

WOMEN USING THEIR GUNS: Women During WWI

by Tina Gersdorf - Whobrey

Summer Fellowship 2007

LESSON ONE: Mini-lesson on World War I

Abstract

This lesson is used to give a brief background on WWI and may not be needed if the unit is being used within a larger WWI unit. The worksheet includes a very basic outline of countries becoming involved in WWI and a short explanation of how the United States became involved in the war.

Essential Questions

- Who fought in WWI?
- When did WWI take place?
- How did the United States become involved?

Duration

1 class period

Assessments

Completion of "A Brief Introduction to The Great War" questions and timeline

Materials

Worksheet: ["A Brief Introduction to The Great War"](#)

Setting the Purpose

- Ask the students what they know about World War II. (This war is studied far more often and students will be able to connect better). Ask questions such as:
 - *Who* fought in the war?
 - *Where* was the war fought?
 - *When* was the war fought?
- Ask the students what they know about WWI by taking volunteers to explain their understandings.
- Have students make guesses about WWI based on what they know about WWII.

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Procedure

1. Hand out "[Brief Introduction to The Great War](#)". At this point you may have students listen as you read aloud or they may read on their own, in partners, or as a class.
2. Once the worksheet is read, students should answer the questions at the bottom and complete the timeline on the back.

DIFFERENTIATION SUGGESTION:

- ~ Have students in pairs with a more proficient reader and a less proficient reader. They can take turns reading aloud, one student can read the entire reading, or you might have them take turns so that one partner reads one paragraph and the other reads two.
- ~ Each student in the pair only completes one of the questions.
 - the less proficient reader completes #1
 - the more proficient reader completes #2
- ~ Pairs will fill out the timeline graphic organizer together.

3. Discuss the answers as a class to assure reading comprehension.
 4. Discuss the significance of the number of men who were fighting in Europe. Re-iterate the point from the reading that men were the main workers in the United States because at that time, women were expected to stay at home or perform only certain jobs.
 5. Brainstorm the following ideas:
 - a. What resources are needed for the soldiers overseas?
 - b. What would life be like in the United States with so many people gone?
- ** Brainstorm may be used at the beginning of next lesson if time runs short

Annotated list of materials and resources

- PBS. "The Great War and the Shaping of the 20th Century"
<http://www.pbs.org/greatwar/timeline/>
- Jewishgen. "World War I Draft Registration Cards"
<http://www.jewishgen.org/infofiles/wwidraft.htm>
- Worksheet: "[A Brief Introduction to The Great War](#)"