

**Project Title: Women Joining the Workforce (Grade 6)**

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**Project Idea:** Investigation, scenario, problem, challenge, issue, etc.

**Entry Event:** Display historic Rosie the Riveter Photos around the room or on data projector.

**Content Standards & Objectives:**

<b>Objectives Directly Taught or Learned Through Discovery</b>	
SS.6.5	Examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g., support of American military during wartime, Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11).
SS.6.21	Illustrate the US civilian response on the home-front to the war (e.g., “Rosie the Riveters,” victory gardens, rationing, etc.).

**Technology Standards to teach 21<sup>st</sup> century skills**

T.6-8.18	Publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.
T.6-8.19	Use communication tools (such as email, discussion boards, online conferences, learning management systems, and portfolios) to gather information, share ideas, and respond to questions.
T.6-8.9	Communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.
T.6-8.10	Locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.
T.6-8.21	Use collaborative technologies to connect with others, including peers, experts, and community members, to learn about issues and problems or to gain broader perspective.

**Performance Objectives:** What must all students know and be able to do as a result of this PBL experience?

**Know**

- What were the respective roles of men and women before World War II?
- What leadership skills were exhibited by women in various jobs?
- What was the impact of women entering jobs previously done exclusively by men?

**Do**

- Describe how men and women were recruited for jobs during World War II.
- Debate and discuss evolution of jobs for both men and women.
- Write a letter to a Rosie.

**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?

**Assessment Plan:**

<b>Major Group Products</b>	Class List of jobs Interview
<b>Major Individual Projects</b>	Written letter

**Assessment and Reflection:**

<b>Rubric(s) I will use:</b> (Check all that apply.)	Collaboration	<input checked="" type="checkbox"/>	Written Communication	<input checked="" type="checkbox"/>
	Critical Thinking & Problem Solving	<input type="checkbox"/>	Content Knowledge	<input type="checkbox"/>
	Oral Communication	<input checked="" type="checkbox"/>	Other	<input type="checkbox"/>
<b>Other classroom assessments for learning:</b> (Check all that apply)	Quizzes/ tests	<input type="checkbox"/>	Practice presentations	<input type="checkbox"/>
	Self-evaluation	<input type="checkbox"/>	Notes	<input checked="" type="checkbox"/>
	Peer evaluation	<input type="checkbox"/>	Checklists/observations	<input type="checkbox"/>
	Online tests and exams	<input type="checkbox"/>	Concept maps	<input type="checkbox"/>
<b>Reflections:</b>	Survey	<input checked="" type="checkbox"/>	Focus Group	<input type="checkbox"/>
	Discussion	<input checked="" type="checkbox"/>	Task Management Chart	<input type="checkbox"/>
	Journal Writing/ Learning Log	<input checked="" type="checkbox"/>	Other	<input checked="" type="checkbox"/>

**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, please refer to the links below.

Internalization of Vocabulary Through the Use of a Word Map: <http://www.readwritethink.org/classroom-resources/lesson-plans/internalization-vocabulary-through-word-307.html>

Using Concept Circles to Develop Academic Vocabulary:

<http://www.readwritethink.org/professional-development/strategy-guides/using-concept-circles-develop-31166.html>

**Vocabulary**

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

**Resources:**

- <https://thanksplainandsimple.org/>
- <https://americanrosiemovement.org/>

## Manage the Process:

### Step 1:

Students will hear a short lecture with vocabulary words that place students in the time period.

Students will:

- List what events brought the USA into WWII: when, where, and who
- Identify places where war was happening on a world map
- List what the people did at home in America while a world-wide battle was occurring
- Include how these events affected the lives of their families then. (This may include great-grandparents or grandparents.)

### Step 2:

Students will:

- Search different websites that show how job recruitment of women was achieved during World War II, including how it encouraged women to seek and apply for jobs
- Be shown the Library of Congress film showing the “We Can Do It!” poster
- Be shown Norman Rockwell’s portrait of the American woman worker (Link: <https://www.nrm.org/rosie-the-riveter/>)
- Use note-taking guidance for answering how women were contracted into work, what tools our government used to get the word out to women, and how women felt still having to take care of a home and family while working outside the home

### Step 3:

Students will:

- View a documentary film about Rosie the Riveters “Rosies” in West Virginia (Link: <https://www.youtube.com/watch?v=glOnFGR6gwQ>) Suggestion: watch 18 minutes of the beginning and 18 minutes at the end—the entire length is 70 minutes. View a portion of a second film, An Interview with Gladys Reese (54 minutes long) (Link: <https://www.youtube.com/watch?v=LEjxiLjg-iM>)
- Since West Virginia has such a low percentage of persons of color, compare the experiences of the women in these two films with diverse backgrounds
- Listen to stories of the women and discover details about how they took care of children, had transportation, what training they received, where they worked, and how they coped
- Learn what the motivation was for the Rosies entering the workforce
- Take notes to write down names of Rosies, what jobs they held, and whatever questions they may have

The class will make a list of other jobs that women did such as volunteer work, agriculture, military service, nursing, etc.

### Step 4:

Students will be given a writing assignment. “Snail mail was the only way to communicate over long distances in World War II. If you were a woman in World War II, what jobs would have interested you? Write a letter to your future employer about yourself that you would have used to apply for that job including both your personal perspective and, for the security of the nation, why you would have been needed in the workforce.”

## Project Evaluation:

### Student Reflection:

Students will complete a Rosie Wrap-Up Summary in writing:

- What was your favorite part about this unit?
- What new facts did you learn?
- How did the Rosies impact the lives of people now—including you?
- Was this unit an inspiration to you?

### Teacher Reflection:

The student will be guided toward understanding America's roles in World War II, the significant influence of women joining the workforce, and what impacts women in the workforce have had on family life, both currently and in the past.

Have students ask about their parents' jobs. Say "Think about who works in your family. How many fathers are working compared to mothers? Do both parents work?" Write these numbers on the board.

Below is an example of an opening talk about women in the workforce:

"It used to be different. Where and when did this change happen in the workforce? What event prompted women into the workforce so that now, women, in any job or position is a common sight?"

Let's discuss December 7, 1941 at Pearl Harbor, Hawaii. The Japanese surprised the Americans with an attack on one of the largest naval bases in the Pacific Ocean. Bombers attacked airfields and sunk ships in the middle of the Pacific Ocean with a huge loss of life.

Hawaii was only a US territory at that time. (Hawaii became a state in 1959) President Roosevelt declared war on Japan on the next day and the US entered the war.

Immediately recruitment officers were overflowing with men signing up for military service--volunteering to be sent off to war. Since men were leaving behind their jobs and duties, women were instantly encouraged to take their place. Job recruitment for women was critical in keeping industries, factories, businesses, and other entities open. Women jumped in to keep the USA's home front going strong.

In order to produce goods and make extra for the war, everybody sacrificed. Rationing books were used so that goods, precious materials, and food items could be sent to the troops for their efforts in unknown lands.

These ladies became known as Rosie the Riveters. They put together planes and ships, grew food, and produced many other goods. Men also signed up for jobs if they could not be deployed. Generally, these men became supervisors and instructors of new skills and worked with women to fill the quotas of needed supplies."

