

TEACHING AMERICAN HISTORY PROJECT

World War I: the War Effort

Grade - 5th-8th

Length of class period –50 minute

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?) How were Americans asked to contribute to the War effort?

Objectives (What content and skills do you expect students to learn from this lesson?) Students will identify and evaluate ways that Americans were asked to contribute to the War effort. They will also identify who was being asked to contribute?

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

British Tank
British Plane in tree
Soldiers digging trench
Poison Gas gear
First Call
Pvt. Treptow's Pledge
Underground Hospital
I want you
Sheep Club
Save the Food
2nd Liberty Loan
3rd Liberty Loan
Red Cross Recruitment Poster
Wake up America
I wish I were a Man
Red Cross Worker Photograph
Document Analysis Worksheet
Kaiser Wilson Poster (for extension activity)

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

1. Students will be breaking into six separate groups.
2. Each group will receive one of six documents (see attached documents) and a Written Document Analysis Sheet (American Antiquarian Society).
3. Members of each group will evaluate and discuss their poster and fill out the Written Document Analysis Sheet (American Antiquarian Society).
4. Groups will take turns reporting to the class about their posters.
5. After each group has reported, students will discuss the significance of the other posters.

How will you assess what student learned during this lesson? The primary assessment for this lesson will be the Document Analysis worksheet (Antiquarian Society) and participation in the class discussion.

Connecticut Framework Performance Standards –

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Columbian voyages, the French Revolution, World War II);
- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.