

9<sup>th</sup>-12<sup>th</sup> Grades Lesson Plan  
Live with Purpose  
Pride in Their Duties



# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grades: 9 <sup>th</sup> -10 <sup>th</sup>	Lesson: Live with Purpose-Pride in Their Duties

<p><b>OBJECTIVES:</b>          CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.          CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Think/Pair/Share</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; students will need access to a laptop or electronic device with the internet and earphones; copy of Five Questions With Rosie the Riveter-A Riveting Tale of Women, the Workforce and World War II; copies of Group 1 Medium Analysis; copies of Group 2 Medium Analysis; copies of Group 3 Medium Analysis; copies of Venn Diagram Activity</p>
<p><b>Engage:</b> Hook the students</p>	<p>Read aloud “Five Questions With Rosie the Riveter-A Riveting Tale of Women, the Workforce and World War II.”          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: What contributions did women make to the war effort during World War II?</p>
<p><b>Explore:</b> Students make sense of a concept through observations.</p>	<ul style="list-style-type: none"> <li>• Divide the class into 3 groups. Each student will be responsible for listening, reading or viewing the medium assigned to their group. Assign each group a specific medium as listed below.</li> </ul> <p><b>Group 1</b> will view the Doylestown Historical Society YouTube video, “Salute to Service-Mae Krier (Rosie the Riveter).” <a href="https://youtu.be/loHumuPI-Y0?si=SfiX-D0EpssAb0Q-">https://youtu.be/loHumuPI-Y0?si=SfiX-D0EpssAb0Q-</a></p> <p><b>Group 2</b> will listen to the podcast, “Mae Krier from Work in Progress with Sophia Bush” <a href="https://www.everand.com/listen/podcast/736861877">https://www.everand.com/listen/podcast/736861877</a></p> <p><b>Group 3</b> will read the following articles:          LaVO, Carl. “See How Bucks County’s Mae Krier Became Advocate for Nation’s Rosie the Riveters”. Bucks County Courier Times, March 22, 2024. <a href="https://www.phillyburbs.com/story/news/local/2024/03/22/mae-krier-levittown-rosie-the-riveter-womens-rights-bucks-county-wwii/73031050007/">https://www.phillyburbs.com/story/news/local/2024/03/22/mae-krier-levittown-rosie-the-riveter-womens-rights-bucks-county-wwii/73031050007/</a>          Gup, Kayla. “A Gold Medal for America’s Rosies, the Women on the Home Front”. The New York Times. April 10, 2024. <a href="https://www.nytimes.com/2024/04/10/us/politics/rosie-riveter-congressional-medal.html#">https://www.nytimes.com/2024/04/10/us/politics/rosie-riveter-congressional-medal.html#</a></p> <ul style="list-style-type: none"> <li>• Hand out the Group Medium Analysis.</li> <li>• Each student will analyze their assigned medium, taking notes on key details, perspectives, and emphasized information.</li> <li>• As students complete their assigned medium, and the Group Medium Analysis worksheet, create groups of three-with a member from each medium. (Each group should have a person from group 1, 2 &amp; 3. If you</li> </ul>

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	<p>have extra students-make sure they are in a group with members of each medium.)</p> <ul style="list-style-type: none"> <li>• Small Group Share: Each student will present their findings to the other members of their small group, highlighting the key points and perspectives from their assigned medium.</li> <li>• Each Group will create a Venn diagram or comparison chart to visually represent the similarities and differences in emphasis across the different accounts.</li> <li>• Critical Analysis: Lead a discussion about how the different mediums may have influenced the presentation of information, which details were emphasized in each account, and why these choices might have been made.</li> </ul>
<b>Explain:</b> Teacher introduces formal vocabulary and language to students.	medium pink slip riveter Congressional Gold Medal timing of World War II bucker Pearl Harbor Greatest Generation
<b>Elaborate:</b> Students apply what they have learned.	The student will analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<b>Evaluate:</b> assessment.	Teachers will select which activities to use as formal/informal assessments.
<b>Enrichment/Service-Learning Project</b>	Celebrate your school's unsung heroes-teachers, office staff, maintenance staff, cafeteria staff, librarians, bus drivers, teaching assistants, school support officers and school counsellors. Write a Thank You note to a person who works in your school. Let the person know you appreciate the work they do every day to help others. Allow students to create their own card. Print project completion certificates <a href="#">here</a>

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### Five Questions With Rosie the Riveter

#### A Riveting Tale of Women, the Workforce and World War II

<https://www.pearlharboraviationmuseum.org/blog/rosie-the-riveter/>

#### 1. Why did you decide to join the workforce?

The men went off to war and I wanted to help out the war effort in any way I could! I saw the Riveter posters saying “We Can Do It” and I applied at the airplane assembly plant the very next day. It wasn’t just me that joined the workforce – lots of women wanted to help. Together we took on the men’s jobs in the factories.

**Fact:** American women entered the workforce in unprecedented numbers during the World War II, as widespread male enlistment left gaping holes in the industrial labor force. Between 1940 and 1945, the female percentage of the U.S. workforce increased from 27 percent to nearly 37 percent, and by 1945 nearly one out of every four married women worked outside the home.

#### 2. People think they have a tough job when they are at their desk for eight or nine hours. Can you walk us through your duties at an airplane assembly plant?

We did all sorts of jobs in the airplane assembly plant, but we were usually assigned one key role to take over. Some of us worked in the covering and fabric department, where they cut out fabric parts and stitch various covers for airplane bodies and wings, parachutes, and pilot seats. Those women operate the sewing machines and stretch covers on ailerons, elevators and rudders. Others work in the electric assembly department of the aircraft plant, where they put together the radios for each aircraft, and more still are riveters and welders. We work non-stop each day building the aircraft, and come back the next day and do it all over again.

**Fact:** In 1939, total aircraft production for the US military was less than 3,000 planes. By the end of the war, America produced 300,000 planes.

#### 3. Did you ever have second thoughts about what you were doing?

No, I knew I wanted to help and this was the only way in which I could.

**Fact:** The World War II war industry gave women the opportunity to contribute to the war effort and to earn their own living – many for the first time in their lives. After the war, many women workers fought to remain in their jobs, while others used their earnings to establish households.

#### 4. What was one of the biggest lessons you took away from your time in the factory?

I learned I could do any kind of job. It opened my eyes to all kinds of futures I could have.

**Fact:** Most women workers wanted to keep their jobs, enjoying the financial independence and respect they earned.

#### 5. What is the legacy you are proudest of?

I am proud of the legacy of the can-do spirit that defined “The Greatest Generation” and how the ways I was able to contribute to the war effort paved the way for a new chapter for American women.

**Fact:** Majority of women who worked in factories during World War II expressed a profound sense of personal accomplishment and newfound self-worth that had lasting effects on both the Civil Rights Movement and the Women’s Rights Movement.

**More than 310,000 women worked in the U.S. aircraft industry in 1943, making up 65 percent of the industry’s total workforce (compared to just one percent in the pre-war years).**



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## Group 2 Medium Analysis

Name \_\_\_\_\_



Scan the QR Code. Listen to the podcast, "Mae Krier From Work in Progress with Sophia Bush" Analyze your assigned medium. Take notes on key details, perspectives, and emphasized information in the space provided.

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## Group 3 Medium Analysis

Name \_\_\_\_\_



Scan the QR codes. Read both articles: LaVO, Carl. “See How Bucks County's Mae Krier Became Advocate for Nation's Rosie the Riveters”. Bucks County Courier Times, March 22, 2024.  
Gup, Kayla. “A Gold Medal for America’s Rosies, the Women on the Home Front”. The New York Times. April 10, 2024. Analyze your assigned medium. Take notes on key details, perspectives, and emphasized information in the space provided.

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Group \_\_\_\_\_

Name \_\_\_\_\_

## Pride in Their Work-A Real Life Rosie the Riveter, Mae Krier Venn Diagram Activity

