



# Expansion Resources and Teaching Ideas: Rosie the Riveter

## VOCABULARY:

<b>Homefront:</b>	the civilian sector of a nation at war when its armed forces are in combat abroad
<b>Primary Source:</b>	Actual records that have survived from the past
<b>Propaganda:</b>	material generated by any individual, group, or agency in order to sway public opinion
<b>Rationing:</b>	began in the US in 1942 in order to save resources, such as gas and food – tickets given to control the amount of gasoline, meat, sugar, butter, even shoes that were bought.
<b>Riveting:</b>	process of securing two items together with a fastener – hand-held power tool used to drive metal rivets through pieces of metal for planes & ships.
<b>Victory Gardens:</b>	small gardens of vegetables in order to offset the effects of rationing.
<b>War Bonds:</b>	system of an individual, group, or business purchasing coupons & bonds to support the cost of war

## Design a Song for Victory

During World War II, the American government could depend on popular music to promote a united war goal: a quick victory over the Axis powers. Listen to songs or jingles performed during WWII, and discuss the impact that these songs had on American citizens. Have students design a poster that reflects the sentiments of a selected song. Find a list of popular tunes below:

*Be Careful, It's my Heart*, Composer: Irving Berlin (1942)

*Boogie Woogie Bugle Boy*, Composer: Andrews Sisters (1941)

*When the Lights Go On Again (All Over the World)*, Vaughn Monroe and His Orchestra (1943)

*You'd Be So Nice to Come Home To*, Cole Porter (1943)

*Kiss the Boys Goodbye*, Frank Loesser and Victor Schertzinger (1941)

*G.I. Jive*, Johnny Mercer (1943)



## Memory Match: WWII Leaders

Project (if possible) the Memory Match game located in the kids' corner resources website section of the National Museum of World War II in New Orleans:  
<http://www.nationalww2museum.org/see-hear/kids-corner.html>.

Have the class as a whole play the match game, while also naming the international leaders whose images are being matched. Alternatively, divide students into groups to explore the museum's website, check out online exhibits, or to play the educational games in the kids corner. Take it further and have students write a review of the National WWII Museum's interactive activities for children. What did they learn new about the WWII period?

## War Price Comparisons

Compare and contrast the cost of food during WWII to the cost of food today. Explain to students that the average American in 1940's made around \$1,299 per year while today the average American salary is around 50,000. How does the cost of food compare to the cost of food today? What was the most expensive food item 1940's.

Scan the internet to find price charts like the one below or the following website as a resource:  
<http://www.thepeoplehistory.com/40sfood.html>

The image shows a historical price chart titled "OPA TOP LEGAL PRICES" for the Richmond Area, effective July 4, 1945. The chart is divided into several sections: BEEF, LAMB and MUTTON, VARIETY MEATS, DAIRY PRODUCTS, POULTRY, PORK, VEAL, SOAPS, PACKAGED DRIED FRUITS, GROCERIES, and CANNED FRUITS AND VEGETABLES. Each section contains a grid of prices for various items, with columns for item names and prices per unit. The prices are listed in cents and dollars. The chart is a black and white reproduction of a document from the Office of Price Administration.

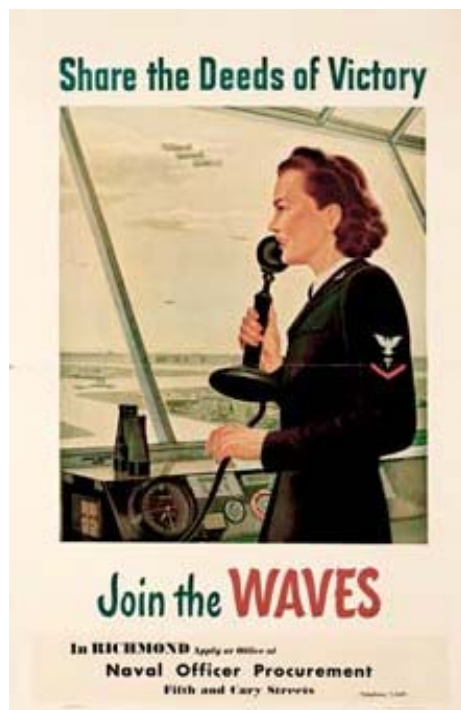
Take the Conversation Further...

## Propaganda Slogans all over the World

After your Valentine Richmond History Center presentation, continue the discussion of propaganda by searching for posters or advertisements from other countries. Take a look at World War II propaganda from Japan, Germany, Italy and Great Britain. What messages do these images convey? How is this propaganda different or similar to posters the class discussed during the VRHC presentation?

## Women of Strength

Do you think Rosie was the only female icon during World War II? No way! Have students research the Canary Girls of the UK, Ronnie the Canadian Bren Gun Girl, Jenny on the Job and other women who served as important icons during World War II.





## Suggested Resources: Websites and Books

### Books for Students:

Barr, Gary E. *Witness to History: World War II and the Home Front*. Portsmouth, NH: Heinemann, 2004.

Britton-Jackson, L. *I Have Lived a Thousand Years: Growing Up in the Holocaust*. New York: Simon and Schuster, 1997.

Colman, P. *Rosie the Riveter*. Phoenix: Crown, 1995.

Davis, D. S. *Behind Barbed Wire: The Imprisonment of Japanese Americans During World War II*. New York: Dutton, 1982.

Frank, Anne. *Anne Frank: The Diary of a Young Girl*. New York: Pocket Books, 1952.

O'Tunnell, Michael. *The Children of Topaz: The Story of a Japanese-American Internment Camp: Based on a Classroom Diary*. Portsmouth: Holiday House, 1996.

Propp, V.W. *When the Soldier were Gone*. New York: Putnam Books, 1999.

### Books for Teachers:

Churchill, Winston S. *The Second World War*. Boston: Houghton Mifflin Co., 1950.

Swift, Michael, and Michael Sharpe. *Historical Maps of World War II Europe*. PRC Publishing Ltd., 2000

### Websites:

Rosie the Riveter Online: <http://www.rosietheriveter.org> The Library of Congress, On the Homefront:

<http://lcweb2.loc.gov/learn/features/homefront/index.html>

The National WWII Museum: <http://www.nationalww2museum.org/>

Jazz and World War II: [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=379](http://edsitement.neh.gov/view_lesson_plan.asp?id=379) WW II on the Homefront: <http://library.thinkquest.org/15511/>

Women and the Homefront during WWII:

<http://www.teacheroz.com/WWIIHomefront.htm>

Best of History Websites for WWII: <http://www.besthistorysites.net/WWII.shtml>





***VIRGINIA STANDARDS OF LEARNING SUPPORTED BY THIS PROGRAM:***

**History:** VS.1, VS.9, VS.10, USII.6, CE.1, VUS.1, VUS.10, VUS.11

**English:** 4.1, 4.6, 5.1, 5.7, 6.1, 6.2, 6.3, 7.1, 7.3, 7.4, 8.3, 8.4, 9.4, 10.4, 11.3, 11.4, 12.2, 12.4

**Visual Arts:** 5.18, 5.19, 5.20, 5.23, 7.24, 7.26, 8.17, AI.16, AII.15, AIII.14

