### Wreaths Across America
#### Lesson Plan

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Grade: 3rd Grade</td>
<td>Lesson: The Homefront during WWII, Rosie, a Belief in the Greater Good &amp; Service-Learning</td>
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#### OBJECTIVES:
- **CCSS.ELA-LITERACY.W.3.7**
  - Conduct short research projects that build knowledge about a topic.
- **CCSS.ELA-LITERACY.W.3.8**
  - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### STRATEGIES:
- Drawing/Coloring
- Writing
- Think/Pair/Share
- Collaboration
- Discussion Questions
- Small Groups
- Large Group

#### MATERIALS:
- Computer/laptop; internet (with access to YouTube); Smart Board; copies Fill in the Blank Worksheet; Drawing paper and markers

#### Engage: Hook the students
2. 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.
   - T/P/S Question: How did life change for all Americans after the United States entered World War II? The men? The women? The children?

#### Explore: Students make sense of a concept through observations.
Before showing the video clip, describe why women and men of this era are referred to as the Greatest Generation. The Greatest Generation is a term used to describe those Americans who grew up during the Great Depression and fought in World War II, or whose labor helped to win the war. In the wake of Pearl Harbor, millions of men enlisted to defend and fight for their country. In their absence, women rose to the occasion to support their country and their families by working in war factories and elsewhere. Children across the country participated in “scrap” drives to gather metal for recycling into planes, tanks and ammunition. Everyone wanted to do their part, to do the right thing. Women made these contributions on the Homefront because they believed their hard work contributed to the greater good of our country, by helping to win the war, and by bringing our troops back home.


#### Explain: Teacher introduces formal vocabulary and language to students.
- World War II
- Pearl Harbor
- Homefront
- Rosie the Riveter
- Ration
- Propaganda
- Victory Gardens
- WASP
- Red Cross Workers
- USO
- Greatest Generation
- Wendy the Welder

#### Elaborate: Students apply what they have learned.
- Students will complete the Fill in the Blank Practice Paragraph Worksheet;
- Draw a poster for your Service-Learning project like the “We Can Do It” Rosie the Riveter poster pictured here [https://www.britannica.com/topic/Rosie-the-Riveter](https://www.britannica.com/topic/Rosie-the-Riveter)

#### Evaluate: assessment.
- Completed Fill in the Blank Practice Paragraph Worksheet

#### 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.

Remember-Honor-Teach
Fill in the Blank Practice Paragraph Worksheet
The Homefront, Rosie and a Belief in the Greater Good
Use the words listed below to fill in the blanks of the paragraph.

<table>
<thead>
<tr>
<th>doing the right workers</th>
<th>propaganda Rosie the Riveter</th>
<th>ships World War II Pearl Harbor</th>
</tr>
</thead>
<tbody>
<tr>
<td>submarines Greatest Generation</td>
<td>proud airplanes</td>
<td></td>
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The United States entered ____________ ______ __________ after the Japanese bombed US ships at ________________________  ________________________ in Hawaii. Over 16 million American men served in the US military during World War II, this left a shortage of _________________ to fill the many jobs created by their absence, especially in the defense industry.

The government launched a ___________________ campaign to encourage women to enter the workplace in jobs that had been held by men. A fictional character named _________________ ______ _______________ was an important part of that campaign, telling women “We Can Do It.” More than 6 million women answered the call and were trained to build ___________________, _____________, and _________________.

Even though women did not earn as much money as men, they were _________________ to do their part to support our troops in the war effort.

Today, we refer to the men and women of this time period as the _________________ ________________________, because of their belief in the greater good, and _______ ________ _________ thing.
The United States entered **World War II** after the Japanese bombed US ships at **Pearl Harbor** in Hawaii. Over 16 million American men served in the US military during World War II, this left a shortage of **workers** to fill the many jobs created by their absence, especially in the defense industry. The government launched a **propaganda** campaign to encourage women to enter the workplace in jobs that had been held by men. A fictional character named **Rosie the Riveter** was an important part of that campaign, telling women “We Can Do It.” More than 6 million women answered the call and were trained to build **airplanes, ships and submarines**. Even though women did not earn as much money as men, they were **proud** to do their part to support our troops in the war effort. Today, we refer to the men and women of this time period as the **Greatest Generation**, because of their belief in the greater good and **doing the right thing**.
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 Community Service Project your students can perform! Think about needs in your 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.)

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, and how it connects to the work of those on the Homefront during World War II.

11. Make sure you send an email to teach@wreathsacrossamerica.org telling us what kind of project your class completed! Put your school’s name and project name in the subject line of the email!! We look forward to hearing from you!!
<table>
<thead>
<tr>
<th><strong>Service-Learning Project Form</strong></th>
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<tbody>
<tr>
<td><strong>Write the name of your class project here:</strong></td>
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<tr>
<td><strong>Write the steps for your project here:</strong></td>
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<tr>
<td><strong>How can my family &amp; friends help?</strong></td>
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<tr>
<td><strong>Date your class project will START:</strong></td>
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<tr>
<td><strong>Date your class project will END:</strong></td>
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