



Social Studies

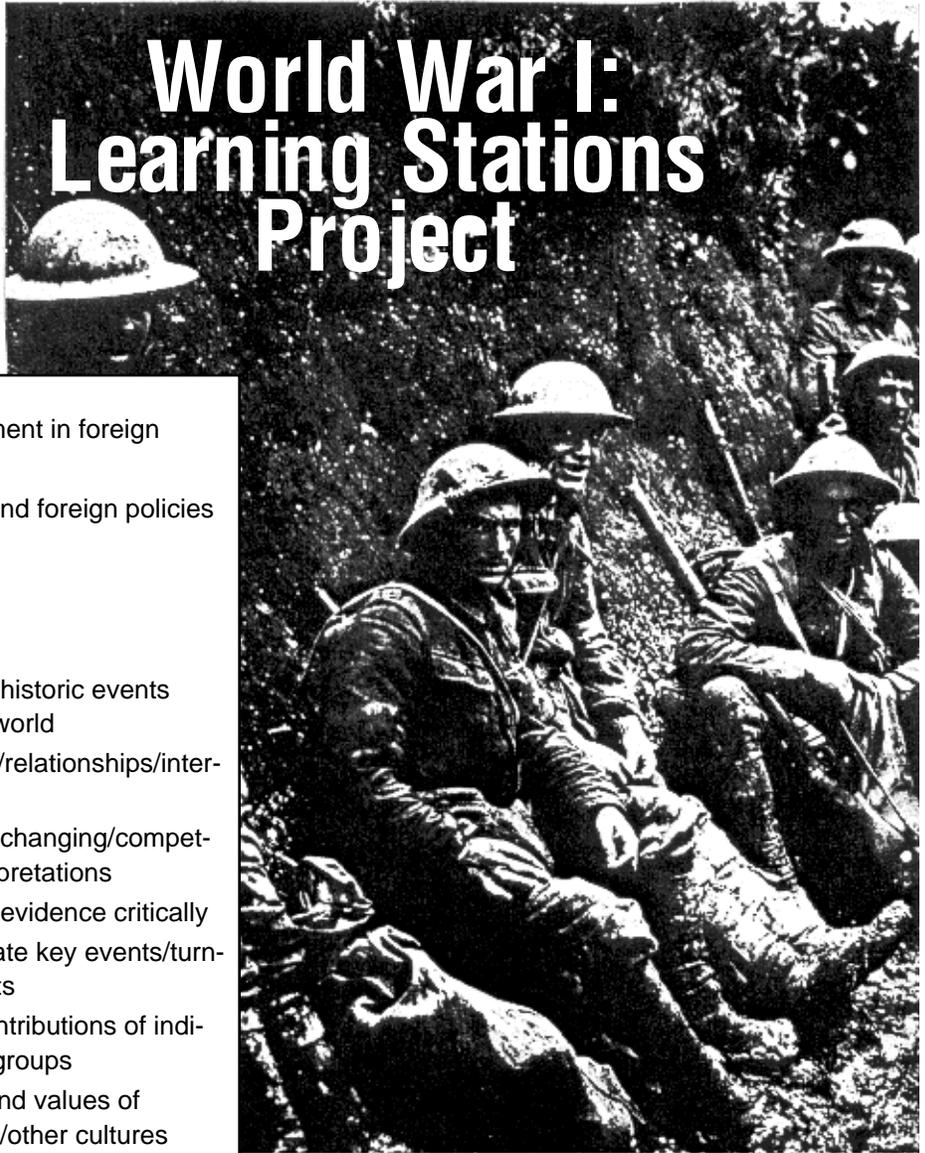
Resource Guide

PART II.6

World War I: Learning Stations Project.....2

Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

Standards & Performance Indicators



SS
1

- ▲ involvement in foreign affairs
- ▲ values and foreign policies

SS
2

- ▲ analyze historic events around world
- ▲ patterns/relationships/interactions
- ▲ analyze changing/competing interpretations
- ▲ analyze evidence critically
- ▲ investigate key events/turning points
- ▲ roles/contributions of individuals/groups
- ▲ norms and values of Western/other cultures
- ▲ identify historical problems
- ▲ interpret/analyze documents/artifacts

SS
3

- ▲ forces influence division and control of Earth's surface
- ▲ technological change affects people, places, and regions

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 **Grade 10**

NOTE: Students often ignore the power of smell when they "enter" the poster/placard.

The project is an interactive project format using historical maps, photos, data, and first person accounts of historical events, periods or social studies concepts. It was developed to help teach students World

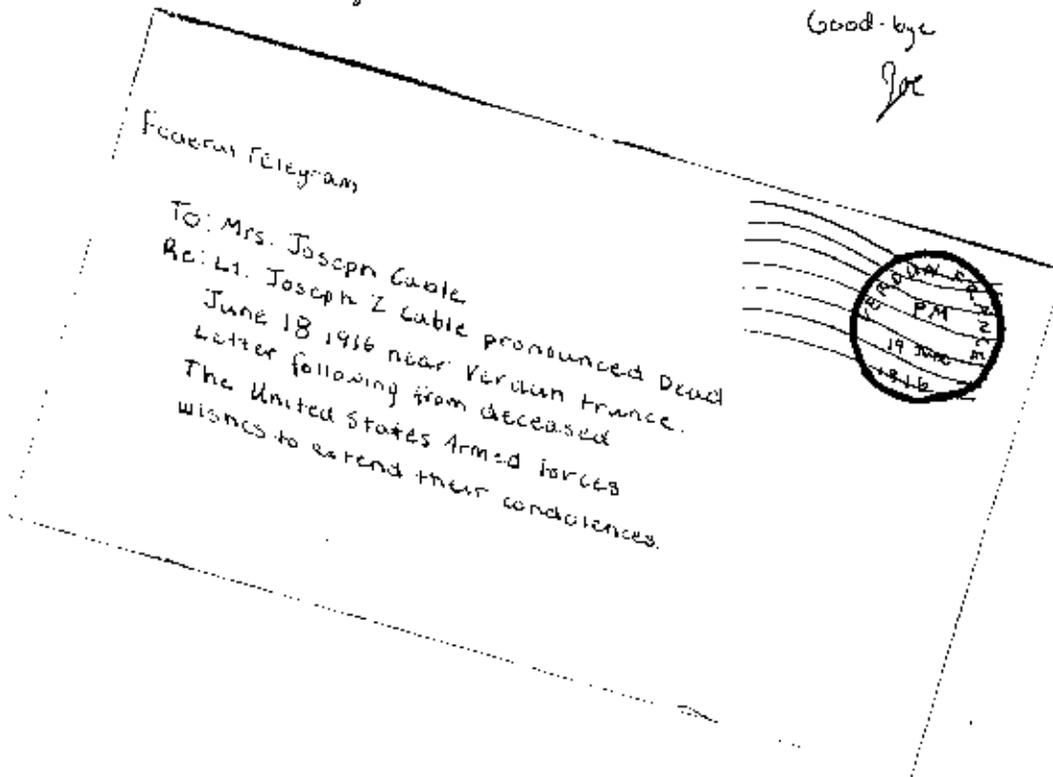
War I, with depth and emotional attachment to the topic. This activity was designed to help students utilize a variety of first person print and text-based documents.

Isabelle,

It has come, it is the zero hour. The command was relayed to me 10 minutes ago. Isabelle, we go over the top in 51 minutes and I do not believe that I'll come back. What am I doing here in this hole giving up my life for something I no longer believe in? I smoked my last cigarette a moment ago and reread your last letter. Sera is growing so beautiful, when she is old enough to understand tell her I loved her, tell her that her ~~father~~ loved her very much. The guys around me say I should write a Will but just the mention of it makes me shudder. All I will say is that it is yours Isabelle, everything I own. Once you read this look inside my account book, there's an extra account at the bank with enough money in it to keep you and our daughter comfortable, for a while. Oh god, what I wouldn't give to see you once more, to meet my own daughter and to watch her grow up. Isabelle, it's time

Good-bye

Joe



January 1918
Western Front

I, John Doe, write this journal entry in what may be my last moments alive. I don't know why I volunteered to go into the service. I just remember seeing British propaganda posters and wanting to help the desperate citizens in Belgium and all of Europe. I felt a strong sense of duty and purpose entering the army, but I had no idea that I would end up here, in this wasteland of casualties and weaponry. Out of our periscopes, there is nothing but barbed wire and trenches as far as the eye can see. No man's land is dotted with land mines and wastage that corpses haven't removed yet. Wastage, a word used to describe casualties, implies that the soldiers who died in battle wasted their lives. As an American and as a soldier I resent that word. Three of my mates have died going over the top and perhaps I soon will too. I hope I will be remembered as more than a casualty. I hope that I am remembered as a person. I hope that my mother, my father and my little sister remember me as the ambitious young man that I was, a young man who wanted to make a difference by helping his country win a war and bring order to a violent Europe. As I sit in this muddy, rat infested dugout, although I am weak from exhaustion and gangrene, I have a vision of a better future. I have faith that with the combined strength of the allied forces and with the leadership of Woodrow Wilson, the Germans will be stopped and peace will prevail. I begin to prepare myself for battle as the other men wake up and take their positions, waiting for the order to move out of the trench. Tension fills the air and soldiers tell each other last minute thoughts and hopes. Asking one of my mates to put this journal with the last will and testament in the trench knapsack, I close my eyes and climb up onto the firestep. My body feels tense with fear, but my mind is calm with my thoughts of the future. I envision a safe and happy return to the U. S. and my family. (Then, all at once, zero hour is over. I finish writing these last words and go over the top.)

Change of
Perspective
from the person
TO an "observer"
- subject in character
(Person's times)

The teacher:

- prepares subject posters/placards
- creates or copies a basic historical paragraph which discusses the topic to which the pictures belong
- includes a first person description and/or quote of the chosen event
- highlights key words from captions and paragraphs for students to define.

The students:

- work in groups on each poster or placard for 15-20 minutes
- rotate to the next poster or placard in a series.

Brainstorm: students “enter” the picture and describe what they would see, hear, smell, and feel physically and emotionally. Answers/ideas are nouns or adjectives to be used later in writing assignments.

Notes: students take relevant notes.

Definitions: students copy highlighted words from each poster/placard and look up appropriate definition in dictionary or textbook glossary.

Summary: students write 4-5 sentences in their own words about what they learned from each poster/placard that they had not known before.

WW I - Learning Station Project

Front - Card # 3

“Over the Top!”



(at left) Canadian soldiers in gas masks, fix their bayonets and prepare to go “over the top”, the trench soldier’s term for climbing out of the trench to attack the enemy across *no man’s land* -- the area between the trenches. Due to heavy machine gun fire, going over the top meant almost certain death for many soldiers. (1916)

(above) A British soldier is waiting for the signal to go over the top. This period of waiting, usually the toughest part, was known as “zero hour”. “Zero Hour”, was often a soldier’s last few minutes alive. Many would write letters home to loved ones, pray, write wills, or smoke what might become their last cigarette. (Somme, France: 1916)

"We wake up in the middle of the night. The earth booms. Heavy fire is falling on us. We crouch into corners. We distinguish shells of every caliber. The dug-out heaves, the night roars and flashes." "Suddenly the nearer explosions cease. The shelling continues but it has lifted and falls behind us, our trench is free. We seize the hand-grenades, pitch them out in front of the dug-out and jump after them. The bombardment has stopped and a heavy barrage now falls behind us. The attack has come."

The following description of life in the trenches and the anxiety of zero hour was described here by a young German soldier in the novel *All Quiet on the Western Front* by Erich Maria Remarque.

By the end of 1914, the Western Trenches stretched from Switzerland to the French coast of the English Channel. These trenches, although not completely connected, were begun as the early wars of maneuver between the French and Germans wound down and a **stalemate** was imminent. For the Germans, "digging-in" meant not being pushed out of the lands they had gained and for the French and Allies, not losing any more territory to the invading "Huns". At first, the trenches began as little more than scraped-out holes, but as the fighting dragged-on they gradually became more elaborate, complex and impenetrable.

"Men could not sustain a war of such magnitude and pain without hope -- the hope that its very enormity would ensure that it could never happen again and the hope that when somehow it had been fought through to a resolution, the foundations of a better-ordered world would have been laid. Like the shimmering vision ... the mirage of a better world glimmered beyond the shell-pitted wastes and leafless stumps that had once been green fields and waving poplars. Nothing less could give dignity or sense to monstrous offensives in which thousands and hundreds of thousands were killed to gain ten yards and exchange one wet-bottomed trench for another."

-- *The Guns of August*, Barbara Tuchman



(above) British soldiers await a passing barrage and the signal to go "over the top".
-- Battle of the Somme, France: 1916

ASSESSMENT



- Teacher circulates from group to group providing encouragement and suggestions. During this time, review the brainstormed information the students have written for each topic.
- At the end of each class ask one student from each group to summarize what the group has learned from the poster/placard.
- Alternatives:
 - Students might wish to perform a skit, interview, video newscast, role play, design a propaganda poster, or do another first person style assessment project.
 - Students may wish to create their own original “topic card” on a subject of special interest to them.

World War I - Learning Stations - Writing Assignment - Rubric (60 pts. + 40 (4 worksheets x 10pts) = 100 total

BASICS: 20 pts. 20 - 19	18 - 15	14 - 10	9 - 5	4 - 0
Assignment used some form of all of the vocabulary words from the worksheet for this card. Project meets the assigned maximum length.	Assignment used some form of most of the vocabulary words from the worksheet for this card. Project nearly met the assigned maximum length.	Assignment used a form of some of the vocabulary words from the worksheet for this card. Project attempted to meet the assigned minimum length.	Assignment used few of the vocabulary words from the worksheet. Project did a poor attempt to meet the assigned minimum length.	Assignment used none of the vocabulary words from the worksheet. Project made little or no attempt to meet the assigned minimum length.
NEATNESS: 10 pts. 10 - 9	8 - 7	6 - 5	4 - 3	2 - 0
Assignment is neat and legible. Spelling and grammar are correct and appropriate. Assignment format is correct and appropriate for the chosen topic. i.e. Formal Letter, News Story, Journal Entry, Informal Letter Home, etc.	Assignment is mostly neat and legible. Spelling and grammar are mostly correct and appropriate. Assignment format is mostly correct and appropriate for the chosen topic.	Assignment is somewhat neat and legible. Spelling and grammar are somewhat correct and appropriate. Assignment format is somewhat correct and appropriate for the chosen topic.	Assignment is mostly sloppy and illegible. i.e. little attention given to quality. Spelling and grammar are mostly incorrect. Assignment format is mostly incorrect and/or inappropriate for the chosen topic.	Assignment is very sloppy and illegible. i.e. no attention given to quality. Spelling and grammar are almost totally incorrect. Format is incorrect and/or inappropriate for topic. i.e. a news-story was written when assigned formal letter.
CONTENT INFORMATION & DETAILS: 30 - 28	25 - 21	20 - 16	15 - 11	10 - 0
Content information is correct and appropriate. i.e. who, what, when, where, how, why. Dates and locations of events for chosen topic are correct or appropriate. i.e. Battle of the Marne, Sept. 13, 1914. i.e. Marne River region, France. Content / narrative is always accurate, appropriate, and relevant to the chosen topic. Content is interesting, and uses appropriate details and adjectives. i.e. sights, sounds, smells, emotions. i.e. letter is signed w/ a return address.	Content information is mostly correct and appropriate. Dates and locations of events for chosen topic are mostly correct or appropriate. i.e. Battle of the Marne, Sept. 13, 1914. i.e. Northern France. Content / narrative is nearly always accurate, appropriate, and relevant to the chosen topic. Content is interesting, and uses mostly appropriate details and adjectives.	Content information is somewhat correct and appropriate. Dates and locations of events for chosen topic are somewhat correct or appropriate. i.e. Battle of the Marne, 1914. i.e. France. Content / narrative is somewhat accurate, appropriate, and relevant to the chosen topic. i.e. some digressions. Content is interesting, and uses some appropriate details and adjectives.	Content information is mostly incorrect and/or very inappropriate. Dates and locations of events for chosen topic are mostly incorrect and/or inappropriate. i.e. Battle of the Marne, 1915. i.e. Eastern France. Content / narrative is mostly inaccurate, inappropriate, and/or irrelevant to the chosen topic. i.e. many digressions. Content is somewhat uninteresting, and/or uses few appropriate details and adjectives.	Content information is totally incorrect and/or totally inappropriate. Dates and locations of events for chosen topic are totally incorrect and/or inappropriate. i.e. Battle of the Marne, 1952. i.e. London, England. Content / narrative is mostly inaccurate, totally inappropriate, and/or completely irrelevant to the chosen topic. Content is uninteresting and/or uses almost no details and/or adjectives.

WWI: Writing Assignment: Grading Sheet:

• **Basics: 20 Points:**

- ___ 5 - Length
- ___ 15 - Required Vocabulary: *Use some form of all of the vocab. words from your worksheet for this card.*

• **Neatness: 10 Points:**

- ___ 5 - Neatness / Spelling / Grammar
- ___ 5 - Structure: *ex. Formal Letter, Journal Entry, Letter Home, News Story.*

• **Details / Information: 30 Points:**

- ___ 20 - Is the information accurate? *Who, what, where, when, how, why.*
 - Appropriate Date *ex. Battle of the Marne, September 13, 1914*
 - Approp. Location *ex. French Trench "Champs Elysee", Marne River, France.*
- ___ 5 - Have you included adjectives? *Sights, sounds, smells, feelings etc.*
- ___ 5 - Have you included details? *If a letter, did you sign it? Return addresses? Names?*

___ 40 - Group Worksheets: 10pts. each. x4

_____ 100 - Total Score:

All assignments must have your name, the topic card # and the assignment letter, in pencil at the top of each page! ex. Mr. Kohrt, Tanks: #6a.

******* Attach This Sheet to Your Writing Assignment:*******

REFLECTION

Although the subject presented here is the First World War, the format of this project can be applied to a variety of subjects and historical concepts. Subjects which are emotional or controversial seem to hold student attention and produce the best projects.