Lesson Title: Rosie the Riveter

Grade Level: 8-12

Objective of Lesson: This lesson will help students explore opportunities and obstacles for women in the US during World War II. Students will visit 4 centers and analyze art and photos of working women contributing to the war effort. Students will analyze how women’s roles changed and analyze women’s contributions to the war effort.

TEKS Strand: History

TEKS: §113.32 41. United States History Studies Since 1877 Reconstruction (One Credit), Beginning with School Year 2011-2012.

(c) Knowledge and skills.

(7) History. The student understands the domestic and international impact of significant national and international decisions and conflicts from U.S. participation in World War II and the Cold War to the present on the United States. The student is expected to:

(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel volunteerism and military enlistment, including high levels of military enlistment; volunteerism; American Indian Code Talkers, the purchase of war bonds,; Victory Gardens, ; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; the Double V campaign, and opportunities and obstacles for women and ethnic minorities.

CCRS: IV. Analysis, Synthesis, and Evaluation of Information

A. Critical examination of texts, images, and other sources of information

Alternative Texts: Norman Rockwell painting Rosie the Riveter, two photos of women working for the war effort in WWII, one picture includes men, transcript of an interview of a woman working during WWII. Copies of these pictures and interview are at the end of this lesson plan or can be located at the following websites:

http://www.nps.gov/pwro/collection/website/home.htm

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

http://www.nps.gov/pwro/collection/website/pics.htm


Engagement: Ask students what women’s roles were during World War II. Have class discussion about these roles and if these roles were important to the war effort. Assign students one of the following jobs with the following instructions:

Imagine you are a person doing this job on the home front during World War II. Write a brief description answering the following questions: Where would you perform this job? How would you dress for this job? Why are you doing this job? Why is this job important?
Explore: Divide students into groups. Each group is to visit 4 work centers, but work individually. There is a worksheet for each center with questions for the student to answer. Copies of the worksheets are located at the end of this lesson plan.

Center 1 has the Norman Rockwell painting *Rosie the Riveter*. Students should analyze the painting and write answers to these questions on the worksheet.

- What is this painting about?
- Is this a real person?
- Describe what she is wearing. Why is she dressed this way?
- Describe what she is doing in the painting.
- What other details do you notice in the painting?
- Do you think this is a positive image of a woman or a negative image?
- What do you think the artist was trying to say about women in the home front?

Center 2 has a black and white photo of a female riveter. Students should analyze the photo and answer questions on the worksheet.

- What is the woman in the photo doing?
- Where do you think she is?
- What is she wearing?
- Do you think this is a candid picture or posed?
- What details do you notice in the photo?
- How is this job important to the war effort?

Center 3 has a black and white photo of a group of riveters. Students should analyze the photo and answer questions on the worksheet.

- Describe the figures in the photo.
- What is the most significant thing you notice about the photo?
- How are the people dressed?
- What other details do you notice?
- Why are these people together? What is their connection to each other?

Center 4 has an interview of a sheet metal worker. This is a transcript of a recorded interview. If possible, have students view the interview at - http://www.whilbr.org/itemdetail.aspx?idEntry=994&dtPointer=5

Students should answer the questions on the worksheet.

- What job did Julia Helen Keto do during the war?
- Did she have this job before the war?
- What training did she receive for this job?
- Why was this job important to the war effort?

Explain: Instruct students to reflect on the analysis they gathered in the centers. Is the painting an accurate portrayal of actual women riveters? How is it different? Why did the artist portray Rosie this way? Instruct students to look at the jobs they were assigned at the beginning of the lesson. Ask students if they would write something different now that they have more information? What motivated women to take jobs to help the war effort? Discuss whether the changing role of women in WWII had lasting effects on society.
Elaborate: Instruct students to write a short essay about women’s roles in the current war effort. Are these roles similar? Include examples of jobs supporting the war effort. Are women today motivated by patriotism?

Evaluate: Use the following Rubric for evaluating the worksheets and essay:

<table>
<thead>
<tr>
<th>Rubric</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Identifies details in art/photos</td>
<td>Weak identification of details.</td>
<td>Identifies several details.</td>
<td>Identifies significant amount of details.</td>
<td>Exceptional identification of details.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Descriptive rather than analytical; marginally related to the topic; significant logical gaps.</td>
<td>Analysis of the topic, addressing most parts of the topic; analysis adequate but unevenly developed.</td>
<td>Good analysis of the topic, addressing most parts of the topic; analysis demonstrates understanding of all sides of a question (as appropriate), though may be unevenly developed.</td>
<td>Persuasive analysis of the topic, addressing all parts of the topic; analysis demonstrates thorough understanding of all sides of a question (as appropriate).</td>
</tr>
<tr>
<td>Historical Reference</td>
<td>Little grasp of general historical issues raised by topic.</td>
<td>Some grasp of general historical issues raised by topic, though some significant issues may be omitted.</td>
<td>Good grasp of general historical issues raised by topic.</td>
<td>Outstanding grasp of general historical issues raised by topic.</td>
</tr>
<tr>
<td>Organization</td>
<td>Poorly organized: no clear introduction, argument, or conclusion.</td>
<td>Contains at least two of the following: introduction, argument, and conclusion; organization may be somewhat unclear.</td>
<td>Well organized, with an introduction, argument, and conclusion.</td>
<td>Extremely well organized, with a clear introduction, argument, and conclusion.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Pattern of grammatical errors and/or inappropriate colloquialisms.</td>
<td>Understandable, but contains several grammatical errors or colloquialisms.</td>
<td>Clearly written in appropriate standard English; some grammatical errors or colloquialisms.</td>
<td>Well written in appropriate standard English; few grammatical errors or colloquialisms.</td>
</tr>
</tbody>
</table>
What is this painting about?
Is this a real person?
Do you think the Rosie the Riveter poster inspired the painting? Why do you think so?
Describe what she is wearing. Why is she dressed this way?
Describe what she is doing in the painting.
What other details do you notice in the painting?
Do you think this is a positive image of a woman or a negative?
What do you think the artist was trying to say about women in the home front?
What is the woman in the photo doing?
Where do you think she is?
What is she wearing?
Do you think this is a candid picture or posed?
What details do you notice in the photo?
Describe the figures in the photo.
What is the most significant thing you notice about the photo?
How are the people dressed?
What other details do you notice?
Why are these people together? What is their connection to each other?
Interview

Julia Helen Keto
Sperry Gyroscope, New York and Ballistics Research Laboratory, Aberdeen Proving Ground, MD
Helen’s husband Jorma is the off camera voice.
I was Julia Helen Wickholm and I got married while I was working at Sperry Gyroscope and became Julia Helen Keto.

**What was your first job?**
I had different temporary jobs, office, typing, and a press clipping bureau. All of those temporary jobs that you just can't really remember.

**Where did you work during the war?**
I worked at Sperry Gyroscope Company in Brooklyn, New York. It was at Bush Terminal. They had plants in different places but I worked in Bush Terminal. At that time they made bomb sights. There were two other companies that made bomb sights too, but I can’t remember their names, but I worked for the Sperry Gyroscope company that made bomb sights. The, it’s not the pilot, who ever it is, the bombardier, they have to get the cross hairs
Jorma: …where the bombs goes, the pilot is in full control of the bomber, and the bomber has to go straight, and drop his bombs, and he gets a sight on the target...

**What kind of training did you get?**
Helen: Well I did go to the Delehanty Institute. That’s where I learned about assembly of tools, assembly of small instruments and things like that. It was for a little less than a year, I think. It didn't have to be too hard to learn.

**Tell us about the Miss Victory competition**
I was one of the candidates for Miss Victory when I worked for Sperry in Brooklyn. That was a lot of fun. You got to go to different luncheons and meetings.

**Was it a beauty pageant?**
No, no. Not a beauty pageant.
Jorma: Miss Victory was for the war workers, the equivalent of Rosie the Riveter. All different industries.
Helen: My boss, the one who was head of our shop, he had to pick. I guess there were about 50 of us in that area. They weren't all girls, there were men too, but as far as Miss Victory they wanted to have a woman. I was just the one from that shop and then all different places around Brooklyn, Long Island and Jersey, they picked, the bosses, head of their departments.

**What did you have to wear to work?**
One of the pictures I have out there with the cap on so that if the drill press did get too close, you know, it wouldn't put a hole in my head. One girl there, when I was there, she got her head caught in the drill press. All we did was hear her scream. It probably took her scalp off, it gets pulled in. You had to be very careful about the machines that grab at your hair or any parts that would be hanging out, like sleeves. You couldn't wear long sleeves, and you couldn't wear long hair.

**What was it like to be part of Sperry?**
I liked it because they had a chorus, those of us who were selected to be in the choral society. There were quite a few people in it so you didn’t have to have a famous voice or anything, just like to sing and like to be around people who liked music.
Where else did you work during the war?
Then I worked at the Ballistics Research Laboratory in Aberdeen Maryland, at the Proving Grounds in Aberdeen, Maryland. That was interesting because they had collected, what do you call them, bombed out instruments, German artillery and different things from overseas and they took them to our laboratory. We had to try to piece them together and try to duplicate the weapons they made over there. I remember working on a camera, a very intricate camera, but I didn't do the intricate part, I did the simple part. The one I worked with was originally from Germany, and he knew all about assembling instruments.

Isn't that funny how you can't remember… Boy, it doesn't pay to be 83 I tell you.

Was this just a job or was it for the war effort?
I think everybody I knew worked in some form of the war effort. I think everyone I knew in some way was connected with the war.

Did either of your plants have Unions?
In Sperry they wanted to have unions, because there was the AFL and the CIO. And I was campaigning for the AFL. So some of the other people who were interested... what was it they used to sing a song, "Don't let Julia fool you, join the CIO." That's what they sang, yes, "Don't let Julia fool you, join the CIO." And I was for the AFL. I didn't sing anything. I was so surprised that they made up a song like that- “Don't let Julia fool you,” I wish I had been quick witted and thought about something to sing at them. That's right, it was quite a time about the Unions, yer...

What happened to your wedding dress?
My people are from Finland and suffered a lot during the war, so my cousin wrote and asked...
Jorma: Was it your cousin or my cousin?
Helen: I guess it was your cousin, I get mixed up with our cousins.
Jorma: Finland was attacked by our allies and by Germany. They were caught in a squeeze during the war. England declared Finland an enemy of the allies.
Helen: So I mailed them my wedding dress, because I wasn't going to be using it again anyway. I didn't expect to use it. I think a lot of people sent clothing, money and everything else they could to those war-torn countries. She sent me a nice picture of her in the dress. I appreciated that.

What did your war experience teach you?
To be a pacifist.
WORKSHEET for Center 1
Analysis the painting to answer the following questions:

What is this painting about?

Is this a real person?

Describe what she is wearing. Why is she dressed this way?

Describe what she is doing in the painting.

What other details do you notice in the painting?

Do you think this is a positive image of a woman or a negative image?

What do you think the artist was trying to say about women in the home front?
WORKSHEET for Center 2
Analysis the picture to answer the following questions:

What is the woman in the photo doing?

Where do you think she is?

What is she wearing?

Do you think this is a candid picture or posed?

What details do you notice in the photo?

How is this job important to the war effort?
WORKSHEET for Center 3
Analysis the picture to answer the following questions:

Describe the figures in the photo.

What is the most significant thing you notice about the photo?

How are the people dressed?

What other details do you notice?

Why are these people together? What is their connection to each other?
WORKSHEET for Center 4
Read or watch the interview to answer the following questions:

What job did Julia Helen Keto do during the war?

Did she have this job before the war?

What training did she receive for this job?

Why was this job important to the war effort?