

Social Studies Education Lesson Plan Template

Teacher Candidate Name: Candice Hannah

Lesson Title/#: Legacies of WWI

Grade Level: 9

Essential Question: **What is the most important legacy of WWI?**

Lesson Foundations

Content Standards	<ol style="list-style-type: none"> 1. C.S. 13 -Advances in technology, communication, and transportation improved lives, but also had negative consequences. 2. C.S. 15 -The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II. 		
Learning Objective(s)	<p>LO1: SWBAT Explain the major results of WWI based on research of secondary sources.</p> <p>LO2: SWBAT Examine the results of WWI based on secondary and primary sources.</p>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<p>Day One, A1 (LO1):</p> <ol style="list-style-type: none"> 1. Check for understanding 2. Venn Diagram <p>Day One, A2 (LO2):</p> <ol style="list-style-type: none"> 1. Big Paper 2. Check for understanding <p>Day One, A3 (LO1 & LO2): Exit Ticket: Rough Draft of Thesis Statement.</p>
Materials & Resources	<p>Venn Diagram Gallery Walk Posters/Big Paper Smartboard Article: https://origins.osu.edu/article/long-legacy-world-war-i</p>		

Instructional Procedures/Steps

Note when you are addressing a learning objective and when enacting an assessment.

	<p>Teacher will... Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.</p>	<p>Student will... What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.</p>
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<p>Opening _____ Minutes</p>	<p>Prior to class the students would have watched a <i>VoiceThread</i> video about the content of the <i>Origins</i> article, which outlines the three legacies of WWI.</p> <p>Entrance Ticket: Teacher will ask the students to write a RSQC2:</p> <p>a. In two minutes, students <u>recall</u> and list in rank order the most important ideas from the video; in two more minutes, they <u>summarize</u> those points in a single sentence, then write one major <u>question</u> they want answered. Then identify a thread or theme to <u>connect</u> this material to why it matters to us today.</p> <p>Intro LOs and EQ: Today we are going to dig deeper into these three legacies, by dissecting a secondary source and then connecting it with primary sources. By tomorrow we will be ready to answer the EQ: What is the most important legacy of WWI? This will be achieved a shortened DBQ. You will be able to form thesis by the end of today.</p> <p>Our learning objective are: LO1: SWBAT (Explain the major results of WWI based on research of secondary sources.)</p> <p>LO2: SWBAT (Examine the results of WWI based on secondary and primary sources.)</p>	<p>Students will come into class and sit in grouped desks.</p> <p>Entrance Ticket: Students will write out a RSQC2.</p> <p>Students should be able to recall the three significant legacies of WWI (the rank they put them in might foreshadow what they deem most important).</p> <p>Students will summarize how finances, the Russian Revolution, and mourning were all results of WWI and had lasting impacts. Students should talk about memorials, moments of silence, relations with Russia, or the USA becoming a superpower as connections.</p>
Instruction		

Minutes		
	<p>Activity One: Snowball Technique</p> <p>a. The teacher will give each student small bits of information based on the article. The goal here is to break up the information contained within the article into three sections, and then to break those three sections up into two subsequent subsections per “legacy”.</p> <p>For example: Student A will get information from section 1a and Student B will get information from section 1b. they will then pair and exchange section 1 information. Student C will get information on section 2a and Student D will get information on section 2b and pair up. Student E will get information on section 2a and Student F will get information on section 3b- they will pair up. Then all 6 students will come together to make a group and teach other the information.</p> <p>b. Give each student 5 minutes to digest information.</p> <p>c. Then, each will pair with another student and share.</p> <p>d. Then, paired students will come together with a group of 4 (2 pairs) other students – making a group of 6. At this point the group will have all three legacies represented.</p> <p>Check for Understanding-Supporting Questions:</p> <p>a. What connections are being made to our world today?</p>	<p>Activity One: Snowball Technique</p> <p>a. Students will receive small papers of info (excerpts from the article and any images not used in gallery walk).</p> <p>b. Students take 5 minutes to read through and take notes on the information presented.</p> <p>c. Students will share their notes with another student and take notes on what they have learned from one another.</p> <p>d. Students will take turns as partners and share their collective information with the group.</p> <p>Check for Understanding-Supporting Questions:</p> <p>a. Day of Remembrance of the Holocaust, instituted in 1951, Asian tsunami of 2004, 9/11- worldwide silence is used as a</p>

	<p>b. What are the three main arguments on this article?</p>	<p>language of commemoration and mourning. War memorials erected (images on article)- names of the dead- turning numbers into names! Influenced the Holocaust, Vietnam War, AIDS epidemic memorials. Britain had to borrow from USA led to USA being the financial superpower. European countries moved from creditor powers to debtor nations.</p> <ul style="list-style-type: none">○ European investments in non-European countries diminished.<ul style="list-style-type: none">▪ Which meant a shift of influence in economic and political development▪ Industrialization started in other countries that were previously reliant on Europe's industrialization▪ Signaled the growing significance of America▪ Contributed to world economic crisis development○ The two Russian Revolutions (February and October) = significant legacy of WWI- creation of the Soviet system (image in article).○ The war reshaped global politics- first communist country led to a red wave of revolutions across Europe as the war ended . <p>b. Scale of death and destruction changed our way of mourning and remembering</p> <ul style="list-style-type: none">○ War re-arranged the balance of financial power in the world.
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	<p>c. Give me some examples of how the financial power shifted after the war. Who gained power and who lost it? Why do you think that?</p> <p>d. Give me examples from the article of how the war contributed to the Revolution?</p> <p>e. What is collective mourning? Why is it important?</p>	<ul style="list-style-type: none">○ War made possible the Bolshevik revolution and defined the characteristics of the Soviet State. <p>c. War lasted a lot longer than expected which led to financial burdens on both sides. USA gained power and European nations lost power (see connections answer above).</p> <p>d. Soviets remembered the war as an imperialist conflict that exposed the political despotism of the tsar and exacerbated economic cleavages among the classes All Russians contributed to the war effort – fighting for mother Russia – patriotic.</p> <ul style="list-style-type: none">○ February Revolution led by female workers and soldier’s wives – demanded economic and political rights.○ War helped to radicalize the revolution over the course of 1917.○ State policies for the WWI also led Civil War and created foundation for the Soviet System – conscription into army, forced grain requisitions, surveillance of the population, official calls to arms, use of violence on civilians for military aims. <p>e. Collective mourning or moment of silence originated with a Melbourne journalist in a letter to London Evening news – now observed. For example: Day of Remembrance of the Holocaust, instituted in 1951, Asian tsunami of 2004, 9/11-</p>
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	<p>Activity Two: Gallery Walk with Silent Paper Discussion: Primary sources set up around the room representing consequences of WWI. The students will be directed to walk silently around the room and answer the supporting questions on the posters, respond to other's answers, and make additional comments. The purpose is to let students absorb the information and make connections to primary sources. This will help those students that need silent work to digest information.</p> <p>Whole Class Discussion: Check for Understanding:</p> <p>a. Why should we care about memorials like these? Why did it start with World War I and why did it carry on into today?</p> <p>b. Who is Wilfred Owen? What emotions is he expressing in this poem, give an example of why you think he feels that way. Do you think that soldiers from other countries also express such emotions? How about soldiers today?</p>	<p>worldwide silence is used as a language of commemoration and mourning.</p> <p>Activity Two: Gallery Walk with Silent Paper Discussion: Students will walk around silently with pen in hand and answer questions.</p> <p>Whole Class Discussion: Check for Understanding:</p> <p>a. it brings a sense of closure with the relatives of lost soldiers and shows respect to those who gave their lives on the battlefield and those who mourn their death. For example: 9/11.</p> <p>b. Wilfred Owen was a WWI soldier killed in battle. This brings significance to the poem that he wrote because it gives a first-hand account of many soldiers' beliefs and reactions to the war, death and mourning. Emotions seem to be anger, despair, sorrow – very different from the propaganda posters of soldiers being brave and valiant. Students will have to draw on prior knowledge from the unit to answer about other soldier sentiments- it should be similar feeling but there have been proud soldiers, so answers could vary.</p>
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	<p>c. Why was there such a heavy emphasis on buying bonds? How did the financial methods of the war impact our world today? Do you think these financial changes would have happened whether the war occurred or not? Why?</p> <p>d. What is the significance of Germany's hyperinflation? How did it affect the world?</p> <p>e. What connection did the war have to the Russian Revolution? How does this image show us this connection? How did the Revolution impact the world?</p> <p>f. Analyze this political cartoon. Give one detail that stands out to you and why. How are these two images connected?</p>	<p>c. Warring nations were going into significant debt because they did not anticipate just how long the war would last. They needed to issue war bonds to citizens to fund the war. The methods led to trade and taxes being different and a shift in who controlled the financial market.</p> <p>d. Under a plan to ease hyperinflation in Germany, the USA, Britain, and a few other nations loaned Germany funds to stabilize its currency so it could pay reparations. American gold arrived by the barrel in 1924. Basically, the debt incurred and the struggle to get out of debt for Germany was a factor for WWII.</p> <p>e. Soviets remembered the war as an imperialist conflict that exposed the political despotism of the tsar and exacerbated economic cleavages among the classes. All Russians contributed to the war effort – fighting for mother Russia – patriotic.</p> <ul style="list-style-type: none">• February Revolution led by female workers and soldier's wives – demanded economic and political rights• War helped to radicalize the revolution over the course of 1917• State policies for the WWI also led Civil War and created foundation for the Soviet System – conscription into army, forced grain requisitions, surveillance of the population, official calls to arms, use of violence on civilians for military aims <p>f. answers may vary- a few examples may be German give spare bones to Turkey as they tear apart their shares of Russia. This can connect to the picture because of the harsh</p>
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		terms of the Treaty of Brest-Litovsk between Germany and Russia
Closure _____ Minutes	Exit Ticket: Teacher will ask students: a. Based on what was learned in class today in the secondary and primary sources, what would your thesis statement be? What is the most important legacy of WWI?	Exit Ticket: a. Students will write a rough draft of their thesis statement.
Planned Supports	Whole Class: <i>Support questions</i> <i>Venn Diagram</i>	

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Grade Level: 9

Essential Question: **What is the most important legacy of WWI?**

Lesson Foundations

Content Standards	<ol style="list-style-type: none"> 1. C.S. 13 -Advances in technology, communication, and transportation improved lives, but also had negative consequences. 2. C.S. 15 -The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II. 		
Learning Objective(s)	<p>LO1: SWBAT (develop a thesis based on primary and secondary sources.)</p> <p>LO2: SWBAT (defend an argument about which result was most important based on secondary and primary sources.)</p>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<p>LO1: a. peer evaluation b. 1- minute summary</p> <p>LO2: a. 3 (supporting arguments-2 counterarguments-1- question you have) b. DBQ writing organizer</p>
Materials & Resources	<p>Sticky notes DBQ Writing Organizer Smart board https://origins.osu.edu/article/long-legacy-world-war-i</p>		

Instructional Procedures/Steps

Note when you are addressing a learning objective and when enacting an assessment.

	Teacher will... Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.	Student will... What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.
Opening _____ Minutes	<p>Opening – Review of quality thesis writing. Teacher will show examples from exit tickets with student permission – not from same class period and anonymous.</p> <ol style="list-style-type: none"> a. What is good about these? b. What makes them effective? c. Where do you think this argument can go? <p>Teacher will then ask Students to:</p> <ol style="list-style-type: none"> 1) Revise thesis statement from yesterday based on feedback and our opening discussion 2) Trade with peer for peer review and further editing 	<p>Opening- Students will view PPT of thesis examples</p> <ol style="list-style-type: none"> a. It focuses the idea into one (or two) strong sentence(s). I know the topic of the paper and their position on the EQ. b. It will guide the writing to make a strong argument. c. It will guide your writing because you can use evidence to support your thesis. 1) Students will revise their thesis statement on the piece on their exit ticket form the previous day. <p>Students will take sticking note and peer review another student’s thesis on the sticking note and attach it to the thesis.</p>
Instruction _____ Minutes	<p>Discussion of EQ understanding thus far: What is the most important legacy of WWI?</p> <p>Take 1 minute to write a summary about the three legacies of WW1- make sure to provide an example for each legacy. Then circle the one is</p>	<p>Discussion of EQ understanding thus far:</p> <p>Students will take 1 minute to write a summary about the three legacies of WW1- make sure to provide an example for each legacy. Then circle the one is most</p>

	<p>most important. Be prepared to answer why you think that is the case.</p> <p>1. Teacher will provide students with DBQ writing organizer to help students with essay writing. Teacher will let students know that they can use various forms to write their essay, but they have to still have a clear thesis within the first few sentences of their work and must have supporting arguments. In addition, they must also provide a counterargument using one (or both) of the other legacies.</p> <p>Teacher will direct students to write a 3-2-1: a. 3 supporting arguments b. 2 counterarguments c. 1- question you have</p> <p>After giving them a minute or two students will share with their group. Then the class will come together as whole to discuss common questions and problems they ran into.</p> <p>Steps for completing writing organizer</p> <ol style="list-style-type: none"> 1) Students will write revised thesis statement on writing organizer 2) Identify three main points to support your thesis statement/argument - write on organizer 3) Identify 2-3 (your choice - at least one per point) sources that support your thesis statement. Write in organizer. <p>a. Teacher will stop and ask students(individually):</p>	<p>important. Be prepared to answer why you think that is the case.</p> <p>3-2-1: Students will write a 3-2-1- answers may vary</p> <p>a. answers will vary</p>
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	<p>What was your thesis statement? Who had a similar stance? What were the main points to support this response? What sources did you identify to support your argument?</p> <p>b. Continue whole class discussion: Who had a different response? What were the main points to support this response? What sources did you identify to support your argument?</p> <p>4) Identify quotes or evidence from above mentioned sources to use to support your thesis statement - write in organizer</p> <p>Teacher will work with students individually to be sure they are identifying strong supports for their argument. Will begin with students who need additional writing support</p> <p>1) Fill in other main points (bullet points) you want to include in each paragraph 2) Write a counterargument you will include with a support of counterargument and a refute to that argument. (a “yes”, “but” statement) 3) Write main points of conclusion on writing organizer 4) Begin putting all the pieces together to write essay response in DBQ packet</p>	<p>b. answers will vary</p> <p>4. answers will vary</p> <p>Check For Understanding: Students will hand in their organizers to be reviewed.</p>
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	Check For Understanding: collect the writing organizers to check for quality of argument and provide initial feedback).	
Closure _____ Minutes	Homework: Go through and revise your piece based on my feedback. Finish your writing piece tonight. It will be due tomorrow.	
Planned Supports		