



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s): 6th

Subject: Social Studies

Length of Class: 55 minutes

Insert visual or image that accentuates the lesson plan to make it appealing to educators: must be a public domain image

Image Citation: The war of the nations: portfolio in rotogravure etchings: compiled from the Mid-week pictorial. (New York, NY) 1 Jan. 1919, p. 170. Retrieved from the Library of Congress, www.loc.gov/item/19013740/.

Lesson Title: Weaponry Advances During WWI

Overview: Students will compare and contrast weapons used at the start of WWI to those used by the end of the war.

Learning Objective: I can analyze the impact of industrialism on WWI.

Standards:	<p>Standard 4: Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.</p> <p>Indicator 6.4.E: Analyze multiple perspectives on increased global interactions and revolutions through a variety of primary and secondary sources.</p>
Essential Question:	How did the Industrial Revolution change the way wars were fought?
Supporting Question(s):	<p>What types of weapons were available at the start of WWI? How did the weapons used change as the war progressed? How do we see this illustrated in <u>Treaties, Trenches, Mud and Blood</u> by Nathan Hale?</p>
Digital Primary and Secondary Sources:	<p>The war of the nations: portfolio in rotogravure etchings: compiled from the Mid-week pictorial. (New York, NY) 1 Jan. 1919, p. 170. Retrieved from the Library of Congress, www.loc.gov/item/19013740.</p> <ul style="list-style-type: none"> • https://www.loc.gov/resource/collgdc.gc000037/?sp=108 • https://www.loc.gov/resource/collgdc.gc000037/?sp=114 • https://www.loc.gov/resource/collgdc.gc000037/?sp=170&r=0.718,0.205,2.436,1.497,0
Required Classroom Materials:	Computer, SmartBoard, Class Set of novels (<u>Treaties, Trenches, Mud and Blood</u> , by Nathan Hale) paper, colored pencils or markers, Chromebooks, Graphic Organizer in Google Classroom
Classroom Environment:	Students will work with a partner to analyze images of the weapons of WWI at the beginning, middle, and end. Images will be posted on Google Classroom for students along with all directions.
Differentiation and Adaptations:	<p>Small group instruction and/or strategic student partnering to help model comparing and contrasting</p> <p>Printed photos and graphic organizers for students as opposed to digital copies and links</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 minutes	Warm Up Students will copy down the I Can statement for today’s lesson. (I can analyze the impact of industrialization on WWI.)
10 minutes	<p>Directions: Your goal today is to explain how industrialism changed the way wars were fought. There are links to images in the Library of Congress for you and your partner to examine. The images are from the beginning, middle, and end of the war.</p> <p>You will each fill in the graphic organizer posted on Google Classroom to analyze each image (linked above in Digital Primary & Secondary Sources).</p> <p>Show students the graphic organizer and links in Google Classroom for them to follow to LOC.</p>
25 minutes	<p>Work with partners to complete the graphic organizer. During this time, the teacher will circulate and speak with groups about the images: what do they see? What changes are they noticing? How are weapons changing? How do you think the change in weapons will change the war (type of fighting, casualties...)?</p> <p>Early Finishers: What inferences can you make about the image on P. 119? What does the author mean when he says, “War was stopped, dismantled, and packed away.”?</p>
15 minutes	Whole Class Discussion of the images and links to the God of War throughout the novel. Come back to the I Can statement and discuss. How did industrialization impact WWI?

Assessments:	<p>What are the evaluation (informal and formal) tasks for this lesson? Students will complete the graphic organizer for the images and compare the weaponry. They will also cite evidence from <u>Treaties, Trenches, Mud and Blood</u> that shows the changes in the God of War throughout the story ... how are his changes related to changes in technology?</p> <p>Class discussion of the images and their relationship to the God of War throughout the novel.</p> <p>Explanation of I Can Statements will also be used to assess whether students can explain how industrialism affected WWI.</p>
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Learning Extensions:	Ideas for extending the lesson or connecting to other curricular topics or lessons Students may do more in depth research on the different types of weapons (such as flamethrowers, gas, machine guns...) that were developed during the war.
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WORLD WAR I WEAPONRY

With a partner, analyze photos from different stages in the war. Consider the following:

- What do you see?
- How are the weapons being used different? What enhancements in technology do you notice?

In the final column, cite evidence from Treaties, Trenches, Mud and Blood that supports what you see in the photos. How does the God of War change throughout the story? What does this represent? Include a page number and quote if applicable.

Photo One

Photo Two

Photo Three

God of War

