

TEACHING AMERICAN HISTORY PROJECT

Lesson Title - Eyewitness to History W.W.I.

Grade - 11

Length of class period – one to two class periods

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- Students will be able to identify the new weapons and issues faced in W.W.I.

Objectives (What content and skills do you expect students to learn from this lesson?)

- After reading excerpt from *Book Eyewitness to America* by David Colbert students will be able to describe the feelings of participants in the war. (pages 385-395)
- Students will be able to explain how major events are related to each other in time.
- Students will be able to assess the impact of the war on key participating nations and their citizens.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- *Book Eyewitness to America* by David Colbert –supplied by Teaching American History project
- Worksheet for excerpt from *Book Eyewitness to America* by David Colbert (located at end of lesson)
- Performance Task Assessment W.W.I. Technology Drawing or Timeline(located at end of lesson)

Activities (What will you and your students do during the lesson to promote learning?)

1. Students will read the excerpt from *Book Eyewitness to America* by David Colbert (pages 385-395) and answer the questions located on the worksheet.
2. Students will then be broken up into groups of three (teacher decision) to discuss the document and the questions. Students will be given 10 minutes to complete the assigned task.
3. A brief teacher facilitated discussion will follow focusing on the objectives of they lesson.
4. Students will then chose their own groups (no more than three students in group) and create a drawing of WWI or a timeline that depicts the new technologies and issues faced during The Great War. (*Refer to WWI Drawing or Timeline sheet*)
5. Students & teacher will then grade themselves and their classmates using the rubric located on the Performance Task Assessment W.W.I. Technology Drawing or Timeline, grades will be averaged to assess group project.

How will you assess what student learned during this lesson?

Students & teacher will grade themselves and their classmates using the rubric located on the Performance Task Assessment W.W.I. Technology Drawing or Timeline, grades will be averaged to assess group project.

Connecticut Framework Performance Standards –

1. Describe the multiple intersecting causes of events.
2. Use primary source documents to analyze multiple perspectives.

Eyewitness to History Questions

Read pages 385-395 and then answer the following questions from the primary documents.

1. Who is Walter Schwieger? With what perspective does he view the sinking of the Lusitania?
2. Evaluate the significance of the sinking of the Lusitania.
3. Describe two incidents that propelled the United States into W.W.I. (from the reading)
4. Who was Rickenbacker and why was he an important figure in W.W.I.?
5. Summarize the significance of Veterans Day.
6. Whom was Corporal Sherwood referring to when mentions Fritz and why is this significant to our study of The Great War?

Performance Task Assessment W.W.I. Drawing or Timeline

Task: Create a drawing with a minimum of five new technologies used during The Great War. The drawing must be a depiction of the technologies being used in battle.

1. The drawing must include a brief description of each technology (2-3 sentences) on back of drawing.
2. The drawing must incorporate all technology with in the same scene.

OR

Create a timeline depicting a minimum of five significant events/individuals /technology or other pertinent information during the W.W.I. era.

1. The timeline must include a brief description of each event/individual/technology. (2-3 sentences)

Grade: Students & teacher will grade themselves and their classmates using the rubric, grades will be averaged to assess group project.

Performance Task Assessment List

W.W.I. Drawing/ Timeline

Element	Possible Points	Earned Assessment	
		Self	Teacher
Focus: W.W.I. The topic is very clear when you first look at it.	5		
Main Ideas The main ideas are appropriate to the topic and are presented correctly. Objectives are clearly and accurately met.	5		
Supporting Details Appropriate and accurate details support each main idea.	5		
Purpose The purpose of the poster is clearly accomplished.	5		
Drawings and Illustrations All illustrations, photographs, and drawings add to the purpose and interest of the poster.	5		
Mechanics (C-U-P-S) There are no errors in capitalization, usage, punctuation, or spelling.	5		
Layout and Design The overall organization, design, use of color, and use of space help to make the poster interesting and to communicate the message.	5		
Creativity The drawing/timeline is highly original and creative.	5		
Neat and Presentable The poster is very neat and presentable.	5		
Total:	45		

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