

Lesson Plan: How Was Our Community Effected by the First World War and how can we remember that?

This lesson was developed by Shane Gower (Social Studies/History teacher, Maranacook Community High School, Readfield, ME, 2015-16) in partnership with Maine Historical Society and a Teaching with Primary Sources grant from the Library of Congress

edited by Kathleen Neumann, Maine Historical Society

Objectives

- Students will be able to use historical argument or interpretation as a foundational frame.
- Students will be able to analyze and question historical sources and texts.
- Students will be able to analyze primary and secondary sources to support claims.
- Students will be able to take a position in response to a controversial question.

Essential Questions: *How was our community effected by the First World War and how can we remember that?*

Materials

computers/tablets with internet access – will need to access Library of Congress (<https://www.loc.gov>) and Maine Memory Network (www.mainememory.net)

pens/pencils

writing paper

Essential Resources

1. Maine Memory Network- Best resource for Maine community images in the past and you can filter by World War One.

<https://www.mainememory.net/>

2. American Battle Monuments Commission- You can use this to find a soldier from your community who was killed in World War One and buried in one of the ABMC cemeteries in Europe. They also have several WW1 interactives and videos. When you are ready, you can contact the cemetery where the Local Fallen Hero you have selected is buried and they will gladly send you a photo of the grave and any information about the soldier they may have.

<http://abmc.gov/>

3. Ancestry.com- you can get this for free to use in your school. You will need to speak with the Librarian or Media person in your school and get it set up before

you want to use it. It took me two weeks to get this set up! But once its in place you can get census records and other records for your Local Fallen Hero.

<http://ancestryk12.com/family-history-in-the-classroom/>

4. Documenting Maine's World War One Memorials- USM project with examples and the story behind WW1 memorials from around the state. Great for helping students have examples of memorial design.

<https://usm.maine.edu/usmdh/documenting-maines-world-war-i-memorials>

5. Library of Congress- Resource that has many things in its

collection to help teachers and students. This is used for the Propaganda posters activity and the American Memory timeline can also help with the slide show.

<https://www.loc.gov/>

Timeframe

Will vary depending on length of class period, class size, etc.; 4 days/class periods recommended

Procedure

Day 1

Pre-Assessment- T/F on WW1, and how our community was effected by the war in 1915-1920 (Student Handout C)

Introduction

1. Introduce the idea that students will learn how to be “Historical Detectives” by investigating issues related to our historical question. They will prepare for the case (by understanding the question and background information), investigate the case (by reading historical sources and thinking about evidence), and write a final judgment (by organizing evidence and writing to share their findings with others)
2. Introduce the background: How Was Our Community Effected by the First World War and how can we remember that? What makes this question controversial? Why should we care? What was happening at the time?

Background Information

1. Watch part of The Great War series on YouTube: The USA Before Joining World War 1:THE GREAT WAR – Special.
(<https://www.youtube.com/watch?v=57JKPEryvXQ>)
 - a. Discuss: What was happening in the US before the War?
 - b. Turn and talk: How does our community compare to other parts of the US? Do you think it was similar or different from what you saw in the video and why?
2. Review and distribute handout E. Explain to students that they will be analyzing propaganda posters from the War. Use the Library of Congress website with WW1 propaganda posters.
(<https://www.loc.gov/collections/world-war-i-posters/>)

Once on the page, use the find the poster titled “Remember! The flag of liberty--Support it! Buy U.S. government bonds, 3rd Liberty Loan”. Either print or project this poster for students to look at. Together as a class look at student handout E and discuss possible answers, modeling the process that students will follow. Once finished, tell students they are now going to do the same thing for a different poster and write down their responses in small groups of 3-4 students. Break them into groups and assign each group a different poster. (There are many on the website to choose from). When each group has finished, ask them to show the poster they were assigned and report their responses.

Debrief with the whole class. Was propaganda in WW1 effective? Would it be effective today? Why or why not?

3. Review and distribute handout A with list of relevant events. Divide students into groups of 3-4. Distribute handout B WW1 Events. Ask each group to cut out the events from handout A and tape them into the correct box in handout B. Then have each group decide if each event was a cause or an effect of the World War One. Circle the events they think are causes, underline the events they think are effects (or highlight causes one color and effects a different color). Share with the class. Discuss what makes the event a cause or an effect? (For a lower challenge, include dates with the events)

Day 2

Introduction

1. Warmup: Ask students, what was the Historical Question we posed last class? Why is that question controversial?

2. Give students basic information from the ABMC Cemetery website about the Local Fallen Hero you have selected (choose someone in advance who lived nearby). Contact the cemetery in advance and ask them to send you a photo of the Fallen Hero's grave. Project this image or print for students to examine. What questions do you have about this soldier? Brainstorm questions and identify "reasonable" questions that research might uncover.

3. Watch part of The Epic History series on YouTube: Epic History: World War One 1918 (<https://www.youtube.com/watch?v=zapbLqZUwrA>)
 - a. Turn and talk: How did the war come to an end? Who won? Who lost?

4. Read the article about the effect of the war: The Global Effect of World War I (<https://www.gilderlehrman.org/history-by-era/world-war-i/resources/global-effect-world-war-i>). Write a 4 sentence summary afterward.

5. Go through the World War One interactive. (http://abmc.gov/sites/default/files/interactive/interactive_files/WW1/index.html) Focus on the events of 1917, 1918, and the post war years. Class discussion: How were Americans changed by the war?

Day 3

Introduction

1. Warmup: Ask students- Show students images of the memorial part of the cemetery where your Local Fallen Hero is buried. Why

do you think the designers included these things? Why do we create memorials?

2. Introduce the Slide Show assignment (Student Handout F).
(NOTE: The assignment includes access to a portaportal and Guest Name. Feel free to create your own portaportal especially with resources unique to your community and the Local Fallen Hero you have selected. However, I have included some resources in this lesson plan that are essential.)

3. Go through the Maine Memory Network site with students so they can see how it is used and what kinds of images it contains.

4. Go through the ABMC website with students so they can see how to use it, and where to find the information about the Local Fallen Hero you have selected.

5. Give time to work on the Slide Show assignment.

Day 4

1. Post Assessment (Student Handout D)
2. Share slide shows!

Student Handouts

Student Handout A- List of relevant events related to World War One

- New technology and investment in industry propels the US into the status of a major world power.
- German spies explode Ammunitions in New Jersey known as the “Black Tom Explosion”.
- US involvement in the Battle of the Argonne Forest, results in victory for the allies and an end to the stalemate of Trench warfare.
- Federal Farm Loan Act increases credit to rural farmers in the US.
- Many US citizens reject immigration and are hostile toward new immigrants.
- Cease Fire is signed at 11 am on November 11
- President Wilson’s Declaration of Neutrality
- The Selective Service Act- Men between the ages of 21 and 31 must register to be possibly drafted into the Army.
- Many African Americans move to Northern cities as job opportunities open up to them for the first time.
- Zimmerman Telegram encouraging a Mexican invasion of the US intercepted
- US increases trade with Great Britain
- Poison Gas is used against US troops for the first time
- Wilson announces the US is pursuing a “Peace without Victory” with his 14 Points.
- Union membership and the number of strikes by unionized workers are on the rise.

- National War Labor Board is created and establishes higher wages and eight-hour workdays as well as recognizing the right of workers to unionize.
- Creel Committee creates propaganda to recruit soldiers and support for the war.
- Sinking of the *Lusitania* by German U-Boats
- The 19th Amendment to the Constitution is ratified giving women the right to vote.

Student Handout B- WW1 Events chart

World War One Events (part 1)

US Before World War One (1913-1917)	US in World War One (1917-1918)

World War One Events (part 2)

US Homefront During World War One (1917-1918)	US After World War One (1918-1920)

Possible Answer Key

World War One Events (part 1)

US Before World War One (1913-1917)	US in World War One (1917-1918)
<ul style="list-style-type: none">• Sinking of the <i>Lusitania</i> by German U-Boats (May 1915)• Zimmerman Telegram encouraging a Mexican invasion of the US intercepted (February 1917)• German spies explode Ammunitions in New Jersey known as the “Black Tom Explosion”. (July 1916)• Federal Farm Loan Act increases credit to rural farmers in the US. (1916)• President Wilson’s Declaration of Neutrality (August, 1914)• US increases trade with Great Britain (1915)	<ul style="list-style-type: none">• The Selective Service Act- Men between the ages of 21 and 31 must register to be possibly drafted into the Army. (June 1917)• Poison Gas is used against US troops for the first time (1918)• Wilson announces the US is pursuing a “Peace without Victory” with his 14 Points. (1917)• US involvement in the Battle of the Argonne Forest, results in victory for the allies and an end to the stalemate of Trench warfare. (1918)• Cease Fire is signed at 11 am on November 11 (1918)

World War One Events (part 2)

US Homefront During World War One (1917-1918)	US After World War One (1918-1920)
<ul style="list-style-type: none"> • National War Labor Board is created and establishes higher wages and eight-hour workdays as well as recognizing the right of workers to unionize. (1917) • Creel Committee creates propaganda to recruit soldiers and support for the war. (1917) • Many African Americans move to Northern cities as job opportunities open up to them for the first time. (1918) 	<ul style="list-style-type: none"> • The 19th Amendment to the Constitution is ratified giving women the right to vote. (1920) • Union membership and the number of strikes by unionized workers are on the rise. (1919) • Many US citizens reject immigration and are hostile toward new immigrants. (1920) • New technology and investment in industry propels the US into the status of a major world power. (1919)

Student handout C- Pre-Assessment

Name _____

Pre-Assessment: The Impact of WW1 in our community

Instructions: For each statement below, respond with a "T" for True and a "F" for False.

1. _____ Many in society encouraged women to work in traditionally male jobs during the War for the first time.
2. _____ No one from Maine was killed in WW1.
3. _____ American farm production increased to help feed Europe because of the war.
4. _____ There are thousands of Americans killed in the war and buried in France.
5. _____ The United States maintains one cemetery for all soldiers killed during World War One located in the US.
6. _____ President Wilson justified US involvement in WW1 by promising everyone land in Europe.
7. _____ Most Americans fought in the war to avoid prison.
8. _____ US soldiers were fighting in France for close to four years when the armistice was signed.
9. _____ World War One had very little impact on the people of Maine.
10. _____ Alleged atrocities committed by Germany were exaggerated and used as propaganda to recruit American soldiers.
11. _____ African Americans were banned from fighting in World War One.
12. _____ One cause of the US entering the War was the sinking of the passenger ship the Lusitania.

13. _____ The American people were asked by the Government to sacrifice food and other resources to support the war.
14. _____ Poison gas was used in war for the first time in World War One.
15. _____ Most Americans had electricity and telephone service in their homes when the war started.
16. _____ The US economy was dominated by industry before the war started.
17. _____ There are no memorials to World War One in the US.
18. _____ When the war ended, the US was considered a “world power”.
19. _____ Many school children tended gardens and donated from them to support the war.
20. _____ When the war was over, the US had fulfilled its original mission in going to war.

Student handout D- Post-Assessment

Name _____

Post-Assessment: The Impact of WW1 in our community

Instructions: For each statement below, respond with a "T" for True and a "F" for False.

1. _____ Many in society encouraged women to work in traditionally male jobs during the War for the first time.
2. _____ No one from Maine was killed in WW1.
3. _____ American farm production increased to help feed Europe because of the war.
4. _____ There are thousands of Americans killed in the war and buried in France.
5. _____ The United States maintains one cemetery for all soldiers killed during World War One located in the US.
6. _____ President Wilson justified US involvement in WW1 by promising everyone land in Europe.
7. _____ Most Americans fought in the war to avoid prison.
8. _____ US soldiers were fighting in France for close to four years when the armistice was signed.
9. _____ World War One had very little impact on the people of Maine.
10. _____ Alleged atrocities committed by Germany were exaggerated and used as propaganda to recruit American soldiers.
11. _____ African Americans were banned from fighting in World War One.
12. _____ One cause of the US entering the War was the sinking of the passenger ship the Lusitania.

13. _____ The American people were asked by the Government to sacrifice food and other resources to support the war.
14. _____ Poison gas was used in war for the first time in World War One.
15. _____ Most Americans had electricity and telephone service in their homes when the war started.
16. _____ The US economy was dominated by industry before the war started.
17. _____ There are no memorials to World War One in the US.
18. _____ When the war ended, the US was considered a “world power”.
19. _____ Many school children tended gardens and donated from them to support the war.
20. _____ When the war was over, the US had fulfilled its original mission in going to war.

Answer Key: The Impact of WW1 in our community

Instructions: For each statement below, respond with a "T" for True and a "F" for False.

1. T Many in society encouraged women to work in traditionally male jobs during the War for the first time.
2. F No one from Maine was killed in WW1.
3. T American farm production increased to help feed Europe because of the war.
4. T There are thousands of Americans killed in the war and buried in France.
5. F The United States maintains one cemetery for all soldiers killed during World War One located in the US.
6. F President Wilson justified US involvement in WW1 by promising everyone land in Europe.
7. F Most Americans fought in the war to avoid prison.
8. F US soldiers were fighting in France for close to four years when the armistice was signed.
9. F World War One had very little impact on the people of Maine.
10. T Alleged atrocities committed by Germany were exaggerated and used as propaganda to recruit American soldiers.
11. F African Americans were banned from fighting in World War One.
12. T One cause of the US entering the War was the sinking of the passenger ship the Lusitania.

13. T The American people were asked by the Government to sacrifice food and other resources to support the war.
14. T Poison gas was used in war for the first time in World War One.
15. F Most Americans had electricity and telephone service in their homes when the war started.
16. F The US economy was dominated by industry before the war started.
17. F There are no memorials to World War One in the US.
18. T When the war ended, the US was considered a “world power”.
19. T Many school children tended gardens and donated from them to support the war.
20. F When the war was over, the US had fulfilled its original mission in going to war. (answers vary, I would accept either and use it for discussion purposes, but the best argument here is probably “F”)

World War One Propaganda Poster Analysis

1. Define propaganda:
2. What is the title or caption of the poster you were assigned?
3. Who is the intended audience of the poster and how did you know?
4. What symbols, key words, or well known images are used in the poster?
5. What is the emotion conveyed by the poster?
6. What is the message or purpose of the poster?

7. What exaggerations or lies are told in the poster?

8. Do you think this poster was effective? Why or why not?

Commemorating World War One in our Community

Directions: Create a slides show about World War One that includes the requirements and demonstrates an understanding of how World War One affected our community and how we might remembers its effects.

Slide Show requirements:

1. Define our community
2. Explain characteristics of what our community was like around the years 1915-1920 (social, environmental, economic, political)
3. Tell what you learned about our Local Fallen Hero
4. Explain what happened in our community during the War years related to the War
5. Make a claim about how the War effected our community
6. Use sources to defend your claim
7. Design (on paper or electronically) some sort of memorial that will commemorate how the war affected our community. Be sure to include things in your design that express how the war affected our community. (If on paper, take a picture of your design to include in the slide show)
8. Bibliography- List all sources in MLA format (including images)
9. Images that enhance your slide show and are authentic to the War, our community, or the US during the War
10. At least one link to a video that is connected to your slide show in some way

For resources go here:

<http://www.portaportal.com/>

Under guest access type in this under Guest Name: MR.Gower

PS- If you can't find information about Maine during this period, you can assume other parts of the US are very similar. So use that information!

World War One Slide Show Standards Rubric

	Exceeds 4	Meets 3	Partially Meets 2	Does not Meet 1
CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Criteria for a 3 is met and, the differences between the information from the sources is analyzed in a sophisticated way.	Slide Show includes a Bibliography with at least 5 (at least one primary) and includes analysis of the sources.	Slide show either does not include a primary source, less than 5 total sources, or is devoid of source analysis.	One or no sources are used.
CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	Criteria for a 3 is met and, slide show uses sources to analyze the community in a sophisticated way.	Sources in Bibliography are connected closely to the content of the slide show and includes images, text, and a video link.	Sources do not represent diverse formats or media OR the sources are not connected to showing how the community was changed.	Two or less sources are used.
D2.His.1.9-12.Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts	Criteria for a 3 is met and, evaluation of the impact of the war is innovative and sophisticated.	Slide show accurately reflects what our community was like from 1915-1920 including the impact of the War and this impact is evaluated.	Slide show does not discuss the war, or the connection between the war and our community is confusing or missing.	No attempt made to evaluate historical events.
D2.His.2.9-12.Analyze change and continuity in historical eras.	Criteria for a 3 is met and, analysis of change over time is sophisticated.	Slide shows analyzes how our community has changed over time.	Slide show has limited analysis of how our community has changed, OR no analysis just information.	Information is not connected to the historical time period.

World War One Requirements Rubric

	Exceeds 4	Meets 3	Partially Meets 2	Does not Meet 1
Community is defined	Criteria of a 3 is met and, definition is well supported.	Community is defined.	Community definition is unclear.	No attempt to define our community.
Our community in 1915-1920	Criteria of a 3 is met and, includes multiple examples for each of the 4 areas.	Contains accurate information about our community for each of the following areas: social, environmental, political, and economic	Contains accurate information about our community for 3 or less of the following areas: social, environmental, political, and economic	Information is inaccurate or is not about our community in any of the following areas: social, environmental, political, and economic
War's impact	Criteria of a 3 is met and, Claim is well supported.	Claim is made about how the War affected our Community.	Partial claim is made.	No claim is made.
Images	Criteria of a 3 is met and, there are many images from the WW1 time period.	Includes multiple images that enhance the slide show and are connected to our community and/or WW1.	Only a few images, or contains images that are not connected to our community and/or WW1.	Contains no images.
Video link	Criteria of a 3 is met and, video link requires critical thinking.	Contains a video link that enhances the slide show and is connected to our community and/or WW1.	Video link is not connected well to WW1 or the community.	No video link.
Local Fallen Hero	Criteria of a 3 is met and, a primary source is used.	Accurate information about Local Fallen Hero is included.	Very little information about Local Fallen Hero, or its inaccurate.	Local Fallen Hero is not included.

	Exceeds 4	Meets 3	Partially Meets 2	Does not Meet 1
Memorial Design	Criteria of a 3 is met and, design includes artistic or architectural concepts.	A design for a possible memorial is included and is easy to understand.	Design is messy, nonsensical, or difficult to understand	No design is included.
The Memorial's meaning	Criteria of a 3 is met and, explanation is sophisticated.	Explanation of how the Memorial designed shows how our community was affected by the War.	Explanation is unclear or the connection to how our community has changed is unclear.	No explanation of the Memorial's meaning.
Neat and aesthetically pleasing	Criteria of a 3 is met and, includes other embellishments like slide transitions or sound effects.	Slide show includes appropriate images, graphics, etc. that make it aesthetically pleasing.	Some images are used.	Slide show has too few images, or is messy.
Mechanics	Criteria of a 3 is met and, all errors are fixed.	Slide show has been proofread for errors.	A few minor typos exist.	Multiple errors take away from the slide show.

Maine Learning Results:

Grade Level: 6-8; Content Area: Social Studies: HISTORY (A1c, A1d, A2a, A2b, B3a, B3b, E1a, E1b)

Grade Level: 9-D; Content Area: Social Studies: HISTORY (A1b, A1d, A1e, A2b, B3a, B3b, E1a, E1b)

Common Core Standards:

Grade 5: READING INFORMATIONAL TEXT (CCSS.ELA-Literacy.RI.5.6)

Grade 5: WRITING (CCSS.ELA-Literacy.W.5.1.a)

Grades 11-12: HISTORY/SOCIAL STUDIES (CCSS.ELA-Literacy.RH.11-12.1, CCSS.ELA-Literacy.RH.11-12.2, CCSS.ELA-Literacy.RH.11-12.6)

College, Career, and Civic Life Framework:

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.

D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.