

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 6 <sup>th</sup>	Lesson: An Interview with a Rosie the Riveter, Service-Learning Project-Like Rosie, We Can Do It

<p><b>OBJECTIVES:</b> CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing/Poetry</li> <li><input type="checkbox"/> K-W-L-H</li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Discussion Questions</li> <li><input type="checkbox"/> Small Groups</li> <li><input type="checkbox"/> Large Group</li> </ul>									
<p><b>MATERIALS:</b></p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; copies of the K-W-L-H worksheet; copies of “An Interview with a Real-Life Rosie, Gladys Reese; copies of the “Rosie the Riveter Acrostic Poem Worksheet;”</p>									
<p><b>Engage:</b> Hook the students</p>	<p>Activity – Hand out the Rosie the Riveter K-W-L-H Worksheet. Give the students a few minutes to fill in the first section- “What I Know”. Play the music video “Rosie the Riveter” <a href="https://youtu.be/FTBooz2Qq9w">https://youtu.be/FTBooz2Qq9w</a> Allow students to complete the K-W-L-H worksheet throughout the class period, use the completed form as an exit pass.</p>									
<p><b>Explore:</b> Students make sense of a concept through observations.</p>	<p>Explain: “Rosie the Riveter” is the name of a fictional character who came to symbolize the millions of real women who filled America’s factories, munitions plants, and shipyards during World War II. After the Japanese bombing of Pearl Harbor in December 1941 and the full involvement of the U.S. in World War II, the male work force was depleted to fill the ranks of the U.S. military. This came precisely at a time when America’s need for factory output and munitions soared. The U.S. government, with the help of advertising agencies such as J. Walter Thompson, mounted extensive campaigns to encourage women to join the work force. Magazines and posters played a key role in the effort to recruit women for the wartime workforce. The women did their highest-quality work to protect our freedoms, to help win the war and to bring our troops back home. They are often called “Rosie the Riveters,” but many were not riveters, some were welders, or grinders-so they simply like to be called “Rosies”. In later years, Rosie also became an iconic American image in the fight to broaden women’s civil rights. Hand out Interview Worksheet, Play the first 34 minutes of the video, “Interview with Gladys Reese,” <a href="https://youtu.be/LEjxiLiq-iM?t=41">https://youtu.be/LEjxiLiq-iM?t=41</a></p>									
<p><b>Explain:</b> Teacher introduces formal vocabulary and language to students.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">ration stamps</td> <td style="width: 33%;">“Rosies”</td> <td style="width: 33%;">VJ Day</td> </tr> <tr> <td>segregation</td> <td>Atomic Bomb</td> <td></td> </tr> <tr> <td>shell shock</td> <td>assembly line</td> <td></td> </tr> </table>	ration stamps	“Rosies”	VJ Day	segregation	Atomic Bomb		shell shock	assembly line	
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<p><b>Elaborate:</b> Students apply what they have learned.</p>	<p>Assign students into groups of 2-3, students will create an Acrostic Poem using the Rosie the Riveter Acrostic Poem Worksheet</p>									
<p><b>Evaluate:</b> assessment.</p>	<p>K-W-L-H worksheet, Interview with Gladys Reese worksheet, Rosie the Riveter Acrostic Poem Worksheet</p>									
<p><b>Enrichment/Service-Learning Project</b></p>	<p>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.</p>									

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

What I <b>KNOW?</b>	What I <b>WANT</b> to Know?	What I <b>LEARNED?</b>	How can I <b>FIND</b> Out More?

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Student Name \_\_\_\_\_

**An Interview with Gladys Reese-A Real-Life “Rosie the Riveter”**

1. When was Gladys born?
2. Tell a little bit about Gladys’ childhood.
3. What made Gladys decide to work in a defense plant?
4. Gladys had to get her birth certificate sent to her in Detroit, why did she need her birth certificate?
5. At the time Gladys worked in the government defense plant, she did not know what the parts were that she was working on. What did she learn about the parts later?
6. Where did Gladys see segregation the most in the government defense plant?
7. What was the difference in segregation when she would go to Canada to shop?
8. Where did Gladys get her news about the war?
9. What year was Gladys able to take her son to Woolworths to eat?
10. How far did Gladys have to ride a bus to go to school?
11. How did Gladys find out about VJ day? What did people do when they heard the news?
12. How did serving in the war affect Gladys’ brother? What did Gladys say about it?

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### An Interview with Gladys Reese-A Real-Life “Rosie the Riveter” Answer Key

1. When was Gladys born? **December 29, 1922**
2. Tell a little bit about Gladys’ childhood. **Her mother and father both died when she was young, and she and 4 of her 7 siblings were raised by her aunt.**
3. What made Gladys decide to work in a defense plant? **One of her teachers worked in the defense plants during the summer, when Gladys graduated from high school, she went to Detroit with her teacher.**
4. Gladys had to get her birth certificate sent to her in Detroit, why did she need her birth certificate? **You had to be 18 years old to work in the defense plant. She had to prove how old she was to get the job.**
5. At the time Gladys worked in the government defense plant, she did not know what the parts were that she was working on. What did she learn about the parts later? **They were part of the Atomic Bomb.**
6. Where did Gladys see segregation the most in the government defense plant? **In the cafeteria, in Detroit.**
7. What was the difference in segregation when she would go to Canada to shop? **There was no segregation in Canada.**
8. Where did Gladys get her news about the war? **From the radio.**
9. What year was Gladys able to take her son to Woolworths to eat? **1959**
10. How far did Gladys have to ride a bus to go to school? **80 miles**
11. How did Gladys find out about VJ day? What did people do when they heard the news? **They announced on the PA system that the war was over. People started screaming and yelling that the war was over.**
12. How did serving in the war affect Gladys’ brother? What did Gladys say about it? **Tommy served in Italy with bombs going off all around him. He suffered from shell shock, and he was never the same after the war.**

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## Rosie the Riveter Acrostic Poem

Student Name \_\_\_\_\_

Create an Acrostic Poem using the letters for the words Rosie the Riveter. Remember in an acrostic poem, the first letter of each line, when read vertically, must spell out the topic of the poem. Each letter should be used for words or stanzas describing "Rosies".

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<b>R</b>	

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### Like Rosie, “We Can Do It” 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 Rosie the Riveters who stepped up to the plate during World War II to fill jobs to win the war and bring our troops home. Consider 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 posters or flyers, 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. 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@wreathscrossamerica.org](mailto:teach@wreathscrossamerica.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 \_\_\_\_\_

## Like Rosie, "We Can Do It" 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: _____