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## **No More Sticks and Stones: Technological Advancements in World War I Warfare**

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**Grade Level:**

6 – 8

**Objectives:**

At the conclusion of this lesson, students will be able to

- Identify new advancements in military technology during World War I
- Identify new military techniques used during World War I
- Analyze information from videos, a letter, and photographs to determine how technological advancements affected how World War I was fought compared to previous wars

**Guiding Question:**

How did the military techniques and technological advancements change how World War I was fought compared to previous wars?

**Connections to Common Core:**

**CCSS.ELA–Literacy.RH.6–8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS.ELA–Literacy.RH.6–8.9** Analyze the relationship between a primary and secondary source on the same topic.

**CCSS SL6.1** Engage effectively in a range of collaborative discussions with diverse partners on a grade 6–8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**CCSS.ELA–Literacy.WHST.6–8.1a** Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**Connections to C3 Framework:**

**D2.His.1.6–8.** Analyze connections among events and developments in broader historical contexts.

**D2.His.14.6–8.** Explain multiple causes and effects of events and developments in the past

**D4.3.6–8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**Documents Used:****Primary Sources:**

A Letter from Wayne

<http://research.archives.gov/description/6050582>

Trench warfare photographs

<http://www.history.com/topics/world-war-i/photos#world-war-i-trench-warfare>

### **Secondary Sources:**

Video clip: World War I Firsts

<http://www.history.com/topics/world-war-i/videos#wwi-firsts>

Video clip: Trench Warfare

<http://www.history.com/topics/world-war-i/videos#trench-warfare>

### **Lesson Description:**

**Overview:** These lessons are designed to help students understand the impact new and more advanced weapons had on how World War I was fought compared to previous wars. The lessons can be used after students are introduced to World War I. The activities in the lesson were designed to increase students' ability to analyze primary sources while incorporating writing within the lessons.

### **Time:**

- Activity 1: 15 minutes
- Activities 2–4: 45–60 minutes for each activity 3–4 class periods.
- Assessment: 15 minutes for 3–2–1 writing, 60–90 minutes for the brochure

### **Materials:**

- Photograph Analysis Worksheet, National Archives  
<http://www.archives.gov/education/lessons/worksheets/photo.html>
- Written Document Analysis Worksheet, National Archives  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)
- SIGHT photo analysis form to use with World War I photographs

### **Lesson Preparation:**

- Activity #1: no preparation is necessary. Students will need paper and pencil.
- Activity #2: Teachers will need to print one Photograph Analysis worksheet from the National Archives per student and provide trench warfare photos for each group of students to share. Students will need a copy of the SIGHT form for the second part of activity #2. Chart paper or a white board can be used to record the students' ideas.
- Activity #3: Teachers will need to have the video clips on “World War I Firsts” and “Trench Warfare” from the HISTORY Channel ready for students to view. Students

will need to have paper to complete 2 column notes. The Quick Write can be completed on the same paper as the 2 column notes.

- Activity #4: The teacher will need to make copies of the “Letter from Wayne to Folks” and the Written Document Analysis worksheet for students.

### **Activity 1 Procedure:**

- **Quick Write:** Students use their prior knowledge to identify or predict the weapons and techniques used during World War I.
  - Question: “What weapons and techniques were used in World War I that are different from previous wars?”

### **Activity 2 Procedure:**

- Hand out the Photograph Analysis Worksheet from the National Archives to every student.
- Divide the students into groups of 3–5 students each
- Distribute the trench warfare photographs to each group of students.
- Provide students with SIGHT form to complete after choosing one trench war photo that caught their attention. Students should then complete the SIGHT graphic organizer, which will be used during the class discussion. Encourage students to follow the SIGHT protocol to analyze the photos: **S**can, **I**nfer, **G**uess the context of the photo, **H**ear the voices, and record what the people could be saying: **T**alk, so the students can understand the techniques and weapons used during World War I. Students should identify surprises and questions after analyzing the photos.
- Monitor each group by asking clarifying questions and guiding the students to make predictions or write questions they may have as they make observations.
- As a whole class, groups can share their findings, questions, and observations.
- On chart paper or a white board, the teacher will record the students’ questions after analyzing the photos.

### **Activity 3 Procedure:**

- Students watch the video clips on “WWI Firsts” and “Trench Warfare” from HISTORY.
- Students will take 2 column notes during each video identifying each new weapon and how it changed warfare.
- Using their notes, students should write a paragraph explaining how warfare changed compared to their Quick Write from activity 1 by using evidence from the photos and videos.

### **Activity 4 Procedure:**

- Provide each student with a copy of the “Letter from Wayne to Folks” from the National Archives.
- Hand out a copy of the Written Document Analysis Worksheet from the National Archives.

- As students read the letter, they will record information on the Analysis Worksheet.
- In groups, students share their responses to reading the letter.
- Students write a response to the question: Based upon your knowledge, has a soldier's life changed during war with the advancement of the weapons? Students should cite evidence for their claims.

**Assessment Materials:**

- 3-2-1: Students write 3 things they want to remember, 2 things that are still unclear, and 1 question they have after reading the letter, analyzing photos, and watching the videos. Use the questions they still have to guide students to research the topic of their choice.
- Students can create a brochure including the following components:
  - Title page
  - Introduction to World War I
  - Weapon or strategy used during World War I, along with pictures
  - Effect of weapon or strategy on the war
  - Conclusion
  - Cite sources used for research
- Ask students to create a Venn diagram and compare and contrast World War I to previous wars, concentrating on the weapons and military techniques used during the wars.

**Methods for Extension:**

- Students could research what the military does or uses to protect the soldiers in warfare.
- Students could interview current or retired military personnel to find out how military warfare and equipment have changed during and after they served.
- Students could research how the war affected the lives of horses during World War I.

**Adaptations:**

- For students with special needs or English language learners, make a DVD or audio recording of the letter so that students can listen to it while they are reading it.

## **Bibliography:**

### **Primary Source**

"A Letter from Wayne to Folks, July 1, 1918." National Archives and Records Administration. Accessed January 1, 2014. <http://research.archives.gov/description/6050582>.

### **Secondary Sources**

Education Staff, National Archives and Records Administration. "Document Analysis Worksheet." National Archives and Records Administration. January 1, 2014. [http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf).

Education Staff, National Archives and Records Administration. "Photo Analysis Worksheet." National Archives and Records Administration. January 1, 2014. [http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf).

"Trench Warfare." HISTORY. 0:00–1:14. <http://www.history.com/videos/trench-warfare>.

"World War I Firsts." HISTORY. 0:00–1:19. <http://www.history.com/videos/wwi-firsts#wwi-firsts>.

"World War I: Trench Warfare Photographs." HISTORY. Accessed January 1, 2014. <http://www.history.com/photos/world-war-i-trench-warfare>.

# SIGHT Analysis

Name \_\_\_\_\_

Date \_\_\_\_\_



“World War I: Trench Warfare,” *The History Channel website*,  
<http://www.history.com/photos/world-war-i-trench-warfare> (accessed Jan 1, 2014).

\*Scan the photo and describe the people, objects, and actions in the picture.

People	Objects	Actions

**Inferring:** What message is the photographer trying to send?

**Guess** the point of view of the person in the picture of the people the picture represents.

**Hear** the sounds in the photo. What do you hear?

**Talk:** What are three important facts you would like to tell a friend about the photo?

**Write** a caption for the photo:

What is the message of your caption?