

Title What's so Great about the Great War?
Lesson Author Stephanie Hammer
Key Words total war, war aims, propaganda, casualty, Versailles Treaty
Grade Level 6, 7
Time Allotted 2- 60-minute classes

Lesson Overview	Students will examine primary source documents for evidence that indicates the historical significance of World War I. Students will examine documents to determine the importance of the war to the people at the time, how deeply people's lives were affected by the war, and how the war contributes to an understanding of life following the war.
Guiding Question(s)	What do primary sources reveal about importance of World War I? What was the importance of the war to people at the time? How deeply were people's lives affected by the war? How does the war contribute to your understanding of life following the war? What's so Great about the Great War?

Learning Objectives

Students will be able to

- Examine primary source documents and draw conclusions about the historical significance of World War I by completing an analysis chart.
- Support their conclusions by identifying evidence of historical significance found in the primary source documents.
- Construct closely reasoned argument about the significance of World War I by writing a persuasive essay about the historical significance of World War I.

Standards of Learning

Virginia Standards of Learning –

- USII.1 The student will demonstrate skills for historical analysis, including the ability to
- a) Analyze and interpret primary source documents to increase understanding of events and life in United States history from 1865 to the present;
 - b) Make connections between past and the present.
- US II.5 The student will demonstrate knowledge of the changing role of the United States From the late nineteenth century through World War I by
- c) Explaining the reasons for the United States involvement in World War I and its international leadership role at the conclusion of the war.

OAH Historical Skills Taught

Historical Analysis and Interpretation:

Students will use historical analysis and interpretation of primary source documents to determine:

- The importance of World War I to the people at the time.
- How deeply World War I affected people's lives.
- An understanding of life following World War I.

Assessment Tool(s)

1. Students will document their group work with the Historical Analysis Chart.
2. Students will write a summary that explains the historical significance of World War I.

Materials/Resources

1. World War I Primary Source Document Packet
2. Historical Analysis Chart Historical Analysis Chart
3. Historical Analysis power point presentation
4. Memorials Around the World pdf (Optional)
5. World War I Memorial Proposal Rubric (Optional)

Modifications/Extensions

1. For students that struggle with higher-level conceptual learning, the teacher may direct the historical analysis lesson by direct teaching Lesson Two. The teacher may choose to print the primary sources for student use as the lesson is conducted or the sources may be projected on a screen to allow the whole class to discuss the documents at one time.
2. In order to limit the length of the lesson, the analysis for how World War I contributes to an understanding of life following the war is limited to an analysis of the Treaty of Versailles impact on Germany. To extend the analysis of World War I, students can explore connections between World War I and the Bolshevik Revolution that led to the creation of the Soviet Union and then the problems that resulted from the Cold War. A fourth component of historical significance that can be explored is the creation of the Arab States following World War and how that continues to impact present-day life.
3. The United States does not have a national memorial commemorating World War I. Share the War Memorials pdf with students as examples of World War I memorials around the world. Conduct a design contest for a World War I memorial that demonstrates the significance of World War I. A rubric for a written proposal for a memorial is attached if desired to use.

Instructional Procedures/Process

This lesson consists of two parts. The first part uses a direct teaching format, with sample documents, to instruct students on how to analyze primary source documents. In the second part the students analyze selected World War I primary source documents as a small group.

Day 1: Present the Historical Analysis power point presentation and have students complete Section 1 of the Historical Analysis chart.

Day 2: Complete Sections 2 and 3 of the Historical Analysis chart and write the Analysis Summary.

Teacher Notes

- Print one copy of the Historical Analysis Chart for each student and one set of the Primary Source Document packets for each group prior to class.
- Divide students into groups of 3-4 students.
- In a 90-minute class, students can complete the entire Historical Analysis chart. The teacher may assign the Analysis Summary as homework or plan to work on it in class the next day.

Day 1

1. Class Opener: Using a Think-Pair-Share format, instruct the students to consider why certain historical events are included in popular culture such as literature, movies, and video games.
2. Divide the class into small groups. Hand out a Primary Source Document packet to each group and a copy of the Historical Analysis Chart to each student. Allow about five minutes for students to preview the resources.

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3. Present the Historical Analysis power point.
 - The power point will explain the analysis terminology used in the activity and will direct students to analyze sample documents together as a whole class.
 - Directions and talking points are included in the Notes section of the power point.
 - The sample documents in the power point are not found in the resource packet.
 - The power point has three areas of focus.
 - o The first section uses one sample document to complete all of the questions from Section 1 of the historical analysis chart.
 - o The second section uses a second sample document to answer the analysis question from Sections 2 and 3 of the historical analysis chart. Both of these sections provide sample answers to help the students see how to answer the questions.
 - o The third section, using a third sample document, is designed to allow the teacher to walk the students through an analysis of a document while they formulate the answers to the questions. This is best achieved by analyzing the document together as a whole class so that students can “see” the historical thinking behind the analysis.
 - Students should read and complete the sample chart when directed to do so in the power point.
4. Instruct students to work together as a team to complete the Historical Analysis Chart by using the World War I Primary Source Documents packet.
 - Source Title: Each document is labeled with a title for ease of referencing. The title may be an original title from the source or one that was created to identify the source when the original source did not contain a title.
 - Summarize: Students should summarize the main ideas presented in the document.
 - Infer: Students should use information presented in the document and what they know about World War I to draw conclusions and explain what the source suggests about World War I.
 - Analyze: The question associated with the analysis column changes for each of the sections of the resource packet. The goal is for students to use historical significance criteria to analyze the impact of the war. Students will explore how the war was important to people at the time, how deeply they were affected by the war, and how the source contributes to an understanding of life following the war.
 - Evidence: Students should quote (when text is available) or identify what is seen in an image to support inferences and analysis.
5. Monitor the class to check for understanding of the documents and expectations for completing the Historical Analysis Chart.
6. Closure for Day 1: On an exit slip, direct each group to write (3) examples that show how the war was important to people at the time.

Day 2

1. Begin class by directing (3) students to share one document from the previous day with the class. Students should explain how the document shows what was important about the war to people at the time.
2. Assign small groups to complete Sections 2 and 3 of the Historical Analysis Chart.
3. Monitor the class to check for understanding of the documents and expectations for completing the Historical Analysis Chart.

Lesson Closure / Assessment (Begin the proposal in class and assign as homework for completion.)

- Guide the class in a discussion of the Historical Analysis Chart guiding questions. Direct students to support their answers with evidence from documents.
 - o What was the importance of the war to people at the time?
 - o How deeply were people’s lives affected by the war?
 - o How does the war contribute to your understanding of life following the war?
- Discuss with students the lack of a national monument to World War I in the United States. Use the War Memorials power point as a starting point for the discussion.
- Write a proposal for a monument that answers the question: **What’s so great about the Great War?** Students should use answers to the guiding questions as topics for the summary. To support the analysis, students should use the documents as evidence for their conclusions. Provide students with the War Memorials Proposal rubric.

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What's so Great about the Great War?
Historical Analysis Chart

Directions: Closely read/observe the primary source documents. Use the information read and your observations to answer the questions listed in each section by recording answers in the boxes provided in the chart.

Sample Documents

	Source Title	<u>Summarize:</u> What does the source tell us?	<u>Infer:</u> What does the source suggest about the war?	<u>Analyze:</u> What does the source suggest about the importance of the war to people at the time?	What <u>evidence</u> in the document supports your analysis?
A.	From the Battlefields of France	• The American army is fighting for Americans • The army needs civilian support	• The German army is strong • It's a total war and will require everyone's support	We must win the war to preserve our democratic ideals	"the high ideals for which America stands may endure upon the earth"

	<u>Analyze:</u> What does the source suggest about how deeply people's lives were affected by the war?		<u>Analyze:</u> How does the source contribute to your understanding of life following the war?
B.		C.	

	Source Title	<u>Summarize:</u> What does the source tell us?	<u>Infer:</u> What does the source suggest about the war?	<u>Analyze:</u> What does the source suggest about the importance of the war to people at the time?	What <u>evidence</u> in the document supports your analysis?
D.	Windsor Castle				

Section 1: What was the importance of the war to people at the time?

	Source Title	<u>Summarize:</u> What does the source tell us?	<u>Infer:</u> What does the source suggest about the war?	<u>Analyze:</u> What does the source suggest about the importance of the war to people at the time?	What <u>evidence</u> in the document supports your analysis?
1.					
2.					
3.					
4.					
5.					
6.					

Section 2: How deeply were people's lives affected by the war?

	Source Title	<u>Summarize:</u> What does the source tell us?	<u>Infer:</u> What does the source suggest about the war?	<u>Analyze:</u> What does the source suggest about how deeply people's lives were affected by the war?	What <u>evidence</u> in the document supports your analysis?
7.					
8.					
9.					
10					
11					

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Section 3: How does the war contribute to your understanding of life following the war?

	Source Title	<u>Summarize:</u> What does the source tell us?	<u>Infer:</u> What does the source suggest about the war?	<u>Analyze:</u> How does the source contribute to your understanding of life following the war?	What <u>evidence</u> in the document supports your analysis?
12.					
13.					
14.					
15.					
16.					

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Criteria	4 Advanced	3 Proficient	2 Basic	1 Not present
Proposal	Presents a compelling and original proposal	States a clear proposal	Unclear Proposal	Proposal is absent
Evidence to Support Proposal	Convincingly supports proposal with convincing document-based evidence and compelling prior knowledge	Supports proposal document based evidence and prior knowledge	Supports proposal with limited evidence	Evidence not present
Historical Accuracy	Information historically correct	Limited historical inaccuracies	Several historical inaccuracies	Historical facts incorrect
Organization	Structure is skillfully organized	Structure is organized	Structure is underdeveloped	Structure not evident
Sentence Fluency	Innovative sentence structure enhances proposal	Sentence structure conveys meaning	Limited sentence structure	Sentences are incomplete
Grammar and Mechanics	Shows creativity with conventions to enhance meaning	Uses grade appropriate conventions	Occasional errors	Excessive errors
Design	Design is unique and conveys meaning of the proposal	Design conveys meaning of the proposal	Design doesn't match proposal	Design not present