

World War I

Lesson Plan

Map Exercise

Introduction: It is often very difficult for teachers to keep their students interested in history while truly teaching them history. Sometimes, students lose interest because they are unable to relate to the material being discussed; however, this lesson provides students with an opportunity to learn about the World War I and the Brown County soldiers through the routes in which they traveled within Europe and the United States during the war. With the service records of the Brown County soldiers, the students can construct an understanding of where the soldiers went and what their lives were like.

Objective: Students will construct a better understanding of World War I geographical events through the travels of the Brown County soldiers while building creativity and presentation skills.

Standards:

8th Grade Standards:

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used.

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history.

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues.



12th Grade Standards:

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them.

B.12.4 Assess the validity of different interpretations of significant historical events.

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a

coherent argument in the light of other possible arguments.



Level: This project is intended for middle or high school students who have a basic understanding of the World War I. The students will use geography and mapping skills to better understand the events of the war and the roles of American soldiers.

Student Task: Students should create a poster board size map or series of maps to illustrate the places traveled by the soldiers and important events. Each map should include the travels of two soldiers, a small written piece about each soldier, the soldier's photo, and captions and photos/graphics from the places visited. The project should also include captions and locations of at least three other events relevant to the soldier, time, and place during the war which may consist of but are certainly not limited to important battles, important offensives, birth place of parents, or battles family members engaged in.

Procedure: The teacher will start by executing a class discussion explaining the importance of understanding geography to further understand the events of World

War I and give an explanation of the project, including the requirements of the project, how they should obtain the information, and how they should use that information and translate it on to their maps. This project should encourage the students to use their artistic or graphic design creativity to display their soldiers' history. At the conclusion of this project, the students will write a one page paper explaining what they learned from the project and ask any questions they may still have about the war. Each student will then present their project to the class.

Materials: Students will need to access to the Brown County soldiers' files so they can trace their soldiers' routes, access to maps of Brown County, Wisconsin, United States, and Europe, and possibly others. They will also need access to construction materials such as poster board, markers, scissors, glue and graphic software, and printing access.

Duration: The duration of this project is to the discretion of the teacher; however it is recommended that several class periods prior to the project be dedicated to teaching a firm background of World War I. One class period may be used to explain the importance of understanding the geography of the war to better understand its events and introducing the project. The amount of students' work time in class is also to the discretion of the teacher however, several days may be needed.

Grading Rubric:

Grade	Unacceptable	Basic	Proficient	Advanced
Aesthetic Value	Project is poorly organized, lacks information, and is poorly constructed.	Project is organized, and has complete information, but is ordinary in appearance.	Project is well organized, has complete information, and is well constructed.	Project is well organized, has complete information, is creatively constructed, and goes beyond expectations.
Contents	Project does not meet requirements.	Includes maps, travels of two soldiers, less than three war events, or irrelevant events, limited descriptions, few photos/ images, and accurate geographical locations.	Includes maps, travels of two soldiers, at least three war or other relevant events, descriptions, photos/ images of soldiers and events, and accurate geographical locations	Includes maps, travels of two soldiers, more than three war or other relevant events, detailed descriptions, multiple photos/ images of soldiers and events, and accurate geographical locations.
Written Work	Paper is poorly composed with many grammar or mechanical errors.	Paper is well composed with many grammar or mechanical errors.	Paper is well composed with few grammar or mechanical errors.	Paper is well composed with no grammar or mechanical errors.

Teacher Resources:

1. Fussell, Paul. The Great War and Modern Memory: Oxford University Press, 1975.

2. Burg, David F., and L. Edward Purcell. Almanac of World War I: The University Press of Kentucky, 1998.

3. Map of U.S military bases

http://benefits.military.com/misc/installations/Browse_USMap.jsp

4. Map of U.S. Military bases

<http://www.nps.gov/history/nagpra/DOCUMENTS/BasesMilitaryMAP.htm>

5. Map of Europe with new countries, but laid over top the pre-ww1 boundaries

<http://www.sscnet.ucla.edu/polisci/faculty/trachtenberg/courses/europe1919.gif>

6. Timeline for WWI

<http://www.wwiaviation.com/chronology.html>

7. Battles of WWI - timeline

<http://www.firstworldwar.com/battles/index.htm>

8. Battle Maps of WWI

<http://www.firstworldwar.com/maps/index.htm>

9. *site link to soldiers' records*

10. *site link to chronology/timeline*