

12th Grade Lesson Plan

Women's History Month

Rosie the Riveter



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 12 th	Lesson: Rosie the Riveter-Women's History Month, Service-Learning Project

OBJECTIVES: CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	STRATEGIES: <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Computer Technology <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
MATERIALS:	Computer/laptop; internet (with access to YouTube); Smart Board; <u>Students will need access to a tablet or computer and the internet to complete part of this lesson</u> ; copies of excerpt from "The Homefront"; copies of Breaking It Down Reading Nonfiction; copies of 1940s Slang
Engage: Hook the students	Play the following PBS video clip for the class: https://wjit.pbslearningmedia.org/resource/imwwii-soc-womenjob/women-on-the-job-women-in-world-war-ii/ 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. T/P/S Question: Women of color and poor white women were already represented in the workforce prior to the war, what did World War II do to improve their status in the workplace?
Explore: Students make sense of a concept through observations.	Hand out copies of the excerpt from "The Homefront"; students will read the excerpt; assign students into groups of 2, hand out copies of the Breaking it Down Reading Nonfiction worksheet; students should work together to complete the worksheet; hand out copies of the 1940s slang vocabulary; display the Sample Social Media Reply Template located HERE
Explain: Teacher introduces formal vocabulary and language to students.	1940s Slang
Elaborate: Students apply what they have learned.	Students will complete the Breaking it Down Reading Nonfiction worksheet; students will create a Social Media Reply of their own, students should use some of the 1940s slang from the vocabulary worksheet, pictures and video should be downloaded from websites about Rosie the Riveters. See instructions and website information for template on the Social Media Reply Template above or at the following website: https://ditchthattextbook.com/infographic/social-media-reply-template/
Evaluate: assessment.	Breaking It Down Reading Nonfiction worksheet, Social Media Reply PowerPoint.
Enrichment/Service-Learning Project	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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Excerpt from *The Homefront* by Mark Jonathan Harris, Franklin D. Mitchell, and Steven J. Schechter.

Encouraged by government recruiting campaigns, some 6 million women took jobs in defense plants during the first three years of the war. Many of them left conventional domestic jobs—maids, cooks, waitresses—to join industrial assembly lines. Others had never worked outside the home. Not surprisingly, they encountered prejudice among their male co-workers. Yet the overall experience was quite positive for many women, and it created long-lasting changes in outlook and perspective.

Inez Sauer, Chief Clerk, Tool Room

I was thirty-one when the war started and I had never worked in my life before. I had a six-year-old daughter and two boys, twelve and thirteen. We were living in Norwalk, Ohio, in a large home in which we could fit about 200 people playing bridge, and once in a while we filled it.

I remember my husband saying to me, "You've lived through a depression and you weren't even aware it was here." It was true. I knew that people were without work and having a hard time, but it never seemed to affect us or our friends. They were all of the same ilk—all college people and all golfing and bridge-playing companions. I suppose you'd call it a life of ease. We always kept a live-in maid, and we never had to go without anything.

Before the war my life was bridge and golf and clubs and children. . . . When the war broke out, my husband's rubber-matting business in Ohio had to close due to the war restrictions on rubber. We also lost our live-in maid, and I could see there was no way I could possibly live the way I was accustomed to doing. So, I took my children home to my parents in Seattle.

The Seattle papers were full of ads for women workers needed to help the war effort. "Do your part, free a man for service." Being a member of Daughters of the American Revolution, I really wanted to help the war effort. I could have worked for the Red Cross and rolled bandages, but I wanted to do something that I thought was really vital. Building bombers was, so I answered an ad for Boeing. My mother was horrified. She said no one in our family had ever worked in a factory. "You don't know what kind of people you're going to be associated with." My father was horrified too, no matter how I tried to impress on him that this was a war effort on my part. He said, "You'll never get along with the people you'll meet there." My husband thought it was utterly ridiculous. I had never worked. I didn't know how to handle money, as he put it. I was nineteen when I was married. My husband was ten years older, and he always made me feel like a child, so he didn't think I would last very long at the job, but he was wrong.

They started me as a clerk in this huge tool room. I had never handled a tool in my life outside of a hammer.

The first year, I worked seven days a week. We didn't have any time off. They did allow us Christmas off, but Thanksgiving we had to work. That was a hard thing to do. The children didn't understand. My mother and father didn't understand, but I worked. I think that put a little iron in my spine too. I did something that was against my grain, but I did it and I'm glad.

Because I was working late one night, I had a chance to see President Roosevelt. They said he was coming on the swing shift, after four o'clock, so I waited to see him. They cleared out all the aisles of the main plant, and he went through in a big, open limousine. He smiled and he had his long cigarette holder, and he was very, very pleasant. "Hello there, how are you? Keep up the war effort. Oh, you women are doing a wonderful job." We were all thrilled to think the President could take time out of the war effort to visit us factory workers. It gave us a lift, and I think we worked harder.

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Boeing was a real education for me. It taught me a different way of life. I had never been around uneducated people before, people that worked with their hands. I was prudish and had never been with people that used coarse language. Since I hadn't worked before, I didn't know there was such a thing as the typical male ego. My contact with my first supervisor was one of animosity, in which he stated, "The happiest duty of my life will be when I say goodbye to each of you women as I usher you out the front door." I didn't understand that kind of resentment, but it was prevalent throughout the plant. Many of the men felt that no woman could come in and run a lathe, but they did. I learned that just because you're a woman and have never worked is no reason you can't learn.

The job really broadened me. I had led a very sheltered life. I had had no contact with Negroes except as maids or gardeners. My mother was a Virginian, and we were brought up to think that colored people were not of the same economic or social level. I learned differently at Boeing. I learned that because a girl is a Negro, she's not necessarily a maid, and because a man is a Negro doesn't mean that all he can do is dig. In fact, I found that some of the black people I got to know there were very superior—and certainly equal to me—equal to anyone I ever knew.

Before I worked at Boeing, I also had had no exposure to unions. After I was there for a while, I joined the machinist's union. We had a contract dispute, and we had a one-day walkout to show Boeing our strength. We went on this march through the financial district in downtown Seattle.

My mother happened to be down there seeing the president of the Seattle First National Bank at the time. Seeing this long stream of Boeing people, he interrupted her and said, "Mrs. Ely, they seem to be having a labor walkout. Let's go out and see what's going on." So, my mother and a number of people from the bank walked outside to see what was happening. And we came down the middle of the street—I think there were probably five thousand of us. I saw my mother, I could recognize her—she was tall and stately—and I waved and said, "Hello, mother." That night when I got home, I thought she was never going to honor my name again. She said, "To think my daughter was marching in that labor demonstration. How could you do that to the family?" But I could see that it was a new, new world.

My mother warned me when I took the job that I would never be the same. She said, "You will never want to go back to being a housewife." At that time, I didn't think it would change a thing. But she was right, it definitely did. I had always been in a shell; I'd always been protected. But at Boeing I found a freedom and an independence that I had never known. After the war I could never go back to playing bridge again, being a club woman and listening to a lot of inanities when I knew there were things you could use your mind for. The war changed my life completely. I guess you could say, at thirty-one, I finally grew up.

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Name _____

Breaking It Down Reading Non-fiction

List 3 Important facts/ideas.

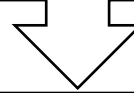
Write one opinion stated in the reading.

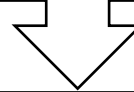
What is your opinion of the reading?

What are you reading?

What is the Main Idea?

LIST 3 SUPPORTING DETAILS:





What was the Author's Purpose?

- Describe
- Entertain
- Explain
- Inform
- Persuade

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1940s Slang Vocabulary

ace - a person with a high level of expertise
above my pay grade - not in charge; not in the know
anchor clanker - a sailor
belly up - failure, ending; going out of business
brainchild - a creative idea
broad - a woman
bum rap - a false accusation; being blamed for something you didn't do
bust your chops - scolding someone or chastising them
cheesy - cheap; as in poorly made or tacky
chicken - a person who is a coward
chrome dome - a bald man
clams - money
cockeyed - crazy, impossible, stupid
cold fish - boring person; someone who isn't very responsive
cookie - a girl who is cute
cooking with gas - doing something properly, making good progress
crack up - to burst out laughing
crummy - an item that is no good
cut a rug - to dance
dame - a woman
dead hooper - bad dancer
decked out - dressed up in an attractive way
dish - an attractive person
doll dizzy - a boy who is crazy about girls
dope - information about someone, as in an update on the person's situation; scoop or gossip
dreamboat - very handsome man
drip - someone who is boring
ducky shincracker - a really good dancer
eager beaver - an enthusiastic helper; a person who is excited about something
fat head - insulting term for a stupid or foolish person
flip your wig - lose your temper, lose control
gas - hilarious or funny; having a fun time
geezer - an old person
glitterati - wealthy or famous people with a high profile
gobbledygook - talking nonsense
goof - to do something in error; make a mistake
grandstand - show off in a boastful manner
greenbacks - paper money
hairy - outdated
hipster - someone who is very tuned in to popular culture and current trends
holy mackerel - exclamation of excitement; being very impressed
hot diggity dog - exclamation of excitement; wow

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in cahoots - people who are conspiring together
in the sticks - undesirable location that is in the middle of nowhere
jive bomber - a good dancer
jitterbug - fast dancing to the music of the day
joe - coffee
khaki wacky - a girl who is crazy about boys
killer diller - the best, amazing
knucklehead - a foolish or stupid person
knuckle sandwich - punching someone in the mouth
moxie - courage or strong nerves
mug - changing facial expressions; making faces in a playful way
natch - of course, certainly
off the hook - not in trouble; found not guilty
on the beam - on the right track or course; cool
old lady - term of endearment for one's mother
old man - term of endearment for one's father
on the nose - exactly correct
pass the buck - blaming someone else
peanuts - a small amount, not enough; usually refers to money
peepers - a person's eyes
ragging - making fun of, picking on or nagging someone
rhubarb - an argument, squabble or loud disagreement; first used in reference to disputes in baseball
schnook - a sucker; someone who is gullible
shuteye - sleep
specs - prescription eyeglasses
spew - to be sick; vomiting
stompers - shoes
sugar daddy - a wealthy man who supports a woman
sweet - excellent or outstanding
take a powder - to leave
unmentionables - a woman's undergarments
What's buzzin', cousin? - How's it going?
whistling dixie - wasting your time
yuck - a foolish or stupid person

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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@wreathsassamerica.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: _____