

Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 8 th	Lesson: Rosies Kept America Running During World War II, Find A Way to Serve-Service Learning Project

OBJECTIVES: NCSS 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.	STRATEGIES: <ul style="list-style-type: none"> <input type="checkbox"/> Computer Technology <input type="checkbox"/> Writing <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> K-W-L-K <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
MATERIALS:	Computer/laptop; internet (with access to YouTube); Smart Board; Students will need access to a tablet or laptop and the internet to complete <u>part of this lesson</u> ; copies of the article <i>Rosies Kept America Running During World War II</i> ; copies of the K-W-L-K Worksheet; copies of the “Rosies Meme Business” worksheet.
Engage: Hook the students	Think/Pair/Share Activity-Pair the students with a partner. Explain the T/P/S directions. Project the following images of Rosie the Riveter on a screen. The images can be located here: https://americanhistory.si.edu/collections/search/object/nmah_538122 and Norman Rockwell’s “Rosie” painting can be located here: https://collection.crystalbridges.org/objects/585/rosie-the-riveter Discuss the similarities and differences in the pieces. T/P/S Questions: What message were these works meant to convey to women across the United States?
Explore: Students make sense of a concept through observations.	Hand out the Rosie the Riveter K-W-L-K Worksheet. Give the students a few minutes to fill in the first section- “What I Know”. Hand out the copies of “Rosies Kept America Running During WWII”. Students will read the article. Students will complete the K-W-L-K worksheet.
Explain: Teacher introduces formal vocabulary and language to students.	male-dominated fields technical prowess munitions Willow Run frontlines B-24
Elaborate: Students apply what they have learned.	Students will complete the K-W-L-K worksheet; hand out the “Rosies Meme Business” worksheet-students will use the internet and a computer to create a meme relevant to information they have learned about the women who volunteered to serve in industry during WWII.
Evaluate: assessment.	K-W-L-K worksheet,
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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On Patrol Magazine

March 19, 2021

“Rosies Kept America Running During World War II”

By Samantha L. Quigley

“All the day long, Whether rain or shine, She’s a part of the assembly line. She’s making history, Working for victory, Rosie the Riveter.”

The “Rosie the Riveter” song, penned by Redd Evans and John Jacob Loeb, first hit airwaves early in 1943. Rosie, however, had been hard at work on the assembly lines, at the gas pumps and many other jobs in male-dominated fields since at least 1942.

She built munitions, planes, tanks and ships by the score. In short, she made sure the boys on the front lines weren’t caught short of vital warfighting equipment.

Enticed by necessity—most of the able-bodied men had either enlisted or were drafted—and propaganda with messages like, “Can you use an electric mixer? If so, you can learn to operate a drill,” America’s women stepped up in droves. Some sources put the number of women in the workplace during World War II at 19 million. If you ask the American Rosie the Riveter Association, the count is much higher.

“The little girl on her tricycle picking up scrap metal, we consider her a Rosie, too,” said Donnaleen Lanktree, a former president of the association. “If they worked [outside the home] during the war, we consider them a Rosie.”

Regardless of the job, they were there doing what, until then, had been men’s jobs thought to require too much skill and technical prowess for women. In fact, in 1945, as the war began winding down, attitudes shifted and women were encouraged to return to their duties as homemakers.

But they had tasted freedom and accomplishment, and their confidence had grown. They made their own money. For some, returning to the now seemingly dull routine of housekeeping wasn’t going to fly.

Inez Sauer learned this lesson as a tool clerk for Boeing in its Seattle plant.

“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,’” Sauer said in a Library of Congress video presentation. “At that time, I didn’t think it would change a thing. But she was right, it definitely did. ... After the war, I could never go back ... when I knew there were things you could use your mind for. The war changed my life completely. I guess you could say, at 31, I finally grew up.”

This was an awakening for many women and never again did the number of women in the workforce dip below World War II numbers. Women made up about 27 percent of the prewar workplace, but during the war that number grew to nearly 37 percent.

“The war years had a tremendous impact on women. I know for myself it was the first time I had a chance to get out of the kitchen and work in industry and make a few bucks. This was something I had never dreamed would happen,” Sybil Lewis, a riveter for Lockheed, told the authors of “The Homefront.”

“The war years offered new possibilities. You came out to California, put on your pants, and took your lunch pail to a man’s job. This was the beginning of women feeling that they could do something more.”

Today they may agree World War II opened doors for them, but back then it was about doing what needed to be done to help America win the war.

Marge Walters had a very similar experience. “I didn’t drive or anything then and I was riding with some of the fellows that worked in the department,” she said.

Originally from Superior, Wisconsin, Walters watched one brother leave home for Detroit—and a job—in 1939. With jobs hard to find at home, another brother headed for Detroit. After the third brother joined them, Walters, 19, figured it was her turn. It was 1941.

“We were at my brother’s house the night of Pearl Harbor,” she said. “He had seven boarders. They all had

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radios and they just kept listing and coming back, ‘Well, this happened.’ It was very exciting.”

At the time she was working for United Stove Company, but the plant was closed because the metal needed to make the stoves had been redirected to the war effort. It went out to Willow Run. And so did Walters.

“When I worked at the stove works, I got 40 cents an hour,” she said. “When I went out to the bomber plant, I got a dollar an hour. It was very good money.”

She worked in center wing, horizontal, Department 937, she said. The first center wing section she worked on when she started at the plant would become part of the 36th or 37th Ford-made B-24. She worked until the 8,685th bomber rolled off the assembly line and the plant was closed in 1945.

But before that happened, she got something of a bonus.

“I met my husband out there,” she said, giggling. “He was from Michigan [and] worked for the same department I worked in. We weren’t married then, but we corresponded all during the war.”

Walters has no shortage of memories. Back then, she could fill up her Buick for about \$7. “I think it had a 20- or 25-gallon tank,” she said. Or that gasoline could be used for dry cleaning. (Please don’t try this at home.)

What strikes her most, though is that now everyone wants to hear from them. “They pay more attention to us now than they did then,” she said, laughing.

While it was Willow Run that gave wings to the iconic Rosie the Riveter, the fact of the matter is Rosies worked all over the country, from east to west and north to south, in every factory that needed them, doing every job that needed doing. And America wouldn’t be what it is today without them.

—Samantha L. Quigley was the Editor in Chief of *On Patrol Magazine*, the magazine of the USO. This story originally appeared in the fall 2015 issue and has been edited for 2021.

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Rosies “Meme” Business!



Directions:

Design a meme depicting something relevant to the life of Rosie the Riveters:

- something directly related to what you have learned about Rosie the Riveters
- your meme should be school appropriate - no bad language, no bad pictures, etc.
- save your “Rosie Memes Business” design to share with the class.

Ways to create the meme:

- Use a meme generator like <https://imgflip.com/memegenerator> or <https://makeameme.org/>
- Or you can always experiment with Google drawings, Word or another program
- Or draw it yourself!

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**K-W-L-K
Rosie the Riveters**

What I KNOW ?	What I WANT to Know?	What I LEARNED ?

MAKE SURE I KNOW: Why did women join the workforce during World War II?

What impact did the Rosie the Riveters have on America's war effort during World War II?

How did participation in the workforce during WWII impact the "Rosies" financially and socially?

What lasting influences did "Rosies" have on the American workforce following World War II?

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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. Students could make memes for 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 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: _____