

Teacher Name: Melissa Chesney
Subject Area: U.S. History

School: Whitman Middle School
Grade/level: 7th grade



**Adventure of the American Mind Northern Virginia
FCPS – Virginia and U. S. History
Lesson Plan**

Era	<i>Era 5 World War II</i>
Topic	<i>Women's contribution to the war effort on the homefront</i>
Lesson Title	<i>Rosie the Riveter</i>
Instructional Time	<i>One 90 minute instructional period</i>
Essential Learning What is the concept to be learned? What is the big picture?	<i>As a result of this lesson, students will know:</i> <ul style="list-style-type: none"><i>• Women's roles changed during WWII</i><i>• Women played a vital role in the War effort</i>
SBI Objectives POS/SOL by number and descriptor.	<i>Virginia Standard USII.6c The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by describing the impact of World War II on the homefront.</i>
Assessment How will you know that the lesson was successful? Describe what type of student assessments you will use to evaluate understanding. Attach a copy of student instructions or assessment instrument.	<i>Students will analyze copies of the photos of working women then write an analysis of the photo. Students' analysis will include what the woman/women are doing; how this "job" contributed to the war effort; and why they feel the contribution by women during WWII had a lasting effect on the American attitude regarding the World War II era women. Students will be assessed on both their oral and written response using the U.S. National Archives & Records Administration Picture Analysis Worksheet.</i>

Procedure

Describe step by step procedure. Include opener, teacher presentation and student activities.

1. Ask students to view together the painting by Norman Rockwell of Rosie the Riveter using the website:

<http://www.rosietheriveter.org/painting.htm>

Explain that this was a real woman, but the young lady's image was changed from reality to the more muscular image you see in the painting also that the painting shows "Rosie" with her foot on an image of Hitler's Mein Kampf. Point out that Rosie also has painted fingernails and lipstick. Ask students to speculate why Rockwell would have done this? After receiving student responses, through discussion the conclusion should be that this was to show American strength and resolve also Women's ability to do difficult jobs without losing their image as women.

2. Explain to students that while the image of "Rosie" done by Norman Rockwell is a fictionalized image, there are numerous pictures of real women doing real jobs having a real effect on the outcome of the war. These images may be used from the Library of Congress website:

http://www.loc.gov/rr/print/list/126_rosi.html.

3. Place students into groups of four. Give students one of the pictures obtained from the website and one of the picture analysis handouts. This handout can be obtained at the National Achieves website:

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html

Ask students to complete the worksheet using the photograph.

4. Explain to students that they will now use their photo analysis worksheet to describe what the woman/women are doing in the photo; how this job contributed to the war effort; and how the women in the photograph would be a representation of the symbolic Rosie in Norman

	<p>Rockwell’s painting. Students will then prepare a written analysis to present to the class. Provide students with the rubric to ensure understanding of the criteria of the presentation.</p> <p>5. Allow students to discuss the pictures and prepare their analysis. The teacher should monitor group discussions to provide guidance and answer questions.</p> <p>6. Students will then present their analysis to the class and turn in their written analysis to the teacher.</p>
<p>Materials/Resources</p>	<p>Internet picture of Norman Rockwell’s painting “Rosie the Riveter” http://www.rosietheriveter.org/painting.htm</p> <p>Library of Congress pictures of actual working women during WWII http://www.loc.gov/rr/print/list/126_rosi.html</p> <p>Photo Analysis Worksheet http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html</p>
<p>Differentiation Include strategies for re-teaching and special populations such as GT, ESOL and special education.</p>	<p>Some students may need a list of specific items in the painting and pictures which would assist them in making the connection between the pictures and the more abstract connections they would be required to make between the painting and the actual pictures.</p> <p>G.T. students could use the role of the historian to take the analysis a step further to do research about the women in the picture. Students could then connect the more general connections between women and the war effort to illustrate specific cases of women and their documented contribution to the successful outcome of World War II.</p>

Reading - Analyzing Information : AAMVA-Rosie The Riveter Photo Analysis

Teacher Name: **Ms. Chesney**

Student Name: _____

CATEGORY	4 Exceeds Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot identify important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Relates Graphics to Text	Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.	Student accurately explains how each graphic/diagram is related to the text.	Student accurately explains how some of the diagrams are related to the text.	Student has difficulty relating graphics and diagrams to the text.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

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