

**Lesson Title:** What was so great about the Great War?

**Introduction:** The period between 1914 and 1945 was one of the most destructive in the history of humankind. With the exception of the Seven Years' War, until the 1900s had there ever been a conflict that spanned the globe. The twentieth century witnessed two world wars and numerous regional conflicts that resulted in more than 60 million people's death. This lesson will help students understand that great isn't always meant to be good by viewing statistics and figures from World War I or The Great War as those who lived through it called it.

**Content Area and Grade or Age Level of Students:** This lesson is designed for use in a World History 1500-present or US history 1877-present classroom and is suitable from grades 9-11.

**Objectives:** After completing this lesson students will have a better understanding of the destruction war causes, and the price paid by human sacrifice through the utilization of data presented on spreadsheets.

**Standards Addressed:**

Alabama Course of Study United States History 1877-present Grade 11

4. Describe the causes and impact of the intervention by the United States in World War I

Alabama Course of Study World History 1500-present Grade 9

12.) Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system

**Relative Advantage:** By providing figures from World War I in spreadsheet form students can easily compare and contrast figures to give them a better understanding of the impact of WWI. Less copies would have to be made as the information can be made available via the Internet and prepare students to interpret facts and figures with ease by utilizing the spreadsheets.

**Timeline:** 5, 50 minute class periods, or 2.5, 90 minute class blocks.

**Materials:** Computers with Microsoft Office (97-2010)

[WWI Data Questions](#)

[Group member roles](#)

[Group member survey](#)

[WWI Facts and Figures spreadsheets](#)

[Battle Information Handout](#)

[Newspaper handout](#)

[Stars and Stripes PowerPoint Template](#)

**Grouping Strategies:** Students should be split into 10 separate groups as each group will be assigned one battle to research in depth. Students should have individual computers as each student will be researching different aspects of each battle.

**Learning Activities:**

Prior knowledge: This activity should be used after students have gained general knowledge about WWI such as the causes, major events, and outcome.

Day 1.

Introductory activity: Students will be asked to list as many synonyms for the word "great" on a sheet of paper. Students will then be asked to share their answers aloud. (Teacher should list words on the board) (Answers will probably not relate to size as the word "great" is mostly used as a positive adjective). Students will then be asked to write down adjectives to describe the word "war." Students will then be asked to share their answers aloud as the teacher writes those words beside the synonyms for "great."

The teacher should then lead a short discussion on why the word "great" was used to describe the First World War. (Students should come to the conclusion that "great" doesn't always mean good.

Students will be given access to a computer and should fill out the WWI Figures Questionnaire individually using spreadsheet data provided.

#### Day 2

Students will be placed into groups and assigned a specific battle from the list of the 10 bloodiest battles of WWI. Students should research the specific battle individually using the hotlist provided for this activity, then come back together to discuss findings. Students should be seated near each other during research as they should use different websites to obtain their information.

Students should then determine group roles and complete the online group member contract.

#### Day3

After passing out the Newspaper handout out students should begin developing their rough draft of elements to include within their newspaper.

#### Days 4-5

After all members approve the elements within the newspaper, students can begin construction of the PowerPoint using the template provided and submit final project via the Internet.

**Assessment:** Completion of Battle Info handout, Newspaper, working cooperatively.

**Adaptations for Learners with Special Needs:** Peer helper, extra time, printed copies of all handouts and spreadsheets, highlighters to identify information on printed sheets.

#### References:

[http://www.pbs.org/greatwar/resources/casdeath\\_pop.html](http://www.pbs.org/greatwar/resources/casdeath_pop.html)

[http://www.worldology.com/Europe/World\\_War\\_1\\_md.swf](http://www.worldology.com/Europe/World_War_1_md.swf)

<http://www.toptenz.net/top-10-bloodiest-battles-of-world-war-i.php>

<http://pressday.yosu.edu/old/idealstaff.html>