

Veterans Legacy Program Curricular Materials

WWI Video Documentaries Group Presentations

Grade(s): 9-11 Grades

Time (minutes): This lesson will take approximately five class periods

Class Period One: Brief Review of WWI until the spring of 1918, separating students into five groups and assigning each group one of the five videos with accompanying guided questions

Class Period Two: Review with student's assignment guidelines – Student group work

Class Period Three: Student group work and finalizing PowerPoint Presentation

Class Period Four: Group Presentations

Class Period Five: World War I Essay (Optional)

Lesson Overview: This lesson will be implemented toward the end of a WWI unit in either United States History or World History. Students should have an understanding of WWI up until late 1917 or early 1918. Students should be able to identify the major alliances of WWI in addition to the type of warfare conducted during the war, the use of propaganda during the war and a general understanding of the geography of the Western Front during WWI. At this point during the unit, students will be divided into five groups and each assigned one specific video from the VLP website. The videos are divided into chronological order as pertains to U.S. involvement until the end of WWI. Each video will have accompanying guided questions which will be used to help groups design a PowerPoint Presentation which they will present to the class. Students will have both individual and group formative assessments throughout this lesson.

Essential Question:

- What were the major reasons the United States entered World War One?
- What were the major battles the U.S. participated in on the Western Front and how did these battles impact the outcome of World War One?
- In what way did the Spanish Influenza impact the outcome of World War One?
- What role did U.S. soldiers play in the reconstruction efforts immediately following World War One?
- How did the Western world's perception of the U.S. military change after World War One?
- How should we remember the legacy of American servicemen in World War One?

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Learning Objective:

Students will be able to formulate and design a presentation using historical video sources analyzing United States entry into World War I as well as the contributions of the United States in the Allied Powers Victory.

Florida State Standards:

United States History (Course #2100320)

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.4.5 Examine causes, course, and consequences of United States involvement in World War I.

SS.912.A.4.6 Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history.

World History (Course #2109310)

SS.912.W.7 Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.

Historical Context: This multiple day lesson will take place within a unit covering World War One. Students should be able to discuss the major contributing factors to the outbreak of World War One in 1914 including the role of imperialism, nationalism and militarism during the late nineteenth and early twentieth century. Before going into this particular lesson, students should be able to discuss the major events and characteristics of World War One including but not limited to the assassination of Archduke Ferdinand, the development of trench warfare, the use of new weaponry and the role the Russian Revolution of 1917 played in the development of World War One. This lesson would be a great way to introduce the entry of the U.S. into World War One. The videos used from the VLP website cover the entrance of the U.S. into World War One until the end of the war & the Treaty of Versailles.

Required Materials:

UCF-VLP Documentaries

- [UCF - VLP: Episode Number 1](#)
- [UCF - VLP: Episode Number 2](#)
- [UCF - VLP: Episode Number 3](#)
- [UCF - VLP: Episode Number 4](#)
- [UCF - VLP: Episode Number 5](#)

Required Handouts

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- Group Guiding Questions Handouts for Documentaries (Attached at the end of the lesson plan)
- Assignment Instructions Handout (Attached at the end of the lesson plan)
- Presentation Rubric for Grading (Attached at the end of the lesson plan)

Procedures:

Day One – Overview of WWI through 1917 & Introduction to Video Group PowerPoint Presentation

- 1) Begin the class with a brief overview of WWI through 1917 discussing the nature of the warfare and the status of the war up until this point. As a class, use a map of WWI to familiarize students with the geography of the Western Front because several of the videos will be emphasizing specific battles and the role geography played in the outcome of the battles.
- 2) Once the teacher is comfortable with the students' understanding of World War One through 1917, this will be the point to break the class into five groups. It is recommended to decide on groups before the class begins in order to maximize the efficiency of the class makeup. Once students are in their groups, assign each group one of the five videos on the VLP website.
- 3) To begin, display the Assignment Instructions Handout in front of the classroom and provide hard copy handouts for each of the five groups (handout attached at the end of this lesson plan). Read through the directions for the assignment as a class emphasizing that there are both individual and group assignments within this lesson. As you read through the handout make sure students understand that they are individually responsible for two assignments (Assigned Video Guided Questions & Presentation Exit Slip) and a group assignment which is the PowerPoint Presentation. After the class has read through the assignments handout page, open up the class to questions so students can clarify what is expected and/or required regarding the three assignments.
- 4) Next the teacher will handout the video guided questions (video handouts attached at the end of the lesson plan) to each group making sure groups receive the correct questions. Explain that the homework for each student is to view their assigned video and answer the accompanying guided questions which will be handed in for an individual grade the following day and also used to help construct their group PowerPoint Presentation. Give students any remaining time to start viewing their assigned video.

Day Two – Group Work for Video PowerPoint Presentations & Introduction to Rubric

- 1) To begin the class, have students turn in their assigned questions and ask the students to think about the most interesting fact they learned from their video. After a few students answer this opening question, display the assignments handout page again and read through the requirements for the Presentation. Make sure to emphasize all parts of the assignment and give the students time to answer any follow up questions. Once you have covered all the requirements for the PowerPoint Presentation, students can begin to work on their PowerPoint. It is recommended that

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students start with a Google Slide Presentation so they can share the project with each other and work on it simultaneously.

- 2) As students work on their presentations, monitor the room by moving around from group to group asking some guided questions from the requirements page. Ask students to share material with you as you move throughout the room. Students who may be struggling to find information on one of the requirements should be encouraged to first ask their group members and then if needed, ask you for guidance.
- 3) With about fifteen minutes left in the period introduce students to Group PowerPoint Presentation rubric by displaying it in front of the class (rubric is attached at the end of this lesson plan). Read through the rubric encouraging students to ask questions if they need clarification. Once all questions have been answered, the remaining class time should be used for working on the presentation.

Day Three – Finalize Video PowerPoint Presentations

- 1) As the class begins, make sure students understand that this is the last class period they will have to work on the presentations. Read through presentation guidelines as a class so that students are reminded of the information required in their presentations. All presentations will be due at the end of the period which will be submitted in PowerPoint format to teacher through the platform of their choosing (email, Canvas, etc.)
- 2) Display both the presentation guidelines handout and the rubric handout in front of the classroom asking for any last questions from students on requirements and expectations. Once questions have been answered, the remaining class time will be used for students to finalize their presentations.
- 3) Continue to monitor the room asking to view portions of student's projects and clarifying questions students may have. Encourage students to read through their presentation as a group so that they know who is responsible for presenting the specific sections of the presentation.
- 4) With ten minutes left in the period, make sure all groups have either submitted their presentations or are in the process of finalizing their project and submitting. It is suggested to make sure all presentations have been submitted by the end of the period. Before the end of the period remind students that the presentations will be going in numerical order to start the day the next class period. Between the end of the day and the start of the next class period, preview the presentations. Also, print off enough rubrics so that you have enough for the presentations the next class period.

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Day Four – Video PowerPoint Presentations

- 1) Before students arrive, make sure to queue up the presentations for each class on the platform you will be using to view the presentations in order to save time during presentation day.
- 2) Once class begins, instruct all students to get out a piece of paper. Explain to students that during the presentations, all students in the audience will be answering a few general questions which will be turned in as their exit slip at the end of the period for a grade. These are the questions that students will answer for EACH presentation:
 - a. What was the most important topic you identified in the presentation?
 - b. How is this information relevant to the study of World War One?
 - c. What was the most interesting thing you learned in the presentation?

Students will have four sets of answers for each of the four presentations they will be watching excluding their own presentation.

- 3) Before the presentations begin, display the rubric one more time in front of the class, emphasizing how students can maximize their score. Also, require all students to turn off their cellphones and put them away so they are not visible during the student presentations.
- 4) Begin the presentations with group one limiting the presentations to six-seven minutes in order for all presentations to finish within the period. As students are presenting, use the rubric handout to grade the presentation. If needed, ask students questions concerning their presentation and assigned video so all key material is covered. Once students finish their presentations, have them close out their presentation and have the next group move to the front of the room and pull up their presentation. Move through the presentations until all five groups have presented.
- 5) Before the period ends, have students turn in their exit slips.

Day Five: World War I Essay (Optional)

- 1) To begin the class, ask students to think about the most interesting thing they learned from the previous day's presentations. Also, ask them to think about how the U.S. entered World War One and how the U.S. helped turn the tide of World War One. After a few minutes reviewing material from the presentations, introduce students to the World War I essay assignment.
- 2) In an informal essay assignment, students need to answer the following questions in their essay:
 - a. Identify at least ONE major battle and how it contributed to Allied victory.
 - b. What was the most interesting thing you learned from the PowerPoint Presentations and why?



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- c. How does this assignment help you understand/appreciate U.S. military veterans in our modern day society?
 - d. Essays should be two pages handwritten with an introduction, body and conclusion.
- 3) In front of the classroom, brainstorm with the students what they could possibly write about for each question. After you go over a few possible discussion points for each of the three questions, emphasize that this essay is an informal essay.



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Group One Guiding Questions

Episode One – The United States Joins the War

Please watch Video #1 at this website <https://vlp.cah.ucf.edu/wwi/floridafrancewwi.html>

You need to answer the following questions individually and bring them into your group next class period.

You and your group will then use the information gathered from these questions to create a PowerPoint Presentation which you will present to the class.

1. Identify and briefly explain TWO of the major international incidents that contributed to the United States entering World War One.
2. What was the purpose of the Selective Service Act of 1917?
3. How many U.S. troops served in World War One?
4. What role did African American troops play in World War One?
5. How much training did General Pershing want U.S. soldiers to have before seeing combat?
6. What does AEF stand for?
7. What was the status of the World War One when the United States entered combat in 1918?

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Group Two Guided Questions

Episode Two – Battle of Chateau-Thierry

Please watch Video #2 at this website <https://vlp.cah.ucf.edu/wwi/floridafrancewwi.html>

You need to answer the following questions individually and bring them into your group next class period

You and your group will then use the information gathered from these questions to create a PowerPoint Presentation which you will present to the class.

1. Briefly describe the German spring offensive of 1918.
2. Which American divisions were the first to see combat during World War One? What were their roles at the Battle of Chateau-Thierry?
3. Why was the Marne River so important strategically to the Battle of Chateau-Thierry?
4. What mistake did the French make during the Battle of Chateau-Thierry?
5. What famous quote by leadership of the 3rd U.S. Division eventually would become the motto of the 3rd Division and still is today? What was the origin of the quote?
6. How did the 3rd Division become known as “The Rock of the Marne”?
7. Briefly summarize the Battle of Belleau Wood.
8. How did Supreme Allied Commander Ferdinand Foch turn the tide of the Battle of Chateau-Thierry?
9. In what ways did American forces contribute to the overall victory of the Allies at the Battle of Chateau-Thierry?

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Group Three - Episode Three

Battle of Belleau Wood

Please watch Video #3 at this website <https://vlp.cah.ucf.edu/wwi/floridafrancewwi.html>

You need to answer the following questions individually and bring them into your group next class period

You and your group will then use the information gathered from these questions to create a PowerPoint Presentation which you will present to the class.

1. What was the primary goal of the Germans when they launched an attack on the region of Belleau Wood?
2. What role did the American 3rd Division play at the Marne River during this German offensive?
3. What famous quote did Captain Lloyd Williams say during the Battle of Belleau Wood?
4. What strategic victory did the Americans gain from their offensive against the Germans at Belleau Wood from June 6th-9th 1918?
5. What were the results of the U.S. Marine 5th and 6th regiment's offensive against Germany on June 22, 1918?
6. Describe the origin of the mythology of the Marine nickname "Devil Dogs." What historical evidence proves the origin story is a myth?
7. Why was the Battle of Belleau Wood a turning point for the Allies during World War One?



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Group Four - Episode Four

The Meuse-Argonne Offensive

Please watch Video #4 at this website <https://vlp.cah.ucf.edu/wwi/floridafrancewwi.html>

You need to answer the following questions individually and bring them into your group next class period

You and your group will then use the information gathered from these questions to create a PowerPoint Presentation which you will present to the class.

1. How many Americans took part during the Meuse-Argonne Offensive in September 1918?
2. What role did the Battle of Saint Mihiel have in setting up the larger Meuse-Argonne Offensive?
3. Up until the Meuse-Argonne Offensive, how did the Germans view the U.S. military? Why?
4. What unique fact does the video point out about the U.S. artillery barrage that began the Meuse-Argonne Offensive on September 26th, 1918?
5. What specific problems hindered the U.S. forces during the Meuse-Argonne Offensive?
6. What did General Pershing do in order to correct some of these problems?
7. How many casualties did the U.S. sustain throughout the Meuse-Argonne Offensive?
8. What role did the Meuse-Argonne Offensive play in ending World War One?



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Group Five - Episode Five

After the Armistice

Please watch Video #5 at this website <https://vlp.cah.ucf.edu/wwi/floridafrancewwi.html>

You need to answer the following questions individually and bring them into your group next class period

You and your group will then use the information gathered from these questions to create a PowerPoint Presentation which you will present to the class.

1. Identify the following statistics at the beginning of the video:
 - a. How many men total (Allies and Central Powers) fought during World War One?
 - b. How many soldiers (Allies and Central Powers) died during World War One?
 - c. How many soldiers (Allies and Central Powers) suffered permanent injury during World War One?
2. What role did the Spanish Influenza play in ending World War One?
3. In what ways did U.S. soldiers help rebuild Europe after the Armistice of 1918?
4. Briefly describe the operations of the Graves Reconstruction Service.
5. Briefly describe the operations of the American Battles Monuments Commission.
6. What are Gold Star Families?
7. How many cemeteries does the National Cemetery Association administer across the globe?
How many of these cemeteries are in Florida?

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World War One VLP Video Presentations & Essay Handout

Assignment #1 – WWI Group VLP Video Presentations

Directions: You and your group will be assigned one video to view from the Veteran's Legacy Program website. You need to view your assigned video individually and answer the assigned questions that accompany your video. You will turn in these questions for an individual grade at the end of the presentation. Assigned questions will be worth 20 points. Once you view and answer your questions, you and your group will have two class periods to design a PowerPoint Presentation highlighting the major individuals, events, etc. of your video.

Please use the following guidelines to design your PowerPoint Presentation;

- A. Divide up the presentation so most members of the group are speaking during the presentation
- B. Include a summary of the major talking points outlined by your assigned video
- C. Include at least THREE images (maps, photos, memorials, cemeteries) in your presentation.
- D. Presentation should be 5-6 minutes in length
- E. Maximum of 10 words per slide (use a notecards to address your portion of the presentation)
- F. Practice presenting your presentation with your group. Know who will address each topic
- G. PowerPoint Presentation will be worth 100 points – Rubric will be available on a separate document

We will present the PowerPoint Presentations in numerical order. Those who are not presenting at the time will create one exit slip on a separate piece of paper for the other four presentations. For each of the other four presentations you will answer the following questions:

- 1) What was the most important topic you identified in the presentation?
- 2) How is this information relevant to the study of World War One?
- 3) What was the most interesting thing you learned in the presentation?

You will turn in this exit slip at the end of the period when we have finished the presentations. This exit slip will be worth 20 points.

Assignment #2 – WWI Reflection Essay

After you and your group have presented and your two individual assignments (Guided Questions for your assigned video and exit slip) have been handed back, you will then reflect on what you have learned in a two page essay. Your two page essay will be an informal essay but you will have to meet these requirements;

- 1) Identify at least ONE major battle and how it contributed to Allied victory?
- 2) What was the most interesting thing you learned from the PowerPoint Presentations and why?
- 3) How does this assignment help you appreciate U.S. military veterans in the modern day?

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VLP WWI Video PowerPoint Presentation Grading Rubric

Delivery

- 25 Points: Excellent
 - Holds attention of entire audience by looking at the audience, seldom reference to notes
 - Speaks with fluctuation in volume to maintain audience interest and emphasize key points
- 20 Points: Good
 - Consistently looks to audience, but reads many notes directly
 - Speaks with satisfactory variation of volume and inflection
- 15 Points: Fair
 - Displays minimal eye contact with audience, while reading mostly from the notes
 - Speaks in uneven volume with little or no inflection
- 10 Points: Poor
 - Holds no eye contact with audience, as entire report is read from notes
 - Speaks in low volume and/ or monotonous tone, which causes audience to disengage

Content/ Organization

- 50 Points: Excellent
 - Provides clear purpose and subject; pertinent examples, facts, and/or statistics
- 40 Points: Good
 - Provides somewhat clear purpose; some examples, facts, and/or statistics that support the subject
- 30 Points: Fair
 - Provides weak subject and purpose; provides weak or no support of subject
- 20 Points: Needs Improvement
 - Does not clearly define subject and purpose; provides weak or no support of subject

Enthusiasm/ Audience Awareness

- 25 Points: Excellent
 - Demonstrates strong enthusiasm about topic during entire presentation
 - Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject
- 20 Points: Good
 - Shows some enthusiastic feelings about topic
 - Raises audience understanding and awareness of most points
- 15 Points: Fair
 - Shows little or mixed feelings about the topic being presented
 - Raises audience understanding and knowledge of some points
- 10 Points: Poor
 - Shows no interest in topic presented
 - Fails to increase audience understanding of knowledge of topic