCSS: 7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION This theme provides for the study of how people organize for the production, distribution, and consumption of goods and services, and prepares students for the study of domestic and global economic issues.</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drawing/Coloring</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Think/Pair/Share</li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Discussion Questions</li> <li><input type="checkbox"/> Small Groups</li> <li><input type="checkbox"/> Large Group</li> </ul>								
<b>MATERIALS:</b>	Computer/laptop; internet (with access to YouTube); Smart Board; <u>Students will need access to a device and the internet to complete part of this lesson;</u> PowerPoint								
<b>Engage:</b> Hook the students	<p>Think/Pair/Share Activity- Pair the students with a partner. Explain the T/P/S directions. The students will think of their answer, get with their partner and share their answer.</p> <p>T/P/S Question: In 1942, women who worked in the defense industry had average earnings of \$31.21 per week. Would you have worked in a factory for \$31.21 per week? Think about that a minute, in 1942:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <tr> <td style="padding: 2px;">Car: \$1,100</td> <td style="padding: 2px;">House: \$6,950</td> <td style="padding: 2px;">Milk: .60 cents/gal</td> <td style="padding: 2px;">Avg. Annual Salary: \$2,400</td> </tr> <tr> <td style="padding: 2px;">Gas: .19 cents/gal</td> <td style="padding: 2px;">Bread: .09 cents/loaf</td> <td style="padding: 2px;">Stamp: .03 cents</td> <td style="padding: 2px;">Min. Wage: .30 cents per hr.</td> </tr> </table> <p>In 2022, \$31.21 is the equivalent of \$1080.00. <b>Using a device with internet capabilities, find out how much each of these items cost today.</b></p>	Car: \$1,100	House: \$6,950	Milk: .60 cents/gal	Avg. Annual Salary: \$2,400	Gas: .19 cents/gal	Bread: .09 cents/loaf	Stamp: .03 cents	Min. Wage: .30 cents per hr.
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<b>Explore:</b> Students make sense of a concept through observations.	<p>Play the Library of Congress video, <i>Rosie the Riveter: Real Women Workers in World War II</i> <a href="https://www.loc.gov/item/webcast-3350/">https://www.loc.gov/item/webcast-3350/</a> Show the students the PowerPoint presentation, located <a href="#">HERE</a> Students will answer the questions on slides 3 and 5 on their own paper. Students will complete the poster assignment on slide 6.</p>								
<b>Explain:</b> Teacher introduces formal vocabulary and language to students.	inflation propaganda median cost median income								
<b>Elaborate:</b> Students apply what they have learned.	Students will compare and contrast the median cost of a gallon of gasoline, a car, a house, a gallon of milk, a loaf of bread, and a postage stamp in 1942 and 2022; students will compare and contrast World War I and World War II propaganda posters; students will design and create their own WWII propaganda poster.								
<b>Evaluate:</b> assessment.	Questions from slides 3 and 5; student created World War II propaganda poster								
<b>Enrichment/Service-Learning Project</b>	Collaborate with your class members to think of a need in your community. Organize a project to fulfill that need for the greater good of your community.								

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**Rosie the Riveter**  
or  
**(A Man Has to Do, What A Man Has to Do,  
to Get Women to Work in the Defense  
Industry and Other Things)**  
**Propaganda Posters in WWII**



During World War I, women in propaganda posters were often portrayed in a fragile state.

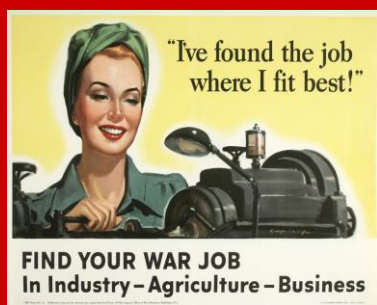
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1. Compare the artist portrayal of the men in this poster to the woman.
2. Who is the target audience of this WWI poster?
3. Do you believe this poster would influence you to buy war bonds?
4. Would it influence the target audience?



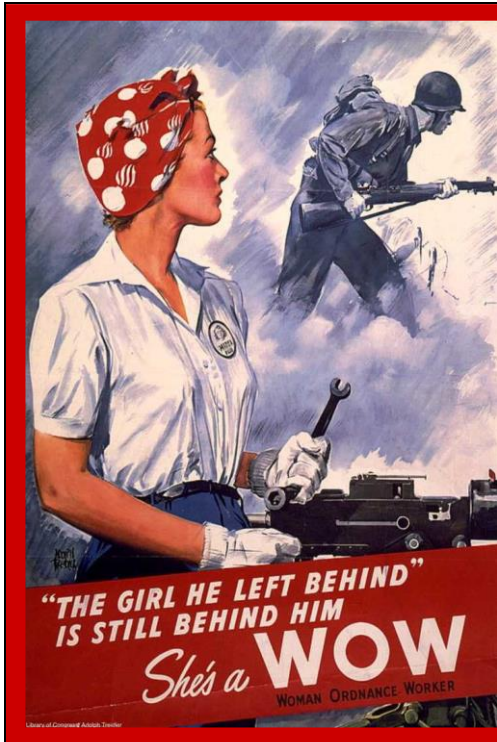
## World War II Propaganda Posters



Remember-Honor-Teach

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1. Compare the World War II posters to the World War I posters.
2. Who is the targeted audience of the WWII posters?
3. Do you believe these posters would influence you to work in the defense industry?
4. Would it influence the target audience?

## Assignment:

1. Design a World War II era poster on behalf of the United States war effort.
2. Pick from one of the following topics:
  - a. Persuade people to volunteer for the American Red Cross.
  - b. Persuade people to help feed our troops by planting a Victory Garden.
  - c. Persuade women to enter the work force.
  - d. Persuade people to participate in the Scrap Drives by saving rubber, grease fat and tin.
3. You can use the medium of your choice to create your poster-paint, markers or a digital format.

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### Service-Learning Project

- 1. Define Community Service**-Community service is unpaid work performed by a person or group of people for the benefit and betterment of their community.
- 2. Explain** that community service can take many different forms. (For example, conducting a canned food drive for your local food bank, or raising money to help a local charity that provides food and other necessities for a local animal shelter, or providing school supplies for students whose families may have fallen on hard times.)
- 3. Describe** some of the opportunities available for your students to perform a community service project in your local community or school.
- 4. Brainstorm** ideas for a Service-Learning Project your students can perform! Think about needs your local Veterans may have or your local community or school.
- 5. Pick a Project**-Discuss the various ideas from the Brainstorming Activity, allow the students to vote or choose a project they can complete as a class. Choose a name for the project. Tell students to write the name of their project on the Service-Learning form.
- 6. Discuss** the next steps for their project. Tell the students to list the steps on the Service-Learning form. (This should include making a poster, like the Rosie the Riveter "We Can Do It" poster, to advertise their project.)
- 7. Examine** ways parents, family members and friends can help your class with their Service-Learning Project. Tell the students to write this on their Service-Learning form.
- 8. Decide** a Start and End date for your project. Tell the students to write the dates on their Service-Learning form.
- 9. Attach** a note to the Service-Learning Project form to send home to parents, letting them know their child will be participating in the project. The type of project your class decides to do will determine how much help they may need from parents and family members. For example, if they decide to clean up around the school playground, they may only need disposable gloves and trash bags.
- 10. Conduct** a debriefing when the project is complete. Ask students to write a short paragraph about their project. Explain to students that "service" does not have to be military service-they can "Find A Way to Serve" in many different ways!
- 11.** Make sure you send an email to [teach@wreathsasscrossamerica.org](mailto:teach@wreathsasscrossamerica.org) telling us what kind of project your class completed, include pictures! Put your school's name and project name in the subject line of the email!! We look forward to hearing from you!!

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## Student Name \_\_\_\_\_ **Service-Learning Project Form**

	Write the name of your class project here:
	Write the steps for your project here:
	How can my family & friends help?
	Date your class project will START: _____ Date your class project will END: _____