**SOLAR Lesson Plan**

**Grade Level:** 10

**Activity:** Causes of WW1

**Materials Needed:**

* Poster Paper
* Pencils
* Causes of WW1 PowerPoint

**Standards:**

* 10.1.4: Use media to access, record, analyze, and communicate information relating to social studies.
* 10.2.14: Compare the political, social, and industrial revolutions from the late 18th to the early 20th century.

**Objectives:**

* Determine the main causes of World War 1.

**Lesson:**

Intro Activity:

* Introduce the topic of the day: causes of WW1.
* Have students quietly reflect on what they know about WW1 and why it started. While they are reflecting on the information have them write a few things down they were thinking about.
* In one corner of the room there will be a poster with the title “why did the triple alliance join the war?” In another corner there will be the topic “why did the triple entente join the war?”
* The students will go to each poster and write the reasons why they think each side joined the war.
* In the case that there is nothing written down, ask the class as a class to share what they know about WW1 as a whole war instead of the reasons. Tell them that they can say whatever they want as long as it pertains to WW1.
* When all the students are done with the posters, go through what was wrote on the two posters and discuss why the information was written down (Depending on information written down on poster).
* Go through power point on the causes of WWI.
* While going through PowerPoint, answer discussion questions that are in the notes of the power point and discuss information on the slides
* End Activity: After going over information in PowerPoint, students will create T- charts that will have the reasons for why the two sides would join the war (If time left at the end of class have them reflect and discuss what they put on the T – charts).

**Assessment:**

* Assess interaction and information put forth by students during activities for prior knowledge.
* Assess participation in the discussion during PowerPoint.
* Assess T-charts that students turn in at end of class.
* Later quiz or writing on information throughout the week.

**Reflection:**

* Reflect on how the lesson plan went behavior wise and everyone was on task with minimal distraction.
* Ask how it could have been done better so that students were able to benefit for the whole lesson.

**SOLAR Lesson Plan**

**Grade Level:** 10

**Activity:** U.S. Isolationism WW1

**Materials Needed:**

* Smart Board
* Pencils
* Paper
* U.S. Isolationism PowerPoint

**Standards:**

* 10.1.4: Use media to access, record, analyze, and communicate information relating to social studies.
* 10.2.2: Evaluate the impact of various factors that led to the transformation of the nation.
* 10.2.14: Compare the political, social, and industrial revolutions from the late 18th to the early 20th century.

**Objectives:**

* Students will understand the reasons ~~why~~ the U.S. claimed neutrality at the beginning of WW1.
* Students will ~~be able to~~ analyze what pulled the United States out of isolationism in WW1.

**Lesson:**

Intro Activity:

* Turn on Smart board so that there is a blank sheet of paper that the students can write on ~~them.~~
* Write the title “US isolationism”
* Designate one colored marker for information that is for it and what is against it.
* Students will take turns coming up and writing what they think the pros and cons are to US isolationism in WW1. Students can write down information, pictures, anything that pertains to U.S. isolationism during WW1.
* When everyone has written down their information, go through it as a class and see what the students know about WW1.
* After all previous knowledge has been established; go through power point about U.S isolationism in WW1.
* Ask questions to keep students engaged and paying attention during the power point. Ex: Why do you think it was good or bad that the U.S. wanted to stay out of the war? Why or why not? Should the U.S. have entered the war willingly and not provoked? Was it good that the U.S. was helping behind the scenes during the beginning of WW1?
* End Activity: At the end of the power point, students will create a timeline of all the events from beginning of U.S. Isolationism to the U.S. Entry to WW1.

**Assessment:**

* Assess interaction and information put forth by students during activities for prior knowledge.
* Discussion and questions asked during power point
* End timeline: How detailed and accurate was timeline submitted by students.

**Reflection:**

* Reflect on how the lesson plan went behavior wise and everyone was on task with minimal distraction.
* Ask how it could have been done better so that students were able to benefit for the whole lesson.

**SOLAR Lesson Plan**

**Grade Level:** 10

**Activity:** America Mobilizes

**Materials Needed:**

* Pencils
* Notebook/Paper
* America Mobilizes PowerPoint
* Art Analysis Worksheet

**Standards:**

* 10.1.2: Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 10.1.4: Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies
* 10.2.3: Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)
* 10.2.15:Analyze the global causes, course, and consequences of World War I (e.g. imperialism, militarism, nationalism, alliance system; ethnic conflicts and assassination of Arch Duke Franz Ferdinand; Russian Revolution of 1917; Treaty of Versailles and League of Nations)

**Objectives:**

* Students will analyze artwork reflecting American attitudes toward military recruitment.
* Students will use primary sources to empathize with the recruit’s perspective.
* Students will collaborate and investigate topics critical to understanding the effects of World War 1.

**Lesson:**

* Start the class by introducing topic of the day: America Mobilizes
* Start PowerPoint discussing American mobilization.
* Make sure to emphasize the Selective Service Act, the war economy, societal changes, and public opinion.
* Make sure that students take notes while teacher leads them through PowerPoint lecture. This will provide them with the background they will need to analyze the primary sources in the next activity.
* When you get to the posters at the end of the slide show, break class into groups
* Teacher will assign each group a poster to discuss. Students will discuss their original piece in their groups, answering questions on their worksheet.
* After 10 minutes, Teacher will lead the entire class in a discussion on all pieces.
* Groups will take turns coming up in front of the class and reporting what they filled out on their worksheets.
* Rest of the class will take notes on other posters and paying active attention to other groups presenting.

**Assessment:**

* Assess students by how accurate and information they put into their assignment, which they will be graded on.
* Teacher will collect Analysis Worksheet at the end of class in order to assess students’ ability to analyze recruitment posters.
* Teacher will ask questions for clarification during lecture and discussion of artwork.
* Students will be assessed on how much they participated during PowerPoint discussion.

**Reflection:**

* Reflect on how the lesson plan went behavior wise and everyone was on task with minimal distraction.
* Reflect strategy of allowing kids to work and collaborate with others and if they got the most they could out of the activity.
* Assess if the students got the correct information from the activity.

**SOLAR Lesson Plan**

**Grade Level:** 10

**Activity:** Technologies of World War 1 Auction

**Materials Needed:**

* Pencils
* Notebook Paper
* Technology Auction Worksheet
* Points Sheet

**Standards:**

* 10.2.3: Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)
* 10.2.15:Analyze the global causes, course, and consequences of World War I (e.g. imperialism, militarism, nationalism, alliance system; ethnic conflicts and assassination of Arch Duke Franz Ferdinand; Russian Revolution of 1917; Treaty of Versailles and League of Nations)

**Objectives:**

* Students will use facts about technologies in World War 1 and compare them to each other.
* Students will discuss and collaborate to choose which technologies and weapons had the best strengths.
* Students will rationalize money to be able to bid for different items effectively.

**Lesson:**

* Choose two students from the class - one that is very organized and one that is interesting in finances. They will help run the auction, keeping track of money and collecting the bids.
* The remaining students should be divided into six groups, with each group representing one of the following: Germany, Italy, Austria-Hungary, Russia, France, or Britain.
* Assign roles to each group:
* one student is to handle the country's finances
* one student is to make the bids
* one student is to record the Weapons Choice and How Many on a sheet of paper (what they bought & how many)
* one student is to tally the group's points when the auction ends
* one student is to make a sign at the start so countries can be identified
* entire group are part of the decision-making process
* The "Banker" and "Collector" distribute funds to the countries, $35 000 is given to each country.
* Outline weapons of choice and provide brief description (JUST what they are, not their importance or how effective they were).
* Tell groups they have 5 – 10 minutes to plan their purchase strategy.
* Decide the order for the bidding, pull sticks or numbers etc.
* Those who present the highest amount of money for the number of weapons wanted, win the bid.
* Collector should keep track of what countries purchased (which weapons & number of weapons), as well as each group.
* The banker collects money after each purchase of the bidding.
* The teacher keeps track of the number of weapons purchased overall during bidding on overhead to make sure only six are sold.
* Bidding stops when all the weapons are gone.
* Once the bidding in finished, the teacher shows the overhead of the Arms Auction Points (provided below) and student tallies the group's purchases.
* The country with the most points wins the war!!!
* Bring students back together and hand out worksheets so students can see the weapons and technology more in depth.
* Ask groups about the bidding strategies they used and if they would change them now that they have seem the items more in depth.
* Exit Slip: What weapon or technology do you think had the biggest impact on the war? Why?

**Assessment:**

* Assess student participation in discussion and bidding wars.
* Exit slips and what information they put on them.

**Reflection:**

* Reflect on how the lesson plan went behavior wise and everyone was on task with minimal distraction.
* Reflect on bidding simulation and if students took away from the activity what they should have.

**SOLAR Lesson Plan**

**Grade Level:** 10

**Activity:** Trench Warfare

**Materials Needed:**

* Pencils
* Notebook Paper
* PowerPoint of images
* Excerpts from “All Quiet On the Western Front”
* Student Handout Questions

**Standards:**

* 10.1.2:Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content
* 10.2.3: Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)
* 10.2.15:Analyze the global causes, course, and consequences of World War I (e.g. imperialism, militarism, nationalism, alliance system; ethnic conflicts and assassination of Arch Duke Franz Ferdinand; Russian Revolution of 1917; Treaty of Versailles and League of Nations)

**Objectives:**

* Students will reenact and visualize trench warfare
* Students will relive soldier life in the trenches of WW1.
* Students will be able to relate and respond to questions about trench warfare.

**Lesson:**

* Students will split up into two different groups, allied or German trenches.
* Students will move behind two long rows of desks, without chairs, on opposite sides of the room.
* Explain that the students will need a notebook, pencils, and handout with questions.
* Explain that the classroom is now set on a battlefield on the western front of WW1.
* Students are in Verdun, France in late August 1918. Slide 1 explanation and visual on Western Front.
* Read excerpts from “All Quiet on the Western Front” by Erich Remarque. Visual book and movie covers on slide 2.
* Students are directed to sit or lay down on their stomachs directly under their desks.
* Ask Questions about images as you go through PowerPoint. Engaging and meaningful questions.
* Have students respond to the questions AFTER they view the photos from the PowerPoint and listen to the readings.

**Assessment:**

* Assess students by how thoughtful the information they put into the responses to the journals.

**Reflection:**

* Reflect on how the lesson plan went behavior wise and everyone was on task with minimal distraction.
* Reflect strategy of moving the room around to a setting like the war.
* Assess if the activity was exciting enough and kept the students attention.

**SOLAR Lesson Plan**

**Grade Level:** 10

**Activity:** Major Battles of WW1

**Materials Needed:**

* Computers
* Pencils
* Notebook paper
* WW1 Unit PowerPoint

**Standards:**

* 10.1.3: Draw conclusions based on research processes
* 10.1.4: Use media to access, record, analyze, and communicate information relating to social studies.
* 10.2.14: Compare the political, social, and industrial revolutions from the late 18th to the early 20th century.
* 10.2.3: Trace the causes, course, and legacy of the United States’ involvement in WW1.
* 10.2.15: Analyze the global causes, course, and consequences of WW1.

**Objectives:**

* Students will be able to answer questions and draw conclusions on major battles of WW1.
* Students will be able to use computers to research and answer questions about specific questions relating to battles in WW1.

**Lesson:**

* Introduce the topic of the day: Major battles of WW1.
* After introduction, students will stay in their desks, which are already set up into groups, and work together with one computer.
* After everything is set up and groups are in their places, open up PowerPoint to start of “Major Battles of WW1” slide.
* Explain to students that they will have to go through the 4 main battles on the slide and answer the questions posted in the PowerPoint.
* Also explain to students that the students will only have 10 minutes on each set of questions before the power point is changed to the next set of questions.
* Walk around class and answer any questions that the students might have.
* When the activity is all done going through all four battles discuss about all the things that students found interesting or final questions they had finishing the questions.
* Have students finish the day by answering question on “Ticket to leave” slide.

**Assessment:**

* Assess interaction and information put forth by students during research and answering of questions
* Questions answered by the students plus the ticket to exit question

**Reflection:**

* Reflect on how the lesson plan went behavior wise and everyone was on task with minimal distraction.
* Ask how it could have been done better so that students were able to benefit for the whole lesson.

**SOLAR Lesson Plan**

**Grade Level:** 10

**Activity:** Home front during WWI: Food restrictions during the War

**Materials Needed:**

* Pencils
* Notebook Paper
* Markers, colored pencils
* Poster paper
* WW1 Power Point

**Standards:**

* 10.1.2: Interpret and evaluate documents to enhance the understanding of social studies content.
* 10.1.3: Draw conclusions based on the research processes
* 10.1.4: Use media to access, record, analyze, and communicate information relating to social studies.
* 10.2.2: Evaluate the impact of various factors that led to the transformation of the nation.
* 10.2.3: Trace the causes, course, and legacy of the United States’ involvement in WW1 at home and abroad.
* 10.2.14: Compare the political, social, and industrial revolutions from the late 18th to the early 20th century.

**Objectives:**

* Students will understand the rationing that the nation had to go through during the war.
* Students will be able to analyze what foods were rationed and why.
* Students will be able to create a poster as an example of rationing posters during WW1.

**Lesson:**

* Start the class with questions: Why did the government have to ration goods during the war? What resources do you think would be the most important to the war effort?
* Go through PowerPoint looking at examples of posters that were up during WW1 and discuss what you find on them and what they mean.
* Describe what ration cards were and how they worked. Tell the class about how they were used and show them examples of ration cards in the PowerPoint.
* After going through these examples ask students if these posters were an example of propaganda? Why or why not?
* After discussing poster examples (which are in the PowerPoint), explain to students the activity for the day:
* Students will create a poster that will be about rationing food on the home front. It can be about any food or group of foods and can be any topic that relates to the war effort.
* Must be creative and show detail as best as they can.
* Students will have the rest of class until the next class period to finish the poster. Must be turned in at the beginning of the next class period.

**Assessment:**

* Assess student participation in discussion about posters in the power point.
* Assess posters and if they were good quality or not.

**Reflection:**

* Reflect on how the lesson plan went behavior wise and everyone was on task with minimal distraction.
* Ask how it could have been done better so that students were able to benefit for the whole lesson.

**SOLAR Lesson Plan**

**Grade Level:** 10

**Activity:** End of World War 1

**Materials Needed:**

* Pencils
* Notebook/Paper
* Colored Pencils/markers
* PowerPoint
* Construction Paper

**Standards:**

* 10.1.1: Interpret and evaluate a variety of visual representations (e.g. charts, graphs, time lines, graphic organizers, maps, flow charts) of data
* 10.1.4:Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies
* 10.2.3: Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)
* 10.2.15:Analyze the global causes, course, and consequences of World War I (e.g. imperialism, militarism, nationalism, alliance system; ethnic conflicts and assassination of Arch Duke Franz Ferdinand; Russian Revolution of 1917; Treaty of Versailles and League of Nations)

**Objectives:**

* Students analyze the causes for the end of World War 1
* Students will discuss what changes the end of the war brought to the world.
* Students will express thoughts of the end of the war via outlet of their choice.

**Lesson:**

* As the class begins, introduce the topic of class: End of WW1.
* Ask questions about what the class knows about the end of WW1 and what effects it had.
* Start to go through PowerPoint, stopping in areas to probe with higher order thinking questions.
* Cover areas that talk about social, economic, and political with great depth.
* After you get to the end of the PowerPoint, introduce the activity for the day.
* The students will have three options to portray what the students thought was a key effect of the war on the world:
* Students can choose to write a story about being a soldier coming back from the war. Story must be in depth and include an idea from the social, economic, or political areas.
* Students can choose to get into groups and act out a scene that has to do with the end of World War 1. The act can be any part of the war as long as they include key facts from the end of the war. Also must be appropriate for school.
* Students can draw a picture or something that has to do with World War 1. Can be any drawing as long as it has to do with any effects from the end of World War 1.
* Students will have till the end of class to finish their choice of assignment.
* Students will hand in assignment to teacher after they are done and if there is time they are to work ahead or on something else from class.

**Assessment:**

* Assess students by the information they put into their assignment and the quality as well.
* Students will be assessed on how much they participated during PowerPoint discussion.

**Reflection:**

* Reflect on how the lesson plan went behavior wise and everyone was on task with minimal distraction.
* Reflect strategy of allowing kids the freedom to choose what they wanted to work on and how well it worked.
* Assess if the students got the correct information from the activity.

**SOLAR Lesson Plan**

**Grade Level:** 10

**Activity:** Maps and Border Changes caused by World War 1

**Materials Needed:**

* Pencils
* Colored Pencils/markers
* Website with video of border changes
* Maps of before World War 1 and after World War 1.

**Standards:**

* 10.1.1: Interpret and evaluate a variety of visual representations (e.g. charts, graphs, time lines, graphic organizers, maps, flow charts) of data
* 10.1.4: Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies
* 10.2.3: Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)
* 10.2.15:Analyze the global causes, course, and consequences of World War I (e.g. imperialism, militarism, nationalism, alliance system; ethnic conflicts and assassination of Arch Duke Franz Ferdinand; Russian Revolution of 1917; Treaty of Versailles and League of Nations)

**Objectives:**

* Students will compare two historical maps of Europe to infer how war and political

Upheaval changes the political boundaries of countries.

**Lesson:**

* At the beginning of the class, ask students questions about if Europe had changed its borders, how much, and if any new countries were made. Use this to determine where students are at on knowledge of maps and boundary changes.
* Hand out maps that the students will be working with for the day.
* Go to website (<http://www.the-map-as-history.com/demos/tome03/>) and play video for students to watch.
* After video, have students pull out the maps and explain that they will be coloring in the maps so they can better understand just where changes have happened in Europe.
* They will color the two maps in the following manner:
* Color each country which stayed the same politically, the same color on both maps. (ex. Norway)
* Be sure to color those first.
* Those countries which emerged in this time period should be clearly separate from previous colors used for that area.
* Adjoining countries should be done in clearly different colors so that borders are defined.
* This is not an art project, but neatness counts for clarity reasons.
* Maps must be completed by end of class.
* Homework: Students will use maps as examples to research and explain why some of the changes in this time period were made. They can use websites or any other sources to look up these boundary changes. Students must come back to school the next day with at least three responses to the maps, typed.

**Assessment:**

* Assess students by how they followed directions on the maps they colored. Accuracy and completeness will be graded.
* Students will have homework assessed for content and mechanics in their responses.

**Reflection:**

* Reflect on how the lesson plan went behavior wise and everyone was on task with minimal distraction.
* Reflect strategy of allowing kids the freedom to work on maps as they want.
* Assess if the students got the correct information from the activity.

**SOLAR Lesson Plan**

**Grade Level:** 10

**Activity:** Treaty of Versailles Activity

**Materials Needed:**

* Notebook Paper
* Pencils
* WW1 PowerPoint

**Standards:**

* 10.1.4: Use media to access, record, analyze, and communicate information relating to social studies.
* 10.2.2: Evaluate the impact of various factors that led to the transformation of the nation.
* 10.2.3: Trace the causes, course, and legacy of the United States’ involvement in WW1.
* 10.2.14: Compare the political, social, and industrial revolutions from the late 18th to the early 20th century.
* 10.2.15: Analyze the global causes, course, and consequences of WW1.

**Objectives:**

* Students will analyze the Treaty of Versailles and how it was used against losing countries.
* Students dissect the Treaty and discuss the pros and cons or the treaty.
* Students will be able to create a treaty for WW1.

**Lesson:**

* Introduce the topic of the day: The Treaty of Versailles.
* Go through power point discussing all information that is on the slides.
* Discuss the changes in Europe politically: Look at a map that compares Europe before and after WW1. Have the students find which countries were changed and how they were changed.
* Look at Germany and how it was punished so severely unlike the other Axis countries. In the PowerPoint go over changes made to Germany as put in place by the treaty of Versailles.
* Talk about the league of nations and ask the students if they thought was a good idea for all countries to belong to one organization
* After all information has been covered, students will then work in groups and create their own “treaty of Versailles” and what they think they should have included.
* They will cover three key things in their treaties: Politically, what should happen to the Axis countries and how countries are broken up, punishment for the axis countries and how their new governments should be set up, and reparations that should be paid and how much.
* Students should include at least 12-15 points on their treaties that should include what the point is for, what things should be done about it, and how it should be applied.
* Students should try to finish the treaty with more time being allowed in the next period.

**Assessment:**

* Assess students by their participation and how much they attributed to the discussion
* Assess by watching treaties being created and how detailed they are.
* Assess by the depth and reasoning of the student’s ideas and the support provided for these ideas.
* Assess students later with test or quiz

**Reflection:**

* Reflect on how the lesson plan went behavior wise and everyone was on task with minimal distraction.
* Ask how it could have been done better so that students were able to benefit for the whole lesson.