World War I Lesson Plan 2 Missy DeLozier

Marionville R-9

Grade Level- High School

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

Resources:

The First World War: A very short Introduction by Michael Howard published by Oxford press

A Corner of a Foreign Field: The Illustrated Poetry of the First World War Selected by Fiona Waters

http://cicerosystems.com/history/unit/world-war-i/content/1491/3835

http://cicerosystems.com/history/unit/world-war-i/content/1490/3849

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

Lesson Summary: Students will analyze primary sources; Declaration of Neutrality and 14 points to determine cause and effect or sequence in thinking of the time period.

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: The settlement was from people who came together in Paris in January 1919 to make the peace settlement. President Wilson and French premier Georges Clemenceau each had a different agenda in the Wilson wanted to create a new world order under the League of Nations while Clemenceau and many British allies wanted to reconstruct Europe so that Germany could never threaten them again. Russian had all but vanished after the war.

Anticipatory Set: Review the bracketing and class photo album timeline on a notecard.

Do Now Activity: Read In Flander’s Field by John McCrae

 http://www.greatwar.co.uk/poems/john-mccrae-in-flanders-fields.htm

In Flanders fields the poppies blow

Between the crosses, row on row,

That mark our place; and in the sky

The larks, still bravely singing, fly

Scarce heard amid the guns below.

We are the Dead. Short days ago

We lived, felt dawn, saw sunset glow,

Loved and were loved, and now we lie

In Flanders fields.

Take up our quarrel with the foe:

To you from failing hands we throw

The torch; be yours to hold it high.

If ye break faith with us who die

We shall not sleep, though poppies grow

In Flanders fields.

Procedures: The teacher will make enough copies of both Woodrow Wilson’s 14 points and his Act of Neutrality for partnerships within the classroom. Students will pair up (or the Teacher can pair them up) and decide which student is going to read and highlight important ideas from their document. Students will then give a brief summary to their partner of what their document was primarily about. Students will then find comparisons and contrasts from the two documents.

When the teacher has deemed that the partners are done, then the teacher will lead an overall discussion with the class comparing and contrasting the two documents through analyzing whether or not events between in the years between the two documents caused anything to change or stay in the documents. Students will be encouraged to highlight and take notes on the two documents, because they will be expected to show the difference and alikeness between the two through events that happened that shaped thinking. Use events from the textbook, online, or the class timeline that had been developed.

Homework: Research 10 events that happened between the two documents that could provide a thesis statement for a research paper.

Assessment: Research paper rubric

Extensions: Add SPEECH to research paper.