

TEACHING WITH PRIMARY SOURCES AND THE LOUISIANA DIGITAL LIBRARY

Louisiana Gumbo Lesson Resource

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ROSIE THE RIVETER: IMAGES OF WOMEN AT WAR

Subject: Social Studies

Grade Level: 8, 11

Overview

Students use visual and textual clues embedded in digital images to trace the 20th century evolution of the role of women in society and how women contributed to the World War I and II war efforts.

Approximate Duration: 1 or 2 50-minute class periods

Content Standards:

- **History: Time, Continuity, and Change**

Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmarks:

- **H-1A-M4** analyzing historical data using primary and secondary sources;
- **H-1D-M3** identifying and discussing the major conflicts in Louisiana's past;

Grade-Level Expectations (GLEs):

- **Historical Thinking Skills**

Grade 8

- 67. Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)
- **Louisiana History**
- 77. Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the French and Indian War) (H-1D-M3)

Interdisciplinary Connections:

- **English/Language Arts : Standard 1** Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Educational Technology Standards:

- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

Objectives:

Students will

- Use reading comprehension skills and available technology to locate, select, and synthesize information from a political cartoon to acquire and communicate knowledge about events, ideas, and issues related to the Battle of New Orleans.
- Demonstrate historical perspective by participating in a class discussion concerning the Battle of New Orleans as a major conflict that shaped American and Louisiana history.
- Analyze a political cartoon to identify opinion, propaganda, or bias.

Lesson Materials and Resources

Images of women in contemporary society (magazines, advertisements, Internet web sites, newspapers, television, etc)

Depending on how the teacher formats the lesson, one or more of the following items may be used:

- [Observation Form](#)
- [Poster Rubric](#)
- [Poster Peer Critique Form](#)
- [Essay Rubric](#)
- [Oral Presentation Rubric](#)
- [Cartoon Rubric](#)
- [Cartoon Peer Critique Form](#)
- [Multimedia Storyboard](#)

Technology Tools and Materials:

Hardware: Computers, 1 per student or set of partners (Can be executed with 1 classroom presentation computer); Internet access

Software: Browser software

Websites:

LOUISiana Digital Library, <http://louisdl.louislibraries.org>

Specific Collections of interest to each topic:

- [America at War](#)
- [The American Missionary Association and the Promise of a Multicultural America: 1839-1954](#)
- [Center for Louisiana Studies Archive Collection](#)
- [Louisiana Historical Photographs Collection of the State Library](#)
- [Louisiana State Museum Jazz Collection](#)
- [The Louisiana Works Progress Administration \(WPA\) Collection](#)

Procedure

1. Display images of women in contemporary society and ask students to work with a partner to summarize how contemporary visual media portrays women and their role in society.
2. Discuss student findings. Based on their own life experiences, ask students how accurately and completely these images depict women's lives and importance to society. Explain that students will use historical images to determine how the lives and roles of women evolved during the first half of the 20th century.
3. Divide class into groups and assign a topic to each group:
 - a. World War I (1930s)
 - b. WWII (1940s),
4. Ask students to search the LOUISiana Digital Library for images of women related to their period of time. Use the Visual Perspectives: Women at War Note-taking Guide to record important information related to the role of women.
5. Ask students to prepare a short multimedia presentation of their research. Explain that a multimedia presentation is a visual essay. Distribute copies of and discuss the Essay Rubric,

Multimedia Presentation Rubric, and Multimedia Storyboard to demonstrate how presentation preparation and guidelines for each medium are similar.

6. Explain and/or demonstrate how students may copy images, save images, and/or use the My Favorites function of the LOUISiana Digital Library to prepare a PowerPoint slideshow. Please refer to the viewers and help and my favorites pages of the LOUISiana Digital Library for help and additional information
7. Provide access to computers and allow adequate time for research and collaboration.
8. Use the **Observation Form** to record anecdotal information about peer collaboration.
9. Student Presentations
10. Debrief. Use student presentations to discuss how visual images and popular perception of the role of women changed between World War I and World War II. Ask students what factors contributed to the progression of changes women witnessed during this period (technology, legal status, civil rights movement, societal needs, changes in media, etc)
11. Culminate by asking students to use what they learned to write an essay about contributions women made to the World War I and II war efforts.
12. **Extension:** You may ask students to prepare a visual expression that best represents the role of women in contemporary society. Distribute or display copies of the rubrics listed in the Materials section of this lesson.

Assessment Procedures:

Visual Perspectives: Women at War Note-taking Guide
Appropriate Rubrics from Materials section of this lesson

Accommodations/Modifications:

Accommodations/Modifications Built Into the Lesson

- Cooperative grouping
- Small class segments
- Whole class debriefing sessions
- Pre-teach vocabulary words
- Extensions/Explorations can be modified for individual needs
- Debriefing provides systematic feedback

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Visual Perspectives: Women at War Note-taking Guide

Your Name _____

Date _____

Image Type and title <i>(photo, cartoon, poster, etc)</i>	Images Link <i>Cut and paste from your browser</i>	How does this image portray the role of women?	Your Thoughts How accurate do you think this image is for the period? What factors (technology, laws, etc) helped shape that image of women?