



Rivets, Wings, and Baseball Bats

About the plan

EDUCATOR'S NAME	Sandra Mazingo
SCHOOL	Horn Lake High School
DISTRICT	DeSoto County School District
GRADE LEVELS	11
SUBJECT	History / Government
UNIT/THEME	World War II
COMPETENCY NUMBER	U. S. History: 1877 to the Present Evaluate and discuss World War II, concentrating on the major military campaigns, as well as the "homefront."
OBJECTIVES	The student will: <ul style="list-style-type: none">• Investigate why women in World War II went to work in traditional male-related jobs• Identify some of the different fields in which women were employed (heavy industry, professional sports, professional musicians, and the military)• Determine the different types of discrimination that faced the women in their new jobs
INSTRUCTIONAL FORMAT	Individual and small-group activities
MATERIALS NEEDED	<ul style="list-style-type: none">• Internet access• MAGNOLIA access• Posters• Markers
DURATION OF ACTIVITY	3-4 hours
FORMAL ASSESSMENT	Individual and group participation

Overview

"...There's something true about, red, white and blue about, Rosie the Riveter." (Redd Evans and John J. Loeb, "Rosie the Riveter," 1942). During World War II, an unprecedented number of American

women went to work in heavy industry to support the soldiers who were away at war. Not only were they leaving their homes and children to work traditionally all-male jobs, but they were also employed in other areas that had once been off-limits to most women: the military, professional sports, and professional bands. This lesson will investigate the reasons women went to work, the racial and gender discrimination they faced, and how these experiences affected their outlook on life as well as their futures.

Activity

1. *Women in Industry*

EBSCO host: keywords "Rosie the Riveter"

Select:

- [Working Women of World War II Honored](#), the *Charlotte Observer*
- [Profile: Rosie the Riveters Hold Reunion](#), *Morning Edition (NPR)*
- [Time to Celebrate All Those 'Rosie the Riveters'](#), the *Seattle Times*
- [All Guts for Old Glory: One Person's Choice for Women of the Century is: Rosie the Riveter](#), the *Dallas Morning News*

Read the selections and answer the following questions:

1. From what backgrounds did these women come?
2. List as many reasons as you can find about why these women went to work in defense plants and other heavy industries.
3. How did the presence of women change the atmosphere in the work place?
4. How had the attitudes toward working women changed since World War I?
5. How were labor unions affected by the Rosies?
6. What happened to the Rosies when the men came home from war?

2. *Women in Professional Sports*

EBSCO host: keywords "All-American Girls Professional Baseball League"

Select:

- [Jane Rose Shofield, Ballplayer in Storied Women's League](#), *Toronto Star*
- [Fandom in the 40s: The Integrating Functions of All-American Girls Professional Baseball League](#), by Karen H. Weiller, et al.

Read the selections and answer the questions:

1. When was the AAGBL established? How long did it last?
2. How many teams did the league have at its height?
3. How popular were the teams? Give examples.

3. *Women in Entertainment*

EBSCO host: keywords "All-Girl Bands"

Select:

- [Interview: Trumpet Player Clora Bryant...](#), *Morning Edition (NPR)*

Read the selection and answer the questions:

1. Why were the all-girl bands thought of as the "Rosie the Riveters" of the music world?
2. What types of prejudice were faced by the members of the bands?

4. *Women in the Military*

EBSCO host: keywords "women and World War II"

Select:

- [Cadet Nurse Corps Veterans Reflect on Their Contributions to WWII](#), *Contra Costa Times*
- [Profile: Women Airforce Service Pilots of World War II](#)
- [Where the Action Was: Women War Correspondents in World War II](#)
- [Women with Wings](#), the *Dallas Morning News*

Read the selections and answer the questions:

1. What was the purpose of the cadet nurse program?
2. Why did Kanagaki join the program? Why was her experience a bit different from that of other nurses?
3. What, if any, discrimination existed in the cadet program itself?
4. What were the WASPs?
5. What was the primary job of the WASPs?
6. Why were WASPs not eligible for military benefits?

Explore activity

Divide the class into groups of four and assign each student a number of 1, 2, 3, or 4. Instruct each student to read the assigned selections in his/her group number (as noted above in the selected readings groups) and answer the questions. After all students have completed their assignment, have the 1's assemble in a group, the 2's assemble in a group, etc. Each group will discuss the articles they have read (each group will have read the same articles). Each group will compile a list of the most important points observed in their readings. After the lists have been completed, instruct the students to return to their original four-person groups. Each student will, in turn, teach his/her particular subject to the group (i.e., Women in Industry, Women in Professional Sports, Women in Entertainment, and Women in the Military).

Instruct each 4-person group to design and make a poster featuring the points they consider to be most impressive or important about women at work in World War II. Present the posters to the class and explain the choices that were made by the group.