

We Can Do It!

by Howard J. Miller

Difficulty: Easy Moderate Challenging

Text Type: Informational Literary

Text Complexity:

Quantitative: N/A

Qualitative: While this poster has one simple sentence, the overall purpose of the poster is subtle and requires inferencing. The knowledge demands are moderate, incorporating some recognizable ideas and some challenging abstract concepts, such as patriotism.

Writing Type: Argumentative Informational/Explanatory

About this Lesson

Do **NOT** read this to students.

In this introduction to close reading, students examine a World War II poster for evidence of patriotism.

Materials:

- Copies of the student text (see page 6 in this document)
- Copies of the text dependent questions (see page 7 in this document)
- Copies of the 3-2-1 graphic organizer (see compendium page 80)
- Copies of the *Informational/Explanatory Writing Essentials* (see compendium page 97)
- Copies of the *Big Task Graphic Organizer* (see page 8 in this document)
- Copies of the *Words and Phrases for Academic Writing* (see compendium pages 110-111)
- Copies of the *Informative/Explanatory Writing Student Checklist* (see compendium page 115)





Phase 1: Key Ideas and Details

Orient

Step 1: Motivate (Modeled, Shared, Collaborative, Independent)

Explain that students will “read” a World War II propaganda poster. Write the quote “We Can Do It!” on the board and ask students to brainstorm adjectives that may describe a fictional World War II character who says this (see *Character Quotes* on compendium page 9).

Step 2: Introduce Big Task (Modeled, Shared, Collaborative, Independent)

Read the Big Task (see page 6 in this document).

Write a paragraph in which you explain how Rosie the Riveter exemplifies patriotism. Support your explanation with details and ideas from the We Can Do It! poster.

Annotate the Big Task.

Step 3: Introduce TDQs (Modeled, Shared, Collaborative, Independent)

(See Step 6 below and TDQs 1-3 on page 7.)

Step 4: Address Vocabulary (Modeled, Shared, Collaborative, Independent)

Directly teach these words (see *Vocabulary Direct Instruction* on compendium page 34).

Word/Phrase	After Paragraph or Line	Student Friendly Explanation
rivet	Purpose Statement	metal pin used to fasten pieces of metal together
riveter	Purpose Statement	a worker who inserts and hammers rivets; a machine for driving rivets

Step 5: Preview/Provide Context (Modeled, Shared, Collaborative, Independent)

Read the purpose setting statement on the student text:

As men were recruited into the armed forces during World War II, the U.S. government needed to fill vitally important factory and war production jobs. These industries heavily recruited women workers. The Westinghouse Electric Company produced a number of inspirational posters to boost worker morale and stress the patriotic need for women in the work force. The women depicted in these posters became known as Rosie the Riveter.

Engage

Step 6: Read Sections and Answer TDQs (Modeled, Shared, Collaborative, Independent)

As students “read” the poster, annotate on the student text (see *Annotating Text* on compendium page 51) and write answers to the text dependent questions on page 7 of this document.

After Paragraph or Line	TDQ	Standard(s)
end of text	What can the reader reasonably infer about the character Rosie?	RI.9-10.1
end of text	What is the central idea of the poster and how is it shaped by specific details?	RI.9-10.2
end of text	How does the author help the reader understand the connections among ideas presented in the poster? Use examples to support your analysis.	RI.9-10.3

Reflect

Step 7: Reflect (Modeled, Shared, Collaborative, Independent)

Review the adjectives from Step 1, confirming accurate adjectives and revising inaccurate adjectives (see *Character Quotes* on compendium page 9).

Step 8: Practice Fluent Reading (Modeled, Shared, Collaborative, Independent)

Demonstrate how to read the slogan “We Can Do It!” with expression and have the class chorally read it several times (see *Choral Reading* on compendium page 72).



Phase 2: Craft and Structure

Orient

Step 1: Review Key Ideas and Details (Modeled, Shared, Collaborative, Independent)

Have students share their annotations and answers to the TDQs. Encourage them to ask, “Why did you write that?” and “steal” relevant information.

Step 2: Review Big Task (Modeled, Shared, Collaborative, Independent)

Review annotations and answers to TDQs from Phase 1 that might be useful in answering the Big Task.

Step 3: Introduce TDQs (Modeled, Shared, Collaborative, Independent)

(See Step 5 below and TDQs 4-6 on page 7 in this document.)

Step 4: Review Vocabulary (Modeled, Shared, Collaborative, Independent)

Create analogies with essential vocabulary using the frame: rivet is to _____, as _____ is to _____ (see *Word Analogies* on compendium page 48).

Engage

Step 5: Read Sections and Answer TDQs (Modeled, Shared, Collaborative, Independent)

As students “read” the poster, annotate on the student text (see *Annotating Text* on compendium page 51) and write answers to the text dependent questions.

After Paragraph or Line	TDQ	Standard(s)
end of text	What does the author’s use of the word <i>we</i> reveal about his attitude toward the topic? Use examples from the poster to support your answer.	RI.9-10.4 RI.9-10.1
end of text	What is the author’s claim and how does the author develop and refine it?	RI.9-10.5
end of text	What is the author’s Argument? Is the author effective in advancing that argument? Why or why not? Cite evidence from the poster.	RI.9-10.6 RI.9-10.1

Reflect

Step 6: Reflect (Modeled, Shared, Collaborative, Independent)

Ask students to reflect on Phase 2 reading by listing 3 things they found out, 2 interesting things, and 1 question they still have (see *3-2-1* on compendium pages 79-80).

Step 7: Practice Fluent Reading (Modeled, Shared, Collaborative, Independent)

Review reading “We Can Do It!” with expression. Partner students and ask them to take turns reading the slogan with expression (see *Paired Reading* on compendium page 73).



Phase 3: Integration of Knowledge and Ideas

Orient

Step 1: Review Craft and Structure (Modeled, Shared, Collaborative, Independent)

Use results from the 3-2-1 activity from Phase 2 to prompt discussions, focusing on how to clarify questions students may still have (see 3-2-1 on compendium page 79).

Step 2: Review Big Task (Modeled, Shared, Collaborative, Independent)

Review annotations and answers to TDQs from Phase 2 that might be useful in answering the Big Task.

Step 3: Introduce TDQs (Modeled, Shared, Collaborative, Independent)

(See Step 5 below and TDQ 7 on page 7.)

Step 4: Review Vocabulary (Modeled, Shared, Collaborative, Independent)

Randomly ask one of the questions from the *Anything Goes* vocabulary review strategy (see *Anything Goes* on compendium page 41).

Engage

Step 5: Read Section and Answer TDQs (Modeled, Shared, Collaborative, Independent)

As students “read” the poster, annotate on the student text (see *Annotating Text* on compendium page 51) and write answers to the text dependent questions.

After Paragraph or Line	TDQ	Standard(s)
end of text	What evidence is relevant/irrelevant to the author’s argument? Explain your reasoning.	RI.9-10.8

Reflect

Step 6: Reflect (Modeled, Shared, Collaborative, Independent)

Review annotations and answers to TDQs to identify any relevant information that might answer the Big Task.

Step 7: Practice Fluent Reading (Modeled, Shared, Collaborative, Independent)

Review reading “We Can Do It!” with expression. Partner students and ask them to take turns reading the slogan with expression (see *Paired Reading* on compendium page 73).



Phase 4: Argue or Inform/Explain

Orient

- Step 1:** **Review Big Task** (Modeled, Shared, Collaborative, Independent)
Review the type of writing and content expected in the Big Task writing.
- Step 2:** **Review All Previous TDQs** (Modeled, Shared, Collaborative, Independent)
Review annotations and answers to TDQs that may be helpful when answering the Big Task, validating or redirecting as necessary.
- Step 3:** **Introduce/Review the Writing Essentials** (Modeled, Shared, Collaborative, Independent)
Introduce the *Informational/Explanatory Essentials* (see compendium page 97).

Engage

- Step 4:** **Prewrite** (Modeled, Shared, Collaborative, Independent)
Fill out the *Big Task Graphic Organizer* (see page 8 in this document). Begin brainstorming details from the poster that exemplifies female patriotism. As students identify each detail, ask them to explain why it exemplifies patriotism.
- Step 5:** **Draft** (Modeled, Shared, Collaborative, Independent)
Have students draft their paragraphs. Encourage students to highlight academic language they might use in their paragraphs (see *Words and Phrases for Academic Writing* on compendium page 110-111).
- Step 6:** **Revise/Edit** (Modeled, Shared, Collaborative, Independent)
Encourage students to proofread their paragraphs using the *Informative/Explanatory Writing Student Checklist* (see compendium page 115).

Reflect

- Step 7:** **Provide Individual Feedback**
Confer with individual students to discuss their paragraphs based on the [Informative-Explanatory Rubric](#).
- Step 8:** **Provide Group Feedback**
Review overall strengths and weaknesses with class. Share effective use of academic language from one or two students' paragraphs. Share ineffective use of academic language from one or two students' paragraphs and brainstorm possible revisions.

THE BIG TASK

Write a paragraph in which you explain how Rosie the Riveter exemplifies patriotism. Support your explanation with details and ideas from the *We Can Do It!* poster.

As men were recruited into the armed forces during World War II, the U.S. government needed to fill vitally important factory and war production jobs. These industries heavily recruited women workers. The Westinghouse Electric Company produced a number of inspirational posters to boost worker morale and stress the patriotic need for women in the work force. The women depicted in these posters became known as Rosie the Riveter.

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Miller, Howard J. *We Can Do It!* 1942. Poster. Westinghouse Electric Corporation: Pittsburg, PA. Retrieved from http://americanhistory.si.edu/collections/search/object/nmah_538122

Phase 1 Questions

1. What can the reader reasonably infer about the character Rosie?
2. What is the central idea of the poster and how is it shaped by specific details?
3. How does the author help the reader understand the connections between ideas presented in the poster? Use examples to support your analysis.

Phase 2 Questions

4. What does the author's use of the word *we* reveal about his attitude toward the topic? Use examples from the poster to support your answer.
5. What is the author's point of view and how does the author develop and refine it?
6. What is the author's argument? Is the author effective in advancing that argument? Why or why not? Cite evidence from the poster.

Phase 3 Question

7. What evidence is relevant/irrelevant to the author's argument? Explain your reasoning.



Big Task Graphic Organizer

Before drafting your essay, use this template to help you:

1. Annotate the prompt
2. Determine the type of writing expected
3. Consider the audience
4. Clarify your purpose/task
5. Capture ideas you want to include

<p>The Big Task (Prompt)</p> <p>Write a paragraph in which you explain how Rosie the Riveter exemplifies patriotism. Support your explanation with details and ideas from the <i>We Can Do It!</i> poster.</p>	<p>← Annotate the Prompt</p> <ul style="list-style-type: none"> • Mark the words indicating the type of writing. • Mark the topic(s) of the task. • Mark the task expectations.
<p>What type of writing am I creating? (Circle one.)</p> <ul style="list-style-type: none"> • Argument • Informative/Explanatory • Narrative 	<p>Who is my audience?</p>
<p>Questions to Consider</p> <ul style="list-style-type: none"> • What do I already know about the topic? • How have I handled similar tasks in the past? • What academic language will help me sound like an expert? 	
<p>What is my main/controlling idea OR argument (thesis statement)?</p>	
<p style="text-align: center;">What relevant ideas are worth including? ←</p> <p style="text-align: center;"><u>Evidence or ideas from the text, experiences</u> (3-5 bullets)</p> <ul style="list-style-type: none"> • <p style="font-size: small; margin-top: 20px;">Organize these ideas in a logical order. Number each bullet.</p>	<p style="text-align: center;">→ Why are they worth including?</p> <p style="text-align: center;"><u>Analysis or elaboration</u></p> <ul style="list-style-type: none"> •
<p>Ideas for my conclusion.</p>	