

# Rosie the Riveter



Created by the  
**Eisenhower Foundation**



# Rosie the Riveter



## INTRODUCTION

When America's men left to fight with the Allies in World War II, women were recruited through posters and other propaganda to work at non-traditional jobs in defense plants and factories. Many women had always held jobs outside the home, but this was the first time they were being paid well and taught skilled labor. Many other women had not held a paying job outside of their home and this was a new experience to earn money for their hard work. These "Rosie the Riveters" proved their abilities to America and themselves and have not looked back since.

## OBJECTIVES

- Students will gain knowledge of the rise of working women on the American home front during World War II.
- Students will use critical thinking skills to analyze primary source photos and propaganda posters.

**TARGET AUDIENCE:** Grades 4-5

**TIME REQUIREMENT:** 1 hour

## ACKNOWLEDGEMENTS

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Teachers may duplicate material for educational purposes.

## CONTENTS

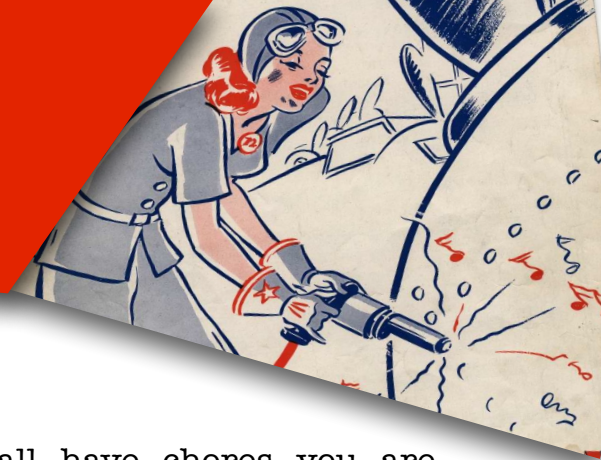
- 3-5** Lesson Plan
- 6-7** Sing a Song of Rosies
- 8** The Real Rosies
- 9** Rockwell's Rosie
- 10** Let Your Inner Rosie Show!
- 11** Vocabulary Crossword
- 12-13** You Can Do It!
- 14-20** Real Rosie Photos
- 21-29** Propaganda Puzzles
- 30** Sources

## NATIONAL CURRICULUM STANDARDS

All lesson plans meet numerous national Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects, as well as National Curriculum Standards for Social Studies.

Common Core St. Standards		4th-5th
<b>Standards</b>	<b>RI</b> - Reading Informative Text	4, 7, 9, 10
	<b>SL</b> - Speaking and Listening	1, 2, 3, 5
Natl. Curriculum Standards for Social Studies		
<b>Themes</b>	<b>2:</b> Time, Continuity, and Change	Early Grades
	<b>4:</b> Individual Development and Identity	Early Grades
	<b>5:</b> Individuals, Groups, and Institutions	Early Grades

# Lesson Plan



**FACILITATOR INTRODUCTION:** I'm sure you all have chores you are expected to do at your homes, like take out the trash, load the dishes, or feed the dog. What happens with the chore if you are gone - let's say you go spend the night with a friend? Someone else has to step in to complete the work in your absence, right?

When America's men left to fight with the Allies in World War II, millions of women were recruited, through posters and other propaganda, to work at non-traditional jobs in defense plants and factories. Many women had always held jobs outside the home, but this was the first time they were being paid well and taught skilled labor. Many other women had not held a paying job outside of their home and this was a new experience to earn money for their hard work.

## 1. **The Real Rosies**

\*Hand out laminated photos of real Rosies at work (pages 14 - 20) and "The Real Rosies" worksheet (page 8).

**EXERCISE:** Go through the worksheet, "The Real Rosies" with students. Help them think critically, and have them share their answers along the way, but don't give any answers/explanations until the end of the worksheet.

**EXPLAIN:** During WWII, women were filling many types of jobs—building war ships, airplanes, bombs, bullets, communication devices, uniforms—all types of equipment that our troops suddenly needed to fight in WWII.

## 2. **Rosie Propaganda**

\*Hand out the laminated propaganda posters mounted on the envelopes containing the puzzle pieces (pages 21-29 ).

**EXPLAIN:** Many posters were created by government agencies to persuade women to fill jobs needed to create war supplies. This is called "propaganda," which means it is a message intended to persuade its audience. Give each student a laminated poster and point out the messages they sent women through these posters, both in words and images.

**EXERCISE:** Students are to assemble the puzzle pieces of their poster.

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### 3. Sing a Song of Rosies

\*Hand out the laminated song lyrics and sheet music cover (pages 6-7).

\*Have the actual music (available online) and speakers available and ready to play.

EXPLAIN: The term “Rosie the Riveter” was coined in a song that was written in 1942 by Redd Evans and John Jacob Leob and was recorded by numerous artists.

EXERCISE: Students should read along while listening to the song. Play it a second time for students to sing along (or to at least make the riveter sound).

### 4. Rockwell’s Rosie

\*Hand out a copy of the altered version of Rockwell’s Rosie (page 9).

\*Have a large mounted poster of Norman Rockwell’s 1943 oil on canvas of Rosie the Riveter (available online).

EXPLAIN: Rosie the Riveter became a cultural icon of the United States, representing the American those women who worked in factories producing munitions and war supplies while the men served in the military during World War II. The most well-known “Rosies” were actually images created by artists Norman Rockwell and J. Howard Miller. Norman Rowell was a famous American painter in his day. Many of his paintings, including this Rosie, was used for the cover of the Saturday Evening Post magazine on May 29, 1943.

EXERCISE: Students should examine our large poster of Rockwell’s Rosie and then compare it to the altered image on their handout. Students should use a dry-erase marker to circle the five differences they find.

### 5. Let your Inner Rosie Show!

\*Hand out clean red bandanas.

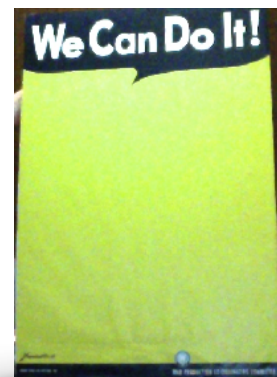
\*Hand out a copy of Westinghouse Electric’s “We Can Do It” poster (pg 10)

EXPLAIN: The other famous Rosie worked at Westinghouse Electric Service when graphic artist J. Howard Miller drew the now-iconic poster to help boost morale. The model’s name was Geraldine Hoff Doyle, and she reminded the women working at Westinghouse that they could do the heavy labor factory jobs to help the United States win the war. It wasn’t until decades later that this poster was re-discovered and “went viral” as a symbol of women’s liberation. Her red polka-dot bandana, rolled up sleeve and flexed arm in front of the “We Can Do It” message have become iconic features of Rosie the Riveter and individual strength.

EXERCISE: Give each student a clean red bandana to wear on their head however they want.

## 6. You Can Do It!

- \* Hand out ID badge stickers (pages 12-13 printed on round sticker paper, available online).
- \* Students will need colored pencils or markers.
- \* students/teacher need a way to take their own photos.
- \* Have oversized, mounted, blank “We Can Do It” poster (available online).



**EXPLAIN:** Take a look at the ID button on the collar of J. Howard Miller’s Rosie. If you worked in a wartime factory, you often had to wear an employment badge. These badges usually showed your photo, your employee number, and the name of the company.

**EXERCISE:** 1. Direct students to draw a picture of themselves in their ID sticker/badge and then put it on their RIGHT shirt collar.  
2. Next, have students stand in front of the blank “We Can Do It” poster one at a time to recreate it. Have a peer take their photo with their iPad.  
3. After taking their photo, students should deposit the used headband in a special bag so they can be washed.

## 7. Vocabulary Crossword

- \* Hand out crossword puzzle copies (page 11).

**EXERCISE:** While you are waiting your turn for this, complete a crossword puzzle of related vocabulary terms we have covered in this lesson. If you don’t remember what the term means, look it up using your dictionary.

**FACILITATOR’S CONCLUSION:** Ask students what they learned about women on the home front during WWII.

All Americans contributed to the efforts of helping the Allied forces win WWII. It was not a war where just the soldiers went away and fought. Everyone back home made changes to help as well. Many women filled the new jobs required to build the war supplies. These were different jobs for most women in the 1940’s, and it allowed America to see the amazing abilities and contributions that women could make doing any job of the work force.

# ROSIE **THE** RIVETER

## *Sing a Song of Rosies*

### **“Rosie the Riveter” Song Lyrics**

Redd Evans, John Jacob Loeb, 1942



All the day long, whether rain or shine  
She's a part of the assembly line  
She's making history, working for victory  
Rosie, brrrrrrrrrrr, the riveter

Keeps a sharp lookout for sabotage  
Sitting up there on the fuselage  
That little frail can do more than a male can do  
Rosie, brrrrrrrrrrr, the riveter

Rosie's got a boyfriend, Charlie  
Charlie, he's a Marine  
Rosie is protecting Charlie  
Workin' overtime on the riveting machine

When they gave her a production 'E'  
She was as proud as a girl could be  
There's something true about, red, white, and blue about  
Rosie, brrrrrrrrrrr, the riveter

# ROSIE THE RIVETER

*Jane Marshman*

Words and Music by  
REDD EVANS &  
JOHN JACOB LOEB



PARAMOUNT MUSIC CORPORATION • 1619 Broadway • New York, N.Y.

# ROSIE **THE** RIVETER

## *The Real Rosies*

**Carefully examine one of the photos provided to answer these questions and gather clues.**

1. Who are the people in the photograph? How old do they seem to be?
2. Where was the photograph taken? What clues can you gather from the photo?
3. What can you tell about the people from the clothes they are wearing?
4. What activity is shown in the photograph? Are the people doing the activity as a group or individually?
5. What other details can you see in the photograph? Are there any tools, vehicles, animals, buildings, or signs?
6. Summarize. What do these clues tell you about the people, time, or event shown?



# ROSIE **THE** RIVETER

## *Rockwell's Rosie*

Compare this altered image to the original image to find five changes.



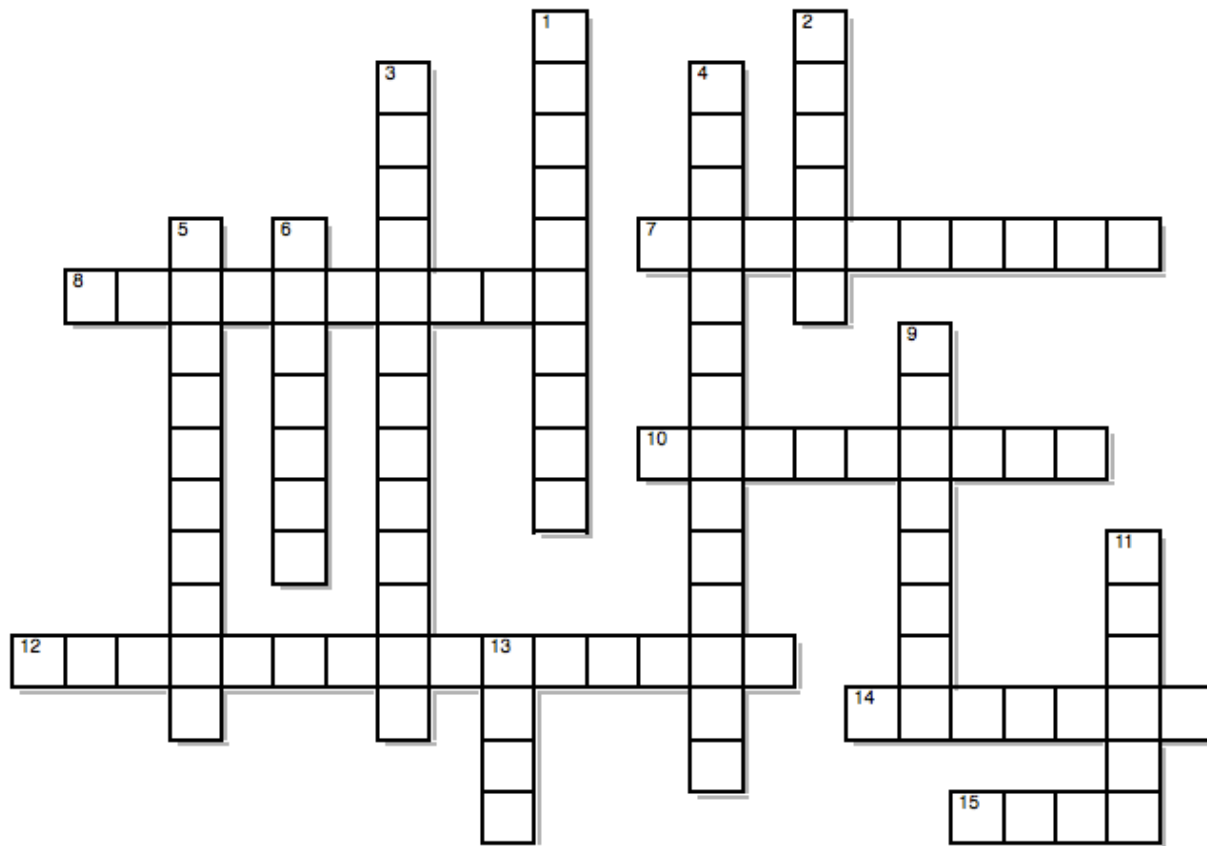
# ROSIE **THE** RIVETER

*Let your Inner Rosie Show!*

Put on a clean red bandana and your employment badge, roll up your sleeves and recreate this pose while standing in front of the blank poster. Have a friend take your photo.



# ROSIE THE RIVETER



## ACROSS

- 7** Being paid to work or have a job.
- 8** Many posters were created with this kind of message intended to persuade its audience.
- 10** The civilian population of a nation whose armed forces are at war abroad.
- 12** An iconic image that represents American women who worked in factories during World War II producing war supplies.
- 14** To enroll new people in an organization.
- 15** The group of countries that fought against the Allies in World War II.

## DOWN

- 1** Freedom from oppression or limits on behavior.
- 2** The confidence or enthusiasm of a person or group.
- 3** An American graphic artist who painted posters in support of the World War II home front war effort.
- 4** An American painter and illustrator.
- 5** A war that ran from 1939 in which the Axis powers were defeated by the Allied powers.
- 6** A place where items are made or assembled.
- 9** To cause someone to do or believe something.
- 11** The group of countries that fought with the U.S. in World War II.
- 13** A person or image that is a widely-known symbol of something else.

## WORD BANK

Axis  
propaganda  
World War II  
employment  
home front

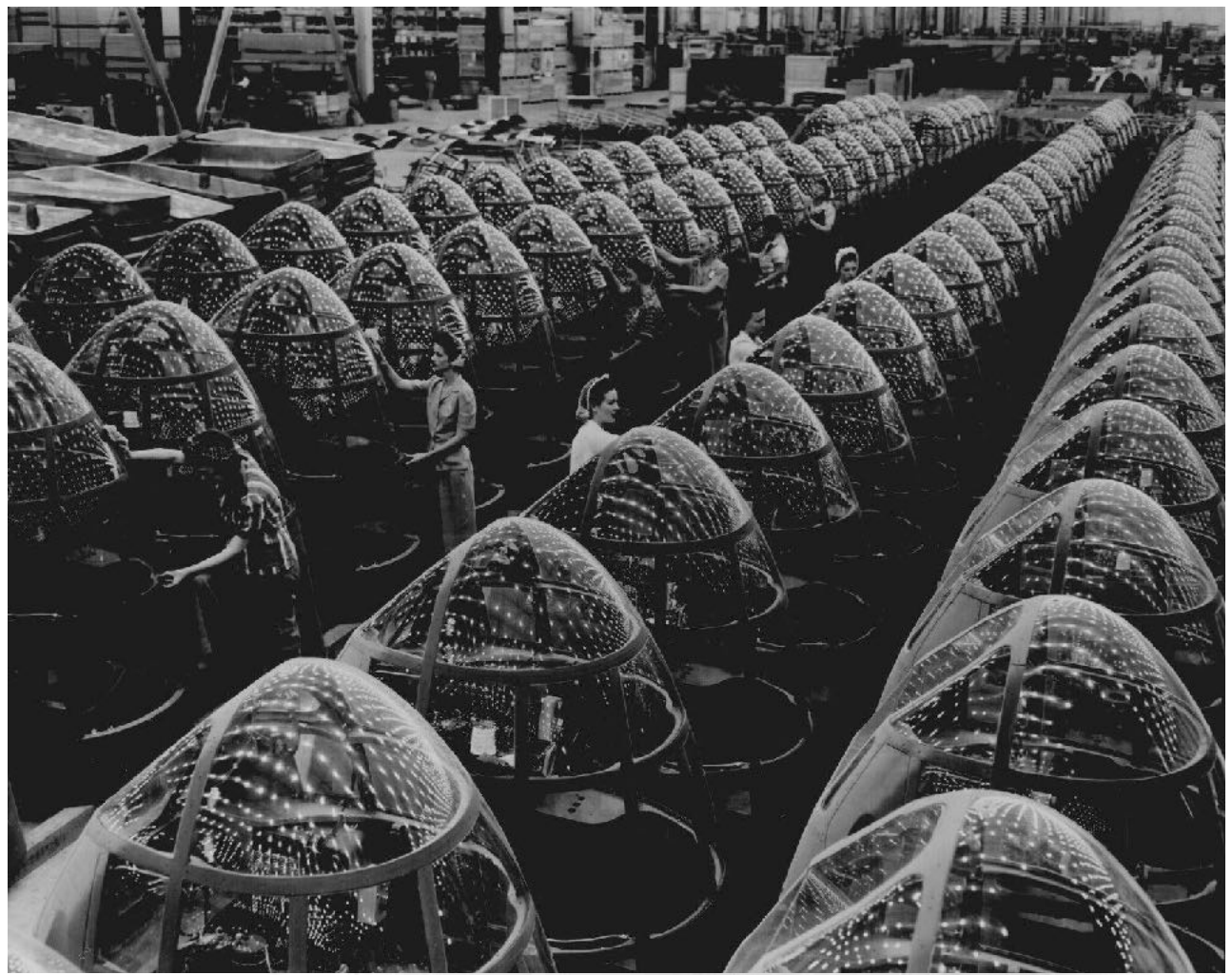
icon  
Allies  
Norman Rockwell  
liberation  
A. Howard Miller

morale  
factory  
recruit  
Rosie the Riveter  
persuade

*You Can Do It!*







SHELL PRODUCTION—ARMOR PIERCING









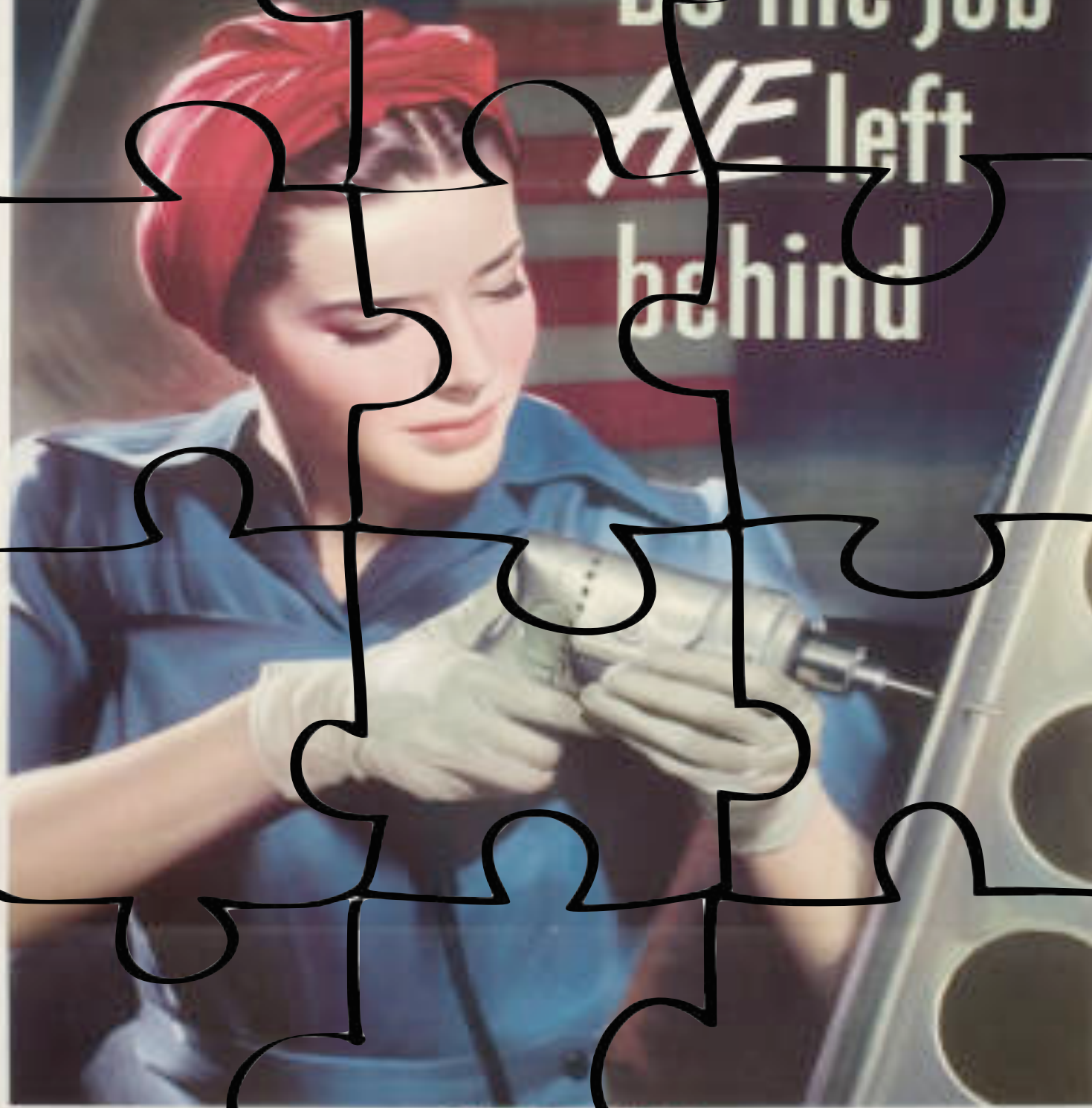


D-8472



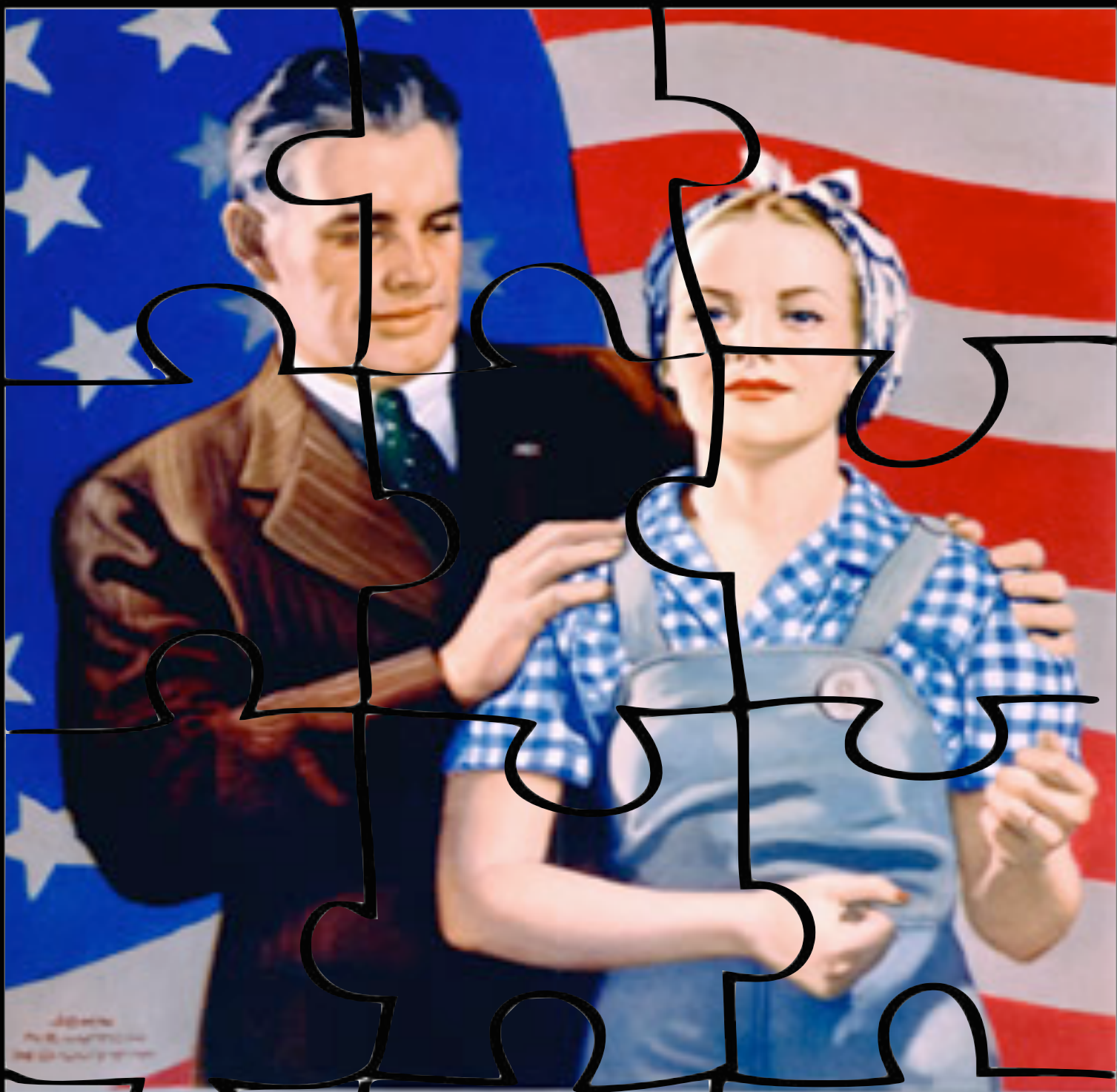


Do the job  
*WE* left  
behind



**APPLY**

**U.S. EMPLOYMENT SERVICE**



*I'm Proud... my husband  
wants me to do my part*

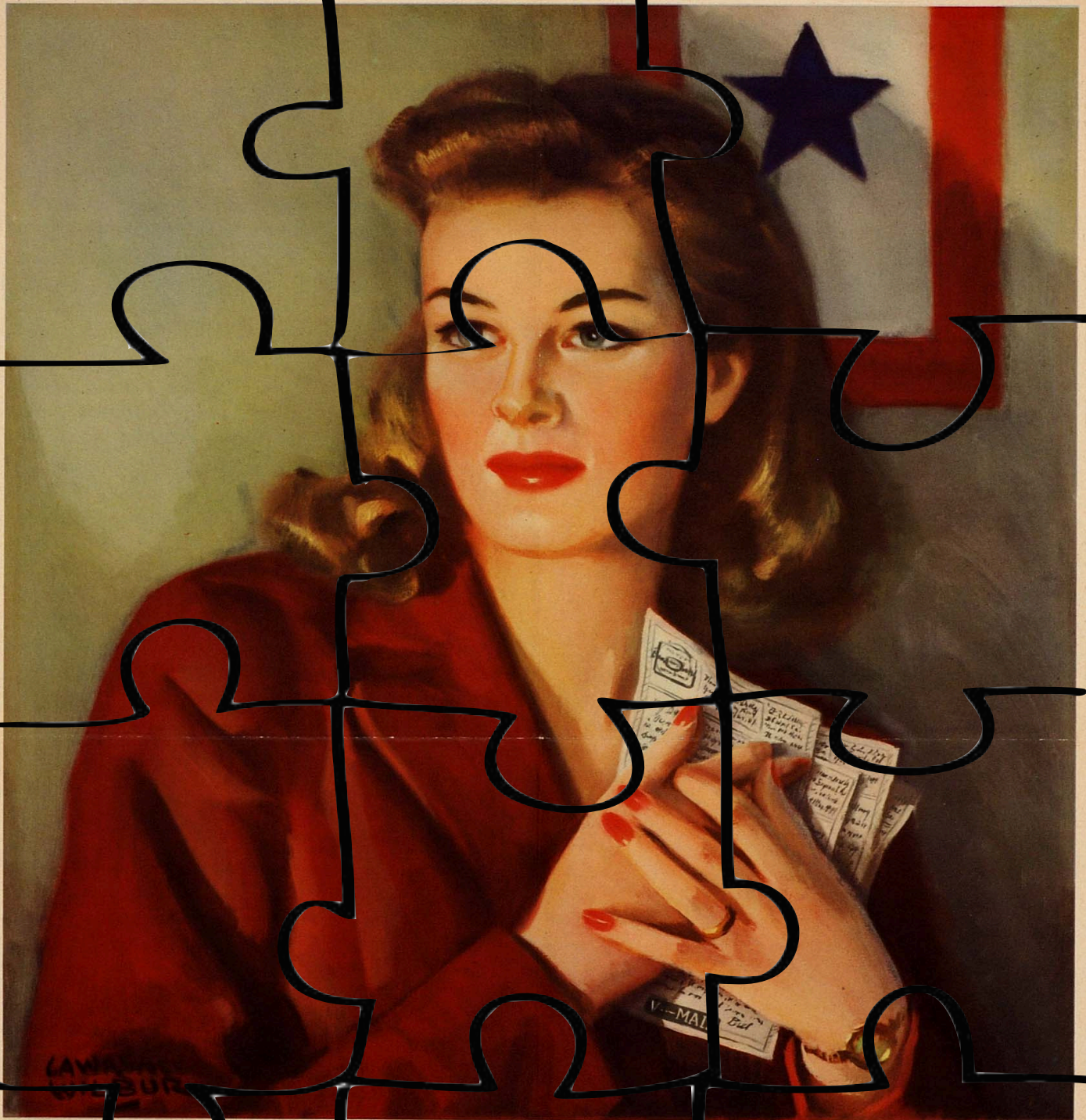
**SEE YOUR U. S. EMPLOYMENT SERVICE  
WAR MANPOWER COMMISSION**

**"Good Work, Sister**

**WE NEVER FIGURED  
YOU COULD DO A  
MAN-SIZE JOB!"**



**AMERICA'S WOMEN  
HAVE MET THE TEST!**



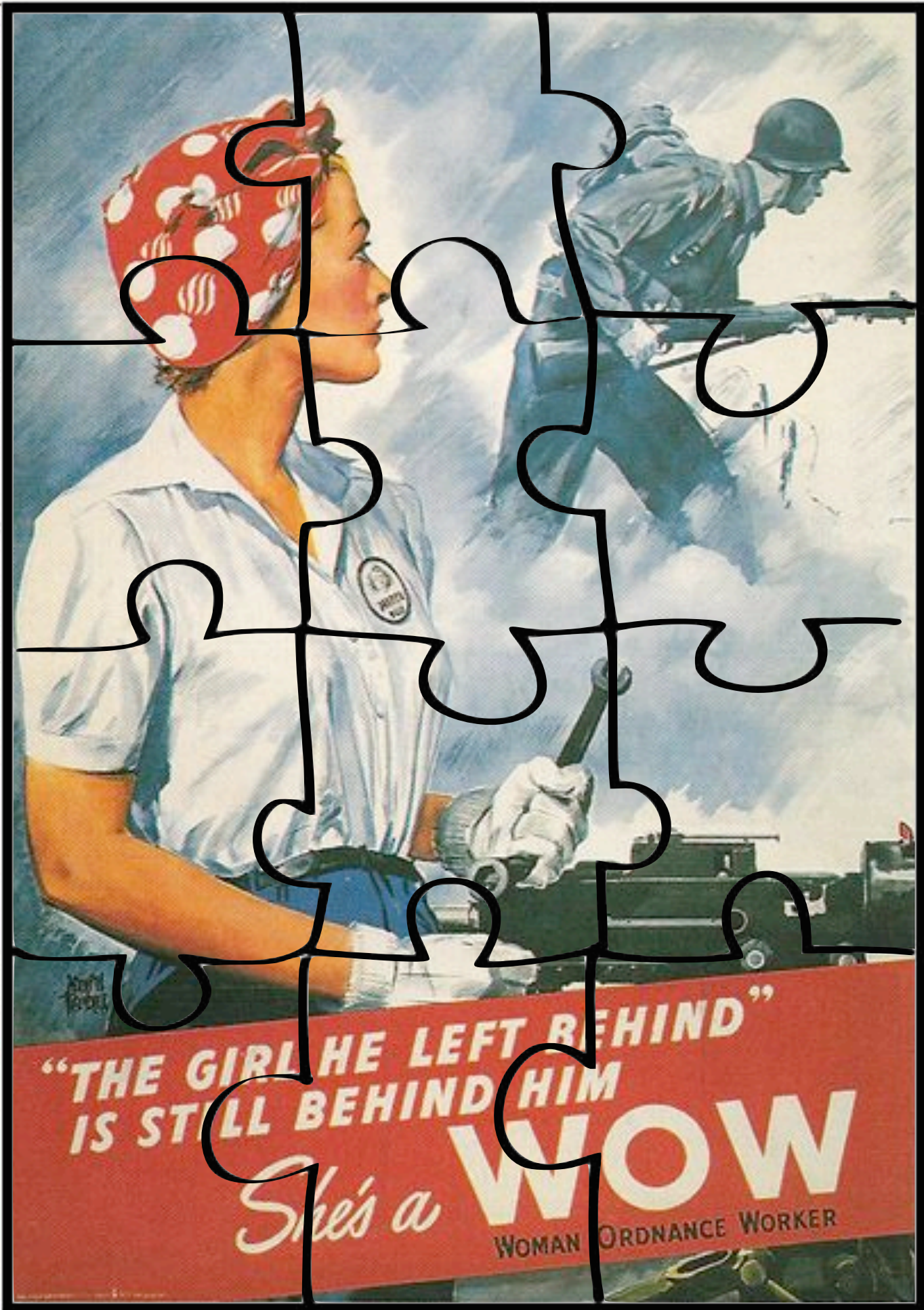
*Longing won't bring him back sooner...*

**GET A WAR JOB!**

**SEE YOUR U. S. EMPLOYMENT SERVICE**

**WAR MANPOWER COMMISSION**





"THE GIRL HE LEFT BEHIND"  
IS STILL BEHIND HIM

She's a **WOW**  
WOMAN ORDNANCE WORKER

# The more **WOMEN** at work the sooner we **WIN!**



## **WOMEN ARE NEEDED ALSO AS:**

FARM WORKERS  
TYPISTS  
SALESPeOPLE

WAITRESSES  
BUS DRIVERS  
TAXI DRIVERS

TIMEKEEPERS  
ELEVATOR OPERATORS  
MESSENGERS

LAUNDRESSES  
TEACHERS  
CONDUCTORS

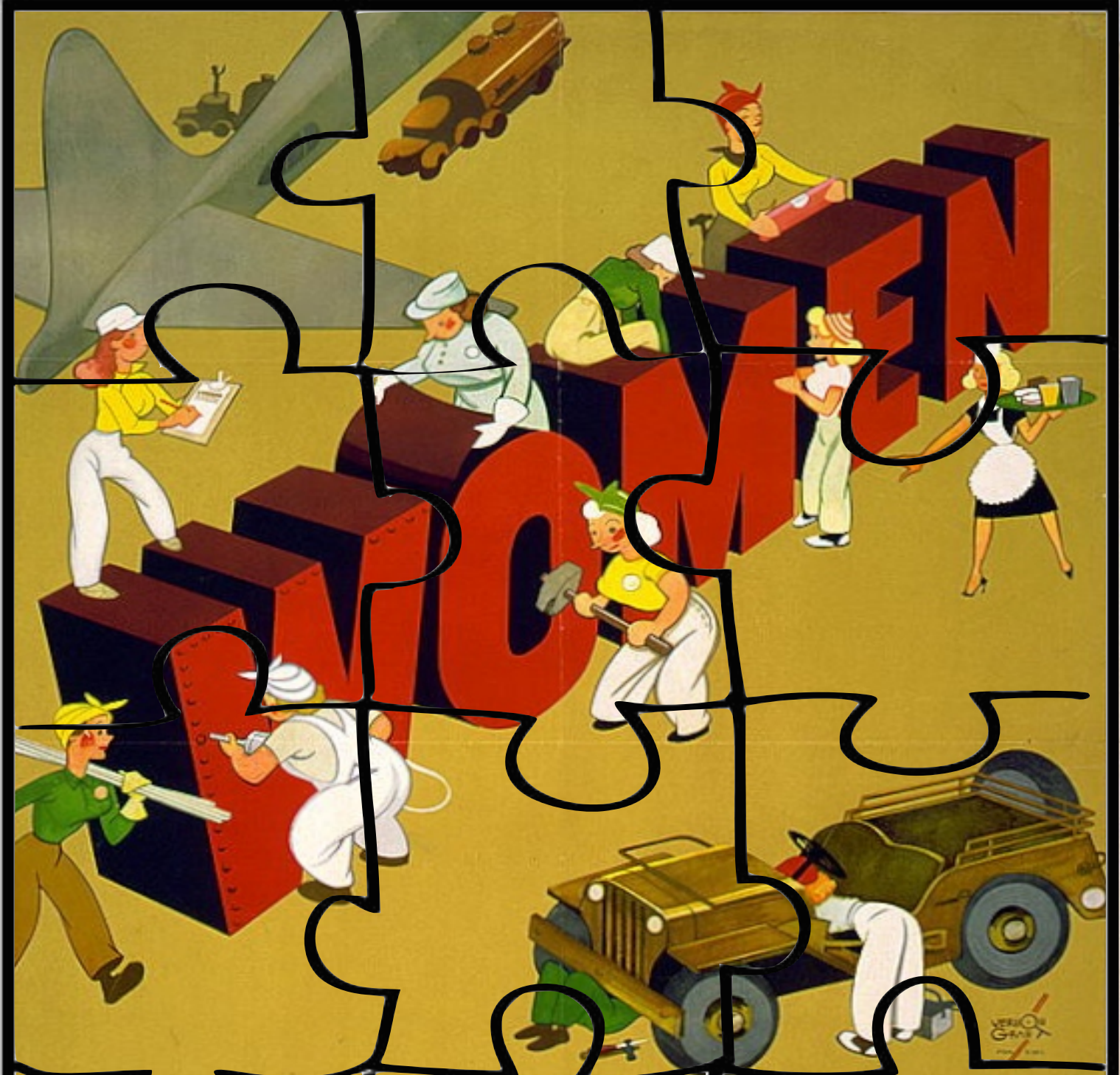
*— and in hundreds of other war jobs!*

### **SEE YOUR LOCAL U.S. EMPLOYMENT SERVICE**

**Women  
in the war**

**WE CAN'T WIN**

**WITHOUT THEM**



**There's work to be done  
and a war to be won...**  
***NOW!***

**SEE YOUR U. S. EMPLOYMENT SERVICE  
WAR MANPOWER COMMISSION**



WOW



WAAC



WAVE



ARMY NURSE



NAVY NURSE



RED CROSS

75  
TN  
SHELL  
++

KODAL  
TRACY

She's a

**WOW**

WOMAN ORDNANCE WORKER

The following are recommended sources of content, primary sources, or artifact replicas suitable for classroom use.

## Books

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