[**http://www.acu.edu/academics/adamscenter/course\_design/syllabus/verbs.html**](http://www.acu.edu/academics/adamscenter/course_design/syllabus/verbs.html)

**Chapter 6**

**The First World War**

Propaganda

Class 1) Brief introduction to the First World War and Enlistment/Recruitment - maybe a video

Class 2) Introduction to Propaganda- what is it? Why was it used? Examples from the war and modern day. Propaganda videos.

Class 3) YouTube Introduction- how to use it, how to get an account, watching a few videos, a video on how to upload a video. Introduce assignment and assign groups. Allow them to brainstorm and begin.

Class 4) Assignment

Class 5) Assignment

Class 6) Assignment

Class 7) Presentation of Assignment

Lesson Plan Format:

1. Topic:
2. Grade and Course:
   1. Textbook:
   2. Unit:
   3. Chapter:
3. Learning Outcomes:
4. Entry:
5. Learning Activities
6. Closure
7. Assessment Strategies

a. Formative Assessment

b. Summative Assessment

8. Learning Resources

**SCO: 3.1** The students will be expected to demonstrate an understanding and appreciation of the role that Newfoundland and Labrador played in World War I.

SCO: 3.1 The students will be expected to explore Newfoundland and Labrador history to establish a clear understanding of Newfoundland and Labrador’s important role during World War I.

**Social Studies 8: Propaganda and World War I**

For this assignment, you will work with a group to create a propaganda advertisement based on the World War I information that was studied in class. Your advertisement must be created using YouTube.

**Requirements:**

* You must work with a group of four people, which will be assigned by your teacher.
* You need to brainstorm a list of ideas and present them to your teacher before beginning the video.
* Use YouTube to create your advertisement.
* The video must be 2-3 minutes in length.
* Clearly demonstrating effort and creativity in your video.
* Include persuasive messages to convince your audience to join the war effort.
* Include words, images and props to persuade your audience.
* Avoid offensive words, images and props.
* You are not permitted to use any offensive or dangerous items to create props for the video.
* You must cooperate with your group members.
* Students will be given permission to use their cellular devices and/or iPads/tablets to create their YouTube videos. If students do not have any of these devices, the teacher will provide the devices from the school.

**Evaluation:** 50 marks (10% of final grade)

List of Ideas- 20%

YouTube Video- 30%

**Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content** | **Words, Images and Props** | **Participation** | **List of Ideas** | **Overall Impression** |
| 15  Excellent and clear reflection of information studied in class. | 5  Excellent and clear use of words, props and images. | 5  Excellent cooperation and participation with group members. | 20  Excellent and clear planning of ideas in preparation of the video. |  |
| 10  Good reflection of information studied in class. | 4  Good use of words, props and images. | 4  Good cooperation and participation with group members. | 15  Good planning of ideas in preparation of the video. |  |
| 5  Some reflection of information studied in class. | 3  Some use of words, props and images. | 3  Some cooperation and participation with group members. | 10  Some planning of ideas in preparation of the video. |  |
| 3  Lack of reflection of information studied in class. | 2  Lack of words, props and images. | 2  Lack of cooperation and participation with group members. | 5  Lack of planning of ideas in preparation of the video. | 2   |  | | --- | | 5  Excellent organization and persuasive elements; excellent and clear effort and creativity. | | 4  Good organization and persuasive elements; good effort and creativity. | | 3  Some organization and persuasive; some effort and creativity. |   Lack of organization and persuasive elements; lack of effort and creativity. |
| 1  No reflection of information studied in class. | 1  No words, props or images. | 1  No cooperation or participation with group members. | 1  No planning of ideas in preparation of the video. | 1  No organization or persuasive elements; no effort and creativity. |

Assessment Strategies:

*Formative Assessment:*

* The teacher will use proximity to observe how well students are working together.
* The students will apply what they have learned to their propaganda YouTube assignment.
* The teacher and students will have several discussions about World War I, particularly discussions about recruitment, enlistment and propaganda usage.
* The teacher will ask several questions to determine students’ prior knowledge of World War I.
* The teacher will begin by sharing some facts with the students, and will then let them continue to understand and learn on their own.

*Summative Assessment:*

* Students will be graded on their propaganda assignment.
* The assignment will be worth 50 marks, which will be worth 10% of their final grade.
* For their assignments, students will be awarded the following marks:
* **Content** (reflection of information studied in class) -15 marks
* **Use of words props and images**- 5 marks
* **Participation** (cooperation and participation with group members) - 5 marks
* **List of Ideas** (clear planning of ideas in preparation of the video) - 20 marks
* **Overall Impression** (organization and persuasive elements; effort and creativity) **-** 5 marks

**Class 1**

1. **Topic:** First World War Introduction
2. **Grade and Course:** 8 and Social Studies- History of Newfoundland and Labrador

**Textbook:**  *Voyage to Discovery*

**Unit:** Three: “Storm Gusts Fret Thy Shore” - History as a Story of Significant Events in Newfoundland and Labrador 1914-1945

**Chapter:** Six- The First World War - 1914-1918

3. **Learning Outcomes:**

**SCO: 3.1** The students will be expected to explore Newfoundland and Labrador history to establish a clear understanding of Newfoundland and Labrador’s important role during World War I.

**SCO: 3.1.1** The students will examine and recall the various reasons for Newfoundland and Labrador’s involvement in the First World War.

4. **Entry:**

At the beginning of the class, the teacher will ask the students to recall everything they already know about the First World War. The teacher writes “World War I” on the whiteboard to create a concept-web. The students and teacher will have a general discussion of the First World War, connecting their thoughts to the web, before diving into the specific facts about World War I and the recruitment of military personnel. The teacher will show the class a brief YouTube video which will give a general overview of events and details of the First World War.

5. **Learning Activities:**

* The teacher will play the video: “World War One (WWI) from a Canadian Perspective.”
* <https://www.youtube.com/watch?v=zW9Uonmp7qI>
* The teacher will then ask the students how they feel about what the content in the video.
* After a brief discussion, the teacher will then begin discussing the facts in the textbook about World War I.
* On the whiteboard the teacher will write: Beginning date: 1914

End date: November 11th, 1918.

* The teacher then explains that at the beginning of the war, one side of the war conflict included Russia, Britain and France, while the other side included Austria-Hungary and Germany. The teacher then explains how other countries would also join the war effort later (Brown & Macleod, 2005, p. 124).
* The teacher then explains how Newfoundland was also at war, following the British Empire, including Australia and Canada (Brown & Macleod, 2005, p. 124).
* Then the teacher will point out that Newfoundland was not yet a part of Canada but it was under the British Empire (Brown & Macleod, 2005, p. 124).
* The teacher will then point out that in 1917, the United States became a part of the war effort and a slogan was created, “a war to make the world safe for democracy” (Brown & Macleod, 2005, p. 124-125).
* The teacher then asks the students what a democratic government is.
* After giving the students a few minutes to discuss their thoughts and ideas, the teacher explains that a democratic government is “a rule by the people, in which each individual has a vote” (Brown & Macleod, 2005, p. 124).
* The teacher then tells the students that Newfoundland and Labrador’s people played a very important role in the war effort, and that they were going to discuss this in further detail.
* The teacher then asks “does anyone know what recruitment means?”
* After giving the students a few minutes to discuss their thoughts and ideas on recruitment, the teacher asks “does anyone know what enlistment means?”
* The teacher will again give the students a moment to discuss their thoughts and ideas before explaining that recruitment is the process taken by the government and those already involved in the war effort to encourage others to become involved in the war.
* The teacher will then explain that enlistment is the process of men joining the war effort.
* The teacher then asks “who do you think would have enlisted in the war in Newfoundland and Labrador?”
* The teacher will then point out that men from every area of occupations, including loggers, fishermen, and trappers, among many others, joined the war (Brown & Macleod, 2005, p. 125).
* The teacher explains that men joined the war for many reasons, and proceeds to ask the students to discuss some reasons as to why men would want to join the war effort.
* The teacher then writes their ideas on the whiteboard, and then writes his/her own list as follows next to the students’ ideas:
* Many men willingly joined the war effort as an adventure since they did not believe that the war would last 4 years.
* Many men willingly joined the war effort for employment.
* Many men willingly joined the war because they were patriotic (Brown & Macleod, 2005, p. 125)
* The teacher then asks the students what “patriotism” is, and provides them with time to think about what it is.
* The teacher then explains that patriotism is having a great sense of loyalty and pride for one’s country, in this case, for Great Britain (Brown & Macleod, 2005, p. 125)

6. **Closure:**

At the end of the class, the teacher explains to the students that in the next class they will be discussing ways in which the government recruited men to the war effort and how they convinced them to enlist.

7. **Learning Resources:**

* *Voyage to Discovery* Textbook- pages 124-125
* “World War One (WWI) from a Canadian Perspective” YouTube Video (<https://www.youtube.com/watch?v=zW9Uonmp7qI>)
* Whiteboard
* Concept Web