

Project Title: Rosie the Riveters Then and Now

Author:

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

Entry Event: View Rosie the Riveter Documentary Film <http://thanksplainandsimple.com/videos.php>

Content Standards & Objectives:

Objectives Directly Taught or Learned Through Discovery
SS.11.H.CL4.5 identify the contributions from the home front during the war (e.g. Rosie the Riveter and “Rosies”, victory gardens, war bond sales, wartime propaganda and opportunities for minorities).
SS.11.C.7 select and participate in a volunteer service or project with a community or Veteran’s organization (e.g., American Legion, Veteran’s of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).
SS.11-12.L.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.

21st Century Skills:

21st Century Skills	Learning Skills & Technology Tools
Information and Communication	21C.O.5-8.1.LS3 Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.
Thinking and Reasoning Skills	21C.O.5-8.2.TT3 Student uses multiple technology tools for gathering information in order to solve problems, make informed decisions, and present and justify the solutions.
Personal and Workplace Skills	21C.O.5-8.2.LS4 Student creates thoughtful ideas and solutions and takes risks as he/she works toward goal despite mistakes. Student begins to consistently think of all the possibilities and diverges to become more expansive with his/her thoughts/ideas that lead to the creation of original products.

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
- Leadership skills exhibited by women in various jobs
- Impact of women entering the workforce in jobs previously done exclusively by men
- What happened to 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 Rosie's 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, see the Teach 21 Strategy Bank at

<http://wvde.state.wv.us/strategybank/vocabulary.html>

Rosie the Riveter	Dec 7, 1941	Pearl Harbor, Hawaii
Job recruitment	World War II	Home front
Gals and fellas	Volunteer	Rationing books

Resources: <http://thanksplainandsimple.org/>

Manage the Process:

Day 1 – View the film We Pull Together: Rosie the Riveters Then and Now

<http://thanksplainandsimple.com/videos.php>

Students will use various note taking strategies

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

To take notes during the film. 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.

Day 2 – Finish the film

After viewing the 2nd part of the film have students refer to their notes for

Discussion: Which stories interested you from the film?

Did you feel a connection to any of the women? Why?

If you were the interviewer, a question you would ask a specific Rosie.

Something you know now that you didn't before.

Which topic or subject would you like to learn more about?

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

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

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

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 print the black and white picture. Place students in groups of two or three and have them complete the See/Think/Wonder chart attached at the bottom of the lesson plan. The students will then share their picture with the class discussing what they see, think and wonder. Once that is complete allow the students to go to the website to see the description of their assigned picture.

Project Evaluation:

Complete 3 2 1 Chart at bottom of next page:

Visit the Thanks! Plain and Simple, Inc. site and see what you can do help America know, honor and work with the Rosie the Riveters. <http://thanksplainandsimple.com/volunteer.php>

See/Observe:

Think/Reflect:

Wonder/Question:

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



The Rosie the Riveter Project: A Model for America

★ Thanks! Plain and Simple, Inc. ★