

Thursday, January 11th, 2018

World War I Curriculum

Lesson 6: Out of the Trenches to Peace After War

Standards

CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.2.a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Objective

Students will be able to examine the toll of trench warfare on the soldiers of the Allied and Central Powers, the worldwide cost of total war as well as evaluate America's plan for peace after the war.

Engage

How will you capture the students interest? What questions should students ask themselves?

- I will examine the battlefields of Europe during the Great War including the Western and Eastern Fronts and No-Man's-Land.
- I will evaluate how soldiers adapted to the extreme physical, mental, and emotional conditions presented by trench warfare fighting.

- I will calculate the probability of being drafted into the U.S. Army in 1917/1918; mapping the distance traveled transporting the American Expeditionary Forces (AEF) to the European theater of war; analyze troop movements; graph American casualties in World War I; and classify, categorize, and describe the equipment American soldiers were issued and their accoutrements.
 - I will determine the impact of music in the World War I era by interpreting the lyrics of popular songs, identifying composer/artist nationality, and performing music from the era.
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Explore

Describe what kinds of hands-on/minds-on activities students will be doing

- Students will view a **Presentation** on the the arrival of the American Expeditionary Forces to Europe, the toll of trench warfare and total war fought by industrialized nations as well as President Woodrow Wilson's plan for peace after the Armistice on 11 November 1918 signing by the belligerent nations.
- **Activity 1: Life in the Trenches**
 - Directions: Daily life for soldiers during WWI was a grueling experience. Imagine that you are a soldier fighting in the trenches on the Western Front. Write a letter home describing the conditions in the trenches. Two pages or 500 words minimum.
- **Activity 2: Censoring the Soldier**
 - Directions: Complete the “Life in the Trenches: Soldiers Letters Home” writing activity, then working in groups of three (solider, editor, recipient) trade letters. Using removable paper strips or carefully cutting out sections of the text, censor any sensitive or identifying information contained in the letters in accordance with American Expeditionary Forces correspondence standards during the World War I era. Trade letters a second time and attempt to discern the contents and meaning of the original letter by filling in missing information with assumptions. Take turns comparing the original, edited, and interpreted versions of the letter with each participant.
- **Activity 3: Calculating War and Peace**
 - Directions: Run the numbers on the cost of total war by calculating the probability of being drafted into the U.S. Army in 1917/1918; mapping the distance traveled transporting the American Expeditionary Forces (AEF) to the European theater of war; analyzing troop movements; graphing American casualties in World War I; and classifying, categorizing, and describing the equipment/accoutrements American soldiers were issued for use in war.
- **Activity 4: Post Lesson Quiz**
 - Directions: Print copies of the quiz and distribute to students. Allow students 10 minutes to complete quiz then collect.

📎 WWI- Lesson 6, Activity 1- Letters Home.pdf

📎 WWI- Lesson 6, Activity 2- Censoring the Soldier.pdf

📎 WWI- Lesson 6, Activity 3- Calculating War & Peace.pdf

📎 WWI- Lesson 6, BONUS Activity- Rhythm & War Blues.pdf

📎 WWI- Lesson 6- Quiz.pdf

Explain

List higher order thinking questions that teachers will use to solicit student explanations and help them to justify their explanations.

- Question 1: What mental, physical, and emotional toll did daily life in the trenches and on the battlefield of the Western Front have on American Doughboys?
 - Question 2: Why did the Germany and it's allies eventually agree to surrender to the Allied Powers and sign the armistice officially ending war on 11 November 1918?
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Extend- The Military Lens

Describe how students will develop a more sophisticated understanding of the concept

- Students will evaluate medical advancements of the last 100 years by conducting historical research on the medical specialty of their choosing, then seek to predict future advances in that field.
- Students will view the Extension Activity: The Military Lens Presentation
- **Activity: Advances in Medicine**

📎 WWI- Lesson 6, Project- Advances in Medicine.pdf

Evaluate

How will students demonstrate that they have achieved the lesson objective?

- Students will submit [Activity 1: Life in the Trenches](#), [Activity 2: Censoring the Soldier](#), and [Activity 3: Calculating War and Peace](#) to their teacher for review.
- Students will complete [Activity 4: Post Lesson Quiz](#)

Homework

Students may view the PDF at home and complete the assigned activities.

Students may conduct a research project on the Flu Pandemic of 1918. <https://www.archives.gov/exhibits/influenza-epidemic/>

Accommodations & Modifications

- [Activity 1: Life in the Trenches](#)
 - *DIRECTIONS:* Daily life for soldiers during WWI was a grueling experience. Imagine that you are a soldier fighting in the trenches on the Western Front. Write a letter home describing the conditions in the trenches. Two pages or 500 words minimum.
 - *MODIFICATIONS:* After completing the letter students may conduct research on other ailments contracted by troops during trench warfare conditions in WWI and create a public service announcement poster using text and imagery designed to educate troops on how to prevent and treat illness, injury, and death while in the trenches.
 - *ACCOMMODATIONS:* Students may take turns reading soldier quotes and trench warfare information from the activity to the class. Working in pairs, students may discuss the information shared, then individually write their two-page letter home as if they were a soldier in WWI.
- [Activity 2: Censoring the Soldier](#)
 - *DIRECTIONS:* Complete the “Life in the Trenches: Soldiers Letters Home” writing activity, then working in groups of three (soldier, editor, recipient) trade letters. Using removable paper strips or carefully cutting out sections of the text, censor any sensitive or identifying information contained in the letters in accordance with American Expeditionary Forces correspondence standards during the World War I era. Trade letters a second time and attempt to discern the contents and meaning of the original letter by filling in missing information with assumptions. Take turns comparing the original, edited, and interpreted versions of the letter with each participant.
 - *MODIFICATIONS:* After completing the letter home have students create a second letter written in code to hide sensitive information in plain sight. Instruct students to create a code key that the letter recipient can use to decode information from the soldiers letter. Have students take turns decoding the letters with classmates.
 - *ACCOMMODATIONS:* Ask a student volunteer to project their letter home overhead (or have one student read the letter aloud as a second student transcribes the letter on the white/chalk board). Then, working as a class censor any sensitive information contained in the letter. Last, have students copy down the edited letter, filing it in with new information. Allow students to take turns reading their new letters aloud.
- [Activity 3: Calculating War and Peace](#)
 - *DIRECTIONS:* Run the numbers on the cost of total war by calculating the probability of being drafted into the U.S. Army in 1917/1918; mapping the distance traveled transporting the AEF; analyzing the financial cost of American participation in the war; graphing the casualties that the United States sustained in World War I and classifying, categorizing, and describing the equipment American soldiers were issued.
 - *MODIFICATIONS:* Account for 100 years of population growth and translate the draft probability numbers from 1917/1918 to 2017/2018. Research the size of the modern American Armed Forces (Army, Air Force, Coast Guard, Marines & Navy) Compare U.S. population numbers from 1917 and 2017 of active duty troops and military reservists to the broader civilian population.
 - *ACCOMMODATIONS:* Complete the activity as a class by asking for student volunteers to help solve problems on the white/chalkboard or overhead projector.
- [Activity 4: Post Lesson Quiz](#)
 - *DIRECTIONS* Print copies of the quiz and distribute to students. Allow students ten minutes to complete quiz then collect.
 - *MODIFICATIONS:* When finished with the quiz students may turn it over to the back side and complete a bonus activity of the teachers choosing. Examples: a 1–2 paragraph student reflection on what they would do if there was ever another draft implemented in the United States and who they believe would be considered draft eligible or draft exempt.
 - *ACCOMMODATIONS:* Allow students additional time to complete the quiz.

Reflections