

Rosie the Riveter and Beyond: Alabama Women's Contributions during WWII
A Social Studies Lesson Plan Developed for
Upper Elementary- Level Students (Grades 4-6)

Created by Kaci Brasher and Tiffany Gardner-Elementary School Teachers
Project Directors: Dr. David C. Little, Samford and
Lulu Richardson, AVMP Education Committee
Consultant – Melody Greene, 4th Grade Teacher, Greystone Elementary

Instructor:

Lesson Title: Rosie the Riveter and Beyond

Grade Level: 4th-6th

Curriculum Area: Social Studies

Estimated Time:

Date:

Standards Connection:

Alabama Course of Study Social Studies Standards

4. 13.) Describe the economic and social impact of World War II on Alabamians, including entry of women into the workforce, increase in job opportunities, rationing, utilization of Alabama's military installations, military recruitment, the draft, and a rise in racial consciousness.

Alabama Course of Study English Language Arts Standards:

[RL.4.1] Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[W.4.2] Write informative or explanatory texts to examine a topic and convey ideas and information clearly.

Learning Objectives:

Students will be able to:

- Identify the contributions of Alabama women during WWII.
- Write descriptive stories or a newspaper article highlighting the contributions of Alabama women during WWII.

Evaluation of Learning Objectives:

Students will:

- Discuss the role of women during WWII.
- Write and illustrate a descriptive story or a newspaper article highlighting the contributions of women during WWII.

Engagement:

The teacher will show students the poster of [Rosie the Riveter](#) and ask students if they have seen the poster. Start by asking students, "What do you see here? What evidence can you pick out in the picture that you could actually touch if you were in the poster?" (They might name her bandana, her arm up like she is showing her muscles, her blue

overalls...) After gathering evidence, ask students where they think she is working or doing. (And why... For example, students might say, "She is working outside, because she has a bandana and overalls on.") The point is getting students to identify her characteristics prior to looking at the upcoming video. Discuss with the students what they know or interpret about the poster. The teacher will tell students the poster is of Rosie the Riveter. The teacher will show students a video from History.com called "Ask History: Rosie the Riveter". (<http://www.history.com/topics/world-war-ii/rosie-the-riveter>). Request that the students pay close attention to what the video teaches them about women during World War II. After the video, the teacher will ask students if Rosie the Riveter was a real person (A: No). The teacher will ask students what they noticed about women during World War II from the video (A: Working in factories, leaving the house to work, etc.).

Learning Design:

Teaching Script:

1. Inform students that they are going to learn more about the role of women during WWII. Hand out the [Worksheet "Women during WWII"](#) to be completed during and/or after the presentation.
2. Use the [Slide Show "Women during WWII"](#) as a visual discovery by asking students questions about images on each slide. This engages them more and allows every student to practice analyzing each slide's image.
3. Examples of questions for the slides are
What do you see in this poster? Give evidence: for example, the students might name words that they see or describe how the person is dressed.
4. After the Slide Show is shown the teacher can ask further questions for discussion: for example, "What are some differences between women during WWII and women today?" (A: student answers will vary) "Would the outcome of the war be the same without the influence of women?" Explain. (A: students' answers will vary)
5. After the discussion the teacher should give students time to complete the worksheet associated with the presentation. The teacher will then grant the students the opportunity to share their answers as well as give the correct answers for the worksheet. The teacher will then require students to share a new piece of information gained from today's lesson. The teacher will then reinforce the purpose of women during WWII.

II. Opportunity for Practice:

The teacher will give students the option of writing a descriptive story or writing a newspaper article about an Alabama woman from one of three articles numbered

below. Before choosing a woman to write about, each student will read the pdf “American Women in World War II: On the Homefront and Beyond”

All Read: “American Women in World War II: On the Homefront and Beyond”
<http://www.nationalww2museum.org/learn/education/for-students/ww2-history/at-a-glance/women-in-ww2.pdf>

Students Choose:

- 1) [A Woman in the WAAC: Anna Louise Knowlton](#)
- 2) Wives of WWII Veterans: <http://blog.al.com/press-releases/2014/11/world-war-ii-veterans-wives-re.html>
- 3) A woman who worked for the FBI:
<http://www.al.com/news/birmingham/index.ssf/2015/02/during-world-war-ii-she-left-t.html>

Students Brainstorm:

Ask students to use adjectives and descriptive words to describe what the chosen person might have heard, felt, seen, tasted (even emotions), and smelled during a specific part of their service.

Write and Illustrate:

Inform the students that they are to write a descriptive story or newspaper article describing a woman’s life based on facts they have about her and knowledge about the WWII time period. They can use the information from the brainstorming exercise. The teacher should encourage the students to also provide an illustration that highlights the key points of their descriptive story. The teacher will provide students with a copy of [the rubric](#) along with the first article, while offering copies of the 3 articles about Alabama women for the class to choose.

III. Assessment:

Students will be formatively assessed throughout the lesson. Students will complete the “Women during WWII” worksheet with 85% accuracy during the instructional section of the lesson. See the [Teacher’s Key](#). Students will complete a descriptive story or newspaper article following the attached rubric.

IV. Closure:

The teacher will assign students a partner to share their writing sample and illustration. The teacher will listen to each pair and provide feedback.

Materials:

- Markers and crayons
- Paper
- Pencils
- Computers with internet connection (If students wish to type their story)
- Elmo/Projector

Resources:

Please see the Resources Section on the [Lesson Plan web page](#).

Plans for Individual Learners and Differentiation Strategies:

ELL Learners: ELLs length and depth requirements for work can be adjusted according to language skill and WIDA standards. Students will be allowed to orally present stories and short answers prior to the writing process. Other accommodations and modifications should be determined by the instructor.

Students with IEP:

You should follow accommodations and modifications set by individual student's IEP. Students should receive vision and hearing accommodations during the PowerPoint. Modifications during the descriptive writing activity should include reduction in length as well as answering only 4 out of the 6 questions on the "Women During WWII" worksheet.

Extensions:

Students will read and summarize one or both of the articles not used in the opportunity for practice section of the lesson plan.

Reflection: To be completed after assessment