

Research Lesson Plan: Thinking Chronologically World War I

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Targeted Grade Level: 5th

Essential Question: How might we use chronologies to learn about the past?

Formative Assessment Prompts:

Instructional Chunk #1: Students will be able to identify cause and affect factors of WWI.

Instructional Chunk #2: Why did the U.S. enter World War I?

Instructional Chunk #3: Students will be able to place events chronologically.

Standard Addressed: History Standard 1: Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause and effect factors.

Problematic Prior Knowledge (PPL) Addressed

- When do you think WWI falls in the history of our nation?
- Reasons why the United States entered/fought in WWI.
- How did World War I compare to others wars the U.S. fought in?

Activating Strategies:

For a “do now”
Students will list the things you think you know, stating their prior knowledge, about World War I. (time, people, places, countries)

Strategy 1: In order to get students to think about cause and effect, Mrs. Woodall and I will complete a demonstration of her bringing me “coffee” and I trip, the cup of “coffee” (really paper confetti) spills everywhere. We

Key Vocabulary to preview

List key vocabulary here (no more than 5)

Armistice
Draft
Isolationism
Neutral
Trench

will ask what was the cause and effect of the situation.

Teaching Strategies:

- Complete do now activity, then participate in cause/effect lesson and share out some of the things that they wrote on “do now” activity. You are going to need to be able to use your cause and effect knowledge to identify events and why they caused the U.S. to enter World War I and effects of this decision.

Graphic Organizer(s) Used:

- Do now activity
- Cards for chronological events
- What they learned or how thinking has changed (after lesson has been taught)
- Vocabulary worksheet
- America Enters World War I time line handout
- Up-the-Stairs Time Line

Materials Needed:

American Enters World War I: National Geographic

Differentiation Strategies:

Students will work in groups of different abilities.

Instructional Plan:

Instructional Chunk #1: How might we use chronology to learn about the past?

1. **Procedures:** Students will be working on do now activity to determine what they think they know about WW I. Introduce cause/effect demonstration to class.
2. **Debrief:** ask the students...

Overall question we want answered: What was the cause and effect of the

situation that just occurred?

3. Check for Understanding/Summarizing Activity:

Why is it important to identify cause and effects when dealing with historical events?

Instructional Chunk #2:

- 1. Procedures:** Students will be introduced to five key vocabulary terms. Words will be given with their Latin roots/meanings and students will predict what the definitions are in their small groups.
- 2. Debrief:** What do you think these five words mean based on the Latin roots?
- 3. Check for Understanding/Summarizing Activity:**

To check understanding, students will use texts (America enters World War I) to determine the correct meaning in context.

Instructional Chunk #3:

- 1. Procedures:** Students will use Construct a Time Line graphic organizers to find the date for each event from World War I listed and put them in order.
- 2. Next, students will create a rough draft timeline of seven events. Students will use various World War I sources including the National Geographic text.**
- 3. Debrief:** As a group, share out order of events on timeline based on their findings, we will construct a class time line that accurately places events chronologically. Now that you have been exposed to the variety of texts, what do you believe was the cause and at least one effect of the United States entering World War I?
- 4. Check for Understanding/Summarizing Activity:** Based on their answers and construction of the class timeline, we will check for their understanding of the chronology of events listed.

Summarizing Strategy: We will use an exit ticket for students to write their answers to our essential question. Students will also have discussed their findings of the causes/effects as we place them on the class time line whole group.

What do you think you know about World War I? (Do now activity)

After reading about World War I and completing the vocabulary and timeline, what do you think you know about World War I now? (Exit ticket)