

Lesson Six: Bringing History to Life

Grades: 9-12

Time Allotment: 1 50-minute period

Curriculum Area: 20th Century History

Rationale: Students learn best when they construct their own understandings. By assigning an authentic performance task such as creating a children's book or graphic novel students are able to take on the roles of author and illustrator and interact with the material as such. By choosing the areas they want to explore and research students will deepen their understanding of women workers at the Springfield Armory during World Wars One and Two.

Objective: To deepen students understanding of women workers at the Springfield Armory during World Wars One and Two and to show them that these women were people not just statistics.

Standards:

USII.6 Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I.

J. American Entry into World War I

USII.17 Explain important domestic events that took place during the war. (WWII)

C. the entry of large numbers of women into the workforce

Materials:

- Computers with internet access (or paper copies of images, essays, and oral histories)
- Teaching History through Story Writing Rubric
- Project forms

Procedures:

Introduction

Outline the project assignment. approx. 5 min

Choose groups of two. approx. 5 min

Handout rubric. approx. 5 min

Focus

Students discuss with their partners what topic they want to explore. approx 10 min

Break students into three groups based on their current topics. approx. 5 min
(they can change topics in the future)

Students work in groups. approx. 15 min

Group 1 will explore WWI through images

Group 2 will explore WWII through oral histories

Group 3 will explore the differences between the wars through essays

Closure

Bring class back together. approx. 4 min

Tell students they will have 30 minutes tomorrow and 30 minutes the next day to work on their projects. Project forms are due in class tomorrow.
Handout Project forms. approx. 1 min

Differentiated Learning: Since students are working in groups most disabilities should be overcome by assigning appropriate partners. If accommodations are necessary, however, students could create a book on tape or a short film.

Assessment: Students will be assessed based on their participation in groups and ultimately on the quality of their projects. (Rubric available)