

**7<sup>th</sup> Grade Lesson Plan**  
**Women's History Month**  
**Rosie the Riveter**



# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 7 <sup>th</sup> Grade	Lesson: A Text in Time with a Rosie, Service-Learning Project

<p><b>OBJECTIVES:</b> CCSS.ELA-LITERACY.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <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; copies of the Connie Palacioz Interview Text; copies of A Text in Time worksheet; copies of the Biography of a Rosie worksheet.						
<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>Explain the definition of an <b>artifact</b>: A cultural artifact, is a term used in the social sciences, particularly anthropology, ethnology and sociology for anything created by humans which gives information about the culture of its creator and users. (Wikipedia)</p> <p>T/P/S Question: Is your cell phone an artifact? What would anthropologists learn about our society if they discovered your phone in 100 years and they were able to access your text messages?</p> <p>Would your text messages be considered a primary or secondary source of information?</p> <p><b>Primary Sources</b> are immediate, first-hand accounts of a topic, from people who had a direct connection with it.</p> <p><b>Secondary Sources</b> are one step removed from primary sources, though they often quote or otherwise use primary sources.</p>						
<b>Explore:</b> Students make sense of a concept through observations.	<p>Handout the excerpt of the Interview with Connie Palacioz, students should read the excerpt silently. When the students have finished reading the excerpt, ask the students the following questions:</p> <p>Is the interview a primary or secondary source?</p> <p>Play the Library of Congress Interview in its entirety <a href="https://www.loc.gov/item/2020655408/">https://www.loc.gov/item/2020655408/</a></p> <p>Compare and contrast reading part of the interview or watching the video.</p>						
<b>Explain:</b> Teacher introduces formal vocabulary and language to students.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">artifact</td> <td style="width: 50%;">Library of Congress</td> </tr> <tr> <td>primary source</td> <td>Folklife</td> </tr> <tr> <td>secondary source</td> <td>Rosie the Riveter</td> </tr> </table>	artifact	Library of Congress	primary source	Folklife	secondary source	Rosie the Riveter
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<b>Elaborate:</b> Students apply what they have learned.	After viewing the video, have students complete the A Text in Time worksheet; let students share answers with the class; complete the Biography of a Rosie worksheet.						
<b>Evaluate:</b> assessment.	A Text in Time worksheet; Biography of a Rosie Worksheet						
<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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### Briana O'Higgins Interviewing Connie Palacios, It's November 30, 2012

(Text excerpt from the video interview starting at time 0:00-9:40)

**Higgins: Will you start with your name and a little bit about yourself?**

**Palacios:** My name is Connie Palacios and I am volunteering here at the aviation museum for the B29, and we are restoring the Doc and when I was 18 years old, I riveted the nose section of this plane. That's why I am so interested now that I can, I am able to restore it. I was 18 years old when I riveted the nose section, now I am 87. So, I enjoy very much coming here to volunteer.

**Higgins: Are you from Wichita?**

**Palacios:** No, I live in Newton, Kansas. I drive here from Newton.

**Higgins: And so, are you from Newton?**

**Palacios:** It is only about 30 miles from here.

**Higgins: But you were raised there?**

**Palacios:** I was born in Peabody, Kansas, but I was two years old when my dad got a, moved to Newton to work the railroad. So, I have lived in Newton since I was two years old.

**Higgins: Wow. Were you aware of Boeing... wait when did Boeing start here?**

**Palacios:** Up to my high school years I worked at a laundry. And we were getting 25 cents an hour, and so when I graduated, which was in 1943, May of 1943, I went to apply for a job at Boeing. And they send me to a school on Waco Street by the Broadview Hotel and I was there for three weeks. Because they ask us what we wanted to do, and I say that doesn't matter I just want to help the war effort. Because we really wanted to get that war out. Because a lot of our relatives were fighting. The men, so. They said they needed riveters, so I said, well I will try that. And I really did good on the riveting, because in three weeks they sent me to the plant. And we used to come from Newton, we used to, they dropped us at the Orpheum Theater, and we would walk over there by the Broadview Hotel where they had a building where they had a school. And like I said, I was there three weeks and then they send me to the plant.

**Higgins: How did you hear about the Boeing job?**

**Palacios:** Well, we used to hear on the radio that they need help to come because all the men were at war. And so, most of the women had to do the job, so that's, when I graduated that's when I volunteered to come and work at Boeing.

**Higgins: Were there other young women that went with you? Your friends, your family members?**

**Palacios:** Yes. My sister worked, too. And there were a lot of friends, in fact they had a bus that would come from Newton, and it was 36 people who rode on that bus, and I rode that bus to come to Boeing. So, we had a lot of people from Wichita, I mean from Newton that came to work here.

**Higgins: And you said a little bit that you worked on the nose, was that your primary job?**

**Palacios:** Yes. When I got to the plant, they put me on department 330, and that was the nose section, so all I did was I rivet the nose section on the plane there.

**Higgins: How long did you work for Boeing?**

**Palacios:** I worked there from May of 43 to August of 46.

**Higgins: And during that time were you living at home with your parents?**

**Palacios:** Yes, ah huh. I was living at home, I used to ride back and forth, and sometimes we used to even work on Sundays because we had to get those planes out. And when I arrived at Boeing the first day, that was the day that they started the B29. The first B29. The next day, and I got to work on it because they were taking the B17 was getting out of the flight line because it was finished and they were going to start, uh, building the B29 Super Fortress.

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**Higgins:** So, you really were working on the first day the B29 was built?

**Palacioz:** Yes, ah huh I worked there.

**Higgins:** Um, how did your parents feel about you working for Boeing?

**Palacioz:** Well, my dad and my mom, they were glad that I was helping and, to the war effort because my brother was in the Navy and my uncle was a soldier, and then, so they were kind of happy that we were helping for to get the war finished, because that was our main purpose of all the women that came to work. So, we worked hard to get that plane out and we had to get, you know they would say how many planes we would have to be out by that time, so sometimes we would work on Sundays, and I 12 hours, and work on Sundays. Because they needed to get them out whenever the government wanted so many B29s, so we had to get them out.

**Higgins:** What were your shifts like? How many hours would you work and what time a day?

**Palacioz:** Well, I used to work the day shift and we used to leave Newton at 5:30 in the morning to get here by 7 because we picked up people on the bus, and then we started working at 7 here, and we would work 8 hours, but sometimes, like I said, we would have to work 12 hours, and we did work 12 hours.

**Higgins:** What was a workday like for you?

**Palacioz:** I beg your pardon.

**Higgins:** What was the workday like for you?

**Palacioz:** Oh, the workday, I really enjoyed riveting, I, uh, the first day that I got to the Boeing they told me that they didn't have a bucker for me, so the first day I didn't rivet. But there was a girl named Gerry Warden, she was a black girl, and nobody wanted to rivet with her because she was black, so they, she was a good bucker, but nobody knew it because they didn't let her work. So, I told my lead man, well I will work for her because I am a minority, because I am of Mexican decent, and so she and I became partners. And I tell you she was the best bucker that I had ever seen. And that is why I did so good in my riveting, because I had her to buck for me. And afterwards everybody wanted her to buck, but she stayed with me until the war was over. So, it was really nice, sometimes the few men when we got there at first were kind of a little, uh, oh I don't know, they made fun of us ladies. And... I tell you, and I was so naïve about the things that they did to me. You know? And after they got to know us then they would help us, but before they wouldn't even bring the ladders, because I had to get up on a ladder to get up to the top of the nose section. And they said no, you are earning money just like we are, so you do. But after they got to know us, they turned out to be pretty good guys. But at first, they were kind of, well I don't want to say they were.... Real bad, but they made it hard for us. They weren't used to having women around, were they? After that they became one of our best friends.

**Higgins:** You said that you made friends with this one woman, did you socialize with the other Boeing employees after hours, did it become your group of friends?

**Palacioz:** Yeah, we, Gerry and I got to be really close because we worked there, and but, then after when the war was over and we got laid off, Gerry moved to Denver and I used to write to her for about three years we had a correspondence, then all of a sudden she never answered my letters. So, I don't know if she passed away or what happened but I have never heard from her.

**Film Guy:** what would probably be good, Connie, why don't you explain what a bucker is?

**Palacioz:** A bucker is a person that gets behind the airplane and the riveter is outside on the skin. And you've got to make sure that you don't hit the rivet gun too fast because you can damage the skin, but the bucker is behind and when I hit my rivet gun, she was always there to buck it. And then the rivet would come flat.



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**Biography of a Rosie**

Student Name \_\_\_\_\_

What is the name of your Rosie?  
\_\_\_\_\_

What year was she born?  
\_\_\_\_\_

Where was she born?  
\_\_\_\_\_

Where did she work?  
\_\_\_\_\_

When did she work there?  
\_\_\_\_\_

Why did she choose to work there?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What were her contributions to the war effort?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe what you learned about her character.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

On the back of this paper, summarize what you learned about Rosie the Riveters.

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### Like Rosie, “We Can Do It” 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 Rosie the Riveters who stepped up to the plate during World War II to fill jobs to win the war and bring our troops home. Consider 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 posters or flyers, 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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## Like Rosie, “We Can Do It” 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: _____