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Lesson Title: Puppet Assassin or Hero of the People?

Grade Level: 9-10

Essential Question: Was Gavrilo Princip a heroic rebel fighting for his people's independence or was he a puppet for a terrorist movement?

Lesson Foundations

Content Standards	Topic: Achievements and Crisis (1900-1945): 13. The causes of World War I included militarism, imperialism, nationalism and alliances.		
Learning Objective(s)	LO1: Students will be able to analyze legacy of Gavrilo Princip LO2: Students will be able to build and support arguments on Gavrilo Princip using primary source documents	Assessment(s)	A1: Mini DBQ Packet A2: Argument Prep Sheet A3: Presentation of Evidence A4: Synthesis
Materials & Resources	LP1 Powerpoint.pptx Argument Prep Sheets.docx Gavrilo Defense Documents.docx Gavrilo Defense Qs.docx Gavrilo Prosecution Documents.docx Gavrilo Prosecution Qs.docx http://origins.osu.edu/milestones/june-2014-assassin-s-shadow-beginning-world-war-i-and-legacy-gavrilo-princip		

Instructional Procedures/Steps

Opening <u>5</u> Minutes	Today the activity is going to be a trial of Gavrilo Princip. Before starting the instruction split the class into two groups. One group is going to be tasked with defending Gavrilo Princip as a liberator of this people. The other side is going to be persecuting him as a radical assassin who was working as part of a shadow government.
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	<p><u>Think-Pair-Share</u> We will then present the essential question by doing a Think-Pair-Share with a painting of the assassination of Gavrilo Princip. The painting will have this caption underneath: rebel fighting for his people’s independence or a radical terrorist?</p> <p>Students will have 1 minute to view the painting. After 1 minute they will pair up with their table/seat neighbor. They will get 2 minutes to discuss what they observed and inferred from the painting. After the discussion allow for 3-4 groups of students to share out what they found.</p>
<p>Instruction _____ 30-40 Minutes</p>	<p><u>Step 1. Assign Groups (5 mins)</u> Split the class into two even sized groups. If there is a large number of students, they can be split into three groups and one group is assigned a neutral, secondary source on the event and they can serve in a jury type role.</p> <p style="text-align: center;">Group 1- The Defense of Gavrilo Princip Group 2- The Prosecution of Gavrilo Princip Group 3 (optional)- Neutral Jury</p> <p><u>Step 2. Research (10 mins)</u> Each group will be working on their own version of a mini-DBQ packet. This part should be done individually at first. But after 10 minutes the groups will have an opportunity to convene and talk about the answers and evidence they took from the documents.</p> <p><u>Step 3. Group Discussion (10 mins)</u> After groups have about 10 minutes to answer the evidence and take notes on the documents, they will get together with their group to discuss findings. They will need to prepare the basis of their argument for the class and elect a few members to speak on their behalf. Their arguments need to be based upon the evidence found in their documents or on other things learned in this class. At this time the teacher(s) should be walking around, facilitating discussion and ensuring that groups are on task and properly utilizing the sources.</p> <p><u>Step 4. Presentation of Evidence</u> Each group will have a few minutes depending on time restraints and how quickly they completed the research portion of the lesson. Either group can start first, it does not matter, but what does matter that they get an equal amount of time. The groups will then state their argument and then present the evidence that backs up their claims. Once they finish</p>

	<p>their arguments, the teacher(s) can then question any inconsistencies or claims that were not backed up by evidence from the sources.</p> <p><u>Step 5. Take A Stand</u> Following the presentation of evidence, students will be given the opportunity to “Take a Stand”. In this activity there will be 4 sections of the room set up. Each corner will be labeled as follows: Strongly Disagree, Disagree, Agree, and Strongly Disagree. A statement similar to the essential question will be presented. The statement will read: Gavrilo Princip was a radical terrorist that caused the outbreak of World War 1.</p> <p>Students will be allowed to go to the corner that they most agree with based on the evidence that was presented. Once in the groups, students will discuss for a few minutes and elect a student to share out what they discussed. Then, go around to each group and allow them to share. Once every group has shared allow the students the opportunity to change again. But if a student changes again they will have to explain for the class what particular evidence persuaded them to move.</p>
<p>Closure _____ 5 _____ Minutes</p>	<p><u>Step 6: Group Synthesis</u></p> <p>When the class has reconvened after the take a stand decision it is time to debrief and discuss what all happened. Possible discussion questions:</p> <ul style="list-style-type: none"> • Do you believe the start of World War 1 is tied directly to Gavrilo Princip’s actions? • If Gavrilo Princip’s assassination attempt was unsuccessful, would world war 1 have started? • Based on the alliances in Europe at that time which nations would you expect to have what views on the situation?

