Direct Instruction Lesson Plan

Author: Lindsey Savage

Date Created: 1-30-13

Subject: American History II

Topic or Unit of Study (Title): Effects of Civic Action in WWII

Grade Level: 11

Materials:

* White board
* One copy of a North Carolina outline map with counties for each group of five
* Copies and/or transparencies from the Green ‘N’ Growing site as listed below in the Pre-activities section
* Manila envelopes or folders
* Five copies of the county analysis for each group
* Highlighters or colored pencils
* Optional: a document analysis sheet for each student

Summary (and Rationale):

Civic action is an important concept that has shaped our nation’s history. It has been especially prevalent in times of war and uncertainty.

I. Focus and Review (Establish Prior Knowledge): [9 minutes]

Ask the students, “Can an individual make a difference in a school or a society?” Have a short discussion about how difficult it can be for an individual to make a change in a larger institution such as a school or a society. Explore reasons why this is. Have the students take out their journals or a sheet of notebook paper. Give the following prompt: Think about an individual who was able to make a positive impact on society. Write a paragraph about what they did and how they made a difference. Ask a few students to share their journal entry.

II. Statement of Instructional Objective(s) and Assessments:

|  |  |
| --- | --- |
| Objective | Assessment |
| The students will get into five groups and analyze primary source materials to investigate how 4-H clubs made an impact on the home front in completing projects that supported the war effort during World War II. | Assessment will be from teacher observation of student discussion and demonstration of understanding. Students will also complete the county sheets in groups and should be able to articulate at least three ways that the 4-H clubs of North Carolina supported the war effort during World War II.  Students will also complete a homework assignment designed to address the skill of historical empathy. The articles should be evaluated as completing the three required items, but also should include an understanding of the impact the 4-H club work had on local communities. There should be some indication of civic pride on the part of the reporter for what the club members accomplished. |

State the objective: [1 minute]

Assessment: No additional time is required.

III. Teacher Input (Present tasks, information and guidance):

Have you ever heard of the 4-H Club? It is a club for rural children and young people. During World War II, 4-H encouraged students to do projects and participate in activities to help with the war effort on the home front. Today we will be examining primary source materials to learn about the kind of work that 4-H club members did and whether you believe the young people made a difference. This the first page of the Summary of 4-H Club Work since Pearl Harbor. What is this source? (a letter) Who is this letter addressed to? What is his title? (Mr. Harrill, State 4-H Club Leader) What does this indicate Mr. Harrill was requesting? (He wanted a report about what the clubs did for the war effort during World War II.) Why do you imagine he wanted this information? (Answers will vary, but students may infer that he wanted to do a report to indicate what 4-H clubs in North Carolina did for the war effort.) We will now look at several replies to Mr. Harrill’s request to investigate how 4-H club members responded to help on the home front during the war.

1. Get into groups of five and when you have done so I will give you a packet of information that contains the following reports: the Summary of 4-H club work since Pearl Harbor (pages 2 and 3), 4H Contribution to War Effort Haywood County, Letter to L. R. Harrill from Alleghany County 4H member contribution to the war effort — Guildford County, Craven County club members contribution to the war effort, Summary of Camden County 4-H activities during World War II, and African-American 4-H club activities for Durham County during the war.
2. There are five documents per packet, so in each group each one of you will take a turn filling in a document analysis sheet.
3. You will need to highlight or color in the counties that are represented by the letters on the map of North Carolina.
4. Then make a list of the kinds of activities and the amounts that they produced during the war years on the county analysis sheets in the packets.

[20 minutes]

IV. Guided Practice (Elicit performance):

Have students open the packets and do the activity with the other students in their group. Provide help and answer questions as needed.

[40 minutes]

V. Closure (Plan for maintenance):

Have the class come back together to analyze their data. Ask them the following questions:

* Do you believe the 4-H clubs made a difference in the war effort at home? What is your proof? (Most students will say “yes” and share numbers and kinds of activities carried on by the club members.)
* What might be some explanations about the differences between the various counties? (For this question students will be asked to make some inferences. These could include: the different counties had different numbers of members and available young people to pool for membership in 4-H (population), there were counties from each of the three regions of North Carolina with differing growing seasons and available resources for livestock, some areas are more rural and some more urban, some areas may have already had a strong 4-H program and were building on it while others may have been trying to start a program. There are many other inferences that can be made. This question is to get students thinking critically about data interpretation.)
* Why were you asked to highlight the counties on the North Carolina map? (Lead the students to understand that each region differs in growing season, resources, climate, etc. Each county also has a different population and rural communities.)
* Why did the length of the letters differ? (Students can infer that since there was no obvious form to be filled in, that the statistics and reporting of them was left up to the individual county agents. Some agents included more information than others, and some included personal stories of members in their counties.)
* Did anyone notice a peculiar designation on one of the letters? (You may want to just ask if the students if they noticed that one of the letters indicated a Negro 4-H designation — one of the letters is from a African-American club.)
* Why do think that was made? (This would be a good time to continue to examine the effects of Jim Crow and separation made between the races, even in 4-H Clubs in North Carolina during the war years.)
* What do these reports tell us about life for young people during the years of World War II in North Carolina? (Answers will vary.)

[15 minutes]

VI. Independent Practice:

Present homework:

Have the students choose one of the counties to focus on. Each group member should take a different county so that they can use — or take home — one of the letters. They will each write an article for a newspaper in 1946 reporting about the impact that 4-H club members made on their county during the war. The article is to be a local, newsy kind of article. The newspaper is to be for a town in their county. The article should include:

* statistical information
* a human interest story (if one is not included in the letter, students should use what they have learned to imagine one)
* what the reporter believes is the importance of the work done by the county 4-H club

[5 minutes]

STANDARDS:

American History II:

AH2.H.1 Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

AH2.H.7 Understand the impact of war on American politics, economics, society and culture.

AH2.H.7.1 Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).

Technology:

HS.SI.1

Evaluate resources needed to solve a given problem.

HS.SI.1.1

Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).

HS.SI.1.2

Evaluate resources for point of view, bias, values, or intent of information.

HS.SI.1.3

Evaluate content for relevance to the assigned task.

Plans for Individual Differences:

Flexible Grouping-Students will work in groups that they choose randomly or that I assign in order to work with different kinds of people.

For students who need reading accommodations I will have them use their electronic readers in order to be able to understand the content and for those students who need help with writing accommodations I will have them either type their answers on a computer or have another student write their answers down.

For students who already understand civic action, have them look up examples of civic action from other time periods in American History II. For students having difficulty understanding civic action or writing their article, find out what they are having trouble with and help them.

References (APA style):

Effects of Civic Action. Retrieved January 28, 20212 from: <http://www.learnnc.org/lp/pages/1597?ref=search>

North Carolina Department of Public Instruction: Essential Standards. Retrieved January 28, 2012 from: <http://www.dpi.state.nc.us/docs/acre/standards/new-standards/info-technology/grades9-12.pdf>