

## Week Sixteen: World War I

**Weekly Focus:** Comprehension  
**Weekly Skill:** Introduction to Topic

**Lesson Summary:** This week students will be introduced to the new essential question, “When is it important to challenge tradition?” While we will look at several political topics involving this question over the next few weeks, we will begin our discussion today by learning about World War I: how this conflict significantly influenced the economic and political climate of the world, and how it introduced new warfare tactics that had deadly, lasting consequences.

**Materials Needed:** Projector, Laptops and Internet, dictionaries, note-cards, Fishbowl Discussion, “What Do I Know?” Handout, World War I Research Questions

**Objectives:** Students will be able to...

- Demonstrate introductory knowledge of World War I through conducting research
- Consider this unit's essential question in an historical context
- Use a graphic organizer to ask questions and track progress in learning about a topic

**Common Core Standards Addressed:**

[CCSS.ELA-Literacy.RH.9-10.4](#), [CCSS.ELA-Literacy.RH.9-10.9](#)

**Notes:** This lesson involves the use of computers for students to do individual/pair research and exploration. If you do not have access to computers, please print out related articles online for students to use to find answers to the questions on the worksheet.

For the Social Studies test, students will need to be familiar with World War I—the causes and effects, and the general political climate. This introductory research exercise will give students a chance to find important information while developing computer and research skills.

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### Activities:

#### Testing: TABE

**Time: 50 minutes**

For the first hour, students will be testing on the TABE Reading test. Talk to your coordinator about this as well as your role as a proctor.

#### Activity 1: Warm-Up

**Time: 10 minutes**

Hand out the "What do you know" worksheet. Explain to students that using this kind of thought-process when exploring a new topic can be a great way to consider a new topic. It will allow them to consider what they might already know and then help them consider what they would like to know more about. Finally, it will help them see what they learn in today's class. Have students write down everything that they know concerning World War I on the "What do I know?" column of the worksheet. Next have them write down "What do I want to know?" Students can look for answers to these questions in the research they will do today.

#### Activity 2: World War I Research Questions

**Time: 60 minutes**

- 1) Hand out the World War I Research Questions worksheet. Spend a few minutes going over the instructions and how students might go about finding the answers to these questions. Discuss possible internet search phrases they can enter into [www.google.com](http://www.google.com). Also, point out that sources which end in ".org" or ".gov" or ".edu" are considered more reliable. Stay away from Wikipedia!
- 2) Give students the option to work individually or in pairs to complete this exercise. There should be no more than two students in one group so that each student is able to fully participate. Have students complete the worksheet. **They do not need to complete the last question until the next activity.**

**Break: 10 minutes**

- 3) Go over the answers to the questions on the worksheet. **WAIT TO DISCUSS THE LAST QUESTION until you get to the next activity outlined below.**
- 4) Return to "What do I Know? Worksheet": After students have found answers to the research questions, have students return to their "What do I know?" worksheets. Have them fill in SOME of the new information that they've learned in the "What do I know?" column (model doing an example of this). Were any of their questions answered? If so, have students cross out these questions. Do students have new questions? If so, have students write these in the appropriate column.
- 5) How did this process of collecting information work for students? Looking at their "What do you know?" worksheets, do students feel like they know more now? Have each student turn to a partner and share one thing that they have learned.

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### Extension Activity: Traditions Discussion

Time: 50 minutes

- **Identifying Traditions: (20 minutes)**

- 1) Review this unit's essential question: "When is it important to challenge tradition?" Remind students of the definition of "tradition." You might choose to have one student lead this by looking up the word, writing its definition on the board, and then presenting the definition to the class.
- 2) Discussion Prep: In pairs, have students work to identify any "traditions" that they believe the research discussed and to make a list of these (war, mechanized warfare, large amount of funding for war, etc.). Each pair should then list at least one tradition they come up with on the white-board. Then, have each group prepare to present their tradition and explain *why* it is a tradition. Model this first (for example: going to war for your country when asked. This could be considered a tradition b/c many generations have gone to war without question.)
- 3) As a class, add any traditions that are missing to the list on the whiteboard.
- 4) Were any of these traditions challenged? Talk through the examples of traditions on the board that were challenged—or that they believe should be challenged.

- **Fishbowl Discussion: Do Students Agree? (30 minutes)**

- 1) Ask this question: How do you think World War I has shaped the world today? Encourage students to provide specific evidence to support their opinions.
- 2) Give students a few minutes to write their thoughts.

### Wrap-Up: Get out of Class Ticket

- 1) Hand out a note-card to each student. On the board write this question: What is one new thing you learned today OR what is one question that you have from today? Students should each fill out a note-card before they leave.

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### WORLD WAR I RESEARCH QUESTIONS

Directions: Look up answers to the questions below using the internet or printed resources. Read the questions carefully. Pay attention to the question words: what and when.

<b>When did World War I (WWI) start? When did it end?</b>	
<b>What was/were the cause(s) of WWI?</b>	
<b>When did the United States enter the war?</b>	
<b>What caused the U.S. to enter the war?</b>	

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**What are some of the effects that WWI had both nationally and globally?**

**The unit theme is  
“When is it important to challenge  
tradition?”**

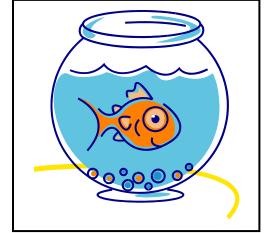
**Why do you think we are studying WWI in this unit? What traditions were present in WWI?  
What traditions did WWI start?**

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### FISHBOWL DISCUSSION

**About:** The Fishbowl discussion model is a great way to allow your students control of their classroom. It also encourages active listening and student leadership.

**Guidelines:** The instructor should fall to the background for this discussion model. He or she should be available to step in if necessary, but as much as possible, should remain as an observer and not a participant in the conversation.



#### **Rules for Discussion:**

1. Before the discussion begins, have students prepare two questions or thoughts about the day's reading or topic and then write them on a note-card.
2. Have students form two circles with their chairs, one in the middle, one on the outside. Students should bring their note-cards with them to the circles.
3. Choose a student facilitator. This person's role is to keep the discussion going and to make sure all student voices are heard.
4. Before the discussion begins, remind students of the fishbowl discussion rules: students will be responsible for keeping the discussion alive for a full ten minutes, only students in the inner circle may talk, and students on the outside of the circle can't talk but should take notes about discussion points that spark their interest, raise questions, etc. These students will have a chance to join the discussion very shortly.
5. Have the student facilitator begin the discussion by sharing his or her note-card question or comment with the group.
6. **Discuss for ten minutes. At the end of ten minutes, "open the circle" to allow the outside group to comment. Switch the groups, having the inner-circle move to the outside and the outside-circle move to the inner one. Repeat the process.**
7. As a wrap-up, divide students into groups of three or four (try to mix circles). Ask them what one thing they will take away from the day's discussion. Have students share their answer with their group.

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### WHAT DO I KNOW? | WHAT DO I WANT TO KNOW?

What do I know?	What do I want to know?