

# THE GREAT WAR WAS NOT GREAT ENOUGH TO END ALL WARS

**Grade Level:** 7th Grade History

**Presented by:** Kim Paynter, Diamond Minds School, Houston, TX

**Length of Unit:** 9 lessons (approximately 20 days)

## I. ABSTRACT

This unit provided students information about the causes and military actions of World War I and the geographical context of the war in Europe. Through the lessons, students will realize the sacrifices made by Americans and Europeans and the peace-seeking responses to the war.

## II. OVERVIEW

### A. Concept Objectives:

1. Students will understand the roles played by each of the war fronts.
2. Students will recognize the huge loss of life on both sides of the war.
3. Students will understand why and how the U.S. was involved.

### B. Content from the *Core Knowledge Sequence*:

1. History and Geography: World War I: "The Great War", Core Knowledge Sequence, p. 162
2. History and Geography: Geography of Western and Central Europe, Core Knowledge Sequence, p.163

### C. Skill Objectives:

1. Students will use geography tools to collect, analyze, and interpret data. Texas Essential Knowledge and Skills: 7.8
2. Students will apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. Texas Essential Knowledge and Skills: 7.21
3. Students will communicate in written, oral, and visual forms. Texas Essential Knowledge and Skills: 7:22
4. Students will use problem-solving and decision-making skills, working independently and with others in a variety of settings. Texas Essential Knowledge and Skills: 7.23
5. Standards from National Center for History in the Schools: Standards in Historical Thinking <http://www.sscnet.ucla.edu/nchs/>
6. Chronological Thinking
7. Historical Comprehension
8. Analysis and Interpretation
9. Historical Research Capabilities
10. Historical Issues-Analysis and Decision-Making

## III. BACKGROUND KNOWLEDGE

### A. For Teachers:

1. Winter, Jay & Baggett, Blaine, *The Great War and the Shaping of the 20th Century* (Companion to the Major Public Television Series), New York: Penguin.1996
2. Websites
  - a. "Trenches on the Web": [On-line] Available URL: [www.worldwar1.com](http://www.worldwar1.com)
  - b. "PBS timeline of WWI", [On-line] Available URL: <http://www.pbs.org/greatwar/timeline/>

### B. For Students:

1. Students will have learned about Napoleon in 6th grade.

2. Students will need to understand that the memory of Napoleon will cause Britain to fear any one country's desire to dominate Europe.
3. In addition, students will need a brief coverage of other long-term motivators leading to World War I.
  - a. Russia being humiliated by Austria-Hungary by the takeover of Bosnia and Herzegovina
  - b. France's hatred of Germany because of the loss of the Franco-Prussian war.
4. Finally, students must be made aware that historians cannot agree as to the exact origins of World War I.

#### IV. RESOURCES

- A. Web access
- B. Maps of the world in 1914
- C. Clare, John D., Ed., *First World War* (Living History), San Diego, New York, London: Gulliver Books, Harcourt Brace & Company, 1995. 0-15-200087-9
- D. Gurney, Gene, *Flying Aces of World War I*, New York: Random House, 1965.0-394-80560-7
- E. Kent, Zachary, *World War I "The War to End All Wars"* (American War Series), Hillside, NJ: Enslow Publishers, Inc., 1994. 0-89490-523-6
- F. Lawson, Don, *The United States in World War I*, New York: Abelard-Schuman. 1963. 0-200-71939-4
- G. Ross, Stewart, *The Origins of War*, (Witness History Series), New York: The Bookwright Press, 1989. 0-531-18260-6
- H. Ross, Stewart, *War in the Trenches*, (Witness History Series), New York: The Bookwright Press, 1991, 0-531-18434-X
- I. Snyder, Louis L. *World War I* (A First Book/Revised Edition), New York: Franklin Watts, 1981.0-531-04332-0
- J. Stewart, Gail B., *World War I* (America's Wars), San Diego: Lucent Books. 1991. 01-56006-406-4
- K. Winter, Jay & Baggett, Blaine, *The Great War and the Shaping of the 20th Century* (Companion to the Major Public Television Series), New York: Penguin. 1996

#### V. LESSONS

##### **Lesson One: Imperialists, Nationalists, Militants (at least 3 days)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will understand the situation in Europe setting the stage for war.
  2. Lesson Content
    - a. National pride and greed as causes: European nationalism, militarism, and colonialism
    - b. Entangling defense treaties; Allies vs. Central Powers
  3. Skill Objective(s)
    - a. Students will use geography tools to collect, analyze, and interpret data. (Texas Essential Knowledge and Skills: 7.8)
    - b. Students will apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. (Texas Essential Knowledge and Skills: 7.21)
    - c. Students will communicate in written, oral, and visual forms. (Texas Essential Knowledge and Skills: 7:22)
    - d. Students will use problem-solving and decision-making skills, working independently and with others in a variety of settings. (Texas Essential Knowledge and Skills: 7.23)

- e. Standards from National Center for History in the Schools: Standards in Historical Thinking
- 4. Chronological Thinking
- 5. Historical Comprehension
- 6. Analysis and Interpretation
- 7. Historical Research Capabilities
- 8. Historical Issues-Analysis and Decision-Making
- B. *Materials*
  - 1. Teacher collected books and Internet sites dealing with World War I.
  - 2. Ross, Stewart, *The Origins of the World War I*, p. 14
  - 3. Globes, maps, map pencils, scissors
  - 4. Paper, poster board
  - 5. A folder for each student
  - 6. "The Consolidation of National States: 1848-1871" [On-line] Available URL: <http://www.campus.northpark.edu/history/WebChron/WestEurope/NationalStates.html>
  - 7. <http://www.campus.northpark.edu/history/WebChron/WestEurope/NationalStates.html>
  - 8. "Online lessons" WWI Lesson One [On-line] Available URL [www.spartacus.schoolnet.co.uk/A1FWW.htm](http://www.spartacus.schoolnet.co.uk/A1FWW.htm);
  - 9. A paper timeline marked off in years from 1913-1919.
- C. *Key Vocabulary*
  - 1. alliance-an agreement
  - 2. entente- An agreement between nations, less formal than an alliance
  - 3. expeditionary force-a small army, prepared before war breaks out
  - 4. mobilize-to make armed forces and/or economy ready for war
- D. *Procedures/Activities*
  - 1. Lecture on European imperialism and rivalries in Africa, Stanley and Livingstone, British invasion of Egypt to protect Suez Canal, French in North Africa, and Berlin Conference and the "scramble for Africa" Refer to map of Africa throughout. Show map of Africa from Ross, Stewart, *The Origins of the World War I*, p. 14 showing competing empires. Show website: "The Consolidation of National States: 1848-1871" [On-line] Available URL: <http://www.campus.northpark.edu/history/WebChron/WestEurope/NationalStates.html>
  - 2. "Who are You?"  
Divide class into eight groups, making sure there are strong students grouped with weaker ones. Assign each group a country or empire to research, using this list: Germany, Austria-Hungary, Italy, France, Russia, Great Britain, Turkey, United States. (The website covers all the countries except the U.S. because the U.S. did not enter the war until 1917. Providing a rubric (see Appendix A), web access and teacher assistance, especially for U.S.A., and resource materials, have students conduct research into their country/ empire. Modify the assignment (see Appendix A, Modified Rubric)and give direct assistance to students with disabilities or other challenges.
  - 3. Have students write the vocabulary words on a piece of paper which will be added to daily and kept in their WWI folders. For more limited ability students, provide the vocabulary sheet and help them to understand the words. Highlight these words when they appear in readings, lectures, or on websites.
  - 4. Put reports into individual WWI folders. Hang up posters.
  - 5. Daily Event: Add phrases and pictures to a 1913-1919 timeline.
- E. *Assessment/Evaluation*
  - 1. Reports/Posters on countries/empires at the onset of WWI

## **Lesson Two: Archduke is Assassinated and War Soon Begins**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will understand causes of WWI.
  2. Lesson Content
    - a. Archduke Ferdinand of Austria-Hungary is assassinated
    - b. World War I begins
  3. Skill Objectives
    - a. Students will use geography tools to collect, analyze, and interpret data. (Texas Essential Knowledge and Skills: 7.8)
    - b. Students will apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. (Texas Essential Knowledge and Skills: 7.21)
    - c. Standards from National Center for History in the Schools: Standards in Historical Thinking
  4. Chronological Thinking
  5. Historical Comprehension
  6. Analysis and Interpretation
- B. *Materials*
1. Clare, John D., Ed., *First World War*, pp. 8-9.
  2. Snyder, Louis L. *World War I*, pp. 1-7
  3. Copy of visual organizer for each student.
  4. Ross, Stewart, *The Origins of the World War I*, pp. 52-23
  5. Long jump ropes or string; paper and markers for signs
- C. *Key Vocabulary*
1. Central Powers- Germany and its allies during World War I
  2. Balkans-The territory on the peninsula between the Black Sea and the Adriatic Sea
  3. assassination-killing a person in government
  4. archduke-a high level official of the Austria-Hungarian Empire
  5. kaiser-the German emperor's title
- D. *Procedures/Activities*
1. Where are you (your country/empire) on August 1, 1914? Review maps from yesterday.
  2. Read from Clare, *First World War* and lead a discussion about why Archduke Ferdinand's assassination sparked WWI.
  3. Read from Snyder, *World War I*.
  4. Using a visual organizer, as well as "The Causes", pp. 52-53, from Ross, *The Origins of World War I*, help students develop a web that shows the causes of the war and the alliances.
  5. Have students act out the complications of the alliances as follows: Divide the class into eight groups, plus 2 individual students. Assign identities to each group, give each group a sign that identifies them:
    - a. Serbians: Princip (and his associates) who assassinates Ferdinand (An Austrian-Hungarian-one student)
    - b. Austria-Hungarians: (Ferdinand is with them until he is killed) They hassle the Serbians
    - c. Russians: come to help the Serbians
    - d. Germans: come to help Austria-Hungary
    - e. France: comes help Russia
    - f. Great Britain: comes on behalf of Belgium
    - g. USA (one student) stands outside the group
  6. Teacher keeps a narrative going guide the chronology of the various parties joining the mix. As each group enters the situation "tie" them together with their prospective

allies with long jump rope or string. Follow this pattern: Serbia-Russia-France tied together; Austria-Hungary-Germany-Italy tied together; and the USA standing apart. Pulling on the ropes(strings) will simulate the tangle of alliances.

7. Add new vocabulary words to list.
  8. Return vocabulary words and add webs to WWI folders.
  9. Add to Timeline: 1913-1914
- E. *Assessment/Evaluation*
1. Check completed webs for accuracy.

### **Lesson Three: At the War: Two Sides at Once and the Battle of the Marne(1914)**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will understand the roles played by each of the war fronts.
    - b. Students will understand what happened at the Battle of the Marne
  2. Lesson Content
    - a. The Eastern Western Front and the Battle of the Marne (1914)
  3. Skill Objective
    - a. Students will use geography tools to collect, analyze, and interpret data. (Texas Essential Knowledge and Skills: 7.8)
    - b. Standards from National Center for History in the Schools: Standards in Historical Thinking
  4. Chronological Thinking
  5. Historical Comprehension
  6. Analysis and Interpretation
- B. *Materials*
1. Maps of central and western Europe, map pencils for each student
  2. Snyder, Louis L. *World War I*, pp. 7-15
  3. Clare, John D., Ed., *First World War*, pp. 8-9.
  4. Ross, Stewart, *War in the Trenches*, (Witness History Series), p. 6
  5. Winter, Jay & Baggett, Blaine, *The Great War and the Shaping of the 20th Century*, p.80, 85-87.
  6. "1914-18 Art of the First World War" (European) [On-line] Available URL: <http://www.art-ww1.com/> (the fighting men and the battlefield sections)
  7. "The Reliability of war poems activity" [On-line] Available URL: <http://www.schoolshistory.org.uk/reliabilityofwarpoems.htm>
  8. "Trenches on the Web" (The History Channel) [On-line] Available URL: <http://www.worldwar1.com/>
  9. "Propaganda Postcards of the Great War" [On-line] Available URL: <http://www.ww1-propaganda-cards.com/>
- C. *Key Vocabulary*
1. battalion-a unit of about 850 men
  2. flank
  3. stalemate-a situation where no side is able to gain an advantage
- D. *Procedures/Activities*
1. Read from Clare, *First World War*, "Sliding into War", pp.12-13. Discuss.
  2. Read from Clare, *First World War*, "First Moves", pp. 16-17.
  3. Read Snyder, Louis L. *World War I*, "The Taxicab Army at the Marne", pp 14-15
  4. Read Winter & Baggett, *The Great War*, p.80, bottom, a letter from a German at the Battle of the Marne and p.85, a quote from Philip Gibbs about the "bitter harvest on the

fields of the Marne." Show photo on pp. 85-87 of the battlefield. Discuss students' responses.

5. Pass out maps and have students label the Marne River.
6. Read from Clare, *First World War*, "The Eastern Front" pp. 18-19
7. Have students mark the Eastern Front (near the Russian border) on their maps.
8. Discuss with students why Russia ultimately stopped fighting (they were having their own civil war.) so now it intensifies along the Western Front.
9. Have students draw arrows showing the Western Front, representing the armies with 3 different colors. See p. 6, Ross, *War in the Trenches* for a model.
10. Tell students that by the end of 1914, war on the Western front had settled into a stalemate. It was very much like siege warfare from the eighteenth century.
11. Look at website: "1914-18 Art of the First World War" Available URL: <http://www.art-ww1.com/> "War Declared:" (the fighting men and the battlefield sections) to see artists' renditions of what the war was like.
12. Pass out copies of Dulce Et Decorum Est, by Wilfred Owen. Read it together and talk about it. Go online with students to aid in discussing the poem, online: "The Reliability of war poems activity" [On-line] Available URL: <http://www.schoolshistory.org.uk/reliabilityofwarpoems.htm>
13. Add to vocabulary list and put this and maps into WWI folders.
14. Add to Timeline: 1913-1914, especially European propaganda. See "Trenches on the Web" (The History Channel) [On-line] Available URL: <http://www.worldwar1.com/> and "Propaganda Postcards of the Great War" [On-line] Available URL: <http://www.ww1-propaganda-cards.com/>

E. *Assessment/Evaluation*

1. Check maps for accuracy

**Lesson Four: At the War: Trench Warfare** (at least 2 days)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will recognize the huge loss of life on both sides of the war.
  - b. Students will understand conditions for soldiers fighting in WWI
2. Lesson Content
  - a. War of attrition and scale of losses
  - b. Trenches
3. Skill Objective
  - a. Students will apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. (Texas Essential Knowledge and Skills: 7.21 )
  - b. Standards from National Center for History in the Schools: Standards in Historical Thinking
4. Chronological Thinking
5. Historical Comprehension
6. Analysis and Interpretation
7. Historical Research Capabilities
8. Historical Issues-Analysis and Decision-Making

B. *Materials*

1. Ross, Stewart, *War in the Trenches*, (Witness History Series)
2. Clare, John D., Ed., *First World War*, pp. 20-26; pp. 27-28
3. Snyder, Louis L. *World War I*, pp. 15-18
4. "Trenches on the Web" (The History Channel) [On-line] Available URL: <http://www.worldwar1.com/>

5. BBC News [On-line] Available URL: [http://news.bbc.co.uk/hi/english/special\\_report/1998/10/98/world\\_war\\_i/](http://news.bbc.co.uk/hi/english/special_report/1998/10/98/world_war_i/)
  6. "WWI photos" [On-line] Available URL: [http://www.ukans.edu/~kansite/ww\\_one/photos/greatwar.htm](http://www.ukans.edu/~kansite/ww_one/photos/greatwar.htm);
  7. "Trench Poetry" [On-line] Available URL: <http://info.ox.ac.uk/departments/humanities/rose/trench.html>
  8. "Songs from the Great War (First World War) [On-line] Available URL: [http://www.ishk.org/files/war\\_songs\\_9812.html](http://www.ishk.org/files/war_songs_9812.html)
  9. "1914-18 Art of the First World War" [On-line] Available URL: <http://www.art-ww1.com/> (Section on Suffering )
  10. Rob Ruggenberg, "Pictures and Paintings-The Great War". 1995 [On-line] Available URL: <http://home.iae.nl/users/robr/pictures.html>.
  11. Large cardboard box(es)
  12. Markers, paints
  13. Warfare sound effects; strobe light, chicken wire
  14. Video camera
- C. *Key Vocabulary*
1. atrocity-an act of barbarity
  3. attrition-weakening by continual assault
  4. barrage-a wave of artillery fire from many guns
  5. offensive-a major attack
  6. bayonet-a knife fixed to the end of a rifle
  7. bunker-a reinforced underground shelter
  8. infantry-soldiers on foot; called "Doughboys" because women made and sent them so many doughnuts, that they loved.
  9. no man's land-the land between two opposing lines of trenches
  10. boche-nickname for the German soldier; from the French caboche, meaning "hardhead"
  11. cootie-a body louse highly unpopular among World War I soldiers
  12. parapet-the low wall at the front of the trench
  13. sniper-a solitary marksman
  14. shell-a large missile fired from a gun, which explodes on impact
  15. shrapnel-fragments of an exploding shell or bomb
- D. *Procedures/Activities*
1. Read from Snyder, Louis L. **World War I**, pp. 15-18. Read from Clare, John D., Ed., *First World War*, pp. 20-26. Discuss
  2. Read from Clare, John D., Ed., *First World War*, pp. 27-28.
  3. Students go to website: "Trenches on the Web" (The History Channel) [On-line] Available URL: <http://www.worldwar1.com/> and BBC News [On-line] Available URL: [http://news.bbc.co.uk/hi/english/special\\_report/1998/10/98/world\\_war\\_i/](http://news.bbc.co.uk/hi/english/special_report/1998/10/98/world_war_i/). Students print out (or take notes on) information about casualties. Have them also read some of the "Letters Home" section. For photos, have them look at photos at "WWI photos" [On-line] Available URL [http://www.ukans.edu/~kansite/ww\\_one/photos/greatwar.htm](http://www.ukans.edu/~kansite/ww_one/photos/greatwar.htm); (Pictures can be used, if credited); also go to "1914-18 Art of the First World War" (European) [On-line] Available URL: <http://www.art-ww1.com/> (Section on Suffering)
  4. Create a trench using a large, long cardboard box or series of boxes. Students write on inside walls after the style of WWI poets (website: <http://info.ox.ac.uk/departments/humanities/rose/trench.html>) ; songs (website: [http://www.ishk.org/files/war\\_songs\\_9812.html](http://www.ishk.org/files/war_songs_9812.html); Rob Ruggenberg, "Pictures and Paintings-The Great War" : <http://home.iae.nl/users/robr/pictures.html>. and add representations of rats, roaches, and cooties

5. Students create a script about being in a trench as part of a particular American Division, e.g. "The Lone Star" division in France. Use Ross, Stewart, *War in the Trenches* as a guide for conditions in the trenches. Be sure they include the role of barbed wire, food, water conditions of lavatories, trench foot and other diseases. 2nd day) Students act out their script in the smelly trench, with sound effects and strobe light to simulate explosions.
  6. Add the vocabulary to list in folders
  7. Add to Timeline: 1914-1916
  8. Homework (1st day) Continue to refine your part in the script using the vocabulary words to enrich it.
- E. *Assessment/Evaluation*
1. Full participation in role play (Video tape for portfolio use.)

### **Lesson Five: At the War: Italy, The Middle East, and Africa**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will understand the roles played by each of the war fronts.
  2. Lesson Content
    - a. Gallipoli, Lawrence of Arabia; Fighting in Southern Europe
  3. Skill Objectives
    - a. Students will use geography tools to collect, analyze, and interpret data. (Texas Essential Knowledge and Skills: 7.8 )
    - b. Students will apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. (Texas Essential Knowledge and Skills: 7.21)
    - c. Standards from National Center for History in the Schools: Standards in Historical Thinking
  4. Chronological Thinking
  5. Historical Comprehension
  6. Analysis and Interpretation
  7. Historical Research Capabilities
- B. *Materials*
1. World War I: A First Book, Louis M. Snyder, pp. 43, 66-67
  2. First World War, Clare, John D., Ed., pp. 30-31
  3. Map of southern Europe; student maps from Lesson Three
  4. Map of Africa and the Middle East; maps of Africa and the Middle East for each student
  5. BBC News "Gallipoli"[On-line] Available URL: [http://news.bbc.co.uk/1/hi/english/special\\_report/1998/10/98/world\\_war\\_i](http://news.bbc.co.uk/1/hi/english/special_report/1998/10/98/world_war_i)
  6. "Battle At Gallipoli, 1915", first person account, [On-line] Available URL: <http://www.ibiscom.com/gallipoli.htm>
  7. Teaching with Movies. "Guide to Lawrence of Arabia" [On-line] Available URL: [www.teachwithmovies.org/guides/lawrence-of-arabia.html](http://www.teachwithmovies.org/guides/lawrence-of-arabia.html)
  8. Globe
  9. Encyclopedia
- C. *Key Vocabulary*
1. Dardanelles-The southern end of the sea passage from the Black Sea to the Mediterranean Sea.
  2. strategy-overall military plan
- D. *Procedures/Activities*
1. Read Snyder, World War I, p. 43, on Italy's role in World War I.
  2. Have students mark the Battle at Caporetto on the maps from Lesson Three.



3. Discussion: "Did this battle achieve anything?" The Allies come in 1918 and help make a victory at Vittorio-Veneto. Have students locate and label Vittorio-Veneto on their maps.
  4. What about the Ottoman Empire and Africa? Read from Clare, *First World War*, "The Widening War". Students take notes. Have students label the battle sites on their maps of Africa and the Middle East.
  5. Students go to website: BBC News "Gallipoli"[On-line] Available URL: [http://news.bbc.co.uk/hi/english/special\\_report/1998/10/98/world\\_war\\_i](http://news.bbc.co.uk/hi/english/special_report/1998/10/98/world_war_i) and "Battle At Gallipoli, 1915", first person account, [On-line] Available URL: <http://www.ibiscom.com/gallipoli.htm>. Discuss.
  6. Students write a report on T.E. Lawrence (Lawrence of Arabia), using note and Encyclopedia and website: Teaching with Movies. "Guide to Lawrence of Arabia" [On-line] Available URL: [www.teachwithmovies.org/guides/lawrence-of-arabia.html](http://www.teachwithmovies.org/guides/lawrence-of-arabia.html)
  7. Add vocabulary to lists in folders.
  8. Add to timeline: 1914-1916, including propaganda.
- E. *Assessment/Evaluation*
1. map work; report on Lawrence of Arabia

### **Lesson Six: United States Finally Enters the War**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will understand why and how the U.S. was involved.
  2. Lesson Content
    - a. U.S. neutrality ends; sinking of the Lusitania; "Make the world safe for democracy"
  3. Skill Objective(s)
    - a. Students will communicate in written, oral, and visual forms. (Texas Essential Knowledge and Skills: 7:22)
    - b. Standards from National Center for History in the Schools: Standards in Historical Thinking
  4. Chronological Thinking
  5. Historical Comprehension
  6. Analysis and Interpretation
  7. Historical Research Capabilities
  8. Historical Issues-Analysis and Decision-Making
- B. *Materials*
1. maps from Lesson one
  2. pink and purple map pencils
  3. *First World War*, Clare, John D., Ed., pp. 46-47; pp. 48-49
  4. *World War I*, Louis M. Snyder, pp. 38-42; pp.56-59.
  5. "Armory: U-Boats" Trenches on the Web: [On-line] Available URL: <http://www.worldwar1.com/arm012.htm>
  6. "1914-18 Art of the First World War" (European) [On-line] Available URL: <http://www.art-ww1.com/> (Total War: War on the Seas)
  7. The Provincial Museum of Alberta - Government History - "The Poster War Museum Exhibit. Available URL: <http://www.pma.edmonton.ab.ca/vexhibit/warpost/english/home.htm>
  8. *World War I*, Stewart, "Transport Vehicles. Confusing U-Boats", pp.26-28.
- C. *Key Vocabulary*
1. neutrality-not taking sides
  2. u-boats- German submarines

D. *Procedures/Activities*

1. Students use their maps from Lesson one to label and color pink the countries that joined the Allies after 1914. (See Appendix C)
2. Read from *First World War*, Clare, "The war at sea" pp. 46-47. Read from *World War I*, Louis M. Snyder, "German U-Boats: Sharks of the Sea" and "Sinking of the Lusitania", pp. 38-42. Go to website: "Armory: U-Boats" Trenches on the Web: [Online] Available URL: <http://www.worldwar1.com/arm012.htm>. Discuss. Look at "War on the Seas" under "Total War" on the website: <http://www.art-ww1.com/>
3. Read from *World War I*, Stewart, "Transport Vehicles-Confusing U-Boats", pp. 26-28.
4. Read from *First World War*, Clare, "Enter America", pp. 48-49
5. Read from *World War I*, Louis M. Snyder, pp. 56-59 about America entering the war. Tell students that in the spring of 1917, the U.S. Army had only 80,000 troops with fewer than 1500 machine guns, 500 light field guns, no tanks and no flamethrowers.
6. Students have an informal debate about whether or not to enter the war.
7. Students look at propaganda posters from U.S.A.  
Online: <http://www.pma.edmonton.ab.ca/vexhibit/warpost/english/home.htm>  
Discuss classifications:
  - a. Bandwagon: persuading people to do something by letting them know others are doing it.
  - b. Testimonial: using the words of a famous person to persuade.
  - c. Transfer: using the names or pictures of famous people, but not direct quotations.
  - d. Repetition: the product name is repeated at least four times.
  - e. Emotional words: words that will make people feel strongly about someone or something.
8. Add vocabulary to lists in folders.
9. Add to timeline: 1915-1917, including U.S. propaganda. Homework: Create a sample of propaganda to encourage men to join the fight.

E. *Assessment/Evaluation*

1. informal assessment of group participation

**Lesson Seven: War Machines**

A. *Daily Objectives*

1. Concept Objective
  - a. Students will understand the technological advances that were employed in WWI.
2. Lesson Content
  - a. New war technologies (for example, machine guns, tanks, airplanes, submarines)
3. Skill Objectives
  - a. Students will communicate in written, oral, and visual forms. Texas Essential Knowledge and Skills: 7:22
  - b. Students will use problem-solving and decision-making skills, working independently and with others in a variety of settings. Texas Essential Knowledge and Skills: 7.23
  - c. Standards from National Center for History in the Schools: Standards in Historical Thinking
4. Chronological Thinking
5. Historical Comprehension
6. Analysis and Interpretation
7. Historical Research Capabilities
8. Historical Issues-Analysis and Decision-Making

B. *Materials*

1. *First World War*, Clare, John D., Ed., pp. 44-45; pp. 46-47

2. *Flying Aces of World War I*, Gurney, Gene, , p. 109-110
  3. *World War I*, Louis M. Snyder, pp. 29-31; pp. 32-34; pp. 34-36; pp. 42-43; pp 46-47;
  4. Online: [www.worldwar1.com/arm](http://www.worldwar1.com/arm).
  5. Lawson, Don, *The United States in World War I*, p. 115.
  6. poster board, paper and drawing materials
  7. Teacher gathered pictures/photos of WWI technologies
  8. "WWI photos" [On-line] Available URL:  
[http://www.ukans.edu/~kansite/ww\\_one/photos/greatwar.htm](http://www.ukans.edu/~kansite/ww_one/photos/greatwar.htm)
  9. "The Red Baron" [On-line] Available URL:  
<http://www.briggsenterprises.com/bluemax/>
  10. "Gas Attack 1916" (first person account).[On-line] Available URL:  
<http://www.ibiscom.com/gas.htm>
  11. "1914-18 Art of the First World War" (European) [On-line] Available URL:  
<http://www.art-ww1.com/> (the age of artillery, war on the air, and industry )
- C. *Key Vocabulary*
1. zeppelin-a rigid-bodied, motor-powered, fueled by hydrogen, lighter-than-aircraft used by the Germans to drop bombs.
  2. mortar-a short-range muzzle-loading cannon. Shells fired from it have a high flight path
- D. *Procedures/Activities*
1. Zeppelins. From *First World War*, Clare, pp. 44-45, read and show picture of a zeppelin. Explain that it was invented by retired, Count Ferdinand von Zeppelin who had been a volunteer with the Union Army during the American Civil War. Read and show from *World War I*, Louis M. Snyder, "The Zeppelins are coming", pp. 34-36. In all, they dropped 5,806 bombs and killed 557 people.
  2. Tanks. Online: [www.worldwar1.com/arm](http://www.worldwar1.com/arm). Have students browse this site to familiarize themselves with different kinds of tanks. Include this in discussion: The British developed tanks adapting the idea from American farm tractors. They were called tanks because the real purpose was kept a secret while the workers were told they were building gasoline containers or fuel tanks.
  3. Machine guns. While at the website in number 2, assist students in finding different kinds of machine guns. Show picture of strategy against German machine gun nests. Lawson, Don, *The United States in World War I*, p. 115.
  4. Aviation. From *Flying Aces of World War I*, Gurney, read and show picture of German Gotcha bomber.
  5. Read from *First World War*, Clare, "The War in the Air" , pp. 42-43
  6. Read from *World War I*, Louis M. Snyder, "The Red Baron", pp.32-34
  7. Explain that parachutes were so heavy and cumbersome at this time, that only balloon men used them. The last six months of the war, the German pilots began to use a more compact version. Look at website about The Red Baron: "The Red Baron" [On-line] Available URL: <http://www.briggsenterprises.com/bluemax/>
  8. Students go to website: "Gas Attack 1916" (first person account) [On-line] Available URL: <http://www.ibiscom.com/gas.htm>
  9. Submarines-U Boats. Review from Lesson six.
  10. Look at website "1914-18 Art of the First World War" (European) [On-line] Available URL: <http://www.art-ww1.com/> (mechanical warfare, the age of artillery, war on the air and industry) Notice emotions, symbolism, and propaganda in representations in art of war machines: aviation, and the industry supporting the war.
  11. Divide into groups to make drawings of the technologies, using teacher's collection of books, pictures, etc., to be mounted on a poster:
    - a. zeppelin
    - b. tank

- c. machine gun
- d. German planes: Gotcha bombers
- e. British and American planes
- f. submarines (U-Boats)
- 12. Add vocabulary to lists in folders.
- 13. Add to timeline: 1915- 1917, include propaganda.
- 14. Homework: Write a report about one of the war technologies (see rubric and modified assignment, Appendix D)
- E. *Assessment/Evaluation*
  - 1. Reports on war technologies (to be put into WWI folders)

### **Lesson Eight: Armistice Day and The Treaty of Versailles**

- A. *Daily Objectives*
  - 1. Concept Objective
    - a. Students will understand the peace-seeking responses to the war
  - 2. Lesson Content
    - a. Armistice Day, November 11, 1918, abdication of Kaiser Wilhelm II; Treaty of Versailles
  - 3. Skill Objectives
    - a. Students will communicate in written, oral, and visual forms. Texas Essential Knowledge and Skills: 7:22
    - b. Students will use problem-solving and decision-making skills, working independently and with others in a variety of settings. Texas Essential Knowledge and Skills: 7.23
    - c. Standards from National Center for History in the Schools: Standards in Historical Thinking
  - 4. Chronological Thinking
  - 5. Historical Comprehension
  - 6. Analysis and Interpretation
  - 7. Historical Research Capabilities
  - 8. Historical Issues-Analysis and Decision-Making
- B. *Materials*
  - 1. *First World War*, Clare, John D., Ed., pp. 58-59; pp. 60-61
  - 2. Online: <http://detnews.com/history/veterans/veterans.htm>
- C. *Key Vocabulary*
  - 1. treaty-an agreement between nations
  - 2. armistice- a cease fire
- D. *Procedures/Activities*
  - 1. Read from *First World War*, Clare, John D., Ed., "Last Days", pp. 58-59;
  - 2. Students become familiar with the first Armistice Day online: <http://detnews.com/history/veterans/veterans.htm>. Discuss.
  - 3. Read from *First World War*, Clare, John D., Ed., "Versailles and After", pp. 60-61. Students plan a celebration for the First Armistice Day as if they were there. (Gather props, if needed at home tonight.) Tell and/or show it tomorrow.
- E. *Assessment/Evaluation*
  - 1. Informal evaluation of individual participation in discussion.

### **Lesson Nine: Woodrow Wilson and the League of Nations**

- A. *Daily Objectives*
  - 1. Concept Objective
    - a. Students will understand the peace-seeking responses to the war

2. Lesson Content
    - a. Woodrow Wilson's 14 Points, League of Nations, concept of collective security
  3. Skill Objective
    - a. Students will apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. (Texas Essential Knowledge and Skills: 7.21)
    - b. Students will communicate in written, oral, and visual forms. (Texas Essential Knowledge and Skills: 7.22)
    - c. Standards from National Center for History in the Schools: Standards in Historical Thinking
  4. Chronological Thinking
  5. Historical Comprehension
  6. Analysis and Interpretation
  7. Historical Research Capabilities
  8. Historical Issues-Analysis and Decision-Making
- B. *Materials*
1. *World War I*, Louis M. Snyder, pp. 72-.73
  2. poster board and art materials
  3. Online game on League of Nations  
[www.rjtarr.freemove.co.uk/Miscellaneous/hotpots/gcse/league/league20.htm](http://www.rjtarr.freemove.co.uk/Miscellaneous/hotpots/gcse/league/league20.htm)
  4. Copy of "In Flanders Fields", by John McCrae and The Learning Network Inc "Lesson plan on In Flanders Fields" [On-line] Available URL:  
<http://www.teachervision.com/lesson-plans/lesson-3244.html>. 2001
- C. *Key Vocabulary*
1. League- a group for the same purpose
  2. Flanders- present day Netherlands
  3. futile-having no useful result
- D. *Procedures/Activities*
1. Students carry out their celebrations for the first Armistice Day from yesterday.
  2. Read from *World War I*, Snyder, "The Fourteen Points and the Secret Treaties" pp. 72-73
  3. Make posters (see Appendix F) of Wilson's 14 points and discuss
  4. Students play League of Nations interactive game (from British point of view)  
[www.rjtarr.freemove.co.uk/Miscellaneous/hotpots/gcse/league/league20.htm](http://www.rjtarr.freemove.co.uk/Miscellaneous/hotpots/gcse/league/league20.htm)
  5. Read *In Flanders Fields*, by John McCrae. Use lesson plan from The Learning Network Inc "Lesson plan on In Flanders Fields" [On-line] Available URL:  
<http://www.teachervision.com/lesson-plans/lesson-3244.html>. 2001
  6. Add vocabulary to lists in folders
  7. Add to timeline: 1918-1919
- Homework: Create a speech (see Appendix F for rubric) for or against Wilson's idea for a League of Nations. Alternate assignment for students with limited abilities: Draw pictures of fields of poppies.
- E. *Assessment/Evaluation*
1. Completed WWI folders (see Appendix G for checklist)

## VI. CULMINATING ACTIVITY (at least 3 days)

- A. Read with note cards, or recite your speech about Wilson's ideas for a League of Nations.
- B. Scrapbooks of American families from World War I. Have students create a small scrapbook of pictures, letters, maps, propaganda that might have been saved by a family during the war. (See Appendix H for rubric.)
- C. Test on unit, having used World War I folders as review to study.

## VII. HANDOUTS/STUDENT WORKSHEETS

- A. Map Exercise
- B. Rubric for report on country/empire and modified rubric
- C. Map Exercise: Countries joining the war after 1914
- D. Rubric for report or letter about WWI technology & modified rubric
- E. Rubric for poster of Wilson's Fourteen Points
- F. Rubric for speech for or against League of Nations
- G. Checklist for World War I Folder
- H. Rubric for Scrapbook
- I. Interdisciplinary Additions to the Unit

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## APPENDIX A

Map Exercise: Scoring: Total of 5 points possible: Keeping the noise down, Coloring as directed, Labeling as directed and correctly, Proper Heading, Cooperating with your group

Title your map: "The World before World War I" Using the map provided, mark and color as outlined below:

Locate and label the Allies and Associates in WWI. Color all the countries in this group yellow.

Britain (England, Scotland, & Wales) and the rest of its empire in 1914; and label London, England; Dublin, Ireland; Glasgow, Scotland and Edinburgh, Scotland; Ulster, Northern Ireland, Belfast, Northern Ireland

France and its colonies in 1914; Paris, Lyon, Marseilles; Corsica

Russian empire

Be sure to mark colonies in Africa

Locate and label the Central Powers in WWI. Color them light brown.

Austria-Hungary and label Vienna, Budapest

Germany and its colonies; and label Berlin, Bonn, Hamburg, Munich; Ruhr Valley

Bulgaria

Locate and label these countries that came to the Allies after the beginning of World War I.

Color them orange.

Italy including Sardinia and Sicily; and label Milan, Rome, Venice, Florence, Vatican City

Japan

United States of America

Locate and label the neutral countries in WWI. Color them green.

Switzerland

Sweden and label Stockholm

Spain and label Madrid

Denmark and label Copenhagen

Norway and label Oslo

Netherlands and label Amsterdam, Rotterdam, The Hague

Finland and label Helsinki

Belgium and label Brussels

Locate and label these bodies of water. Color them blue.

Atlantic Ocean

Irish Sea

North Sea

English Channel

Bay of Biscay

Strait of Dover

Seine River

Rhone River

Locate and mark with a mountain symbol, and label:

Alps

Mont Blanc

Apennines

Himalayas

## **APPENDIX B**

### **Rubric for Report on a Country/Empire Involved in World War I**

Using the country or empire you were assigned, please follow these instructions to complete your report. Go to the web site: [www.spartacus.schoolnet.co.uk/A1FWW.htm](http://www.spartacus.schoolnet.co.uk/A1FWW.htm). You may also use any resources we have available.

Note: If your country is the U.S.A. you will receive assistance and will not use the web site above.

Use your best handwriting or type your answers to these questions on another piece of paper. Use complete sentences to answer the questions.

1. Complete the map exercise.

In 1913:

2. Your geographical location

Who are your neighbors to the north, south, east, and west?

If you have colonies or possessions, who are their neighbors to the north, south, east, and west?

Was your country ever a part of the old Roman Empire?

3. What is (are) the main religion(s) in your country?

4. Your military strength

How many soldiers in your army?

How big is your navy?

What wars have you been involved with in the last 50 years?

What "secret weapons" or advances in technology do you have?

5. Treaties and alliances

What treaties or ententes have you entered into?

Why would it have been difficult to think well of your alliance partner(s) before now?

Were you involved in the 1st and 2nd Balkan war? If so, how?

6. What is your position (action) on August 1, 1914?

7. Your government

Who is the leader?

What type of government is it?

8. Make a small rendition of your country's flag and affix it to your report.

Scoring: 100 points total is possible

75 points possible for answering all the questions

10 points possible for using complete sentences

5 points possible for correct and complete heading on paper

10 points for inclusion of map activity

## **APPENDIX B, continued**

(Modified Rubric)

Using the country or empire you were assigned, please follow these instructions to complete your report. Go to the web site: [www.spartacusschoolnet.co.uk/A1FWW.htm](http://www.spartacusschoolnet.co.uk/A1FWW.htm). You may use any resources we have available. If your country is the U.S.A. you will receive assistance and will not use the web site above.

Use your best handwriting or type your answers to these questions on other paper. Use complete sentences to answer the questions.

1. Complete the map exercise.

2. Make a poster :

[TITLE] (name of your country) \_\_\_\_\_ in 1913:

Put the following items on your poster:

- a. the map you did in the map exercise
- b. a drawing of a leader of your country
- c. a picture of the flag of your country

## **APPENDIX C**

Map exercise

Use the map from lesson one.

Label these countries that joined the Allies after 1914 and color them pink.

United States  
Brazil  
China

Label and color these countries that joined the Central Powers after 1914 and color them purple.

Ottoman Empire (Turkey) and label the Dardenelles, Gallipoli

5 points possible

1 point for correctly labeling

1 point for correctly coloring

1 point for correct heading on paper

1 map is completed on time and turned in

1 working together quietly

## APPENDIX D

Write a report on or letter about a World War I Technology, depending on if you have Internet access or not.

If you have access to the Internet, research one of the following World War I technologies and write a report. Make sure that you are looking at WWI versions of these items.

Start with this web site: Trenches on the Web: <http://www.worldwar1.com/arm012.htm>

- a. zeppelin
- b. tank
- c. machine gun
- d. German planes
- e. British and American planes
- f. submarines (U-Boats)
- g. poison gas attacks

Scoring:

10 points possible

Proper heading (2 points possible)

Include at least 3 facts about the technology (3 points possible)

Include one interesting story of at least 3 paragraphs about the use of this technology (2 points possible)

Write down the web addresses you used (2 points possible)

Include an illustration of the technology (1 point possible)

If you do NOT have Internet access, write a letter to your family back home (you are at the Western Front fighting in the "Lone Star" Thirty-Sixth Division in France) about how one of these technologies is affecting you and your fellow soldiers.

Scoring:

10 points possible

Proper letter form: Date, Salutation, Body, Complimentary Close (2 points possible)

Include one interesting section about how this is affecting you. (2 points possible)

Include what your life is like in the trenches. (3 points possible)

Write all this into at least 3 paragraphs (2 points possible)

Include an illustration of the technology (1 point possible)



## **APPENDIX E**

Create a poster to represent Wilson's Fourteen Points in words and pictures.

See p. 73 in Snyder, *World War I*

Scoring: Total of 5 points possible  
Include all 14 points (1 point possible)  
Write neatly (1 point possible)  
Work together quietly (1 point possible)  
Everyone in group participates (1 point possible)  
Completed on time (1 point possible)

## **APPENDIX F**

### **Persuasive Speech Rubric**

Where Do You Stand? Put Yourself Back in America at the time President Wilson is promoting the idea of a League of Nations. Are you for or against the League of Nations?  
Create a speech for or against Wilson's ideas for a League of Nations.

Scoring:  
Total points possible: 4

Worth 4 points

I have taken a clear stand on an issue and I fully support it with appropriate personal or factual information.  
I have chosen numerous specific details, illustrations, and quotations that more than adequately support my stand.  
I have an organization that helps to logically develop my argument and does not stray off-topic.  
I understand the type of audience I am writing for and I use  
Language and arguments that they will understand.  
I make good language choices to help influence the listeners to agree with me.

Worth 3 points

I have taken a clear stand and I give it some support.  
The information is presented clearly.  
I have chosen enough specific details to support my stand.  
I have an organization that is logical but it strays a little.  
I understand the type of audience I am writing for.  
I make some good language choices to help influence the listeners to agree with me.

Worth 2 points

I have taken a stand but I may not have made my position very clear.  
I tried to support it with some details but I may not have done a very good job.  
The details may not be the best ones I could have chosen or they might not even support my stand.  
There are some details but they are too general or may not really help to explain my position.  
I tried to have an organization but I did not do a good job with it and it tends to jump around.  
I tried to understand the audience I was writing for.

I did not use good language choices to help influence the listeners to agree with me.

Worth 1 point

- ù I saw the prompt and I tried to respond to it. I did not take a stand on the issue.
- ù I presented some information but it still is not clear how I stand on the issue.
- ù I have little or no details.
- ù I have no real organization.
- ù I did not try to write for the audience.
- ù I did not use any language choices to help influence the listeners to agree with me.

## APPENDIX G

### Checklist for World War I Folders

- vocabulary list
- report on 1914
- web of causes
- map of the war fronts
- sample of propaganda
- report on war technology or letter to aviator
- copy of speech about League of Nations

### Modified checklist for World War I Folders

- vocabulary list
- report on 1914
- web of causes
- map of the war fronts
- sample of propaganda
- report on war technology or letter to aviator
- drawings of poppies

## APPENDIX H

### Rubric for scrapbook

Please imagine that you had a family member who fought in World War I. Did your Doughboy come home or was he killed? You have been saving mementos about the war and now you are making a scrapbook to preserve some of those memories.

1. Design a cover for your scrapbook. Think about the artwork we have been looking at during our learning about World War I, to inspire you.
2. Contents of your scrapbook
  - a. a photograph or a picture from a magazine to simulate the family member before or during the war
  - b. a drawing or photo of his uniform
  - c. a map of where your family member was fighting
  - d. a "newspaper clipping" of a battle your family member participated in
  - e. a letter written to you by the family member

- f. if your family member died in World War I, include a representation of his grave marker including the wording. If your family member came home, include a picture of him in a hero's parade
- g. a drawing or picture, and a written description of what your life was like, at home, during the war. You can do this in the form of a diary page or two. Look at "Hezzie Goes to War, World War I Through the Eyes of a Mid-Missourian". Available URL:  
<http://coas.missouri.edu/anthromuseum/patrickwwi/>

Scoring: Total of 10 possible points

5 points possible for including all the items requested

3 points possible for neatness

1 point possible for your name and date on the scrapbook

1 point possible for making your scrapbook cover complete and creative

## APPENDIX J

Interdisciplinary Additions to the Unit

### EXTENSIONS

- In math: graph the statistics found in researching the countries and websites  
 Use the website: <http://www.spartacus.schoolnet.co.uk/FWWstatistics.htm>;  
 Do graphs, Venn diagrams to compare losses by different countries.  
 Flow casualty data, for example, into software that will formulate the data in a circle graph, bar graph, etc.  
 Rank from least to greatest and make a poster of the financial cost of WWI. Use website:  
<http://www.spartacus.schoolnet.co.uk/FWWcosts.htm> for data.
- In language arts: You Are a Newspaper Reporter online lesson [On-line] Available URL:  
<http://www.spartacus.schoolnet.co.uk/A2FWW.htm>  
 Diary or Journal of daily life in a trench  
 In Language Arts or Technology class: Ask students to produce a computer slide show of the accomplishments of the Allied Air Aces.  
 In History /Social Studies or Language Arts assign reports about Research reports and/or one person plays on  
 Women's Roles in World War I  
 General Pershing  
 President Wilson  
 African Americans in World War I (Start with this website: National Archives and Records Administration: THE CONSTITUTION COMMUNITY: Photographs of the 369th Infantry and African Americans during World War I [On-line] Available URL:  
<http://www.nara.gov/education/cc/369th.html>

*The Call of the Wild*, Jack London is in the 7th grade Sequence and may be studied before or after the unit on World War I. London was a journalist and wrote much predictive and editorial copy about the Great War. This may be found at [www.worldwar1.com/sflondon.htm](http://www.worldwar1.com/sflondon.htm).

There are many historical fiction titles for young readers on World War I topics.



Extra for Lesson on "Dulce Et Decorum Est" see website: "The Reliability of war poems activity" [On-line] Available URL:<http://www.schoolshistory.org.uk/reliabilityofwarpoems.htm>. Click on link to Wilfred Owen Association site. Use this to teach lesson that includes Core Knowledge Sequence Content: Poetry: Dulce Et Decorum Est, Wilfred Owen; sonnet, stanza, rhyme; Literary term: irony

For more poetry lessons about WWI see "War Poems: Using Primary evidence [On-line] Available URL: <http://www.schoolshistory.org.uk/warpoem.htm>

Do the lesson plan for comparing propaganda from WWI and today. The Learning Network Inc. "Lesson plan on Propaganda WWI and Today" [On-line] Available URL: <http://www.teachervision.com/lesson-plans/lesson-6095.html>. 2001

3. In art

Do appreciation, critiques, and production of different types of WWI art

Posters of the Great War website:

<http://www.pma.edmonton.ab.ca/vexhibit/warpost/english/home.htm>

Design a postcard from the front (see Trenches on the Web "Trenches on the Web" (The History Channel) [On-line] Available URL: <http://www.worldwar1.com/> (German postcards)

War Artists: <http://www.spartacus.schoolnet.co.uk/FWWart.htm>

4. In music

Trenches on the Web: [On-line] Available URL: <http://www.worldwar1.com/arm012.htm> (Media room)

Learn and perform songs of WWI

Bibliography of Books of Songs from WWI: <http://historicaltextarchive.com/ww1/songs.html>

[http://www.ishk.org/files/war\\_songs\\_9812.html](http://www.ishk.org/files/war_songs_9812.html)

5. State history should be integrated into the unit where it fits in the unit.