

Lesson Plan #6
World War I WebQuest

Subject: Social Studies

Grade Level: 7-11

Classroom description: Approximately 25 students of various genders and abilities

Topic: World War I forever changed the face of warfare. New technology yielded millions of casualties. The conditions in the trenches created untold hardships on the men who had to endure them. People on the home front were subjected to shortages and hardships as the emergence of Total War infiltrated all aspects of their life.

Amount of Time Allowed for Lesson: Two 40 minutes classes (*Note: students should already have been introduced to World War I prior completing this activity)

New York State Learning Standard(s): 1-United States History, 2-World History, 3-Geography, 4-Economics

National Educational Technology Standards: 1-Creativity and Innovation, 2-Communication and Collaboration, 3-Research and Information Fluency, 4-Critical Thinking, Problem Solving, and Decision Making

Objective: The purpose of this lesson is to introduce the students to the hardships both on the front lines and at home during World War I.

- Students will be able to summarize the causes, events, and effects of WWI
- The students will be able to describe the new technology of weaponry
- The students will be able to summarize hardships on the home front felt through total war
- The students will be able to explain the development of trench warfare

Materials: Computer Lab, Internet, WebQuest Handouts, White Board/Markers, extra pencils

Anticipatory Set: The students will walk into the classroom and see a short primary source video depicting scenes of trench warfare on the projector screen. The video can be accessed by clicking on the following link:

http://www.dailymotion.com/video/x4ttgw_ww1-hell-in-the-trenches_people

The teacher will ask the students to share their feelings on the photographs. A class discussion on the will follow and the teacher will lead the class into the day's topic.

Introduction: The teacher will begin the lesson by having the students break into groups of four. The students will each select one of the four roles: Trench Warfare, The Homefront, New Weapons Technology, and Propaganda. The students will then begin the WebQuest. The teacher may use the Monroe Fordham Regional History Center to conduct personal research on World

War I. Click on the following link to discover what sources concerning World War I are available at the center. http://www.monroefordham.org/collection_index.html

Procedure: The students will be using the Internet to view Web sites devoted to World War I. They will answer questions on the accompanying sheet after they view the primary sources, photographs, and information concerning World War I.

1. Have the students start the WebQuest by reading the Introduction, Task, and Process.
-The students should explore the Web sites provided on their Role pages. The students should take notes as they conduct their research.

The teacher will walk around the room keeping the students on task and trouble-shooting any potential problems.

2. Once the students have had ample time to explore the different Web sites, they should complete their WebQuest sheets according to the Evaluation Rubric to receive maximum credit. The students should complete their WebQuest Information Packets for homework.

3. The teacher will allow the students to meet with their groups during the next class meeting. The students will then complete their WebQuest Group Sheets.

Web site name(s) and address(es):

http://www.dailymotion.com/video/x4ttgw_ww1-hell-in-the-trenches_people

http://www.monroefordham.org/collection_index.html

*See Role lists for individual role Web sites

Integration of computer technology: Technology will be integrated by student discover utilizing the Web sites listed their World War I WebQuest roles.

Special accommodation(s) for at-risk, special education, gifted: Extended time allotted per individual student IEP. Gifted students may wish to further their research by viewing the following site to view primary source footage of actual World War I battles:

http://www.youtube.com/watch?v=kZPiaSYmj_4

Assessment: Students will be assessed based upon their participation in the classroom activity and discussion. Students will be assessed based upon the completion of the WebQuest Role Representation Sheets and Group worksheet with an emphasis on the following criteria:

Individual Portion of the Project

-Research Notes

-Structure

-Role Representation Sheet

-Bibliography

-Final Analysis

Group Portion of the Project

-Completed by all members of the group

Closure: The teacher will end the lesson by saying, “Today we discovered what life was like for soldiers fighting on the front lines and people living on the home front during World War I. We looked at primary sources of soldiers, new technology, and propaganda during World War I. I want you to think about why trench warfare failed, how propaganda is used, and the impact of the high number of casualties had on the world today.” This lesson is a two-day lesson.

Transition to next lesson: The teacher will prepare for a smooth transition to the next lesson by creating a “teachable moment” that includes the opportunity for the students to engage in a discussion concerning their research. The students will be invited to share their findings via a classroom discussion.

Extensions/homework: The students will complete their Individual Role Packets for homework.

Lesson Plan References:

Cover Page Photograph: Encyclopedia Britannica Online

<http://cache.eb.com/eb/image?id=65944&rendTypeId=4>

Introduction Page Photograph: Mysteries Unsolved Blogspot

<http://todaysseniorsnetwork.com/World%20War%20II%20soldiers%20training.jpg>

Task Page Photograph: Paul Hageman & Jerry Kosanovich’s Propaganda Postcards

<http://www.ww1-propaganda-cards.com/home1.JPG>

Conclusion Page Photograph: Cynical-C Blog

<http://www.cynical-c.com/archives/bloggraphics/trench3.jpg>

Teachers Page Photograph: The Journal of American History

http://www.historycooperative.org/journals/jah/89.3/images/sklaroff_fig5_b.jpg

Evaluation Page Photograph: Oracle ThinkQuest

http://library.thinkquest.org/C005121/data/Germany_files/image007.jpg

World War I: Trenches, Technology & Total War

A WebQuest for 10th Grade Social Studies

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Introduction

Advances made during World War I brought many new and frightening experiences to people all over the world. Feelings of Nationalism pushed countries into conflict, however, once begun, the war quickly led to life-changing effects, not only on those who fought in it, but also those who worried for their country's soldiers.

In this WebQuest, you will discover the answer to the following questions:

What was life like for soldiers during World War I?

How did life change for those living on the Home Front during World War I?

What new advances technology changed how war was fought? And, what were the ramifications of this new technology?



The Task

What were people exposed to during World War I? What kind of changes took place and how did they affect the war? How was this war different from previous wars? You will analyze a series of Web sites containing information on the various types of changes made during this time.

You must carefully research your role. You must decide whether or not the war was worth the physical, economic and emotional prices paid by the countries involved.

Each team member will research one of the following roles:

- **Trench Warfare**
- **New Weapons Technology**
- **The Home Front**
- **Propaganda**

When you are finished, you will meet to discuss your research and then choose which role your group thinks had the largest impact on the war.



The Process

Conditions during World War I were bleak. For the first time, not only did the soldiers suffer, but people living back home had hardships as well. When the war began, people enthusiastically supported it, however, by the time the war was under way, every side just wanted it to end. Using the Web sites provided, you will discover how World War I forever changed the way people think about war. Follow these steps to complete your quest...

Step 1: First, divide up the work! Each person in the group should have already been assigned a role. Your choices are: Trench Warfare, New Weapons Technology, the Home Front and Propaganda.

Step 2: Next, each person will spend time going to their individual role pages to gather research for their assigned role. When you begin your research, make sure you have paper to take notes on all the information you will find on the Internet sites I provide for you. Put your name on these papers and keep them because you will hand them in at the end as your "rough research copy." Make sure you write down the URL of all Web sites used! *Note: You may gather information from other sources as well, but please cite all work!*

Step 3: Once all of your group members have completed their research, you will meet to discuss your findings. Which condition contributed the most to the war's devastating effects? And, why? Important! You need to listen to each other and give everyone a chance to talk about their role. Hear each role and thoroughly discuss the pros and cons to each role before making a decision. If you disagree with each other, calmly discuss your side with your team mates, if you can't come to a decision, take a vote...majority rules! When you are finished, answer the questions on the Group

Project Sheet. Make sure all group members' names are on the sheet and it's completely filled out. Don't leave any blanks!

Step 4: Assemble your Individual Project Packets and hand in to me by the due date. This should include all of the following neatly stapled together...

Role Research Sheets: These are just the sheets of paper where you took notes when researching your role.

Role Representation Sheet: This sheet contains all of the information you found on your role. It also includes a picture, or pictures, of your assigned role. The pictures can be copied from a Web site, book, or can be hand drawn. Make sure you label all images!

Group Sheet: This sheet must be filled out by all group members. Don't leave any blanks!

Final Analysis: This part should be done individually and should not match your other group members' answers. Please note, answers of "I don't know" are unacceptable. You must think hard and answer all parts of this task for credit. If you lost your sheet, please answer the following questions on a separate piece of paper:

1. The war was a stalemate and didn't progress. Why do you think countries continued to fight instead of ending the war early?
2. Life in the trenches caused soldiers to feel a combination of boredom and terror. If you were in a trench, how would you combat these feelings?
3. If you lived through the war, which conditions would have bothered you the most? Why?
4. How would our current situation (lives) change if the war in Iraq were fought like World War I?

Bibliography: This sheet should list all of your sources. Make sure you cite at least three Web sites!

Trench Warfare

Description of Role 1: Trench Warfare

You have been assigned the role of Trench Warfare. While researching this role, consider the following: What was life like for soldiers in the trenches? What hardships did they face? What are some of the experiences they had? What was the purpose of the trenches?

Use these internet links to research your role:

WWI

http://www.historylearningsite.co.uk/world_war_one.htm

Dynamics of Trenches

<http://www3.eou.edu/hist06/TrenchWarfare.html>

Spartacus Educational

<http://www.spartacus.schoolnet.co.uk/FWWtrench.htm>

First World War

<http://www.firstworldwar.com/features/trenchlife.htm>

Trench Warfare

<http://www.oucs.ox.ac.uk/ltg/projects/jtap/rose/trenchw.html>

The Trenches

<http://www.historylearningsite.co.uk/trench.htm>

Trench Warfare Defined

<http://www.britannica.com/eb/article-9073295/trench-warfare>

The Trench Experience

<http://www.schoolhistory.co.uk/gcse/links/wars/firstwwlinks/trenchwarfare.html>

Intro to Trench Warfare

http://encarta.msn.com/encyclopedia_761585472/Trench_Warfare.html

Stalemate

http://www.pbs.org/greatwar/chapters/ch1_trench.html

New Weapons Technology

Description of Role 2: New Weapons Technology

You have been assigned the role of New Weapons Technology. While researching this role, consider the following: What types of new weapons were used for the first time? What damage did they inflict? What were the negative and positive effects of the weapons?

Use these internet links to research your role:

WWI

http://www.historylearningsite.co.uk/world_war_one.htm

Weapons of the First World War

<http://www.firstworldwar.com/weaponry/index.htm>

Detailed Description of Weapons

www.schoolhistory.co.uk/year9links/wwi/wwiweapons.pdf

New Technology

<http://www.historyonthenet.com/WW1/weapons.htm>

Spartacus Educational

<http://www.spartacus.schoolnet.co.uk/FWWweapons.htm>

New Weapons

<http://www.teacheroz.com/wwi.htm#weapons>

New Technology in Weaponry

<http://www.educyclopedia.be/education/worldwarlweapons.htm>

New Weapons of WWI

<http://www.socyberty.com/Military/Weapons-of-World-War-I.21591>

Weapons to Consider

<http://www.revision-notes.co.uk/revision/927.html>

Weapons Links

<http://www.wfa-usa.org/new/lcweap.htm>

The Home Front

Description of Role 3: The Home Front

You have been assigned the role of The Home Front. While researching this role, consider the following: What was life like for people on the Home Front? How did their lives change because of the war? How did these changes affect political, economic, and social institutions?

Use these internet links to research your role:

WWI

http://www.historylearningsite.co.uk/world_war_one.htm

Spartacus Educational

<http://www.spartacus.schoolnet.co.uk/FWWhome.htm>

Home Front

<http://members.aol.com/TeacherNet/WWI.html#Homefront>

Misery on the Home Front

<http://www.anzacday.org.au/history/ww1/homefront/>

Women on the Home Front

http://www.bbc.co.uk/history/british/britain_wwone/women_employment_01.shtml

Eating on the Home Front

<http://www.archives.state.al.us/teacher/ww1/lesson4/index.html>

Problems at Home

<http://freepages.military.rootsweb.com/~worldwarone/WWI/HomeFront/HomeFront.html>

On the Home Front

<http://memory.loc.gov/learn/features/homefront/index.html>

Memories of the Home Front

<http://memory.loc.gov/learn/features/homefront/resources.html>

Women Lead the Fight on the Home Front

http://womenshistory.about.com/od/warwwi/Women_and_World_War_I.htm

Propaganda

Description of Role 4: Propaganda

You have been assigned the role of Trench Warfare. While researching this role, consider the following: What was life like for child laborers in this profession during the Industrial Revolution? How and where did they live? What hardships did they face? What are some of the experiences they had? How did they dress, look, act, etc?

Use these internet links to research your role:

Propaganda's Role

http://www.historylearningsite.co.uk/propaganda_and_world_war_one.htm

WWI

http://www.historylearningsite.co.uk/world_war_one.htm

Propaganda

<http://www.firstworldwar.com/posters/index.htm>

Problems at Home

<http://freepages.military.rootsweb.com/~worldwarone/WWI/HomeFront/HomeFront.html>

On the Home Front

<http://memory.loc.gov/learn/features/homefront/index.html>

WWI & Propaganda

<http://warandgame.wordpress.com/2007/10/27/the-first-world-war-and-propaganda/>

Leaflets from Above

<http://www.psywar.org/leaflets.php>

Propaganda Posters

<http://www.royalalbertamuseum.ca/vexhibit/warpost/english/exhibit.htm>

Leaflets

<http://net.lib.byu.edu/~rdh7/wwi/1915/propleaf.html>

American Posters

<http://library.georgetown.edu/dept/speccoll/amposter.htm>

Evaluation

How do you think you did? You completed the WebQuest both individually and with your group members. The chart below will help you to calculate where your grade will come from:

SCORING RUBRIC

Follow the directions as noted in the "Task" and "Process" section of this WebQuest. You will be assessed based upon the following guidelines:

Individual Portion of the Project ...Point Value=75 pts

10 pts...Research Notes

- Contains a thorough with a written record of sites researched=10 pts
- Is a partial list of random research, is illegible in spots=5 pts
- Is missing or is totally illegible=0 pts

25 pts...Role Representation Sheet

- Contains information that fully answers all points in the task=25 pts
- Contains partial information, is inaccurate, leaves some blanks=15 pts
- Only completes one side (information or drawing)=5 pts
- Doesn't answer to the task or is incorrect=0 pts

15 pts...Final Analysis

- Thoroughly answers all questions posed.=10 pts
- Answers some parts, but not completely=5 pts
- Fails to answer questions, leaves blanks=0 pts

15 pts...Structure

- Includes spelling, grammar, neatness, design...
- Is neatly packaged, has no more than 5 spelling/grammar problems, shows evidence of effort through careful

design=10 pts

-Packaging is sloppy in areas, has no more than 10 spelling/grammar errors, design is flawed, but workable=5pts

-Packaging is sloppy, there are many spelling/grammar errors, design looks rushed or non-existent=0 pts

10 pts...Bibliography

-Includes at least 3 Web sites with name of Web site including full URL. Additional information should contain book name with page number, or magazine name with article and page numbers=10 pts

-Lists partial information, or doesn't use at least 3 sites=5 pts

-Fails to provide any citation information=0 pts

Group Portion of the Project...Point Value=25 pts

25 pts...World War I Group Sheet

-Is neatly and completely filled out, leaving no blanks=25 pts

-Is missing information, sloppy=15 pts

-Is sloppy, blank, or missing from final packet=0 pts

Please Note: Late projects will lose points for each day late!

Please see me if you have any questions!



Conclusion

Finished? Great job...You did it! You and your teammates have successfully decided upon your idea of the most devastating effects of World War I. Before handing in your final group project, please make sure your group has completed all of their work. The following should be handed in:

Individual Project Packets (See Process for guidelines)

There should be a total of four separate packets! Make sure your names are on each of the individual packets!

Industrial Revolution Group Sheet (See Process for guidelines)

Make sure everyone's name is on this sheet!

So, after researching World War I, how do you feel about warfare? It has been said that World War I was the “War to end all wars.” If that is so, then how come there are so many wars still raging today? Something to think about as your generation prepares to rule the world...



Teacher Page

Objectives

- Students will summarize the causes, events, and effects of World War I.
- Students will be able to describe the new technology of weaponry.
- Students will be able to summarize military events on the Western front.
- Students will be able to explain the development of trench warfare.

New York State Standards

1-United States History

- use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

2-World History

- use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

3-Geography

- use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

4-Economics

- use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

5-Civics, Citizenship and Government

- use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



Credits & References

Cover Page Photograph

Encyclopedia Britannica Online

<http://cache.eb.com/eb/image?id=65944&rendTypeld=4>

Introduction Page Photograph

Mysteries Unsolved Blogspot

<http://todaysseniorsnetwork.com/World%20War%20II%20soldiers%20training.jpg>

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Evaluation Page Photograph

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Name: _____ Period _____



World War I WebQuest

TRENCHES, TECHNOLOGY & TOTAL WAR



My Role

What I learned about people who experienced the hardships of my assigned role:

What was the purpose (or effects) of your assigned role?

How did your assigned role (or its effects) change people who lived during World War I?

How did your role change the war?

Some good things about my role:

Some bad things about my role:

Word War I WebQuest

*In the space provided below, attach or draw a picture of your assigned role.
Make sure you label the picture showing the specifics of your role.*

Word War I WebQuest

GROUP SHEET

Team Members

Trench Warfare _____

New Weapons Technology _____

The Home Front _____

Propaganda _____

.....

In your group's opinion, which one of the WW I roles had the greatest impact on the war?

Why did your group choose this role?

Describe some of the ways this role affected the mindsets of people:

Below, each group member should list something they found interesting about this role:

Trench Warfare _____

New Weapons Technology _____

The Home Front _____

Propaganda _____

Extra Credit! (5 points extra per person!)

World War I had two nicknames. "The War to End All Wars" is one...what is the other?
