

From Horses to Airplanes

Technology in WWI and Its Effects

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Grade Level	10th Grade
Subject	Social Studies
Course	World History

Essential Question

How did new technologies impact the way World War I was fought?

Summary

In this lesson, students examine World War I technologies through poems, letters, images, and readings, then demonstrate their learning by answering the lesson's essential question.

Snapshot

Engage

Students analyze the poem "Dulce et Decorum est."

Explore

Students make observations and inferences of WWI technology images.

Explain

In groups, students jigsaw readings about WWI weapon technologies.

Extend

Students analyze a primary source letter from a WWI soldier to his parents.

Evaluate

Students summarize their learning by responding to the lesson's essential question.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR402: Draw logical conclusions in somewhat challenging passages
IDT403: Summarize key supporting ideas and details in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 402: Analyzing critical elements of an issue and differing perspectives on it. A score in this range indicates that the writer is able to: -Establish and employ a relevant context for analysis -Recognize implications, complexities and tensions, and/or underlying values and assumptions

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.6.1.B: Summarize the significant events of World War I and why the conflict was considered a total war (e.g., use of industrial and chemical weapons, prolonged trench warfare, expansion into a global conflict) with a focus on the war's significant turning points (e.g., Battles of the Marne, Verdun, the Somme).

Attachments

- Dulce et Decorum Est—From Horses to Airplanes - Spanish.docx
- Dulce et Decorum Est—From Horses to Airplanes - Spanish.pdf
- Dulce et Decorum Est—From Horses to Airplanes.docx
- Dulce et Decorum Est—From Horses to Airplanes.pdf
- Images Notes Student Example—From Horses to Airplanes.docx
- Images Notes Student Example—From Horses to Airplanes.pdf
- Images Notes—From Horses to Airplanes.docx
- Images Notes—From Horses to Airplanes.pdf
- Lesson Slides—From Horses to Airplanes.pptx
- Letter From Wayne to His Folks—From Horses to Airplanes.docx
- Letter From Wayne to His Folks—From Horses to Airplanes.pdf
- Technologies Notes—From Horses to Airplanes.docx
- Technologies Notes—From Horses to Airplanes.pdf
- Technologies Readings—From Horses to Airplanes.docx
- Technologies Readings—From Horses to Airplanes.pdf

Materials

- Lesson Slides (attached)
- Images Notes Student Example (attached)
- "Dulce Et Decorum Est" handout (attached; one per student)
- Images Notes handout (attached; one per student)
- Technologies Readings handout (attached; one per group)
- Technologies Notes handout (attached; one per student)
- Letter from Wayne to his Folks handout (attached; one per student)

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Review the essential questions and lesson objective on **slides 3–4** with students. Pass out the attached **Dulce Et Decorum Est** handout to each student. Display **slide 5**. Play the *Dulce Et Decorum Est* video and have students follow along with their handouts.

Embedded video

https://youtube.com/watch?v=qB4cdRgIcB8

Move to **slide 6** and have students discuss in pairs what the poem is about. After students share with a partner, ask for several volunteers to share their thoughts about the poem. Display **slide 7**. Explain to students that the last two lines of the poem are in Latin and translate to, "It is sweet and good to die for your country." Ask students if their thoughts about the poem changed after learning the meaning of the last two lines. Move to **slide 8.** Provide students with information about the author of the poem, Wilfred Owen. Ask them if their thoughts about the poem changed after learning about Wilfred Owen's experience.

20 minutes

Explore

Pass out the attached **Images Notes** handout to each student. Display **slide 9** and explain the Painting a Picture strategy to students. Have students access the link on the slide with a personal device. Provide time for students to examine each image and take notes over what they see and how they think the technologies in the images influenced the way World War I was fought.

After providing time for students to analyze the images, have them pair up and discuss what they have written down. Then, ask for several volunteers to share their thoughts.

Teacher's Note: Sample Student Response

See the attached **Images Notes Student Example** as a possible student response.

25 minutes

Explain

Tell students that World War I led to many new weapon technologies. Display **slide 10** and play the *Tech Developments of World War I* video, which introduces how new technology was used during the war.

Embedded video
https://youtube.com/watch?v=k7v3cq1ZJjM

Place students into groups of three and pass out the attached **Technology Readings** handout to each group and a **Technology Notes** handout to each student.

Show **slide 11**. Introduce students to the Jigsaw strategy. Have students divide the six readings between the three group members. Explain that as they read their assigned topics, they should take notes on the Technology Notes handout. Students should take notes over the technology and its impact on how World War I was fought.

After students have taken notes on their assigned parts, ask them to share the information they have gathered with the other group members. Explain that group members will take turns sharing so that all six technologies have been discussed and students have written notes about each technology.

Ask students to think about how these new technologies affected the duration of the war and the number of people killed and injured in combat.

15 minutes

Extend

Display **slide 12** and pass out the attached **Letter from Wayne to his Folks** handout to each student. Introduce students to the Surprising, Interesting, Troubling strategy. Provide time for students to read the letter individually or read as a class. The letter was written by a soldier during WWI to his parents. Then, have students write something they find surprising, interesting, and troubling about the letter on the back of the handout. Have students discuss what they have written down with a partner and then ask for several volunteers to share.

10 minutes

Evaluate

Move to **slide 13** and have students respond to the lesson's essential question, how did new technologies impact the way World War I was fought? Students can write their response on a handout or piece of notebook paper. Collect the responses to review and check for student understanding of the lesson content.

Resources

- Channel 4 Documentaries. (2013, November 7). *Dulce Et Decorum Est by Wilfred Owen: Read by Christopher Eccleston | Remembering World War 1 | C4* [Video]. YouTube. https://www.youtube.com/watch?v=qB4cdRgIcB8
- HISTORY. (2014, May 22). *Tech Developments of World War I | History* [Video]. YouTube. https://www.youtube.com/watch?v=k7v3cq1ZJjM
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Painting a picture. Strategies. https://learn.k20center.ou.edu/strategy/1331
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- K20 Center. (n.d.). Surprising, interesting, troubling. Strategies. https://learn.k20center.ou.edu/strategy/926