

LESSON PLAN 1



1: Was the First World War a war that could be won?

LESSON DURATION

1 class period
(75 minutes)

LESSON MATERIALS & PREPARATION

- Canada Goes to War: Quotations Worksheet (or projected).
- Trench Warfare Sources (collection of images and source material).
- Trench Warfare Worksheet.
- Living/Fighting/Dying “zones” labelled in your classroom.

OTHER NOTES FOR EDUCATORS

- You can vary the number of trench sources needed and expand or contract the existing set as desired.
- The Canadian War Museum’s **Supply Line Discovery Box** and supporting materials are an interesting opportunity to bring original and reproduction artifacts into your classroom. See: <http://www.warmuseum.ca/supplyline/page/supply-line/>

HISTORICAL THINKING CONCEPT & RATIONALE

CAUSE & CONSEQUENCE

Students will explore the results of Canada’s participation in the Trenches of The First World War (along the Western Front in Northern France and Southern Belgium). These trenches required: adaptation to living conditions, the creation of new weapons and battle strategies, and the ultimate sacrifice for the war.

CLASSROOM INQUIRY PROCESS

Formulate Questions

Activation:
Canada Goes to War Quotations

Exploration: Class Discussion

Gather & Organize

“Good Evidence” from Collected Trench Sources

Christmas in the Trenches

Interpret & Analyse

Classification of Evidence into categories of “Living”, “Fighting”, and “Dying”

Evaluate & Decide

One word answer.

Communicate

Class Discussion or Short Answer Response

1. FORMULATE QUESTIONS: (15 minutes) - With Activation and Exploration

1. Activation: Why did Canada get involved? (10 minutes)

Use the quotations to establish why Canada became a part of The First World War.

- a. Hand out one of the quotations to each student. Students will construct pairs, so that each pair includes one of each quotation (*Borden and Laurier*).
- b. Students will read their quotations and identify:
 - i. what reasons each is giving for Canada's participation in the First World War
 - ii. similarities and differences
- c. Students will consider:
 - i. was there a formal declaration of war? (*No.*)
 - ii. Why not? (*Because we were part of the British Empire; their declaration of war included us, but Canada was given the opportunity to decide HOW we would contribute to the conflict.*)
 - iii. So how should Canada contribute to The First World War?

2. Exploration: How do you know that you've won or lost in war? (5 minutes)

Engage in a class discussion, listing traits of winning and losing in a T-Chart (*suggested on the classroom whiteboard or blackboard for reference throughout the lesson*).

2. GATHER & ORGANIZE – With a Focus on Gathering “Good Evidence” (explained below)

Trench Warfare - Living, Fighting, Dying (25 minutes)

Use the collection of trench sources provided (or curate your own). Students will use each source as a starting point to build a single piece of “good evidence” that can be learned from this source.

3. Students will examine the image, use classroom resources (and personal technology) to learn more about the picture. They may need assistance in identifying topics and/or traits of the source to dig a little deeper with search words.
 - a. “Good Evidence” is;
 - i. Specific with Details (*from the 5 Ws; Who, What, When, Where, Why*)
 - ii. Accurate (*truthful; based on real information, not guesses*)
 - iii. Relevant (*it “fits” with the investigation question*)
4. (*Option*) Tell the story of “Christmas in the Trenches: 1914” You can use the video and/or article: <http://www.history.com/topics/world-war-i/christmas-truce-of-1914>. This can become the TEACHER's piece of “good evidence” sticky note to add to the environment of learning together as a class.

3. INTERPRET & ANALYSE – Classifying Evidence into a “Best Fit” (10-15 minutes)

5. Each student will post their piece of “good evidence” on a sticky note in 1 of 3 zones (*established in the room*) titled LIVING, FIGHTING, and DYING.
 6. Students will use the Trench Diagram worksheet to record “good evidence” and classify it into the categories of “Living”, “Fighting”, and “Dying” in the Trenches. Students can circulate around the room in a “gallery walk” to gather evidence as posted by their peers. They will likely not record EVERYTHING, but a cross-section of evidence in each of the 3 categories that will support their response to our inquiry question.
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4. EVALUATE & DECIDE – Assessment of Learning (10 minutes)

7. Build a community circle in the classroom.
 8. Have students brainstorm and share a single word each that reflects what they’ve learned about Trench Warfare. Students have the right to pass, but are encouraged to share a word (*it doesn’t matter if they repeat previously used words*).
 9. Reflect on the single words shared as a class.
 - a. How do all of these words help us to build an image in our minds of Trench Warfare?
 - b. What do we know about that we can compare this to?
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5. COMMUNICATE – Class Discussion: Was The First World War a War That Could Be Won? (10 minutes)

10. Students and Teachers should reflect on their learning to discuss their response to this question. These questions may prompt your discussion;
 - a. What caused the creation of trench warfare?
 - b. What were the consequences of fighting a war in the Trenches?
 - c. Was this war “winnable”?
11. (*Option*) You may decide to have students write a brief response for assessment purposes.
12. Further Work on the Same Inquiry Question: You could follow this lesson by exploring different Battles of WWI, adding depth of content to support the same investigation question by exploring the 2nd Battle of Ypres, The Battle of the Somme, The Battle of Vimy Ridge, and the Battle of Passchendaele.

Lesson Resources:

- 2 Quotations
- Trench Sources
- Trench Diagram: Living/Fighting/Dying

Additional Materials:

- Canadian War Museum's **Supply Line Discovery Box** and supporting materials are an interesting opportunity to bring original and reproduction artifacts and information about them into your classroom.
 - See: <http://www.warmuseum.ca/supplyline/page/supply-line/>
- Christmas Truce of 1914 from History.com
 - See: <http://www.history.com/topics/world-war-i/christmas-truce-of-1914>
- The War Museum's "Over the Top" interactive game
 - See: <http://www.warmuseum.ca/overthetop/>
- This is a BBC website, but provides a wide variety of resources useful in exploring the experience of soldiers who fought in the trenches of The First World War
 - See: <http://www.bbc.co.uk/guides/z3kgjxs>
- "The Great War" website: A resource of collected information and primary sources relevant to students in all provinces, on a wide variety of topics from The First World War including an interesting section on the "Faces of War" and on the "Battlefront" relevant to this lesson.
 - <http://ww1.canada.com/>
 - Included in this website is a section called "Songs from WWI" <http://ww1.canada.com/battlefront/politics-patriotism-and-devastation-of-the-first-world-war-relayed-through-song>