

**Full STEAM Ahead:
Connecting Library of Congress Primary Sources and Graphic Novels**

Lesson Plan Template

Author(s):

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Grade Level(s):

8th Grade Social Studies

Subject:

World War I

Length of Class:

56 minutes

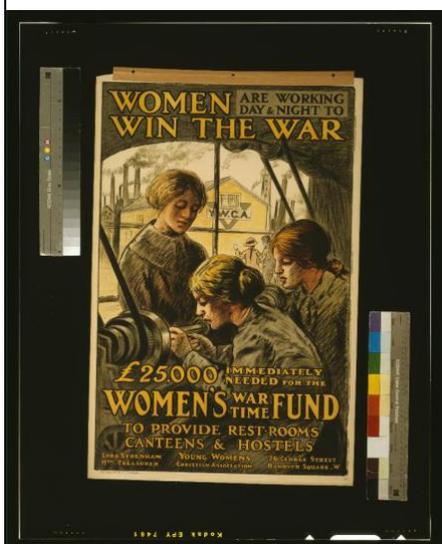


Image Citation:

Witherby and Co. (1915). Women are working day and night to win the war [Online Photograph].

Library of Congress. <https://www.loc.gov/pictures/collection/wwipos/item/2003675265/>

Lesson Title:	The Role of Women in S.C. and the U.S. during World War I. (Station One) *This is one lesson out of the unit exploring WWI and the roles and impact it had on various groups of people in the U.S. This lesson focuses on Women and the role they played in WWI.
Overview:	Working as a group, students will view an introductory video on Knowitall.org (<i>History in a Nutshell: WWI - Women Step Up</i>) to get background on the role of women in WWI. Students will then examine and evaluate a variety of visual primary sources (photographs, propaganda posters) and draw conclusions about the role of women in WWI, especially in SC.
Learning Objective:	Students will evaluate the ways World War I shifted South Carolina's economy and the subsequent effects on the specific groups of people (Woman).
Standards:	SC CCRS- Social Studies 8.4.CE Explain the causes and effects of World War I on South Carolina and the United States. 8.4.E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862-1929.
Essential Question:	In what ways did World War I affect SC's economy and in what ways did it impact specific groups of people?
Supporting Question(s):	1) How did SC's economy change as a result of WWI? 2) How were different groups of people (women in particular for this lesson) in SC affected by WWI?
Digital Primary and Secondary Sources:	Resources Video Handout Video Handout Answer Key Woman in WWI Primary Source Analysis Sheet
Required Classroom Materials:	Computer with ability to access the internet, primary source packets with individual sources either titled or numbered (print or digital versions), student handouts: Video Handout and Women in WWI Primary Resource Analysis sheet (print and digital)
Classroom Environment:	To allow student movement and space to work, reservation of a larger space will be needed. The library or learning commons is a great place for this lesson (and collaboration with the LMS).

Differentiation and Adaptations:	Closed captioning of the video is available for students with hearing loss. Digital versions of all student handouts will be provided. The digital versions allow students with vision or reading difficulties to access type to text functions that will read the documents aloud. The digital features also allow students to have more manipulation and choice over how they can best read and interpret the primary sources. Students will work in collaborative groups to offer peer support while the teacher and library media specialist will team up to provide individual scaffolding where needed. Translation tools, modified questions and a shortened assignment will be supplied for MLL students and those who have special accommodations and modifications.
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Lesson Sequence/Procedures	
Estimated Time Needed 56 mins	Detailed Description of Teaching and Learning
3 mins	Opening and Review of pages 8-14 of <i>Treaties, Trenches, Mud, and Blood</i> from yesterday's class. Reviewing key players, places, and possible causes of WWI and information from the previous station.
12 mins	Students will watch <i>Over Here: The Homefront during WWI, Part 4</i> . (9:27) and respond to the handout questions, while watching.
2-3mins	Review Deep Dive procedures and Visual thinking strategy for looking at photos. (What do you see? What makes you say that? What else do you see? What can we infer? What do we know?)
28 mins	Students will access their primary source packets (print or digital) and select 5 to help complete the Primary Source analysis sheet.
8-10mins	Debrief as a whole group, ask one or two students to share which primary source they selected and what they gleaned from the deep dive about how women were affected during WWI in the U.S.

Assessments:	The Teacher and Library Media Specialist will circulate during the activity to monitor for understanding and to correct misconceptions. A whole class discussion will be held allowing students to review and discuss the information recorded on student handouts and to compare and discuss their findings as a class. Formative Assessments occur during the lesson with the video handout and the primary source analysis sheet. At
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	the end of the Unit, a summative assessment will be given.
Learning Extensions:	This lesson is one of several exploring S.C. during WWI through the use of primary and secondary sources. In another lesson, Students will visit a station where they will read selected chapters from the graphic novel <i>Treaties, Trenches, Mud and Blood</i> by Nathan Hale, a station where students will explore the role men played during the war through video clips and primary source information regarding military recruitment and civilian jobs for men, a station that addresses the role that children and young people played, one for the building of military bases in SC specifically and one exploring how the war affected farmers. All of these stations will lead students to an understanding of how various groups in S.C. were affected by WWI and how the creation of military bases and war time food production affected SC's agricultural economy.