

Common Core Lesson Plan

Topic: World War I

Title: Technology of WWI

Resources (primary resource documents, artifacts, material needs, etc.)

- Pictures of WWI technology
- Notes/Activity page

Common Core Standards

- **RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Essential Standards

- **7.C.1** Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.
- **7.G.1** Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.

Background Information

- Understanding of the Industrial Revolution/mass production, etc
- Basic understanding of why WWI began and the countries involved

Instructional Sequence (before, during, and after instruction)

Step 1: Setting up your classroom

OPTION ONE: Post pictures of WWI technologies throughout the class. Students will have 3-4 minutes at each station to fill out their notes for the corresponding technologies and rotate throughout each station.

OPTION TWO: Have several sets of WWI technologies printed out; each small group will receive a set. Students will remain stationary in their groups throughout the class.

OPTION THREE: (for classes that need a lot of guidance) Project WWI technologies onto the board, as a class, fill out the corresponding notes.

Step 2: Warm-Up

As a warm up, have the students respond to the following question: *How were wars fought in the past? What types of weapons were used? How could the Industrial Revolution and mass production change warfare?* Briefly have students share responses with each other and as a class.

Step 3: Introduce Activity

Explain to students they will be analyzing photographs of technology first used in WWI. As a class, use one example of WWI technology and analyze together. As the teacher, guide students in asking questions about the photo for deeper thinking.

Step 4: Break students into groups

Students will be broken up into groups of 3-4 people.

Step 5: Guided group work

For effective time management, time the students in their analysis, giving the groups a 3-4 minutes per photo to fill out their corresponding notes.

Step 6: Summary/Conclusion

Allow 5+ minutes for students to answer the conclusion question at the bottom of their notes. If time permits, have students share their responses as a class.

TRENCH WARFARE



greesocialstudies.wordpress.com
kids.britannica.com

MACHINE GUNS



en.wikipedia.org



landships.freesevers.com

POISONOUS GASES



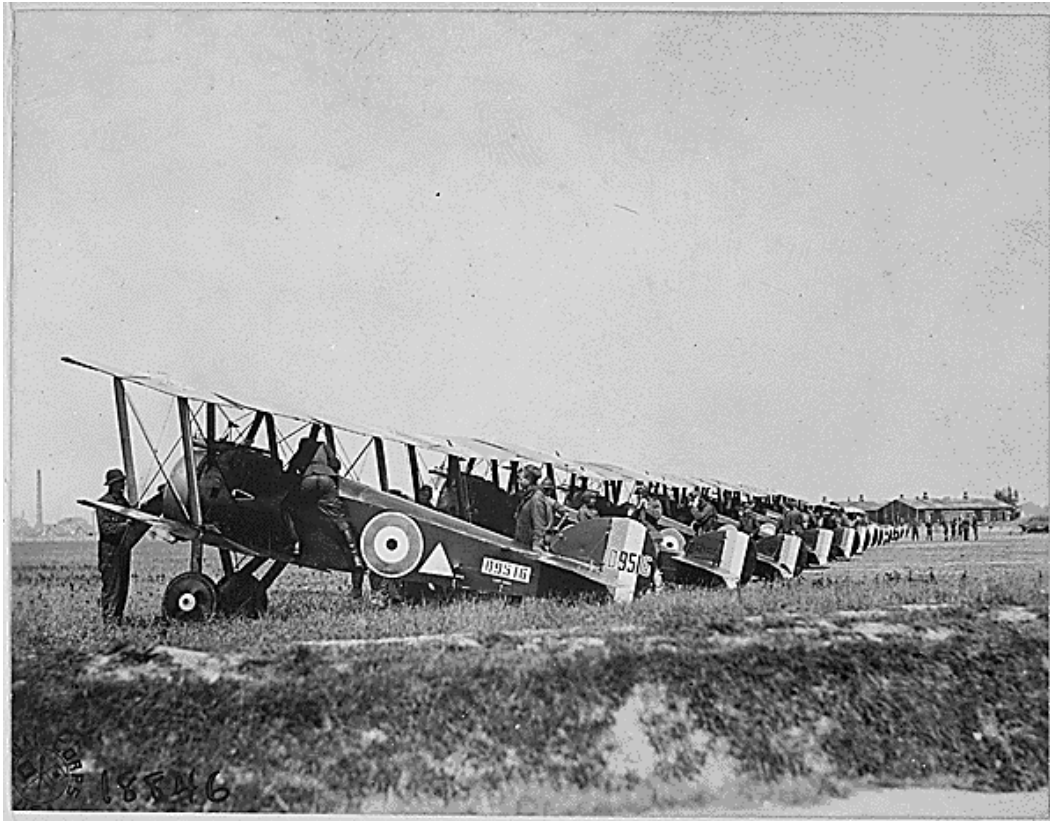
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Foto: o. Ang. | 1918/1918

chemistry.about.com

AIRPLANES



history1900s.about.com



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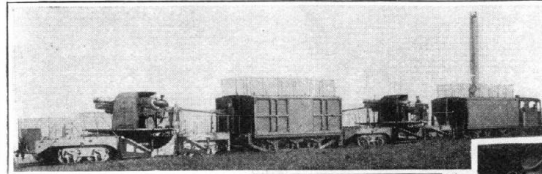
RAILROADS & TRAINS

OldMagazineArticles.com

POPULAR MECHANICS

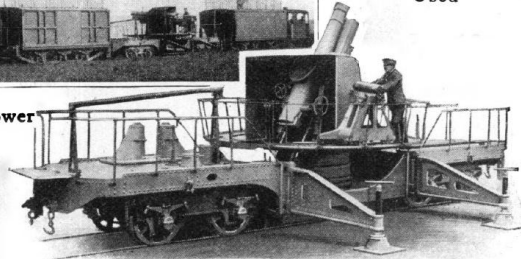
April, 1914

COAST DEFENSE BY RAIL TO SOLVE PROBLEM

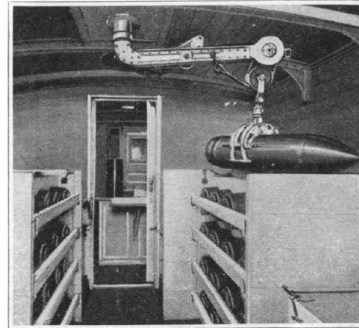


**Coast-Defense Train,
Showing Observation Tower**

Type of Gun
and Truck
Used



An entire coast-defense battery mounted on railway trucks is the answer of French military authorities to the question of how to secure positive defense over long coast lines with economy. The advantages claimed for these mobile batteries are the economy in the preparation for the defense of any place, as the batteries on wheels cost less than permanent fixed batteries and can be sent to threatened points from places where they are not needed, the only expense being for laying the rails. Then, too, no coast-defense plans can be sold to the enemy, no photographs or drawings stolen, for no permanent works indicate where the salient points of this defense are located. No special roads need be laid, for military railways may be used in time of peace for commercial purposes, and in war time, peaceful roads utilized for war purposes. The guns so far manufactured for this work are of howitzer pattern, and in 7.87-in., 6-in., and 4.7-in. sizes. They are protected by turrets, and the ammunition cars



Interior of Ammunition Car

are armored. An interesting feature of one car used in the French maneuvers is an observation tower extending some 40 ft. above the rail tops.

OldMagazineArticles.com

Destroyed railroad during WWI.



en.wikipedia.org

ARMORED TANKS

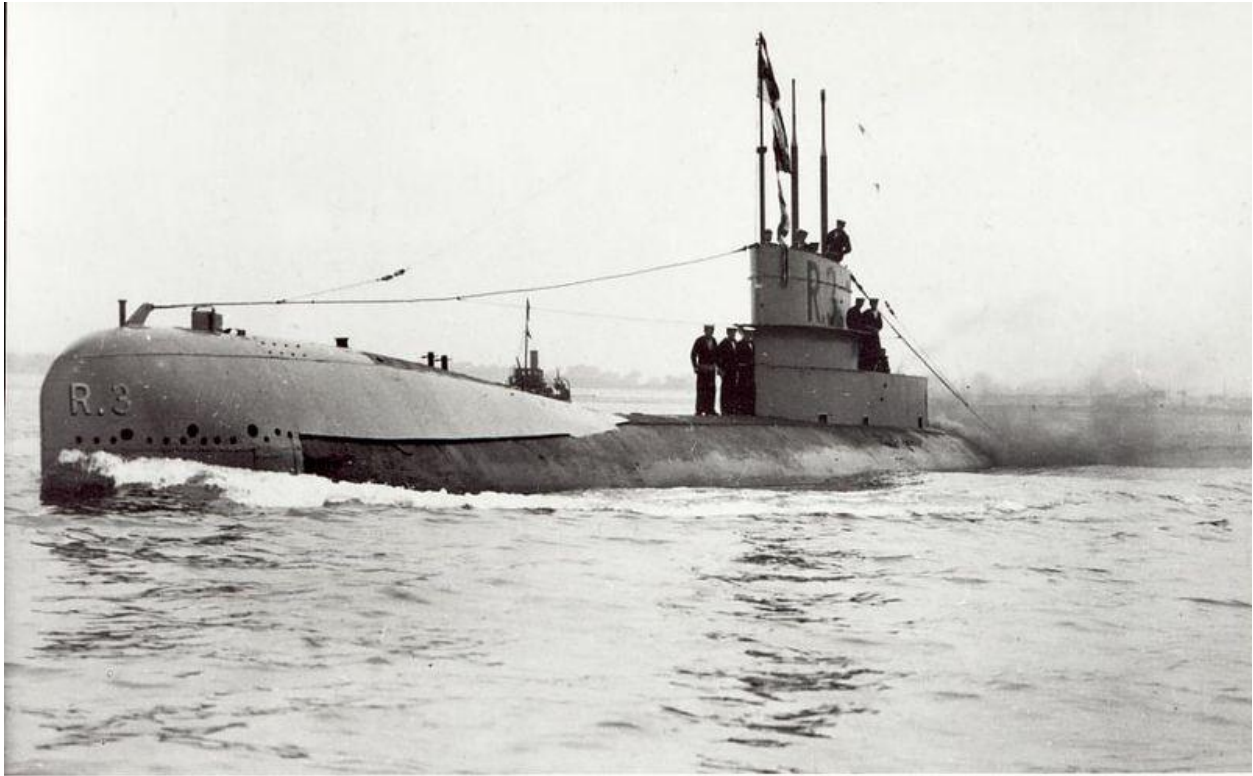


military.discovery.com

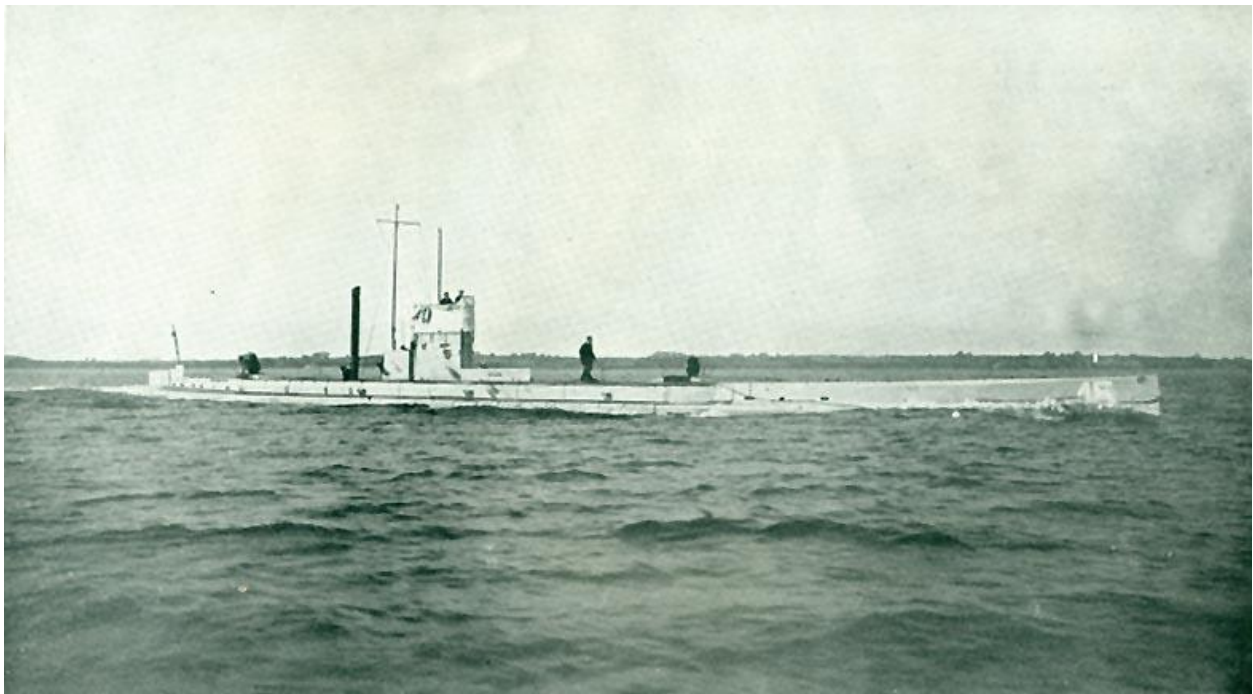


beute.narod.ru

SUBMARINES



en.wikipedia.org



ww1medals.net

Name:

Period:

Date:

TECHNOLOGY OF WORLD WAR I

Name & Description of Technology:	How could this new technology change how wars were fought?
Advantages of new technology:	Disadvantages of new technology:
Name & Description of Technology:	How could this new technology change how wars were fought?
Advantages of new technology:	Disadvantages of new technology:
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Advantages of new technology:	Disadvantages of new technology:

***Summary:** Were the new technologies beneficial in fighting the War? If so, in what ways? If not, support your answer. Use SPECIFIC examples from the pictures above to support your claim.*
