

# Lesson Plan

1. Read through **Attic Artifacts: A Window to the Past** (page 4) with students and inform them that today's lesson will introduce them to primary sources and the contributions of American women on the home front during WWII.
2. Hand out copies **Primary vs. Secondary** (page 5) and direct students to complete. Discuss students' answers orally and reteach as necessary.
3. Break students into groups of two or three students.
4. Give each group three copies of the **Primary Source Analysis** sheet (pages 8-9).
5. Give each group **Primary Source 8.9**, the "Good Work, Sister" poster, and guide the class through one of their copies of the **Primary Source Analysis** sheet.
  - \* **Primary Sources Groups** (pages 8-10) gives you the basic information about each artifact (the answer key). Do not share this information with the students until after the inquiry exercise is done.
  - \* Pick up poster from groups.
6. Give each group one of the eight themed collections of artifacts. Tell them to complete one more **Primary Source Analysis** sheet over the collection as a whole.
7. When all groups have finished their third **Primary Source Analysis** sheet, have representatives from each group share their conclusions about their themed collection.
8. Direct a class discussion to summarize what they have learned about the owner of this attic box, and what still remains a mystery. Point out to students that this is how researching works - it is a scavenger hunt of sorts to try to connect the dots and uncover the truth. Some facts may remain elusive or hidden.
9. At this point you may want to use the information provided on **Primary Source Groups** (pages 8-10) to give clarification to students about the artifacts. If so, have them add this information to step 5 RESEARCH and revisit the conclusions they came to in step 6.
  - \* If tools for accessing the internet are not available for step 5 RESEARCH, direct students to skip that step and use their speculations and critical thinking skills to complete step 6 SHARE. You may want to assign the research step to be done as homework or return to it in the classroom.
10. If time permits, show this History Channel short film about Rosie the Riveter: "Ask History: Rosie the Riveter" (just over 2 min.).  
<http://youtu.be/bU2tt1h53jM>