

World War I Lesson Plan

Lesson Summary: Students will read and analyze three documents that show a different perspective on young men being conscripted into World War 1. They will write a paragraph comparing and contrasting two of the documents using text evidence.

Grade Level: 9-12

Duration: 1 hour

Common Core Objectives, History/Social Studies:

[CCSS.ELA-Literacy.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-Literacy.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-Literacy.RH.11-12.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Missouri Social Study Standards:

[1.3.C](#). Evaluate the impact of U.S. participation in WWI and the resulting peace efforts.

Materials:

Conscription article, 1918

<https://digital.shsmo.org/digital/collection/wwi/id/1290/rec/12>

German propaganda leaflet, n.d.

<https://digital.shsmo.org/digital/collection/wwi/id/2307/rec/45>

Champ Clark's Resolution of Thanks to General John J. Pershing- September 18, 1919

<https://digital.shsmo.org/digital/collection/wwi/id/1375/rec/34>

Activities:

1. Journal (5 minutes) Students will write a full paragraph, 5-7 sentences, on how two opposing sides might tell their story differently. Has there ever been a time in your life in which you have had a different version of events than someone you were arguing with?
2. Read and take notes on materials (25 minutes) Using the notes sheet, students will read the three documents and take notes on their contents.
3. Document Analysis (30 minutes) Using the documents and the notes they took, students will write an analysis paragraph comparing and contrasting two of the documents.

Name:

Class Period:

WWI Notes Sheet

For each of the documents, take notes on the following:

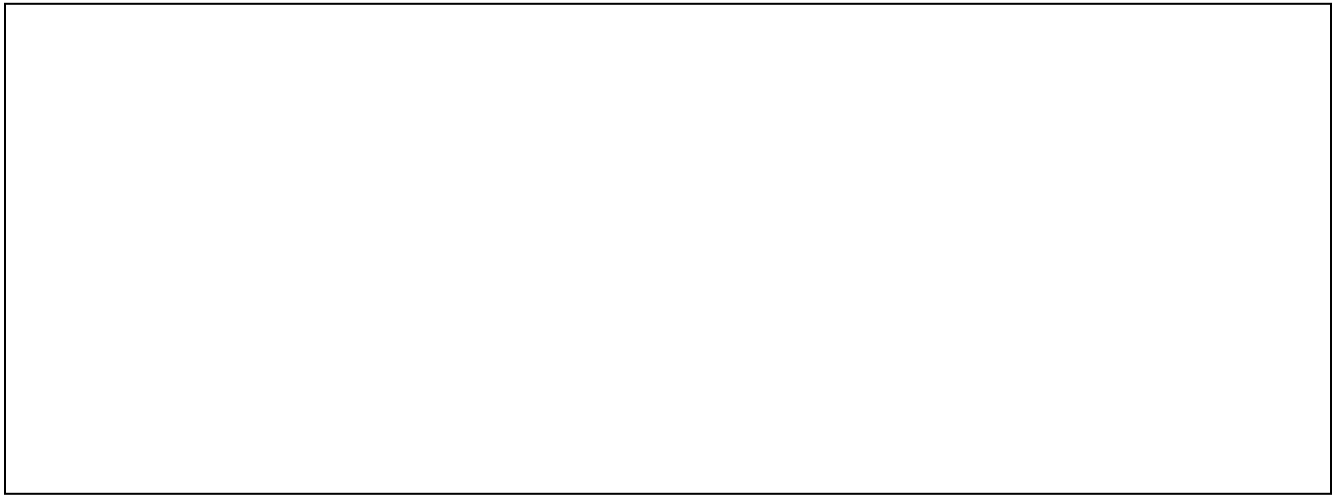
- 1-2 sentence summary of the contents.
- Who created the document?
- What year was it created?
- What do you think the purpose of the document was?

If you have a hard time reading the text, you can click the transcript button to see a typed version of the document!

Conscription Article:

German Propaganda Leaflet:

Champ Clark's Resolution of Thanks to General John J. Pershing:



Name:

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Compare and Contrast

After having read each of the documents, write a PIE-IE paragraph comparing and contrasting two of them. What were the reasons given by each document for U.S. Soldiers' involvement in WWI? Were there any similarities between them? Differences?

Point: 1-2 sentences explaining what your point is. Brief overview of the similarities and differences you found.

Illustrate: Select a quote from one of the documents. Use a direct quote or paraphrase, but be sure to cite it.

Explain: 1-2 sentences explaining what the previous quote shows about the attitudes of the writer or soldiers in WW1.

Illustrate: Select a second quote from a different document. Use a direct quote or paraphrase, but be sure to cite it.

Explain: 1-2 sentences explaining what this second quote shows about the attitudes of the writer or soldiers in WW1. Compare this second quote to your first.

Concluding Sentence: 1 sentence summarizing your ideas.