

Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 3 rd Grade	Lesson: The Homefront during WWII, Rosie, a Belief in the Greater Good & Service-Learning

<p>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.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> 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	<ol style="list-style-type: none"> 1. Play the Scholastic Scope Video, Beyond the Story: American Women During World War II, 1939-1945; https://youtu.be/nxDdVoiLHcg 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. <p>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?</p>												
Explore: Students make sense of a concept through observations.	<p>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.</p> <p>Play The Henry Ford video, Home Front Heroes: Women in World War II https://youtu.be/iK4jSXo55Pk</p>												
Explain: Teacher introduces formal vocabulary and language to students.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">World War II</td> <td style="width: 50%;">Victory Gardens</td> </tr> <tr> <td>Pearl Harbor</td> <td>WASP</td> </tr> <tr> <td>Homefront</td> <td>Red Cross Workers</td> </tr> <tr> <td>Rosie the Riveter</td> <td>USO</td> </tr> <tr> <td>Ration</td> <td>Greatest Generation</td> </tr> <tr> <td>Propaganda</td> <td>Wendy the Welder</td> </tr> </table>	World War II	Victory Gardens	Pearl Harbor	WASP	Homefront	Red Cross Workers	Rosie the Riveter	USO	Ration	Greatest Generation	Propaganda	Wendy the Welder
World War II	Victory Gardens												
Pearl Harbor	WASP												
Homefront	Red Cross Workers												
Rosie the Riveter	USO												
Ration	Greatest Generation												
Propaganda	Wendy the Welder												
Elaborate: Students apply what they have learned.	<p>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</p>												
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.												

Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 3 rd Grade	Lesson: The Homefront during WWII, Rosie, a Belief in the Greater Good & Service-Learning

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.

doing the right workers submarines Greatest Generation	propaganda Rosie the Riveter proud airplanes	ships World War II Pearl Harbor
---	---	---------------------------------------

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.

Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 3 rd Grade	Lesson: The Homefront during WWII, Rosie, a Belief in the Greater Good & Service-Learning

ANSWER KEY

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.

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.

Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 3 rd Grade	Lesson: The Homefront during WWII, Rosie, a Belief in the Greater Good & Service-Learning

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@wreathsassamerica.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!!

Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 3 rd Grade	Lesson: The Homefront during WWII, Rosie, a Belief in the Greater Good & Service-Learning

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: _____