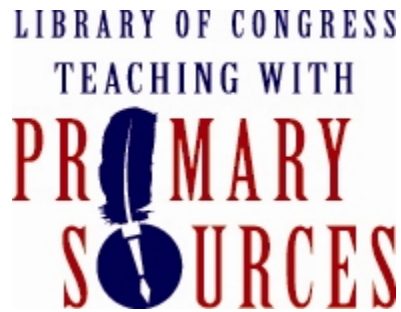


Waynesburg University TPS Unit Outline



Title of Learning Unit: World War I

Subject(s): American History

Grade Level/Range: 10-12

Overarching Goal/Concept/Skill:

- Develop the student's ability to think critically
- Utilize varied primary sources to develop a cohesive, comprehensive and historically accurate picture of the World War I era
- Examine and interpret how the media depicts war through propaganda.
- Develop oral and writing skills through group work and presentations and written assignments.
- Understand the importance of what was being done on the home front to support the war.

Overview:

This unit consists of 5 lessons. During the unit, the students will utilize various primary sources in order to gain a comprehensive and accurate view of World War I. The lessons are centered on United States involvement. The lessons examine American's evolution from isolation to joining the war and analyze U.S. propaganda, first hand veteran accounts, the U.S. home front, speeches, and music.

Written By: Casey Magyar

Date: March 29, 2010

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Pre-instruction Assessment

In order to determine the amount of information the students might already have concerning the Great War, the students will complete the first two sections of a KWL chart.

K = what they know

W = what they want to know

L = what they want Learned

Lesson #1

Title of Lesson: The Road to War—Primary Sources

Overview of Lesson:

Students will be introduced to the Library of Congress website and view important dates leading up to the war in American Memory under “Today in History.” The students will also analyze and compare speeches and music during WWI using a primary source analysis sheet. The lesson will be conducted using computers.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

HIS.12.H.8.1.12.B.1,3,5,6

HIS.12.H.8.1.12.D.4,3,7

HIS.12.H.8.2.12.A.1

HIS.12.H.8.2.12.B.2

HIS.12.H.8.3.12.D.5

Investigative Question/Overall Goal: What brought American into the war and what were the various views of Americans during this time?

Objective(s):

The students will;

1. Analyze important dates, songs, and speeches using a primary source analysis sheet
2. Investigate important factors leading the United States into war
3. Compare different views about the war
4. Understand the importance of music during the WWI era

Materials

- a) Computers
- b) Primary Source Analysis Worksheet
- c) K-W-L Chart

Online Collections/Exhibits/Websites

A) <http://memory.loc.gov/ammem/index.html>

B) <http://memory.loc.gov/ammem/award97/ncdhtml/hasmhome.html>

C) <http://memory.loc.gov/ammem/nfhtml/nfhome.html>

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DURING INSTRUCTION

A. Motivator/Anticipatory Set:

The students will discuss the KWL charts they completed. The students will have a class discussion on what they know. From that, the students will discuss what they are interested in learning and want to know. Explain to the students that they should fill out the L section as we go through the lesson.

As the class discusses what they know and want to know the teacher should make one that hangs in the classroom so the students can see it as the lesson progresses. Also students should have a short lesson on what a primary source is and how to tell the difference between a Primary and Secondary source

B. Student Learning Activities:

1. The students will use computers to research resources on “American Memory.”
2. Explain to the students that “American Memory” consists of more than 100 collections of digitized documents, photographs, recorded sound, moving pictures, and text from the Library of Congress.
3. The students will begin by viewing 3 important dates leading the United States into the war
 - a. <http://memory.loc.gov/ammem/today/jun28.html>
 - b. <http://memory.loc.gov/ammem/today/may07.html>
 - c. <http://memory.loc.gov/ammem/today/apr06.html>
4. While viewing the dates, the students are to take notes on what they have learned.
5. After the students have finished viewing the material, they will share their findings.
6. Discuss with the class the impact of the assassination of the Archduke Ferdinand, the sinking of the Lusitania and the US joining the war.
6. After discussion, the students will be broken up into 3 groups.
7. Each group will be given a primary source analysis worksheet and assigned one of the following sets of primary sources;
 - a. *Group 1* –
<http://scriptorium.lib.duke.edu/sheetmusic/a/a06/a0665>
<http://memory.loc.gov/mbrs/nforum/9000002.wav>
 - b. *Group 2* –
<http://scriptorium.lib.duke.edu/sheetmusic/a/a37/a3702/>
 - b. *Group 3* –
<http://scriptorium.lib.duke.edu/sheetmusic/a/a59/a5946/a5946-1-72dpi.html>
<http://memory.loc.gov/mbrs/nforum/9000028.wav>
8. After the students complete the primary source analysis, they will share their findings with the class. *Students should note the difference in the views addressed in the speeches and songs and reasons why the United State citizens may be pro or anti war.

Key Instructional Questions

(Answers to these questions are found above in number 3 in the day in history links.)

- How did the assassination of Franz Ferdinand lead to this Great War?

Waynesburg University TPS Unit Outline

- How did the sinking of the Lusitania change the United States thought on neutrality?
- What is different about the speeches presented?
- Why would some people support the war while others opposed it?
- What were the factors leading the united states into the war?

C. Closure:

- Students will go back and add to their K-W-L-H Charts from the beginning of unit

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment:

- During free time or at home, the students can create a PowerPoint using primary sources from the Library of Congress. The PowerPoint can be in any topic of interest. After the students complete their PowerPoint project, they can present it during the first five minutes of class and turn it in for extra credit.

2. Modifications/Accommodations:

- Preferential Seating
- Questions read aloud

Assessment of Student Learning

1. Formal Assessment

- Primary Source Analysis Worksheet

2. Informal Assessment

- Participation
- Group Cooperation

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Lesson #2

Title of Lesson: The American Soldier's Newspaper

Overview of Lesson:

During this lesson, students will examine the online collection of *The Stars and Stripes, Official Newspaper of the American Expeditionary Forces*. They will browse through the multitudes of issues and complete a newspaper analysis worksheet one of the articles. After the students complete the newspaper analysis, they create a newspaper article on their own using information acquired throughout the lesson and on the LOC website.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

HIS.12.H.8.1.12.D.4,3,7

HIS.12.H.8.3.12.D.5

HIS.12.H.8.4.12.B.1

HIS.12.H.8.3.12.B.1,2

HIS.12.H.8.1.12.B.1

Investigative Question/Overall Goal: Understanding the political and social position of the United States during this time period.

Objective(s):

The students will:

1. Analyze a news article by understanding the magnitude of the story, the comprehensiveness of the information and the reliability of the sources.
2. Analyze and assess the information and ideas gathered from primary sources
3. Understand the purpose of the of *The Stars and Stripes* newspaper
4. Enhance technological skills by using PowerPoint
5. Learn to improve their critical thinking skills, compare and contrast perspectives and form their own conclusions.

Materials

- a) Computers
- b) Newspaper PowerPoint template
- c) Newspaper Analysis Worksheet
- c) Creating a Newspaper Article Worksheet

Online Collections/Exhibits/Websites

- a) http://memory.loc.gov/ammem/collections/panoramic_photo/
- b) <http://memory.loc.gov/ammem/award97/ohshtml/aaehome.html>
- c) <http://memory.loc.gov/ammem/award97/ncdhtml/hasmhome.html>
- d) <http://memory.loc.gov/ammem/nfhtml/nfhome.html>

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DURING INSTRUCTION

A. Motivator/Anticipatory Set:

Discuss with the students the background of *The Stars and Stripes* newspaper. Explain to the students that when *Stars and Stripes* began publication, American forces were dispersed throughout the Western Front, often mixed at the unit level with British, French, and Italian forces. The newspaper's mission was to provide these scattered troops with a sense of unity and an understanding of their part in the overall war effort. The eight-page weekly featured news from home, sports news, poetry, and cartoons. Printing the paper on presses borrowed from Paris newspaper plants, the staff used a network of trains, automobiles, and a motorcycle to deliver the news to the American Soldiers.

B. Student Learning Activities:

1. The Students will explore WWI newspaper issues from *The Stars and Stripes* online collection
 - a. <http://memory.loc.gov/ammem/sgphtml/sashtml/sashome.html>
2. Tell the students that they are to browse through *The Stars and Stripes*, 1918-1919 - List of Issues
3. They are to choose one of the articles within the newspaper and answer the questions on the newspaper analysis worksheet.
4. After the students have completed the newspaper analysis worksheet, ask students to share what they have found.
*Discuss and analyze the articles
5. Tell students that they will be creating their own newspaper article by using information found in the websites below from American Memory on the LOC website.
6. Pair students into groups of three and hand out the Creating a Newspaper Article Worksheet.
7. Discuss the criteria for a well written new article
 - a) Include the "5 W's and H" (who, what, when, where, why, and how).
 - b) Hook the reader by beginning with a funny, clever, or surprising statement.
 - c) Give the reader the details. Include one or two quotes from people you research.
 - d) Never state your opinion; Use quotes to express others opinions.
 - e) Use active words.
 - f) Try ending with a quote or a catchy phrase.
8. The students can use the following collections for their newspaper article;
* NOTE: keyword search: world war 1914-1918)
 - a) http://memory.loc.gov/ammem/collections/panoramic_photo/
 - b) <http://memory.loc.gov/ammem/award97/ohshtml/aaehome.html>
 - c) <http://memory.loc.gov/ammem/award97/ncdhtml/hasmhome.html>
 - d) <http://memory.loc.gov/ammem/nfhtml/nfhome.html>
9. After completing the Newspaper Article worksheet, the students will choose a Newspaper Template on PowerPoint and create their newspaper.

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Key Instructional Question

- What was the importance of delivering newspapers to soldier overseas?
- How does the article you read contribute to your understanding of WWI?
- Does the author show any bias in the article?
- What did you learn from the topic or time period from reading the article?

C. Closure:

- The groups will present their newspapers to the class

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment:

- Students can complete the three columns PowerPoint template rather than the two columns

2. Modifications/Accommodations:

- Preferential Seating
- Questions read aloud

Assessment of Student Learning

1. Formal Assessment

- Completed articles, including peer edited drafts and newspaper article worksheet
- Newspaper Analysis Worksheet

2. Informal Assessment

- Participation
- Group Cooperation

Waynesburg University TPS Unit Outline

Lesson #3

Title of Lesson: Military Technology

Overview of Lesson:

During this lesson, students will examine the military technology used during WWI by utilizing both primary and secondary sources

PRE-INSTRUCTIONAL PLANNING

PA Standard:

HIS.12.H.8.1.12.D.4,3,7

HIS.12.H.8.3.12.D.5

HIS.12.H.8.1.12.D.1

Investigative Question/Overall Goal: How did the rapid advancement of military technology change the outcome of the war?

Objective(s):

The students will;

5. Analyze trench warfare, submarine warfare, trenches, machine guns and tanks
6. Understand the impact military technology on the war

Materials

- a) Computers
- b) PowerPoint
- c) Primary Source Analysis Worksheet

Online Collections/Exhibits/Websites

- <http://www.loc.gov/vets/stories/wwi-trenches.html>
- http://memory.loc.gov/cgi-bin/np_item.pl?collection=sqproto&agg=sqpwar&iss=19191231&page=109
- http://memory.loc.gov/cgi-bin/np_item.pl?collection=sqproto&agg=sqpwar&iss=19191231&page=163
- http://memory.loc.gov/cgi-bin/np_item.pl?collection=sqproto&agg=sqpwar&iss=19191231&page=203

DURING INSTRUCTION

A. Motivator/Anticipatory Set:

Ask the students to name the types of artillery used during WWI. Discuss with the students the various weapons used and describe how they rapidly advanced during this

Waynesburg University TPS Unit Outline

period. Explain to the students that technology changed the face of combat in WWI and accounted for so many casualties.

B. Student Learning Activities:

1. After the discussion, show students the following images from the Library of Congress

a. http://memory.loc.gov/cgi-bin/np_item.pl?collection=sgproto&agg=sgpwar&iss=19191231&page=109

b. http://memory.loc.gov/cgi-bin/np_item.pl?collection=sgproto&agg=sgpwar&iss=19191231&page=163

c. http://memory.loc.gov/cgi-bin/np_item.pl?collection=sgproto&agg=sgpwar&iss=19191231&page=203

2. The students will analyze the following primary source documents and complete a primary source analysis sheet for each image. (Images above)

3. Give the students a sufficient amount of time to study the image.

4. When the students are finished with their analysis create a class list on a large paper allowing students to share what they saw in the image.

5. Allow students to share what they know and record their responses on the board.

6. After the discussion, have students read the essay *The Increasing Power of Destruction: Military Technology in World War I* from the Newspaper Pictorials: World War I Rotogravures Collection.

7. Discuss with the class the development of infantry, submarine warfare, machine guns, chemical warfare, and tanks.

8. Re-look at the images analyzed at the beginning of the lesson.

9. Ask the students if they have a different interpretation of the source after reading the essay.

10. Discuss why the development of military technology led to millions of deaths.

Key Instructional Question

- How did military technology improve during the war?
- What types of artillery were used?
- What weapon do you think had the most devastating effects?

C. Closure:

1. Using the information from class discussion and primary source analysis sheets, the students will develop a 1 page essay on the information learned in the lesson.

D. Inclusion Techniques for Students with Special Needs:

2. Modifications/Accommodations:

- Preferential Seating
- Questions read aloud

Assessment of Student Learning

1. Formal Assessment

- Primary Source Analysis Worksheets
- Essay

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2. Informal Assessment

- Classroom Participation

Lesson #4

Title of Lesson: From the Eyes of Soldiers

Overview of Lesson:

In this lesson, the students will research WWI Veteran's and analyze written accounts in letters, diaries, and memoirs, as well as precious collections of photographs. The students will be given an in depth look at what it was like to be a soldier during the war. The students will complete a PowerPoint presentation on the Veteran of their choice.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

HIS.12.H.8.1.12.D.4,3,7

HIS.12.H.8.3.12.D.5

HIS.12.H.8.1.12.C.8

Investigative Question/Overall Goal: The students will develop an interest in the war by studying first hand accounts

Objective(s):

The students will:

7. Analyze written accounts of WWI Veteran's in letters, diaries, and memoirs, as well as precious collections of photographs.
8. Gain an understanding of what it was like to be a soldier during the war.
3. Increase their knowledge on military artillery and technology by analyzing first hand accounts

Materials

- a) Computers
- b) PowerPoint
- c) Veteran History Project Worksheet

Online Collections/Exhibits/Websites

<http://www.loc.gov/vets/stories/wwi-trenches.html>

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DURING INSTRUCTION

Motivator/Anticipatory Set:

Ask the students to raise their hands if they have family members who served in any war. Ask the students if their family member ever talks about the war. If so, what do they talk about? Ask the students if they enjoy listening to stories from the past. Tell the students that we are going to look at first hand accounts of WWI veterans.

Student Learning Activities:

1. Hand out the Veteran History Project Worksheet.
2. Tell the students to break up into pairs.
3. Using the worksheet, the students will be instructed to go to the Veterans History Project Collection on the LOC website
 - a. <http://www.loc.gov/vets/stories/ex-war-wwi.html>
4. The Students will then choose a Veteran to do a presentation on. Be sure the students document where they got their information from so others can find it if they want.
5. The students will utilize materials from the collection to answer the questions on the worksheet.
6. After the students complete the worksheet, they will discuss their veteran with the class.

Key Instructional Question

- Why are first hand accounts so important?
- What can you gain from first hand experience that you can't from secondary sources?
- Did anything surprise you about your veteran?
- What stood out the most in your veteran's Memoirs section?
- How did this lesson increase your understanding about WWI

Closure:

1. Using the information from their veteran research and class discussion, Students will construct a letter home from the view point of their WWI soldier.
2. Tell students that they are overseas fighting in WWI and they are writing a letter to their mom, dad, boyfriend, girlfriend, aunt, uncle, etc.
3. Ask the students to describe what the war is like, what do they see
4. Have students explain the different military technology and what is going on over there.

Inclusion Techniques for Students with Special Needs:

Modifications/Accommodations:

- Preferential Seating
- Questions read aloud

Assessment of Student Learning

Formal Assessment

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- Veteran History Project Worksheet
- Letter Home

Informal Assessment

- Class Participation
- Group Cooperation

Lesson #5

Title of Lesson: WWI on the Home Front—Propaganda

Overview of Lesson:

Even though World Wars I did not take place on American soil, the war was fought in multiple ways on the American home front. In this lesson, the students will utilize a sampling of American Memory resources that illustrate home front contributions during the war.

PRE-INSTRUCTIONAL PLANNING

PA Standard:

HIS.12.H.8.1.12.D.4,3,7

HIS.12.H.8.3.12.D.5

HIS.12.H.8.3.12.C.6

HIS.12.H.8.3.12.B.1,2,3

Investigative Question/Overall Goal: The students will understand the role of the American on the homefront

Objective(s):

The students will

1. *Interpret World War I propaganda posters and identify their persuasive messages.*
2. Create a World War I propaganda poster using the propaganda techniques observed in the World War I-era posters.
3. Analyze the contributions made by Americans during the war on the home front.

Materials

- a) Computers
- b) PowerPoint

Online Collections/Exhibits/Websites

a) <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/homefront/index.html>

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DURING INSTRUCTION

A. Motivator/Anticipatory Set:

Begin by asking the student's way in which they could contribute during a war even if they were not part of the military. Write the students answers down on the chalkboard and discuss the answers. Even though World Wars I did not take place on American soil, the war was fought in multiple ways on the American home front.

B. Student Learning Activities:

1. The class will be divided into four groups. Each group will be assigned one of the following; Volunteer work, Conservation efforts, Economic Initiatives, and Patriotic Support.
2. The students will visit the On the Homefront Collection and analyze resources that illustrate home front contributions during the war.
3. The students are to research the materials in the section they are assigned. Are they to research on the LOC to find more information on their topic or just use the images found in their section?
4. Discuss with the students the use of propaganda in supporting the war effort. Do the students know what propaganda is?
5. Have students study the propaganda from their section and the meaning behind it.
6. The students will use the information from the website and put it into a PowerPoint presentation.
7. The students will then present the PowerPoint point as if they were the teacher.

Key Instructional Question

- In what ways did children contribute to the war?
- How did buying bonds help the war effort?
- What is the Red Cross?
- How were the Posters used to support the war effort?
- In what ways did propaganda encourage American citizens to contribute to the war?

C. Closure:

- After reviewing the materials on the website, the students will create a political poster, individually; dealing with the same theme their group was assigned. (Volunteer work, Conservation efforts, Economic Initiatives, and Patriotic Support.)
- The students will use class time to produce their own propaganda poster that dealt with World War I. The students should use the following guidelines to create their poster.

- Persuasive headline
- Detailed Graphics
- Unique Statement
- Color

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- Remind students about using different symbols, colors, and shapes in order to portray their message about their World War I propaganda poster.

D. Inclusion Techniques for Students with Special Needs:

2. Modifications/Accommodations:

- Preferential Seating
- Questions read aloud

Assessment of Student Learning

Formal Assessment

- PowerPoint
- Propaganda Poster

Informal Assessment

- Class participation
- Group cooperation

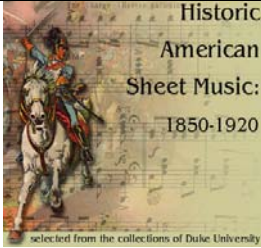



Post-instruction Assessment

- The students will be assessed on the Primary Source Analysis Worksheets, Veteran History Project, Sound Recording Analysis, as well as, their WWI Propaganda Poster.
- A class discussion dealing with the essential questions also helps evaluate students' enduring understanding of the WWI period.


Extension

- The lesson can be furthered by analyzing Woodrow Wilson's Fourteen Points and the Treaty of Versailles




Waynesburg University TPS Unit Outline

<p>Name of Unit: World War One</p> <p>Created by: Casey Magyar</p> <p>Date: March 29, 2010</p>		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
<p>American Memory Collections</p>		
 <p>Historic American Sheet Music: 1850-1920 <small>selected from the collections of Duke University</small></p>	<p>Collection: Historical American Sheet Music 1850-1920</p>	<p>http://memory.loc.gov/ammem/award97/ncdhtml/hasmhome.html</p>
 <p>AMERICAN LEADERS SPEAK RECORDINGS FROM WORLD WAR I AND THE 1920 ELECTION</p>	<p>Collection: Nation's Forum</p>	<p>http://memory.loc.gov/ammem/nfhtml/nfhome.html</p>
 <p>THE PEOPLES OF OHIO HERE ENJOYED COPYRIGHT 1910 E. A. HODGES "TRANK V"</p>	<p>Collection Panoramic Photographs</p>	<p>http://memory.loc.gov/ammem/collections/panoramic_photo/</p>
 <p>The African-American Experience in Ohio 1850-1920 <small>selections from the Ohio Historical Society</small></p>	<p>Collection The African-American Experience in Ohio, 1850-1920</p>	<p>http://memory.loc.gov/ammem/award97/ohshtml/aaehome.html</p>


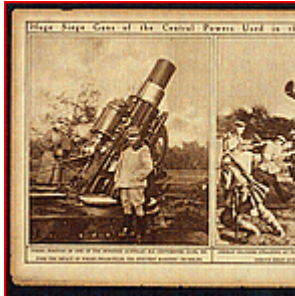
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	<p>Veteran's History Project</p> <p>Experience War</p> <p>World War 1: The Great War</p> <p>Stories from the Veteran's History Project</p>	<p>http://www.loc.gov/vets/stories/ex-war-wwi.html</p>
	<p>This activity showcases a sampling of American Memory resources that illustrate home front contributions during both wars.</p>	<p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/homefront/index.html</p>
<p>Lesson One – The Road to War—Primary Sources</p>		
	<p>I Didn't Raise My Boy To Be A Soldier Piantadosi, Al CREATED/PUBLISHED New York, New York, Leo Feist, 1915 REPOSITORY Rare Book, Manuscript, and Special Collections Library, Duke University DIGITAL COLLECTION Historical American Sheet Music: 1850-1920</p>	<p>http://scriptorium.lib.duke.edu/sheetmusic/a/a06/a0665/</p>
	<p>K-K-K-Katy. 1918 O'Hara, Geoffrey, 1882- CREATED/PUBLISHED New York, New York, Leo Feist, 1918 REPOSITORY Rare Book, Manuscript, and Special Collections Library, Duke University DIGITAL COLLECTION Historical American Sheet Music: 1850-1920</p>	<p>http://scriptorium.lib.duke.edu/sheetmusic/a/a37/a3702/</p> <p>http://memory.loc.gov/diglib/ihas/loc.natlib.ihas.100008266/default.html</p>




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 <p>The image shows the cover of a sheet music page titled "If He Can Fight-Like He Can Love GOOD NIGHT, GERMANY!". It features four red roses at the top and a central portrait of George W. Meyer. Text on the cover includes "Words by Grant Clarke and Howard E. Rogers" and "Music by Geo W Meyer".</p>	<p>If he can fight like he can love Good night, Germany!. 1918 Meyer, George W., 1884-1959 CREATED/PUBLISHED New York, New York, Leo Feist, 1918 REPOSITORY Rare Book, Manuscript, and Special Collections Library, Duke University DIGITAL COLLECTION Historical American Sheet Music: 1850-1920</p>	<p>http://scriptorium.lib.duke.edu/sheetmusic/a/a59/a5946/a5946-1-72dpi.html</p> <p>http://memory.loc.gov/cgi-bin/query/r?ammem/dukesm:@field(DOCID+@lit(ncdhasm.a5946</p>
<p>Recording</p>	<p>Recording of Ambassador James W. Gerard. A warning to German Americans, "Every citizen must declare himself American -- or traitor!"</p>	<p>http://memory.loc.gov/mbrs/nforum/9000002.wav</p>
 <p>A black and white photograph of James W. Gerard, an older man with glasses, sitting at a desk with a lamp, looking towards the camera.</p>	<p><i>Gerard, James W. (James Watson), 1867-1951</i></p>	<p>http://memory.loc.gov/image/nfor/9000002p.jpg</p>
<p>Recording</p>	<p>Samuel Gompers, head of AFL. "In addition to the fundamental principles at issue, labour has a further interest in the war. This war is a people's war, labor's war. The final outcome will be determined in the factories, the mills, the shops, the mines, the farms, the industries and the transportation agencies of the various countries."</p>	<p>http://memory.loc.gov/mbrs/nforum/9000025.wav</p>
 <p>A black and white portrait of Samuel Gompers, an older man with glasses, wearing a suit and tie, looking slightly to the side.</p>	<p>Samuel Gompers, (1850-1924).</p>	<p>http://memory.loc.gov/ammem/nfhtml/images/3b20695r.jpg</p>





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<p>Recording</p>	<p>Franklin K. Lane. "We are fighting Germany because she sought to terrorize us and then to fool us... Germany has never asked forgiveness of the world [for sinking the Lusitania]...Belgian starving ...piteous cries of children...friendly, harmless, terrorized people."</p>	<p>http://memory.loc.gov/mbrs/nforum/9000028.wav</p>
	<p><i>Lane, Franklin K., 1864-1921</i></p>	<p>http://memory.loc.gov/image/nfor/9000028p.jpg</p>
<p>Lesson 2 – The American Soldiers Newspaper</p>		
<p>Lesson 3 – Military Technology</p>		
	<p>Item Title The war of the nations : portfolio in rotogravure etchings : compiled from the Mid-week pictorial, Created/Published New York : New York Times, Co., 1919. Repository Library of Congress, Serials and Government Publications Division, Washington, D.C. 20540</p>	<p>http://memory.loc.gov/cgi-bin/np_item.pl?collection=sgproto&agg=sgpwar&iss=19191231&page=109</p>

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<p>Lesson 4 – From the Eyes of Soldiers</p>		
	<p>James Nelson Platt WWI Veteran</p>	<p>http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.01125/</p>

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	<p>John Joseph Brennan WWI Veteran</p>	<p>http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.00282/</p>
	<p>Harry Frieman WWI Veteran</p>	<p>http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.23600/</p>
<p>Lesson 5 – War on the Homefront</p>		
	<p>WWI poster advertising patriotic rally</p>	<p>http://loc.gov/pictures/resource/cph.3g08317/</p>
	<p>WWI poster showing war medals</p>	<p>http://loc.gov/pictures/resource/cph.3g08125/</p>

Waynesburg University TPS Unit Outline

Grading Rubric

Name: _____ Date: _____

CATEGORY	7-10 Points	2-6 Points	0-1 Points	Total Points Earned per Category
Topic:	World War I topic is clearly identified on the poster. The topic is clear and well-focused.	World War I topic is evident on the poster, but is not clearly identified.	No World War I topic is identified on the poster.	
Poster Details	The poster includes relevant and historically accurate details to support the poster's message. The poster clearly communicates a persuasive message.	The poster includes supporting details, but some details are lacking in their historical accuracy or relevancy. The poster communicates a persuasive message.	The poster does not include historically accurate or relevant details in support of the poster's message. Little or no persuasion is evident on the poster.	
Grammar and Spelling	The student makes no errors in grammar or spelling that distracts the reader from the content of the poster.	The student makes a number of grammatical and spelling errors that minimally distract the reader from the poster's content.	The student makes many grammatical and spelling errors that distract the reader from the poster's content.	
Neatness	The poster uses color, visual images and words to clearly communicate the poster's intended message. The poster is neat and cleanly presented.	The poster makes some use of color, visual images and words to communicate the poster's intended message. The poster is lacking in overall neatness and presentation.	The poster does not use color, visual images or words to communicate the poster's intended message. The poster is messy and is poorly presented.	

Waynesburg University TPS Unit Outline

The American Soldiers Newspaper

Newspaper Analysis

Newspaper: _____ Pages: _____

Name of article: _____ Date: _____

1. What do you already know about that topic? _____

2. Comprehensiveness of Information

A. The 5 "W's" and "H"

1. Who? _____

2. What? _____

3. Where? _____

4. When? _____

5. Why? _____

6. How? _____

B. Were all the 5 "W's" and "H" answered? _____

C. Of the entire 5 "W's and H", star the one you think is the most important. Tell why.

3. Magnitude of the event in story

A. Is it international, national or local? _____

B. What is its impact? How many people were affected by it? _____

Waynesburg University TPS Unit Outline

4. Reliability of Sources

A. Is there an author's name _____

- Does the author's word choice or spelling reflect the historical period? Give

Specific examples.

- Are there aspects of the writing that confused you when you read it?

- What information, if you had it, would make this article easier to understand?

- What bias did you bring to your reading of this article?

- What bias did the author bring to the writing of this article?

- What did you learn about the topic or the time period from reading the article?

- What does this article teach you about the time in which the article was written?

5. Personal Reaction

What do you think of this article? (Give at least three sentences)

How does this article contribute to your understanding of the war?

Waynesburg University TPS Unit Outline

Creating a Newspaper Article

Name: _____ Date: _____

Creating a Newspaper Article

1. Outline the purpose of your article
2. Choose an article topic
3. Research the article
4. Write the article
5. Edit the article - have a friend proofread it
6. Rewrite the article and type it on the computer
7. Do a spell check

Waynesburg University TPS Unit Outline

The American Soldiers Newspaper

Creating a news Story

Name: _____ Date: _____

Your assignment:

Your job is to find a subject that is "newsworthy." Use the categories you're discussed in class to help you decide on a good topic. Complete the following information:

Subject of the story: _____

Basic information about the story

Who is the story about? _____

What happened? _____

When did this happen? _____

Where did this happen? _____

Why is it important? _____

Some relevant details about your story

Lead paragraph of the story

Supporting paragraphs of the story

Waynesburg University TPS Unit Outline

Group PowerPoint

Group Name: _____

Title of Presentation: _____

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the next slide.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	Some information is logically sequenced. An occasional slide or piece of information seems out of place.	There is no clear plan for the organization of information.
Effectiveness	Project includes all material needed to give a good understanding of the topic. The project is consistent with the driving question.	Project is lacking one or two key elements. Project is consistent with driving question most of the time.	Project is missing more than two key elements. It is rarely consistent with the driving question.	Project is lacking several key elements and has inaccuracies. .Project is completely inconsistent with driving question.
Text - Font Choice & Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Cooperation	Group shares tasks and all performed responsibly all of the time.	Group shares tasks and performed responsibly most of the time.	Group shares tasks and performs responsibly some of the time.	Group often is not effective in sharing tasks and/or sharing responsibility.
Delivery	Members spoke at a good rate, volume and with good grammar. They maintained eye-contact while using, but not reading their notes.	Members spoke a little faster or slower than necessary, or too quietly or loudly. They used acceptable grammar. They maintained eye-contact, but relied too much on their notes.	Members spoke at a good rate and volume, but used poor grammar. They relied heavily on their notes.	Members demonstrated having paid little attention to rate, volume or grammar. They read nearly word for word from notes.