



## World War I: African-American 371<sup>st</sup> Infantry Regiment Lesson Plan

**Subject:** Social Studies; South Carolina: One of the United States

**Level:** Grade 8

**Topic:** World War I, 371<sup>st</sup> Regiment, graphic organizer

- Objectives:**
- 8-5.1 Summarize...the evolution of race relations and Jim Crow laws.
  - 8-6.2 Explain the impact of World War I on South Carolina, including the building of new military bases and the economic impact of emigration to industrial jobs in the North.
  - 8-6.3 Summarize the political, social, and economic situation in South Carolina following World War I...

**Procedure:**

1. The teacher will begin the lesson by asking students general information about World War I. The teacher will acknowledge all answers and comments, but will begin to map only the ideas that are relevant to the end resulting graphic organizer on the board (10 minutes).
2. The teacher will organize the class into small groups (3-6 students). He/She will pass out a supplementary handout ("They Never Flinched: The African-American 371<sup>st</sup> Infantry Regiment's Path to Glory during World War I") to each student. The teacher will instruct the groups to choose a group recorder. The teacher will tell students to read the material aloud one time. Then, students are to read through the material again, this time picking out major ideas (who, what, where, when, why, how, etc.) to be written down by the recorder for class discussion (20 minutes).
3. The teacher will call on recorders to share the major concepts of the reading. Relevant information will branch out from the graphic organizer the class started at the beginning of the lesson. The teacher will instruct students to copy the organizer into their notes as they go along (20 minutes).
4. The teacher may choose to make a list of the group information not included in the organizer to be discussed at the end of class. He/She may also begin a discussion connecting the topic to students' lives by asking questions such as, Would you fight for your country even if you were experiencing discrimination in that country? What does it mean to fight for democracy when you are not entitled to all of the benefits of democracy?

**Materials:** Board, chalk/dry-erase markers, 371<sup>st</sup> Regiment handout, paper, pens/pencils

**Evaluation:** The teacher can have students turn their group recordings for a participation grade; the teacher may decide to observe for participation points; the teacher may have students turn in the graphic organizers.