

# 11<sup>th</sup> Grade Lesson Plan

## Women's History Month

### Rosie the Riveter



# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 11th	Lesson: Rosie the Riveter, Women's History Month, Service-Learning Project

<p><b>OBJECTIVES:</b> NCSS: 1. CULTURE-Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. 2. TIME, CONTINUITY, AND CHANGE-Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Computer Technology/Create Poster</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>
<p><b>MATERIALS:</b></p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board;  <u>Students will need access to a tablet and the internet to complete part of this lesson.</u></p>
<p><b>Engage:</b> Hook the students</p>	<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.            Play the YouTube video: <a href="https://youtu.be/A1gywA49Zsl">https://youtu.be/A1gywA49Zsl</a>            T/P/S Question: How did the US government try to encourage people across the country to get the Covid 19 vaccines? Is an advertisement like this and effective method to encourage people to get the vaccine? Some Americans view these advertisements as propaganda. Do you? Why or Why not?</p>
<p><b>Explore:</b> Students make sense of a concept through observations.</p>	<p>Overview: The film clips you are about to watch are from <i>The Life and Times of Rosie the Riveter</i>, a documentary film about the experiences of women who worked in factories during World War II (1941-45) manufacturing planes, ships, and other war supplies. "Rosie the Riveter" was a popular term for these women factory workers, not all of the women were riveters, some were welders, grinders and some were producing parts for planes, ships and tanks.            The documentary consists of:            1. oral history interviews with "Rosies" who worked in factories in California and New York 2. propaganda films (made by the U.S. government during World War II) 3. newspapers, photographs, posters and other pieces of evidence from World War II            Hand out <i>The Life and Times of Rosie the Riveter</i> Worksheet            Play the video: <a href="https://youtu.be/Y1p0uFd_8lw">https://youtu.be/Y1p0uFd_8lw</a></p>
<p><b>Explain:</b> Teacher introduces formal vocabulary and language to students.</p>	<p>propaganda            War Manpower Commission</p>
<p><b>Elaborate:</b> Students apply what they have learned.</p>	<p>Students will complete <i>The Life and Times of Rosie the Riveter</i> Worksheet; create a poster using computer and graphics</p>
<p><b>Evaluate:</b> assessment.</p>	<p><i>Life and Times of Rosie the Riveter</i> Worksheet; poster</p>
<p><b>Enrichment/Service-Learning Project</b></p>	<p>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.</p>

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### ***The Life and Times of Rosie the Riveter Worksheet***

#### **Historical Context**

Women were recruited into the industrial workforce as never before during World War II. The recruitment effort resulted, among other things, in the iconic image of "Rosie the Riveter." But who were the Rosies, and who was the War Manpower Commission trying to encourage to fill the jobs in the defense industries? Films and propaganda from the time depict middle-class women taking on paying jobs for the first time because of a sense of patriotic duty. However, statistical sources and oral histories convey a very different story of working-class women taking advantage of the war to move from low-paying domestic and secretarial jobs into high-paying and skilled industrial jobs. Such sources indicate that the economic motivations were just as important for some of the women as patriotic duty was for other women in building a female workforce during World War II.

#### **PART I:**

As you view the video clips from this documentary, pause playing the video to answer the questions below.

**Clip 1: "Mobilizing for War" (0.00-11:28)** Take notes in the space provided below on images and phrases about women during World War II. Compare and contrast the information expressed in the government propaganda films and Rosies talking about their actual experiences.

Wartime Propaganda Films
Rosies
What was the goal of the government propaganda films?
Who do you think they were trying to persuade to enter war production jobs?

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## Clip 2: "Dangerous Work on the Homefront" (19:27--25:01)

What does the *Supervisor of Women Employees* have to say about the women employed in war time production? What does she say about their safety?

What were working conditions like in the factories according to the Rosies and the newspaper headline?

## Clip 3: Unions Protect the Working Girl (27:18-27:52)

What did the Unions do to help the Rosies?

## Clip 4: Jim Crow Gets Kicked Out of a Factory Bathroom (28:55-30:48)

What challenges did African American Rosies face at work? Explain.

## Clip 5: Wartime Women Workers' Double Duty (33:01-34:37)

What challenges did Rosies face at home and work? Explain.

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## Clip 6: Lynn Childs Sticks Up for the Little Guy (38:21-41:32)

What caused Lynn Childs to be called into the Supervisor's Office?

## Clip 7 "Now He Returns" (43:35-48:35)

What was being communicated to the women in war production as the war wound down?

## Clip 8 "Back to Women's Work" (51:02-1:02:00)

What did women workers want to do after the war?

**Part 2: View the following examples of WWII Posters. Using a computer and graphics, create your own WWII Styled Poster trying to encourage women to do their part to win the war effort. If your class is participating in a service-learning project, your teacher may want you to create the poster to encourage your classmates or school to help with your project!**

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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 "Serve" in many different ways!
- 11.** Make sure you send an email to [teach@wreathscrossamerica.org](mailto:teach@wreathscrossamerica.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: _____



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