

***Rosie Revere, Engineer by Andrea Beaty Lesson Plans***

Focus: Perseverance

[Book: PDF format](#)

[Book: Google Slides format](#)

[Activity worksheets](#)

Additional activities:

[Rosie the Riveter Coloring Sheet](#) (optional, depending on age group)

---

**Read the book** (either digital or hardcopy format)

1. After finishing, briefly recap the story and go over the main themes of the book:
  - Dreams
    - i. Rosie dreamed of being an engineer. While working to achieve her dream, she faced challenges (Zookeeper Fred laughing at her cheese hat) and experienced failures (the cheese-copter for her Aunt Rose).
    - ii. Nevertheless, Rosie did not give up on her dream. She improved the cheese-copter with her aunt and continued to work on other “gadgets and gizmos.”
  - Failure
    - i. Emphasize to the students that it is okay to experience failure, just like Rosie did. But, that doesn’t mean that you should give up...
  - Perseverance
    - i. Introduce the concept of perseverance to the students. Emphasize that it means that you never give up, even when you are in a difficult situation or facing hard challenges. Perseverance means that you continue to fight through your struggles, even if it takes you a long time to achieve success. People that persevere have hope for the future, which is why they never give up.

## Activity Worksheets

1. Walk students through the first worksheet, and then give them some time to reflect and fill out individually. Prompt the kids to think of a time when they were struggling, doing something hard, or were scared to do something. Then, have them think about how they *persevered* through those challenges and were able to achieve success
  - Examples:
    - i. Playing sports
    - ii. Practicing instruments
    - iii. Reading a book/learning to read
    - iv. Doing math/homework
    - v. Learning something new (instrument, how to ride a bike, a language)
    - vi. Trying to beat a highest score or personal record (games, sports)
  - After students are finished, regroup and ask if anybody would like to share.
2. Walk students through the second worksheet, and then give them some time to fill it out. Encourage talking with peers and working together. After students are finished, regroup and ask for students' answers
3. Walk students through the first question of the third worksheet.
  - Ask for someone to explain what an engineer does. (If students are too young to know, then the teacher can explain)
    - i. Ex: Someone who builds and designs things to solve problems and help people
  - Prompt them to think of their own dreams—tell them to **dream big and be creative!**
    - i. Try not to limit dreams to just an occupation, as they can be as simple and straightforward as “helping solve [problem]” or “creating [product]”
    - ii. But, if students are young and it is difficult for them to fully understand the meaning of “dreams,” rephrase the question as asking what they want to do when they grow up
  - Students may have a hard time thinking of a dream:

- i. Prompt them to think about their gifts/talents, what they enjoy doing now, and what they think they would enjoy doing even in the future.
    - ii. Ask the kids if there's any way that they can use their gifts/hobbies/talents to help other people!
    - iii. Prompt the students to think about a problem that they personally have faced, or seen others face. What are some ways that they could help solve that problem?
      - Or, their dream could simply be "to solve/help [problem]"
    - iv. Is there any product or machine that could help people or make the world a better place? What if they create that, just like an engineer!
  - When students are done, ask for volunteers to share. Or, depending on the class, you may be able to go around each person and ask them what their dream is (allow people to "pass").
4. After students are done, depending on their ages and attention span, you may or may not be able to discuss the question at the bottom of the third worksheet. If you do discuss:
- Emphasize that despite the challenges and hardships Rosie faced, she never gave up on her dream.
  - Ask the kids to think about challenges and hardships that they might face when trying to achieve their dream. Then prompt them to think of ways that they can show perseverance in those times of difficulty.
  - If students have a hard time thinking of ideas, you can tell them some of the examples or share a moment in your life when you had to persevere through a challenge to achieve a goal/dream
  - Examples:
    - i. It may take a long time (ex: creating a product, becoming an astronaut, etc.)
      - Perseverance: sticking with the dream and staying hopeful
    - ii. There may be a lot of schoolwork and schooling involved
      - Perseverance: not giving up, studying a lot, and working hard in school
    - iii. For sports: they may mess up in games/practices or can't seem to improve

- Perseverance: not giving up and working/practicing extra hard
- iv. For theater/performances/music: they may perform poorly
  - Perseverance: working and practicing extra hard to improve
- v. People may tell them they can't achieve their dream
  - Perseverance: ignoring them and continuing to do what needs to be done to achieve success
- vi. Their dream seems impossible to achieve or they're too young to achieve it
  - Perseverance: staying hopeful and focusing on the end goal

### **Additional Activities:**

#### **Coloring Sheet/Rosie the Riveter**

1. Recap the last page of the book (the historical note)
2. Pass out the coloring sheet and explain the significance of Rosie the Riveter (change depth of explanation depending on class, age group, and level of understanding/maturity)
  - a. Explain that Rosie the Riveter was a fictional character whose poster and slogan "We Can Do It!" was created to inspire women in World War II to tackle tough jobs in a typically male-dominated industry.
  - b. At a time where women were thought to be weaker and less-accomplished than men, Rosie the Riveter symbolized women's strength and the confidence that women could do just as much as men.
  - c. Aunt Rose's character was based off of Rosie the Riveter
    - i. Show the kids the red scarf Aunt Rose was wearing on her head—just like Rosie the Riveter!
3. Project a picture of the poster in case students want to copy the original