



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

Cynthia Mellard and Stephanie Smith

Grade Level(s): 6th grade

Subject: ELA/Social Studies

Length of Class: 1 hour, 30 minutes



Image Citation:

Bain News Service, Publisher. French Trench Barber. [Between and 1918] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2014706251/>

Lesson Title:

Trench Warfare during World War I

Overview:

Students will analyze images of trenches and determine why they were used, how life was like as a soldier in the trench, and how it affected the soldier's perspective regarding World War I's outcome. They will then write a letter or postcard "home" as a soldier describing life in the trenches.

Learning Objective:

The student will be able to determine why trenches were used during World War I.
 The student will be able to analyze photos, letters, and illustrations to describe what live was like for a soldier in the trench.
 The student will be able to write a letter from the perspective of a soldier in the trench.

Standards:	<p>ELA 6.7.1 Interpret how a literary text relates to diverse media with an emphasis on the effect various media techniques have on ideas, themes, and topics.</p> <p>SS 6.5.CC Analyze the progression of technological developments and the resulting cultural diffusion throughout the 20th and 21st centuries.</p>
Essential Question:	<p>How did trench warfare affect the soldiers' perspective regarding World War I's outcome?</p> <p>Did the benefits of trench warfare outweigh the negatives?</p>
Supporting Question(s):	<p>What were the conditions in the trenches like?</p> <p>How does Nathan Hale portray those conditions in <i>Treaties, Trenches, Mud, and Blood</i>?</p> <p>How is life in the trenches portrayed in various primary sources?</p>
Digital Primary and Secondary Sources:	<p>Primary sources:</p> <p>Bain News Service, Publisher. French Trench Barber. , ca. 1915. [Between and 1918] Photograph. https://www.loc.gov/item/2014706251/.</p> <p>Bain News Service, Publisher. Wounded British in trench. , 1918. Photograph. https://www.loc.gov/item/2014707793/.</p> <p>Bain News Service, Publisher. German trenches on the Aisne. , ca. 1915. [Between 1914 and] Photograph. https://www.loc.gov/item/2014699692/.</p> <p>Gibson, Richard. <i>Richard Gibson to Mother, May 12, 1915</i>. Letter. From The National Archives, Letters from the First World War, part one. https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/trenches-mostly-mere-boys/.</p> <p>Ogilvie, F. B. <i>Stories and Letters from the Trenches</i>. [New York, J. S. Ogilvie publishing company, 1915] Pdf. Retrieved from the Library of Congress, <www.loc.gov/item/15008965/>.</p>
Required Classroom Materials:	<p>Promethean board</p> <p>Copy of <i>Treaties, Trenches, Mud, and Blood</i> (pages 52 and 62)</p> <p>Copies of primary sources (photos and texts)</p> <p>Gallery Walk graphic organizer (see page 4)</p> <p>Pencils</p>
Classroom Environment:	<p>This lesson lends itself well to being done in a library setting, where there are tables for students to walk around. If in the classroom, set desks up table-style.</p>
Differentiation and Adaptations:	<p>Students will be given the opportunity to choose 3 of the 5 primary sources provided while completing the graphic organizer. Students will also be given the choice in their final project to write a letter or to write a postcard.</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
10 minutes	Introduction to WWI and how trench warfare was an innovative form of fighting. Display pages 52 and 62 from Nathan Hale's <i>Treaties</i> for students to come up with their own definition of what trenches are and positive reasons for trench warfare.
15 minutes	Gallery walk to view 3 of 5 primary photographs and texts (diary entries, letters). Students complete graphic organizer to identify what they see/read and what the tone of the image/text is.
15 minutes	Students work in small groups to discuss their graphic organizer
15 minutes	Whole group discussion about what life might have been like in the trench. Teacher helps students make connections between when they are feeling tired/hopeless, etc. to the soldiers experiencing those feelings.
35 minutes	Students write a letter or a postcard "home," pretending to be a soldier fighting in the trenches during World War I.

Assessments:	Formal evaluation is the letter/postcard that students will be writing to show their understanding of life in the trenches for soldiers in World War I.
Learning Extensions:	Read entire <i>Treaties, Trenches, Mud, and Blood</i> . Analyze more primary sources

Trench Warfare During World War I Gallery Walk

Name _____

Date _____

Observations (What I See)	Tone (What I Feel)
Source 1	Source 1

Source 2

Source 3

Source 4

Source 5

Source 2

Source 3

Source 4

Source 5