

WWI Combat Lesson



http://img.dailymail.co.uk/i/pix/2007/10_02/trenchPA_468x607.jpg

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World History II

Phoebus High School

Lesson on WWI Combat

Overview:

In this lesson on World War One students encounter the harsh realities of trench warfare. To understand how World War One was fought, students will participate in a simulation of trench warfare on both the eastern and western fronts. In order to understand the simulation, students will watch a united streaming video on WWI combat and fill out a scaffolding sheet that identifies and highlights important information that is essential to understanding World War I.

Grade Level/Class:

This lesson is designed for a World History II class of ninth and tenth graders.

Time: This class is designed for a ninety-minute block schedule

Rationale:

I believe that this lesson is appropriate for several lessons. For one, it is active and engaging. It is participatory, and will help students that do not normally participate, to take part in the lesson. The activities provide students with something novel that they have not had before and will engage them in the lesson and the content. Secondly, the lesson diversifies how students learn by providing opportunities for students to learn from visual and auditory material. Lastly, the lesson teaches state content outlined in the Virginia SOL.

Objectives:

1. Students will be able to describe the characteristics of trench warfare during World War I including new technology and weapons of mass destruction.
2. Students will be able to demonstrate knowledge of the worldwide impact of World War I by explaining the major events of the war (WHII.9a)
3. Students will be able to locate and identify the Eastern and Western front and the countries that fought over them.
4. Students will identify the causes of United States entry into World War I

Assessment:

To assess student learning and acquisition of my intended learning outcomes above, students will complete a scaffolding worksheet that identifies important content. Students will complete the scaffolding guide while participating in the lesson. They will complete the worksheet for homework and answer the questions: Was modern warfare in WWI a good thing

or a bad thing, and why? The content covered in the lesson will also be assessed on an end of unit test.

Content and Instructional Strategies:

Bell Ringer-10 Minutes

Students will complete a short quiz on the causes of WWI. Students will be given five passages that describe a cause of the war. Using the material they learned in the previous class, they will analyze each passage and write whether it is an example of Militarism, the Alliance System, Imperialism, or Nationalism.

Part I- The war begins (15 minutes)

Students will sit on two sides of the classroom in two rows. They will face each other and represent trenches during WWI. Space between the two sides will be necessary to represent "No man's land." Each student will be issued a card representing a country that was involved in World War I. These countries include: Great Britain, France, Belgium, Italy, Germany, Austria-Hungary, Russia, the Ottoman Empire, Serbia, the United States, India, New Zealand, and Australia. Each card will include background information about the country, and provides clues to questions during the activity.

Using these assigned roles students will place themselves in trenches to simulate combat on the Western Front. Using a computer projector, the teacher will display a map of the Western Front. Students will portray their country in order to act out Austria's declaration of war on Serbia, Russian, German, and French entry in to the war. To engage students visually, have the Italian representative literally, get up and cross over no man's land to the other side to symbolize the switch from the Triple Alliance to the Allies. In order to understand the Schlieffen Plan, students will enter trenches representing nations that fought on the Western Front in 1914. As the activities take place, students will use the information presented to complete their scaffolding worksheet.

Part II-New technology (20 minutes)

Students will watch four segments of a united streaming video on new technology used on the battlefields of WWI. The four segments will explain machine guns, tanks, airplanes, and poison gas. After each segment, students will fill in the corresponding questions on their scaffolding worksheet. Afterward, the class will briefly evaluate the impact of new technology and weapons of mass destruction on warfare.

Part III-The Eastern Front (15 minutes)

Students will reorganize and from trenches based on the countries involved in conflict on the Eastern Front. The teacher will display a map of the Easter Front as a reference point for

students. The teacher will discuss Germany's failure to follow the Schlieffen Plan and begin full scale war with Russia. Students will see that Russia stood alone to defend a large territory against the Central Powers. A student representing the Ottoman Empire will be brought into the picture and occupy the southern portion of the trenches. The class will hear about the closure of the Dardanelles to Allies which limited shipping and supplies to Russia. Furthermore, students will arrive representing India, Australia, Britain, and New Zealand to engage the Ottoman Empire. Students representing those countries will be moved around the room as if they were armies being moved around a map. Before completing this phase, students will understand Russia's inability to remain in the war. As the Russian army leaves, the German and Austro-Hungarian representatives will reinforce their troops on the Western Front.

Part IV- Last Phase of the War (15 minutes)

Students will return to their positions on the Western Front, and a map of the Western Front during 1918 will be displayed. Students will see the Germany and Austria-Hungary have more troops because they are no longer fighting Russia. Germany will advance their trench to represent the final push by the German army into Belgium, thus pushing the Belgian Representatives back. Students representing the United States will suddenly arrive to support the allies. Germany will fall back along with Austria-Hungary, and students will see how large amounts of fresh troops from the United States were able to end the stalemate. To end the simulation, all students will stand in place. They will each count off by four. Once each student has a number, everyone but number fours will sit down. This visual will help students to see that only one in four soldiers that entered the war survived.

Part V-US Entry (15 minutes)

The teacher will present a short PowerPoint highlighting the major causes of US entry into World War I. Students will understand that America entered the war as a result of the sinking of the Lusitania and German U-boat attacks, the Zimmerman note, and cultural ties to the allies.

Part VI-Conclusion

Using whatever time remains, the teacher will lead a discussion on the importance of the Armistice and the effects of World War I.

Resources:

- Laptop Computer
- LCD Projector
- United Streaming Video-WWI
- PowerPoint

- Map of the Western Front 1914-
http://www.uncp.edu/home/rwb/Western_Front_1914.jpg
- Map of the Eastern Front- <http://www.historyonthenet.com/WW1/easternfront.htm>
- Map of the Italian Front- <http://www.historyonthenet.com/WW1/italianfront.htm>
- Map of the Dardanelles- <http://www.eyewitnesstohistory.com/gallipoli.htm>
- Map of Western Front 1918-
<http://wps.ablongman.com/wps/media/objects/31/32716/figures/DIV1512.jpg>

Differentiation:

This lesson has been developed for a diverse group of learners. Students will be participating in a number of activities at a variety of cognitive levels to learn about World War I. This lesson incorporates role playing, discussion, and writing. Technology such as a PowerPoint presentation, a computer projector, and streaming video has been integrated in order to enhance the lesson. This lesson presents students with information in a number of ways including visually, orally, and audibly.

Adaptations/Accommodations:

This lesson has been adapted for the needs of students receiving special education services under either an IEP or a 504 plan. The lesson has been chunked into a number of activities that break up the ninety-minute block. Students with attention problems will have the opportunity to get up and walk around the class. To assist with taking notes and to provide an understanding of the lesson, students will complete a scaffolding worksheet that highlights the important content.

Name: _____ Date: _____ Block: _____

Trench Warfare Simulation Questions

DIRECTIONS: Please pay attention to the trench warfare simulation and video shown during class. Use the information presented in the simulation and the video to answer the questions below.

1. Which countries fought on the Western front? Which fought for the Allies? The Central Powers?
2. The country that switched from the Triple Alliance to the Allies was _____.
3. Why did soldiers fight in trenches?
4. What is a stalemate?
5. How did machine guns change warfare?
6. What were the strengths and weaknesses of tanks?
7. How did the use of airplanes change during the war?

Student Roles

Germany #1

- You are an ally of Austria-Hungary
- You want to avoid a war on two fronts
- You hope to defeat France before Russia is strong enough to fight you

Germany #2

- You are an ally of Austria-Hungary
- You are fighting Russia on the Western Front

Austria-Hungary #1

- You declare war against Serbia after your Archduke is assassinated
- You are fighting on the Western and Eastern Fronts of Europe

Austria Hungary #2

- You declare war against Serbia after your Archduke is assassinated
- You are fighting on the Western and Eastern Fronts of Europe

Great Britain

- You are a member of the Allies
- You have signed a treaty to guarantee Belgian neutrality

France

- You are a member of the Allies
- You want revenge for defeat during the Franco-Prussian War

Italy

- You switch sides from the Triple Alliance to the Allies.
- You are left alone to fight Germany and Austria-Hungary

India

- You fight to defend the British Empire
- You hope loyal service might result in self-rule
- You will fight in Europe, Asia, and Africa

Australia

- You are fighting for the British Empire
- You will be sent to fight in Europe, Asia, and Africa.
- Many of you will die at Gallipoli

New Zealand

- You are fighting for the British Empire
- You will be sent to fight in Europe, Asia, and Africa.
- Many of you will die at Gallipoli

Russia

- You enter WWI to defend Serbia
- You will have to fight on the Eastern Front by yourself
- You leave the war in 1917

Belgium

- You start the war as a neutral nation until you are invaded by Germany.
- You become a member of the Allies

USA

- You enter the War in 1917
- You have cultural ties to the Allies
- You are angry about submarine warfare

Ottoman Empire

- You join the Central Powers in 1914
- You close the Dardanelles and prevent Allied ships from getting to Russia

Serbia

- You start the war by assassinating Archduke Franz Ferdinand
- You want to free Serbians from Austria-Hungary