

Research Lesson Plan: Continuities and Changes on the American Home front during WWI
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Targeted Grade Level: 12th Grade Military History

Essential Question: Were issues on the American home front problematic throughout World War I? Why are those issues difficult? Is there a pattern of continuity or change?

Formative Assessment Prompts:

Instructional Chunk #1

How are continuity and change defined when referring to history?

Instructional Chunk #2:

What events and evidence support the concepts of continuity and change in the period of World War I

Instructional Chunk #3:

Comparing the topic of the American home front during WWI, are there patterns of continuity and change? What evidence is there to support your answer?

Standard Addressed:

History Standard 1: 9-12 - Students will analyze historical materials to trace the development of an idea or trend across space and over a prolonged period of time in order to explain patterns of historical continuity and change.

Problematic Prior Knowledge (PPL) Addressed

1. Change can only be technological advancement- students struggle with the concept that change can be represented in a variety of forms such as a change in ideas, movement of people, significant event or culture.
2. Students' belief that America was more patriotic in the early 20th century.

Activating Strategies:

Strategy 1: Definition of continuity and change

Strategy 2: Application of continuity and change to previously studied topics

Key Vocabulary to preview

Continuity
Change
Patterns
Trends
Cause-and-Effect Relationships

Teaching Strategies:

- Class discussion
- Group Research
- Individual Research
- Classroom debriefing
- Individual reflection

Graphic Organizer(s) Used:

- Change and Continuity Research Organizer

Materials Needed:

- Computers connected to the internet
- With Courage and Cloth by Ann Bausum
- Unraveling Freedom by Ann Bausum
- Change and Continuity graphic organizer

Differentiation Strategies:

- Ability grouping
- Scaffolding
- Cloze Text

Instructional Plan:

Instructional Chunk #1:

1. Procedures:

Create a class definition of the terms “continuity” and “change” in a historical concept. The class will create a definition of each of the concepts to use as a reference point in their in class research of the American home front during WWI.

2. Debrief: ask the students

- What patterns of continuity and change are evident from our study of other time periods?
- What has contributed to the changes?
- What has contributed to the continuity?

3. Check for Understanding/Summarizing Activity:

How are continuity and change defined when referring to history?

Have student share examples from previous time periods to demonstrate understand of the concepts “change” and “continuity.”

Instructional Chunk #2:

1. Procedures:

The class will be divided into six groups (preferably 3 students per group) :

Group 1: Democracy

Group 2: Civil Liberties

Group 3: African Americans and Immigration

Group 4: U.S. Attitude towards the War/ Foreign Policy

Group 5: Role of Women

Group 6: Economic Policy

Group 7: Popular Culture

Assign each student in each group a particular task for conducting research.

- Computer: Searches and gather information from internet sources to research their assigned topic
- Book: Reads and gathers information from text sources from the class, library or posted on class

website

- Document: Read and gathers information from primary source documents either found on the internet, on class website, in text or other areas
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Steps in the Research Process.

1. Students create a definition of their topic. The teacher should check for understand to be sure that students are clear on what their topic means and how it applies to the United States and the time period of World War I.
2. Students should use the research materials to first look for **patterns of continuity** within their assigned topic. The teacher should periodically check for understanding. As students find examples of continuity, they should complete the continuity side of the Initial Research Graphic Organizer.

Teachers may want to have students share out what they have found with the class. Allow students to have a discussion on the continuities found in their research.

3. Students should use the research materials to next look for **patterns of change** within their assigned topics. The teacher should periodically check for understanding. As students find examples of change, they should complete the change side of the Initial Research Graphic Organizer.
4. Lastly, the students will create a digital presentation of the information they find during their research. These presentations should document the patterns or trends of continuity and change and address the essential questions.

2. Debrief: ask the students...

- Are there patterns or trends of continuity or change?
- What are the pattern or trends?
- Why might this pattern or trend have occurred?

3. Check for Understanding/Summarizing Activity:

What events and evidence support the concepts of continuity and change in the period of World War I?

Students will create a digital presentation of the information they find during their research. These presentations should document the patterns or trends of continuity and change and address the essential questions.

Instructional Chunk #3:

1. Procedures:

Students submit their findings to the teacher electronically and the teacher will post their research findings to the class website for others to view. After class and at home, students will look at each groups' research and complete the *Post-Research Evaluation*.

2. Debrief: ask the students...

- Were issues on the American home front problematic throughout World War I?
- Why are those issues difficult?
- Is there a pattern of continuity or change?

3. Check for Understanding/Summarizing Activity:

Comparing the topic of the American home front during WWI, are there patterns of continuity and change? What evidence is there to support your answer?

Students report back to the group in the following class period what they found in their research and the research of the other groups.

Summarizing Strategy:

Students will create a digital presentation of the information they find during their research. These presentations should document the patterns or trends of continuity and change and address the essential questions.

Initial Research

World War I: Continuity or Change?

Directions: Complete the following graphic organizer based on your own research. For each topic identify if it represented a change or a continuity. Then provide evidence and reasoning to support your decision. If find that a topic represents *both* continuity and change you may put it in both columns. Finally, answer the reflection question using information from your organizer.

Continuity	Change
Evidence:	Evidence:

Post-Research Evaluation

World War I: Continuity or Change?

Directions: Complete the following graphic organizer based on your own research and the research presented by others. For each topic identify if it represented a change or a continuity. Then provide evidence and reasoning to support your decision. If find that a topic represents *both* continuity and change you may put it in both columns. Finally, answer the reflection question using information from your organizer.

Continuity	Change
Topic: Evidence:	Topic: Evidence:

Reflection Question: Explain the patterns of continuity and change during WWI. Overall should WWI be viewed as a great change from previous wars? Explain.

