

Title: The Changing Role of Women During WWII

Subject: WWII History

Topic: **Women in WWII**

Grade: 5

School: Omega Elementary

<b>Wiregrass History Consortium Unit Plan</b>		
<b>GPS Standard:</b>	<b>SS5H6 The student will explain the reasons for America’s involvement in WWII.</b> <b>e. Describe the effects of the changing role of women during WWII, including “Rosie the Riveter.”</b>	
<b>Concept:</b>	The role of women in WWII	
<b>Essential questions (2-5 questions) (What you want the students to know.)</b>	<ul style="list-style-type: none"> <li>• How did the role of American women change during WWII?</li> <li>• Who was “Rosie the Riveter?”</li> <li>• Why do you think it was important to the women at home to have a part in winning the war?</li> </ul>	
<b>Elements (What you want the students to understand.)</b>	The students will be able to: <ul style="list-style-type: none"> <li>• Explain why many women began working in factories and other businesses during WWII.</li> <li>• Describe some of the benefits women felt that they gained by working during the war.</li> <li>• List problems that women faced during the war and still face today.</li> </ul>	
<b>Launch Activity (Hook)</b>	Students will work in groups to discuss what the role of the woman was prior to WWII. They will begin a KWL chart to determine what they know and what they want to know.	
<b>Knowledge &amp; Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</b>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Nearly 340,000 women served in the U.S. armed forces during WWII.</li> <li>• More than 6 million women entered the labor force during WWII.</li> <li>• In 1940 women accounted for 25% of the labor force; in 1945 they accounted for 35%.</li> <li>• Three out of four women workers were married, and one out of three had a child under the age of 14.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• civic</li> <li>• employment</li> <li>• lines</li> <li>• unskilled</li> <li>• industrial</li> <li>• phase</li> <li>• machinery</li> <li>• conventional</li> </ul>
<b>Assessment Evidence: What evidence will show that students met the learning goal?</b>		
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>		
Pre-test & post-test		
<b>Portfolio Assessment</b>		
<b>Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)</b>		
<ul style="list-style-type: none"> <li>• KWL chart will be completed to determine what the students learned.</li> <li>• Graphic organizer comparing the role of women prior to WWII and their role during WWII.</li> <li>• Student designed poster with a picture or image that would lure women to join</li> </ul>		

their workforce. A slogan will accompany the poster.
<b>Student Self-Assessment</b>
<b>Differentiation Associated with this unit</b>
Pre-test scores will determine the post-test items to be tested.
<b>Resources and instructional tools:</b> <a href="http://history.sandiego.edu/gen/st/~cg3/outline.html">http://history.sandiego.edu/gen/st/~cg3/outline.html</a>  <b><u>On The Home Front</u></b> by Madeline Boskey, Time for Kids Readers, Harcourt Inc.,  <b><u>Women on the Home Front—Rosie the Riveter</u></b> by Mary Lynn Bushong; <a href="http://www.edhelper.com">www.edhelper.com</a>