

Lesson Title: World War One: A group collaboration with an online encyclopedia

Leonore Heino
Centennial High School,
Circle Pines, MN

World History, Grade 10

National Standards in World History:
Era 8, A Half Century of Crisis and Achievement, 1900-1945
Standard 2, The Causes and Global Consequences of World War One

Objectives:

By the end of this lesson, students will be able to:

- Summarize topics from an academic article related to World War One.
- Synthesize the main idea from this article with those of their group members.
- Organize work into a cohesive group project.
- Present and share this project with fellow classmates.

Timeframe: Two 55 minute class periods can be utilized in the computer lab for research and assembly of the project. Presentations, with time for questions and discussion, take approximately two class periods as well.

Source:

This project will utilize the online encyclopedia found at the following website:

<http://www.1914-1918-online.net/>

1914-1918-online...

is the largest network of First World War researchers worldwide with participants in more than 50 countries

is the most comprehensive encyclopedia of the First World War

is accessible worldwide by Open Access publishing in English

has innovative navigation and search based on semantic wiki technology

Jennifer Keane mentioned this resource in her presentation on April 9th, 2016 and this lesson was created to accompany the layout of the encyclopedia.

Students will work in small groups related to a particular theme in the online encyclopedia. The themes are as follows: Pre-War, Violence, Power, Media, Home Front, and Post-War.

Please see the following link for the description and explanation.

Project Description:

https://docs.google.com/document/d/1tW7wn7xfOpU1E6V7PAjFLPLLW0iHJhR_0cemFttTBec/edit

See the following link for the assessment of this project.

Project Grading Rubric:

<https://docs.google.com/document/d/1UT1T7x-vwTXHWHCuSYcoRkTehOCJbMFGzQCEXE1CaCl/edit>

Supplemental Sources:

FPRI Talk, "The U.S. Role on the Western Front" by Jennifer Keane. April 9, 2016

<https://www.youtube.com/watch?v=0800DyEQKs>

The Great War's Impact on American Foreign Policy and Civic Religion by Walter McDougall

<http://www.fpri.org/article/2016/04/great-wars-impact-american-foreign-policy-civic-religion/>

Modifications:

Because the articles are rather lengthy and academic in nature, some students might struggle. In this case, they may be encouraged to select an encyclopedia entry to summarize rather than a thematic or regional essay. The encyclopedia entries are more succinct and will be easier for a lower level reader to analyze.

Extensions:

Students may extend this lesson by creating a recorded news program rather than a google presentation. These programs could then be uploaded onto YouTube for sharing with a wider audience.

Also, students from each thematic group could meet in a jigsaw fashion for an extension activity, that could include either the news program idea (above,) or a portfolio that includes the synthesis of each theme's message and images.

WWI Group Project

Go to the following webpage: <http://encyclopedia.1914-1918-online.net/themes/>

Your group will be assigned a theme:

1. Pre-War
2. Violence
3. Power
4. Media
5. Home Front
6. Post-War

Each individual within your group should choose an article that is of interest. (You all need to choose a different article.) The article should be from one of the first two categories, a survey article or a regional article, not an encyclopedic entry.

Each individual will summarize his/her article in two slides. Each slide must contain text (not cut and pasted, write it in your own words!) and at least one visual. Note, that each theme has an image tab. In addition, the group will work together to create both an introduction slide and a conclusion slide that synthesize all five articles. Each presentation will be 13 slides in length: 1 cover slide, 1 introduction, 10 article summaries (2 per person, 1 conclusion)

These will be presented in class and each individual will be responsible for speaking about his/her own slides and also be prepared to answer questions that go beyond the text on the slide. Yes, you really need to read your entire article so that you know your subject well!

Each person will receive both a group and an individual grade for this assignment.

Name _____

Group Theme _____

WWI Project Scoring Rubric

Individual Grade (Summative Category)

/10 -Article Summary: In own words, fully covers topic, no spelling/grammatical errors.

/5 -Visual Selection: Thoughtful selection of at least two accompanying visuals to supplement presentation.

/5 -Presentation Quality: Able to answer questions about article, not simply reading what is on the slide.

/20 -Total

Group Grade (Formative Category)

/10 - Successful completion of title slide, introduction, and conclusion. Introduction and conclusion synthesize all 5 articles. Completed on time, general group cohesion, following directions, etc...