World War I Lesson Plan 1 Missy DeLozier

TAH Traveling C’s - Marionville R-9

Grade Level- High School

Title of Lesson: The Beginning of the War to End all Wars

Resources:

The First World War: A Very short introduction by Michael Howard published by Oxford University press

A Corner of a Foreign Field: The Illustrated Poetry of the First World War selected by Fiona Waters published by Transatlantic Press

http://wwi.mmgystage.com/sites/default/files/photoalbumparta.pdf

http://wwi.mmgystage.com/sites/default/files/photoalbumpartb.pdf

http://www.firstworldwar.com/

Assessment rubrics:

http://cicerosystems.com/history/unit/world-war-i/content/2085/1463

http://cicerosystems.com/history/unit/world-war-i/content/2085/1462

Lesson Summary: Students will investigate through pictures the Social, Political, Economic, Environmental, Cultural, and Historical importance of World War I to then make a timeline of events to determine earlier events that caused later events or if they simply preceded them.

Common Core Standard in Literacy in History: CCSS.ELA-Literacy.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Key terms:

Historical Background from The First World War: A very short introduction: Europe in 1914, Britain, France, Russia, Austria-Hungary, and Germany were socially homogeneous that were primarily agrarian societies dominated by a landed aristocracy and ruled by historic dynasties legitimized by an established Church that began to transform or became destabilized through rapid transformations at an unequal rate for each country. Britain led the way with an urban and industry dominance, France was Britain’s major rival, but lagged behind in economic development, Russian was another rival to Britain, because of their expansion to the south and east though, but still had a backwardness to its society and inefficient government, so capitalism and industry came late to Russia. Austria- Hungary had a paralyzed government with their dual monarchy, but was rich in artistic and intellectual life. Germany had the most dynamic economy in Europe with agrarian conservatives, industrialists, farmers, and socialist ideas that came together with militarism institutionalized within the country to protect itself from its surrounding enemies.

Anticipatory Set: Through bracketing classroom timeline- have students review and summarize events in Europe onto a notecard leading up to 1914.

Do Now Activity: Read aloud to students The Call by Jessie Pope http://allpoetry.com/poem/8605781-The-Call-by-Jessie-Pope

The Call

Who's for the trench—

Are you, my laddie?

Who'll follow French—

Will you, my laddie?

Who's fretting to begin,

Who's going out to win?

And who wants to save his skin—

Do you, my laddie?

Who's for the khaki suit—

Are you, my laddie?

Who longs to charge and shoot—

Do you, my laddie?

Who's keen on getting fit,

Who means to show his grit,

And who'd rather wait a bit—

Would you, my laddie?

Who'll earn the Empire's thanks—

Will you, my laddie?

Who'll swell the victor's ranks—

Will you, my laddie?

When that procession comes,

Banners and rolling drums—

Who'll stand and bite his thumbs—

Will you, my laddie?

Procedures: The teacher will have to cut out the pictures and put the pictures into 5 different stacks,copy each group the worksheet, gather notepads to distribute to each group, and find an area in the room for pictures and labels to be placed before each class. During the lesson, Students will get into 5 discussion groups (or the teacher can assign students to a group) which the teacher labels as Britain, France, Russia, Austria-Hungary, or Germany, and then teacher will distribute each group a set of pictures. Groups will be instructed to:

a. Look through the set of pictures to determine a category for each image as each part of SPEECH.

b. Agree as a team on which 1 photo or document best describes that item of SPEECH

c. Write a sentence or two on the sticky note capturing the necessary information to explain the image while focusing on that item of SPEECH to caption for each photo and SPEECH area for a total of 5 photos and labels. Mark the group’s identity on the label or sticky note for each photo.

d. Order all 5 photos in occurrence of happening during World War I, make sure you discussed your group’s thinking about the order of photos.

e. Place the label near the photo or document it represents and place in an order within the class album.

f. Each member pick up a worksheet to fill out as homework from the group worksheet.

The teacher will help students with their thinking in 2 ways:

1. How does this photo prove the part of SPEECH that it has been labeled as?

2. Did the order of the photos follow an analyzed sequence?

Once all the photos are up on the classroom album, then the teacher will lead the discussion about the parts of SPEECH and what and why those photos were placed under those headings. Also, discuss the order of the pictures placed on the wall as to why should those be placed in that order. Is it Cause and effect or sequence?.

Students will then be assigned to read from their textbook or online about WWI. http://www.firstworldwar.com/

Students will then be responsible for producing an essay or timeline about the important events of WWI.

Sample: From the Photo album one- Western Union telegram 1914 (Social), Map labeled 1915 (Political), Woman putting flowers in soldier pocket (Cultural), Government draft out of fishbowl (Economic), Trench warfare (Environment), The Appreciation (Historical)- This is the order of time as things would happen, but the fishbowl could come before the woman putting the flowers in, because he was leaving after being drafted.

Homework: Reading WWI section or online to decide on items they will place on their timeline

Assessment: Timeline or research paper

Extensions: Add the parts of SPEECH to the timeline or research paper