

The History of Women Addressing Problems in the Community

EMU TPS Workshop August 8 – 10, 2011

Lesson Overview:

This project will use primary sources from the Library of Congress to investigate the past and present roles of women in the community. We intend this activity to be used in multiple grade levels. This lesson creates a framework for teachers to use and adapt into their own classrooms.

Objectives:

Students will be learning and reviewing skills in:

- Observing primary sources
- Making inferences and inquiries
- Investigating and collecting primary sources
- Developing a research project focusing on a current woman's role in the community

Standards:

Fourth Grade (Social Studies)

4 - H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)

What happened? When did it happen? Who was involved? How and why did it happen?

How does it relate to other events or issues in the past, in the present, or in the future?

What is its significance?

4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)

4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)

4 – E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).

4 – E1.0.2 Describe some characteristics of a market economy

4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). (H)

4 – E3.0.1 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

Fourth Grade (English Language Arts)

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R.NT.04.03 analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

R.IT.04.02 identify and describe informational text patterns including compare/contrast, problem/solution

R.CM.04.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.04.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

S.CN.04.02 adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.

S.CN.04.03 speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.

S.DS.04.04 plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.

W.GN.04.03 write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.

W.GN.04.04 use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.

L.CN.04.01 ask substantive questions of the speaker that will provide additional elaboration and details.

L.CN.04.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

L.CN.04.03 distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.

L.CN.04.04 recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.

Fifth Grade (English Language Arts)

R.NT.05.01 analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.

R.NT.05.02 analyze the structure

R.IT.05.02 identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

R.CM.05.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

W.GN.05.01 write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.

W.GN.05.04 use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.

S.CN.05.02 adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.

S.CN.05.03 speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.

S.DS.05.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

L.CN.05.01 ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.

L.CN.05.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

L.CN.05.03 listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.

L.CN.05.04 recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.

L.RP.05.05 respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.

Time Requirement:

2 weeks

Recommended Grade Levels:

2-5

Topic(s):

Social Studies and Language Arts

Era:

World War II (1939-1946) to present day

Preparation:

Materials for Teachers:

Analyzing Primary Documents:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf

Analyzing Photographs and Prints:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

Analyzing Oral Histories:

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http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Oral_Histories.pdf

Step-by-step Guide to Oral History

http://dohistory.org/on_your_own/toolkit/oralHistory.html

Materials for Students:

Primary Source Analysis Tool:

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

Problem/Solution Chart:

<http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf>

Resources:

Please see Resource Table accompanying this lesson.

Procedure:

Activity One:

Introducing and Analyzing Primary Sources:



1. Teacher displays the Primary Source Analysis Tool for students to view.
2. Teacher displays photograph of Rosie the Riveter.
3. Teacher facilitates discussion about observations of the photograph.
4. Teacher documents the observations using the Primary Source Analysis Tool.
5. Students conduct an independent practice using the Primary Source Analysis Tool in small groups or partners. Teachers will provide the images of photographs to students.



Activity Two:

Creating a definition for Rosie the Riveter:

1. Teacher displays the pictures which students analyzed in activity 1 around the classroom.
2. Students do a gallery walk with a partner or small group. Students focus on constructing a definition of a “Rosie the Riveter”
3. Students write their definition of who a “Rosie the Riveter” is and share whole group.
4. Teacher plays video of Rosie the Riveter.
5. Class discussion of a common definition of Rosie the Riveter.

Activity Three:

Discussing women’s role during the WWII time period

1. Teacher shows a clip from the primary source Interview of Marge Cramer.
2. Teacher displays problem/solution chart and guides students on filling out chart using the example of Women during WWII.
3. Students think of examples of problems and possible solutions in their community.
4. Based on the time era being studied, teacher guides students in identifying how women addressed a problem.

Activity Four:

Identifying a Research Project

1. Students will think of women in their life that contributes to solving a problem in their local community (ex. grandmothers taking care of grandchildren, female politicians, single mothers working, etc.)

2. Students create questions that they will ask the women they selected to interview. (Teacher may provide questions for younger students)
3. Students will discuss in small groups who they have chosen to research for this project. Students will conference with teacher regarding their choice.

Activity Five:

Guidelines for Research Project

1. Student conducts interview and may either tape record, videotape or provide a transcript (questions/answers) of the discussion.
2. Students will collect a minimum of three (3) Primary Sources such as pictures, letters, or other tangible items.
3. Students will create a poster highlighting these primary sources in addition to a related problem/solution chart, of how the woman addresses a problem in the community.

Activity Six:

Oral Presentations

1. Students will share their posters with their peers. Other options may include role playing, skits, etc.
2. Posters will be presented around the room so students can do a Gallery Walk and make comments, on post-it notes, about what they learned from that poster, focusing on how women contribute to the community.

Extension Activities:

1. For higher grades, students can research how women contributed to specific time periods. For example, the fifth grade curriculum may involve students researching how women were involved in the American Revolution.
2. Students may further research/discuss how Rosie the Riveter was part of the larger feminist movement.

Evaluation:

Teacher may assess student work based on criteria specified by the teacher or generated by the class.

- Primary Source Analysis
- Discussions
- Poster Project
- Oral Presentation
- Research Project

Resource Table

Image	Description	Citation	Permanent URL
 <p>Production. Willow Run bomber plant. Experienced women workers at the Willow Run bomber plant operate such machines as this Rockwell hardness tester (left). Beginners are given such tasks as numbering small machine parts (right). Ford plant, Willow Run.</p>	<p><u>Rosener, Ann,</u> photographer.</p> <p>CREATED/PUBLISHED 1942 July.</p>	<p>Library of Congress, Prints & Photographs Division, FSA-OWI Collection, [reproduction number, e.g., LC-USF35-1326]</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(fsa+8e11147))</p>
 <p>Production. B-24E (Liberator) bombers at Willow Run. A girl team working on a center wing section of a B-24E (Liberator) bomber in Ford's big Willow Run plant. The Liberator is capable of operation at high altitudes and over great ranges on precision bombing missions. It has proved itself an excellent performer in the Pacific, in Northern Africa, Europe and the Aleutians. Ford's Willow Run Plant,</p>	<p><u>Hollem, Howard R.,</u> photographer</p> <p>Related Names: <u>United States. Office of War Information.</u></p> <p>Date Created/Published: between 1942 July and 1943 Feb.</p>	<p>Rights assessment is your responsibility.</p>	<p>http://www.loc.gov/pictures/item/oem2002007239/PP/</p>

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Michigan			
 <p>New Britain, Connecticut. Women welders at the Landers, Frary, and Clark plant</p>	<p>Creator(s): Parks, Gordon, 1912-2006, photographer</p> <p>Date Created/Published: 1943 June.</p>	<p>http://www.loc.gov/pictures/item/owi2001033044/PP/</p>	<p>http://www.loc.gov/pictures/item/owi2001033044/PP/</p>
 <p>Auburn haired, 21-year-old Belva Fletcher (left), handicapped by progressive paralysis, is still able to do a good job for Uncle Sam. With 25-year-old Henriette Furley, she's painting Y's for airplane engines at the Maryland League for Crippled Children, where this work is done under subcontract to a Baltimore engineering company. Henriette is badly crippled by arthritis and must stand because of the arthritic condition from which she suffers.</p>	<p>Woman seated, painting small metal objects, while another woman stands working behind her at the table. DATE: 1942 Aug. CREATOR: Rosener, Ann</p>	<p>Rights assessment is your responsibility.</p>	<p>http://www.loc.gov/pictures/item/oem2002004336/PP/</p>

 <p>A woman riveter at the Boeing plant in Seattle attaches a sheet of the gleaming outer covering of a fuselage section for a new B-17 F (Flying Fortress) bomber. The Flying Fortress has performed with great credit in the South Pacific, over Germany and elsewhere. It is a four-engine heavy bomber capable of flying at high altitudes.</p>	<p>SUMMARY: Woman with hair tied up in a scarf, riveting gleaming sheet of metal in which her reflection can be seen. DATE: 1942 Dec. CREATOR: Hollem, Howard R.</p>	<p>Rights assessment is your responsibility.</p>	<p>http://www.loc.gov/pictures/item/owi2001026057/PP/</p>
 <p>Women in the war : we can't win without them.</p>	<p>SUMMARY: Woman working on casing for a bomb(?). ISSUED BY: War Manpower Commission DATE: 1942</p>	<p>Rights assessment is your responsibility.</p>	<p>http://www.loc.gov/pictures/item/94511046/</p>
 <p>Count on us! We won't let you down!</p>	<p>SUMMARY: Woman wearing a cap with a "V" on it, standing behind a machine and saluting while soldiers charge in background. ISSUED BY: Copyright by "Victory-Builders" Division of Bressler Editorial Cartoons, Inc., New York.</p>	<p>Rights assessment is your responsibility.</p>	<p>http://www.loc.gov/pictures/item/94511053/</p>

	DATE: 1942		
Oral History Interview with Margaret Cramer	DATE: Aug. 9,2011 LOCATION: Yankee Air Museum, Michigan INTERVIEWERS: Christina Del Pizzo and Caroline Semrau	Source is currently available. Interview will be accessible through the Veterans History Project link on the Library of Congress website after January, 2012.	
 Experiencing War: The Veterans History Project; Women's Stories War: World War II, 1939-1946 Service Location: Baltimore, Maryland Status: Civilian Place of Birth: Nez Perce, ID	Type of Resource: Manuscript: Clippings [1 item] Photograph: Copy photographic print [3 items] Video: S-VHS [1 item] --Oral history interview Video: Digital Betacam [1 item] --Oral history interview Interviewer: Harmett Gill	Meda Brendall Collection (AFC/2001/001/4951), Veterans History Project, American Folklife Center, Library of Congress	http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.04951/
 Rosie Pictures: Select Images Relating to American Women Workers During World War II	Collection of black and white pictures, colored slides, posters and cartoon drawings.	Each picture has its own copyright; check individual restrictions.	http://www.loc.gov/rr/print/list/126_rosi.html#block

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	<p>Sheridan Harvey explores the evolution of "Rosie the Riveter" and discusses the lives of real women workers in World War II.</p>	<p>Harvey, Sheridan, perf. <i>Rosie the Riveter</i>. 2010. Web. 20 July 2010. <http://www.loc.gov/rr/program/journey/rosie.html>.</p>	<p>http://www.loc.gov/rr/program/journey/rosie.html</p>
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