



#8757

HEROES OF WORLD WAR I

Grade Levels: 7-12
28 minutes

AIMS MULTIMEDIA 1996

1 Instructional Graphic Enclosed

DESCRIPTION

This three-part interactive program discusses America's preparations for entry into World War I in 1918. Historic footage shows "doughboys" training and leaving for Europe, the home-front efforts to equip the army and navy, women in the work force, and Liberty bonds being sold. Also covers John J. Pershing's career, and Billy Mitchell's controversial impact on America's military. Viewers are encouraged to take the pretests and check their answers.

ACADEMIC STANDARDS

Subject Area: Historical Understanding

- ◆ Standard: Understands the historical perspective
 - Benchmark: Analyzes the values held by specific people who influenced history and the role their values played in influencing history
 - Benchmark: Analyzes the influence specific ideas and beliefs had on a period of history

Subject Area: World History

- ◆ Standard: Understands the causes and global consequences of World War I
 - Benchmark: Understands the extent to which different sources supported the war effort (e.g., how nationalism and propaganda helped mobilize civilian populations to support "total war"; ways in which colonial peoples contributed to the war effort of the Allies and the Central Powers by providing military forces and supplies, and what this effort might have meant to colonial subjects; the effectiveness of propaganda to gain support from neutral nations; how and why original support and enthusiasm to support the war deteriorated)
 - Benchmark: Understands the human cost and social impact of World War I (e.g., what sources, such as letters and books, illustrate about the mental and physical costs of the war to soldiers around the world; how the casualty figures for World War I compare to other wars, and reasons for the high casualty rate; the changes in women's roles during the Great War)

INSTRUCTIONAL GOALS

1. To provide basic facts about U.S. and world leaders during World War I.
2. To explore the roles of John J. Pershing and Billy Mitchell in World War I.
3. To examine the efforts of Americans to prepare for World War I.

VOCABULARY

- | | |
|------------------|------------------|
| 1. Allies | 5. expedition |
| 2. conformist | 6. Liberty bonds |
| 3. court-martial | 7. munitions |
| 4. doughboys | |

BEFORE SHOWING

1. Prepare students for their role in playing a history game.
 - a. Determine if students will play on an individual or team basis.
 - b. Provide each student/team with a "History Game Worksheet." (See INSTRUCTIONAL GRAPHICS.)
 - c. Begin the video and allow the program to play until the narrator completes question #3. Stop the tape each time the star symbol (accompanied by an audible beep) appears on the screen. This will occur after every third question. Allow the student/team time to answer the three questions before continuing. In the segment following the three questions, the video presents historical footage to provide the answers for each question.
 - d. After each set, there will be a bonus question. The answers will appear at the end of the video.
2. Discuss vocabulary words used in the video.

AFTER SHOWING

Discussion Items and Questions

1. Discuss America's involvement in World War I including:
 - a. Attitudes toward the war
 - b. Training of the doughboys for war
 - c. Importance of industry in preparing for the war
 - d. Women in the workforce
 - e. Selling of bonds
2. Discuss the leadership roles of John J. Pershing and Billy Mitchell.
 - a. What did each man do prior to World War I?
 - b. What were their contributions to the war?
 - c. What contributions did the men make after the war?

Applications and Activities

1. Outline the events and factors that led to World War I.

2. Locate a world map from this era and pinpoint the areas of conflict during World War I.
3. Create a time line highlighting major events in World War I.
4. Design posters to persuade a person to support the United States during World War I.
5. List the country's involvement in World War I.
6. Compare and contrast the soldier and weaponry of World War I to other wars.
7. Lead a class discussion on the following topics:
 - a. What makes a leader?
 - b. Why war?
 - c. How does war affect individuals? Society?
 - d. Is there a right and wrong of war?
8. Research endings of wars throughout history. Compare and contrast the ending of World War I to endings of other wars.

RELATED RESOURCES



Captioned Media Program

- 1914-1918: World War I #3201
- World War I: Background Tensions (1870-1914) #1938



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **HISTORY WIZ**
<http://www.historywiz.com/worldwarone.htm>
- **PBS/THE GREAT WAR**
<http://www.pbs.org/greatwar/index.html>
- **BBC NEWS/THE GREAT WAR**
http://news.bbc.co.uk/hi/english/special_report/1998/10/98/world_war_i/newsid_19700/197437.stm

INSTRUCTIONAL GRAPHICS

- HISTORY GAME WORKSHEET

History Game Worksheet

Student/Team Name: _____

Directions: Place the letter of the correct answer on the line provided. Answers will be revealed at the end of each round. Answers for the bonus questions will be revealed at the end of the video.

Pretest	Posttest
a) _____	a) _____
b) _____	b) _____
c) _____	c) _____

Round One

- 1) _____ (5 points)
- 2) _____ (10 points)
- 3) _____ (15 points)

Bonus Question: _____ (10 points)

Round Two

- 4) _____ (5 points)
- 5) _____ (10 points)
- 6) _____ (15 points)

Bonus Question: _____ (10 points)

Round Three

- 7) _____ (5 points)
- 8) _____ (10 points)
- 9) _____ (15 points)

Bonus Question: _____ (5 points)

