World War I

Unit Summary

Upper secondary school history students begin a journey to discover the answer to the Unit Question: *Could this "war to end all wars" have been prevented?* by investigating the causes of World War I. They create a newspaper answering the Content Questions: *What are the four M.A.I.N causes of World War I (militarism, alliances, imperialism, and nationalism)?* and *What events led to the outbreak of World War I?* The students then use the *Visual Ranking Tool* to rank which of the causes was the most influential in the start of the war and defend their position. After a class discussion on the causes of the War, students complete a map of Europe prior to the outbreak of the War using a paint program to label countries and color code them according to which side they were on. Students use information from primary sources written by WWI soldiers. Then they participate in a simulated trench warfare activity. Based on this experience, they write journal entries or letters to a family member as if they were soldiers in the trenches. Students then examine the objectives and tools of propaganda and do research on WWI propaganda from several different countries to study the impact that propaganda had on the home front. Students conclude this unit by creating a multimedia presentation analyzing how propaganda was used in different countries. Students use rubrics and checklists to plan and monitor their work. As a concluding activity, students compare the propaganda of World War I to the present day and discuss how propaganda has an influence on their lives today. To culminate this unit, students complete an essay test about World War I.

Curriculum-Framing Questions

- **Essential Question:**
  Why is there conflict?

- **Unit Questions:**
  Could the "war to end all wars" have been prevented?
  Is propaganda necessary?

- **Content Questions:**
  What are the four M.A.I.N causes of World War I?
  What is propaganda

Assessment Plan

Assessment Timeline

This timeline shows in chronological order the different types of formal and informal assessments that occur during the unit. The table below explains how each assessment is used and who uses it for what purpose.

At a Glance

Year/Form: Form 2 to Form 6
Subject: American History
Topics: WWI, Propaganda
Higher-Order Thinking Skills: Cause and Effect, Decision Making, Analysis
Key Learnings: Four Main Causes of World War I, Trench Warfare, US Entry into WWI, Propaganda, Treaty of Versailles
Time Needed: 4 weeks of 1 hour classes

Things You Need

Instructional Procedures
Standards
Student Samples

Assessment Timeline

Before project work begins	**Students work on projects and complete tasks**	**After project work is completed**

Before project work begins
- Brainstorming
- Discussion

- Journals
- World Map

Students work on projects and complete tasks
- Newspaper Checklist and Rubric
- Map
- Anecdotal Observations
- Collaboration Self-Assessment Checklist
- Collaboration Peer Assessment Rubric
- Collaboration Reflection

- Revised Map
- Journal
- Decision-Making Checklist
- WWI Journal and Letters Rubric
- Discussion
- Propaganda Presentation Checklist and Rubric
- Propaganda Presentation Peer Feedback
- Informal Interviews

After project work is completed
- Project Rubrics
- Final Essay Test Rubric

- Final Reflection

Assessment	Process and Purpose of Assessment
Brainstorming	Students brainstorm reasons why wars occur to demonstrate what they know about the topic and what misconceptions they may have. This information helps the teacher assess students' understanding and plan activities that meet students' needs.
Discussion	Frequently throughout the unit, students discuss relevant topics to activate background knowledge. Notes on students' contributions to the discussion are used to plan instruction and to provide individual and group feedback.
Journals	Students write in their journals throughout the unit to explore their thoughts on a variety of subjects. The information from these journal entries is used to provide individual and group feedback as students work on their projects.
World Maps	Students color-code maps of the world identifying which countries participated in WWI and which side they were on. These maps help the teacher assess what students know about the countries that participated in the war. Students assess their own growth later in the unit by making new maps and comparing these maps to the original ones.
Newspaper Checklist	Students use this checklist to monitor their progress while conducting research and creating their newspapers.
Newspaper Rubric	This rubric is used by students as they work on their newspapers to make sure their work is high quality and by teachers at the end of the project to assign grades to students' work.
Anecdotal Notes	The teacher observes students as they are working on their newspapers and take notes on their understanding of the concepts they are studying and their collaboration skills. This information is used to prepare mini-lessons on collaboration and to organize instruction on World War I.
Collaboration Self-Assessment Checklist	This checklist is used by individual students throughout the newspaper project to self-assess their collaboration skills.

Collaboration Peer-Assessment Rubric	Students use this rubric to assess the collaboration skills of their group members.
Collaboration Reflection	After creating the WWI newsletter with their groups, students use their Collaboration Self-Assessment Checklist to reflect on how well they worked with others.
Group Conferences	The teacher meets briefly with each group to ask questions about their progress and make sure their checklists are accurate and up to date.
Decision-Making Checklist	The checklist is used by students in small groups to help them think logically and systematically about the United States' decision to enter World War I.
WWI Journal and Letters Rubric	Students use these rubrics as they work on their journal or letters to make sure they are including all the necessary components and doing high-quality work. The rubrics are also used to assess the final product.
Propaganda Presentation Checklist	Students use this checklist to monitor their progress as they are working on their presentations.
Propaganda Presentation Peer Feedback	This form is filled out by students in a small group when the students practice their presentations to give presenters information about how they can improve their presentations.
Propaganda Presentation Rubric	Students use this rubric as they work on their presentations to make sure they are including all the necessary components and doing high-quality work. The teacher also uses this rubric to assess the final product.
Informal Interviews	As students are working on their presentations, the teacher meets briefly with each student to review the student's checklist and discuss progress on the project.
Final Essay Test Rubric	Students use this rubric to organize their thoughts on the final essay question and to plan what they are going to write. It is also used to assess the final essay.
Reflection	In this end-of-unit reflection, students assess their own learning during the unit and set goals for future learning experiences. The teacher and students use this information to track learning throughout the year.

Credits

Johanna Van Ness created the idea for this assessment plan. A team of teachers expanded the plan into the example you see here.

Note: *The hyperlinked support documents are not part of the PDF. They can be downloaded and printed individually.*

Instructional Procedures

Introduction

1. In a large group, ask students to brainstorm wars that have occurred in American history. Assign students to small groups to discuss the wars and clarify what they already know. Observe conversations noting any misconceptions students may have.
2. Distribute essay "Why Do Wars Begin." After students have read the essay, conduct a discussion by posing the Unit Question: *What causes conflict?*
3. Tell students that they are going to begin a study of World War I and the propaganda that was used during that time. To determine students' prior knowledge about World War I, ask them to do a quickwrite in their journals answering the question: *What people, places (including countries), events, and ideas do you think of when you think of World War I?* Instruct students to use paint software to create a map of the countries involved in World War I and to label and color code them according to which side they think they were on. Tell them that they will compare the maps they make at the beginning of the unit to those they make at the end of the unit.

Causes of WWI Newspaper Project

1. Introduce the newspaper by explaining that wars cannot be explained with simple cause-and-effect reasoning. They have multiple causes and multiple effects. Tell students that they are going to create a newspaper that accurately portrays the complexity of the chain of events that led up to the participation of different countries in the War. Explain that they will investigate the four M.A.I.N. (militarism, alliances, imperialism, and nationalism) causes of World War I and the events that led to the outbreak of this war. As students conduct research and work on their newspapers, ask them to monitor their progress using the **newspaper checklist** and **newspaper rubric**. Look at checklists daily and conduct brief group conferences to check on students' progress. Students also use the **self-assessment checklist** to reflect on their own collaboration skills and the **peer assessment rubric** to assess the participation of their group members. Use the information from this assessment and anecdotal observations to plan mini-lessons on collaboration skills during subsequent group projects.
2. After the newspapers have been completed, review the four M.A.I.N causes of the war and the events that led up to the War. Follow the review by conducting a discussion about the questions: *Could anything have been done to prevent this war from occurring? Could anything have been done to prevent this from becoming a full-scale world war?* Ask students to revise the maps they made earlier to reflect what they now know about the War and to write in their journals about what misconceptions they had, if any, and why they think they had them.
3. Assign one of seven different scenarios related to the United States' involvement in WWI to small groups and ask students to evaluate the event to determine what decision the United States should make based on the scenarios. Distribute the **decision-making checklist** to help guide the process. After the activity, ask students to report their conclusions to the class. Ask students to write in their journals reflecting on their decision-making processes as well as how their decisions compared or contrasted with the decisions made by historical figures and why.

Life in the Trenches Simulation

Note: Before class begins, set the classroom tables up in two rows with metal Slinkies* stretched across the room – this represents the barbed wire in the field – place plastic army figures in two different colors throughout the battlefield. Place butcher paper over the tops of the tables. Be sure that students wait outside.

1. When the class starts, step outside and explain to the students that they are now soldiers during WWI. As students enter the room, tell them which side of the room to go to (allies or central powers) and give them a painter's mask to cover their noses and mouths. Remind them that they are at war and should act the part by moving as quietly as possible so the enemy doesn't hear them. After students have found their places, read excerpts from *All Quiet on the Western Front*, a historical novel written from the perspective of a German soldier during WWI. Show a slide show or movie excerpt that simulates the war with pictures and sounds. Tell students they must place the painter's masks on when the gas attacks begin. After the slide show is completed, explain that students will be writing a series of journal entries or letters as if they were a soldier or nurse in the war.
2. Conduct a discussion in which students contribute what qualities they think the best letters and journals will have and record their thoughts on the board. Incorporate their ideas into the WWI **journal and letters rubrics** which students use to guide their work. Encourage those students who are taking a world language to write the letter from the point of view of a non-English speaking soldier and to include an English translation. (This activity was adapted from History Alive Curriculum series.)

Propaganda Presentation Project

1. Ask students the Content Question: *What is propaganda?* and record students' thoughts on the board.
2. Conduct a discussion on what critical-thinking skills are necessary to determine if something is propaganda. Show examples of WWI propaganda such as those found at the Web site British Posters of World War I. Model identifying the propaganda techniques in the poster. Ask students to look for examples of present-day propaganda to share with the class.
3. Explain that students will be creating an individual multimedia presentation on WWI propaganda to present to the class. Tell students to use the **presentation checklist** to make sure that they are managing their time wisely and to use the **presentation rubric** to make sure their work is high quality. As students work on this project, use the checklist and informal interviews to monitor their progress. When they have finished a draft of the presentation, organize small groups to listen to practice presentations and provide feedback using the **peer feedback form**.
4. After the presentations have been completed, and have been assessed by the teacher using the Presentation Rubric, conduct a discussion on the Unit Question: *Is propaganda necessary?*

Conclusion

1. To conclude the unit, place students in small groups and assign individual groups to take either the role of Woodrow Wilson or another leader of the Allies. Present the terms of the Treaty of Versailles. Ask students to use the *Visual Ranking Tool* to rank and defend the terms according to their assigned role and then compare their rankings with other groups with the same role as well as groups with a different role. Then form new groups in which the roles are mixed. In these groups, they must work out their own treaty. After the activity students will read "U.S. Rejection of the Treaty of Versailles." Conduct a discussion about why the U.S. rejected the Treaty of Versailles and what its actual response was. (This activity was taken from History Alive Curriculum series.)
2. Ask students to bring examples of propaganda from other time periods, including the present, to share. Conduct a final discussion on the Unit Question: *Is propaganda necessary?*
3. Distribute the **final essay test rubric**: *Could the "war to end all wars" have been prevented?* Tell students that they can bring one page of notes with them to the test, but they cannot complete the test ahead of time. Provide students with class time to discuss their answers with small groups.
4. Ask students to write a final reflection describing what they learned during the unit about the following topics that will help them in the future.
   o World War I
   o Propaganda
   o Collaboration
   o Their own learning processes

Assessing Projects: World War I
Content Standards and Objectives

Targeted Content Standards (Curriculum Specifications) and Benchmarks
Kansas History Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890 - 1930).
- Analyzes the reasons for and impact of the United States' entrance into World War I
- Analyzes how the home front was influenced by United States involvement in World War

Student Objectives
Students will be able to:
- Investigate the causes and events of World War I
- Describe how the conflict expanded to draw in much of Europe Use primary sources to conduct research
- Analyze and evaluate propaganda from various countries
- Make connections among historical events in different time periods

Student Samples

Here is an example of a student newspaper and the teacher scored rubric.

Newspaper Student Sample	View as Microsoft Word*	View as PDF
Newspaper Scored Rubric	View as Microsoft Word*	View as PDF

Collaboration Self-Assessment Checklist

Refer to the following checklist to monitor how well you are working in your group. Use the rubric to assess the participation of your other group members at the end of the project.

Self-Assessment: Date _____	**Self-Assessment: Date _____**
❏ I participated fully in all group activities.	❏ I participated fully in all group activities.
❏ I assumed leadership in an appropriate way when necessary to make sure we create a good newspaper.	❏ I assumed leadership in an appropriate way when necessary to make sure we create a good newspaper.
❏ I listened carefully to what my group members were saying.	❏ I listened carefully to what my group members were saying.
❏ I gave my group members constructive feedback.	❏ I gave my group members constructive feedback.
❏ I worked well with my team members.	❏ I worked well with my team members.
❏ I helped my team members when they needed me.	❏ I helped my team members when they needed me.
❏ I did my fair share of the work.	❏ I did my fair share of the work.
❏ I completed my assigned tasks on time.	❏ I completed my assigned tasks on time.
❏ I did not need to be reminded to stay on task.	❏ I did not need to be reminded to stay on task.
❏ I treated my group members respectfully, even when I disagreed with them.	❏ I treated my group members respectfully, even when I disagreed with them.
❏ I tried to make working on the project an enjoyable experience for my group.	❏ I tried to make working on the project an enjoyable experience for my group.
❏ I maintained a positive attitude about the project even when we were faced with challenges.	❏ I maintained a positive attitude about the project even when we were faced with challenges.
Self-Assessment: Date _____	**Self-Assessment: Date _____**
❏ I participated fully in all group activities.	❏ I participated fully in all group activities.
❏ I assumed leadership in an appropriate way when necessary to make sure we create a good newspaper.	❏ I assumed leadership in an appropriate way when necessary to make sure we create a good newspaper.
❏ I listened carefully to what my group members were saying.	❏ I listened carefully to what my group members were saying.
❏ I gave my group members constructive feedback.	❏ I gave my group members constructive feedback.
❏ I worked well with my team members.	❏ I worked well with my team members.
❏ I helped my team members when they needed me.	❏ I helped my team members when they needed me.
❏ I did my fair share of the work.	❏ I did my fair share of the work.
❏ I completed my assigned tasks on time.	❏ I completed my assigned tasks on time.
❏ I did not need to be reminded to stay on task.	❏ I did not need to be reminded to stay on task.
❏ I treated my group members respectfully, even when I disagreed with them.	❏ I treated my group members respectfully, even when I disagreed with them.
❏ I tried to make working on the project an enjoyable experience for my group.	❏ I tried to make working on the project an enjoyable experience for my group.
❏ I maintained a positive attitude about the project even when we were faced with challenges.	❏ I maintained a positive attitude about the project even when we were faced with challenges.

End-of-Project Self-Reflection

How did you do as a group member? What did you do well? What could you improve? Would you like to work in a group with someone like you?

WWI Scenarios Decision-Making Checklist

Use this checklist to help your group think about your scenario related to the entrance of the United States into World War I.

❏ We determine what the goals of the United States should be in responding to the scenario and prioritize them.

❏ We analyze the scenario to identify the most important factors.

❏ We figure out what information we need to make a good decision and find it, if possible. If this information was not available at the time, we make the best guess we can based on what we do know.

❏ We generate numerous solutions, some of which are obvious, and some which are unconventional or unusual.

❏ We draw conclusions about the intended and unintended consequences of each of our solutions.

❏ We narrow down our list to those options that are most likely to help the United States meet its goals with the least number of negative consequences.

❏ We systematically weigh the benefits and drawbacks of each option.

❏ We select the best solution and plan how we will explain and support our decision.

World War I Final Test

Answer the following question: Could the "war to end all wars" have been prevented?
Include the following in your answer:

- The M.A.I.N. causes of the war
- The perspectives of different countries
- Connections to other historical conflicts
- Connections to personal experiences

Rubric

	4	3	2	1
Content: Focus	My essay integrates answers to all parts of the question and discusses them thoroughly and completely without wandering off the subject.	My essay answers all parts of the question without wandering off the subject.	My essay attempts to answer all parts of the question but is rather incomplete and often wanders off the subject.	My essay does not answer several parts of the question and includes irrelevant comments and information.
Content: Support	I support my conclusions with accurate references to numerous historical ideas, trends, people, events, and places, during WWI and during other time periods.	I support my conclusions with accurate references to people, events, and places during WWI and other time periods.	I support my conclusions with a few references to people, events, and places during WWI and other time periods, but they may not be appropriate or accurate.	I do not support my conclusions with accurate references to people, events, and places during WWI and other time periods.
Content: Multiple Perspectives	I discuss the variety of reasons that many different countries had for entering and not entering the War.	I discuss some reasons that a few countries had for entering and not entering the war.	I discuss a few reasons that more than one country had for entering and not entering the war.	I only discuss the reasons that one country had for entering the war.
Content: Connections	I draw several, unique and logical conclusions based on valid and reasonable connections between WWI, other historical periods, and my personal experiences.	I draw reasonable conclusions based on connections between WWI, other historical periods, and my personal experiences.	I draw some predictable conclusions, but some of the connections I make are not logical.	I do not make connections between WWI and other time periods, or the connections I make are not logical.
Writing: Style and Conventions	My writing is clear and easy to read and understand with no errors in spelling,	My writing is generally easy to read and understand with very few errors in spelling,	My writing is sometimes difficult to read or understand, with several errors in spelling, punctuation,	My writing is very difficult to read or understand, and I have many errors in spelling, punctuation,

punctuation, sentence structure, capitalization, or Standard English that detract from what I am saying.	punctuation, sentence structure, capitalization, or Standard English that detract from meaning.	sentence structure, capitalization, or Standard English that detract from meaning.	sentence structure, capitalization, or Standard English that detract from meaning.

Life in the Trenches Journal and Letters Rubrics
Journals

	4	3	2	1
Content	I wrote entries for more than three different days describing three different kinds of realistic war experiences.	I wrote 3 entries describing three different kinds of realistic war experiences.	I wrote fewer than 3 entries, or some of my entries may describe similar experiences.	I wrote only one entry or my entries all describe similar experiences.
Content: Historical Accuracy	I described my experiences and feelings thoroughly with historically accurate, concrete details about people, places, and events.	I described my experiences and feelings with historically accurate, concrete details about people, places, and events.	I used some concrete language to describe my experiences and feelings, but much of my description was brief, vague, and unsupported by actual historical information.	My entries were generally brief and vague and did not reflect historical information.
Writing Style	My journal was written in the style that is appropriate for private writing. I effectively used such features as era-appropriate slang, drawings, incomplete sentences, and stream-of-consciousness writing to create a accurately reflect my feelings about what I was experiencing.	My journal was written in a style that used some features of private writing to successfully explain my feelings.	My journal was an attempt to use some features of private writing but they may have been distracting and confusing.	My journal did not read like private writing.
Writing Conventions	The writing in my journal has no errors in spelling, punctuation, capitalization, or usage, unless they are deliberately used to enhance the meaning.	The writing in my journal has no errors in spelling, punctuation, capitalization, or usage that detract from meaning.	The writing in my journal has some errors in spelling, punctuation, capitalization, or usage that detract from meaning.	The writing in my journal has so many errors in spelling, punctuation, capitalization, or usage that it is difficult to understand.
Creativity	My journal includes some features that help make it seem realistic and contribute to its overall effectiveness.	My journal includes some features that make it seem authentic and realistic.	My journal includes some features that are meant to make it seem realistic, but they are distracting and do not contribute to its effectiveness.	My journal includes no features that make it seem realistic.

Letters

Content	I wrote more than 2 letters describing different kinds of experiences (written at 2 different times) to at least 2 different people.	I wrote 2 letters describing different kinds of experiences on different days.	I wrote 2 letters describing similar experiences.	I wrote one letter.
Content: Historical Accuracy (Write as if your letter will not be censored.).	I described my experiences and feelings thoroughly with historically accurate, concrete details about people, places, and events.	I described my experiences and feelings with historically accurate, concrete details about people, places, and events.	I used some concrete language to describe my experiences and feelings, but much of my description was brief, vague, and unsupported by actual historical information.	My entries were generally brief and vague and did not reflect historical information.
Writing Style	My letters are written in a style appropriate to the era, using fairly lengthy descriptions and formal language.	My letters are generally written in a style appropriate to the era, using description and formal language.	My letters make an attempt to write in a style appropriate to the errors, but they usually sound like they were written by a modern person.	My letters sound like they were written by a modern person, not by someone living during World War I.
Writing Conventions	The writing in my letter has no errors in spelling, punctuation, capitalization, or usage.	The writing in my letter has no errors in spelling, punctuation, capitalization, or usage that detract from meaning.	The writing in my letter has some errors in spelling, punctuation, capitalization, or usage that detract from meaning.	The writing in my letter has so many errors in spelling, punctuation, capitalization, or usage that it is difficult to understand.
Creativity	My letters include some features that help make them seem realistic and contribute to its overall effectiveness.	My letters include some features that make them seem authentic and realistic.	My letters include some features that are meant to make them seem realistic, but they are distracting and do not contribute to their effectiveness.	My letters include no features that make them seem realistic.

WWI Newspaper Checklist

Use the following tables to organize your work. Refer to the WWI Newspaper Rubric as you plan and complete the work for this project to make sure that your newspaper is high quality.

Required Components	Optional Components
• 2 articles (news article, editorial, or letter to the editor) from each group member • Original political cartoon • 3 Photographs • Masthead	• Advertisements • Advice columns • Classified advertisements • Comic strips • Sports • Business

Task Assignments

Divide tasks fairly among group members.

Group Member	Assigned Tasks
	Topic of 1st Article: Topic of 2nd Article: Additional Tasks:
	Topic of 1st Article: Topic of 2nd Article: Additional Tasks:
	Topic of 1st Article: Topic of 2nd Article: Additional Tasks:
	Topic of 1st Article: Topic of 2nd Article: Additional Tasks:
	Topic of 1st Article: Topic of 2nd Article: Additional Tasks:

1. Assign all the required components of the newspaper.
2. Assign optional components.

3. Create a group timeline with checkpoints to make sure that every task is completed. Be sure to include steps in which group members give feedback to each other about their work.
4. Based on the group timeline, create a timeline for yourself to make sure that you finish all your tasks on time.

Group Timeline

Task	Person Responsible	Due Date

Individual Timeline

Task	Projected Completion Date	Actual Completion Date

Individual Research Checklist

Primary Sources

Source with Citation Information	Point of View/Bias

Secondary Sources

Source with Citation Information	Point of View/Bias

World War I Newspaper Rubric

	4	3	2	1
Content: M.A.I.N. Causes	We thoroughly address the four "M.A.I.N." causes of WWI from the perspective of several different countries.	We address the four "M.A.I.N." causes of WWI from the perspective of at least 2 different countries.	We partially address the four "M.A.I.N." causes of WWI from more than one country.	We address the four "M.A.I.N." causes of WWI in a shallow and superficial manner.
Content: Unity	All the components of our newspaper contribute to the description and explanation of the complex chains of events that resulted in WWI.	Most of the components of our newspaper contribute to the description and explanation of the complex chains of events that resulted in WWI.	Several of the components of our newspaper are loosely connected to the description and explanation of the complex chains of events that resulted in WWI.	Most of the components of our newspaper are loosely connected, if at all, to the description and explanation of the complex chains of events that resulted in WWI.
Content: Conclusions (Individual)	My articles in our newspaper synthesize information from a variety of kinds of primary and secondary sources to draw good conclusions about the perspectives of different countries.	My articles in our newspaper synthesize information from primary and secondary sources to draw conclusions about the perspectives of different countries.	My articles in our newspaper mostly paraphrase information from a few sources.	My articles in our newspaper repeat information from 1 or 2 sources.
Newspaper Components	Our newspaper includes all the required components and several optional components.	Our newspaper includes all the required components and at least 2 optional components.	Our newspaper is missing at least 1 required component.	Our newspaper is missing more than 1 required component.
Writing: Style (Individual)	My writing is clear, detailed, interesting, and written in a style that is appropriate for the purpose of the article.	My writing is clear, detailed and written in a style that is appropriate for the purpose of the article.	My writing is sometimes vague, predictable, and often does not suit the purpose of the article.	My writing is confusing, lacks detail, and does not suit the purpose of the article.
Writing: Conventions	Our writing has no errors in capitalization, punctuation, spelling, or usage.	Our writing has no errors in capitalization, punctuation, spelling, or usage that detract from the meaning.	Our writing has some errors in capitalization, punctuation, spelling, or usage that detract from the meaning.	Our writing has so many errors in capitalization, punctuation, spelling, or usage that readers have difficulty understanding the meaning of our writing.
Writing: Citations	We correctly cite all quoted or paraphrased information.	We correctly cite all quoted or paraphrased information with only minor errors.	We sometimes do not correctly cite quoted or paraphrased information.	We frequently do not correctly cite quoted or paraphrased information
Layout and Design	The layout and graphic elements of our	The layout of our newspaper is	The layout of our newspaper is	The layout of our newspaper is confusing

	newspaper are organized in a way that contributes to the meaning.	organized and attractive.	sometimes confusing, and different graphic elements, such as different fonts, lines, and boxes, sometimes detract from the meaning.	and different graphic elements, such as different fonts, lines, and boxes, often detract from the meaning.
Photos	Photos are selected and placed to add to the purpose of the newspaper and have appropriate and engaging captions.	Photos add to the purpose of the newspaper and have appropriate captions.	Photos sometimes are only superficially connected to the purpose of the newspaper, and captions may be inappropriate or inaccurate.	Photos do not have accurate captions and often detract from the purpose of the newspaper.

Peer-Assessment Collaboration Rubric

	4	3	2	1
Participation	Group member participated fully and was always on task in class.	Group member participated most of the time and was on task most of the time.	Group member participated but wasted time regularly and/ or was rarely on task.	Group member did not participate, wasted time, or worked on unrelated material.
Leadership	Group member assumed leadership in an appropriate way when necessary by helping the group stay on track, encouraging group participation, posing solutions to problems, and having a positive attitude.	Group member sometimes assumed leadership in an appropriate way.	Group member usually allowed others to assume leadership or often dominated the group.	Group member did not assume leadership or assumed it in a non-productive manner.
Listening	Group member listened carefully to others' ideas.	Group member usually listened to others' ideas.	Group member sometimes did not listen to others' ideas.	Group member did not listen to others and often interrupted them.
Feedback	Group member offered detailed, constructive feedback when appropriate.	Group member offered constructive feedback when appropriate.	Group member occasionally offered constructive feedback, but sometimes the comments were inappropriate or not useful.	Group member did not offer constructive or useful feedback.
Cooperation	Group member treated others respectfully and shared the work load fairly.	Group member usually treated others respectfully and shared the work load fairly.	Group member sometimes treated others disrespectfully and/or did not share the work load fairly.	Group member often treated others disrespectfully and/or did not share the work load fairly.
Time Management	Group member completed assigned tasks on time.	Group member usually completed assigned tasks on time and did not hold up progress on the newspaper because of incomplete work.	Group member often did not complete assigned tasks on time, and often held up completion of the newspaper.	Group member did not complete most of the assigned tasks on time and often forced the group to make last-minute adjustments and changes to accommodate missing work.

Write the number of the description that fits each group members' participation in the box under the collaboration skill. Include your own name in the list. ·
4—Student is functioning at a high level and does not need to improve; ·
3—Student is working well within the group but has a few areas which could be improved; ·
2—Student is making an attempt to work well but needs to improve in some areas; ·
1—Student does not seem to be trying to work well with the group and needs to improve a great deal.

Group Members	Participation	Leadership	Listening	Feedback	Cooperation	Time Management

Participation						
Participation						
P articipation						
Participation						
Participation						

WWI Propaganda Presentation Peer Feedback

Distribute the following form to your group members when you practice your presentation.

1. What do you think the theme of the presentation was?

_____

2. What were 3 good things about the presentation, such as content, pace, speaking skills?

a._____

b._____

c._____

3. What are two things the presenter could improve?

a._____

b._____

4. What different types of propaganda did you see in the presentation and what countries did they come from?

Propaganda	Country

World War I Propaganda Presentation Rubric

	4	3	2	1
Content: Theme	My presentation has an engaging title and opening slide that describe a theme that engages the viewer, unifies the whole presentation, and says something important about propaganda.	My presentation has a title and opening slide that reflect a theme that unifies the presentation and says something important about propaganda.	My presentation has a predictable title and opening slide.	My presentation does not have a title or a theme.
Content: Examples	I analyze several examples of WWI propaganda in different formats, such as poster, music, speeches, or leaflets, from a variety of countries on both sides of the war for a variety of purposes.	I analyze some examples of WWI propaganda in different formats from more than one country.	The propaganda I analyze is generally the same kind and mostly from one country.	The propaganda I analyze is all the same kind or is all from the same country.
Content: Analysis	I analyze the various components of each piece of propaganda, describe its purpose and the context in which it was used, correctly identify the tools that were used in it, and evaluate its effectiveness.	I analyze each piece of propaganda, describe its purpose, and correctly identify the tools that were used in it.	I attempt to analyze each piece of propaganda and identify the tools that were used in it, but my analysis may be inaccurate or simplistic.	I make a superficial analysis of each piece of propaganda and inaccurately identify the tools that were used in it.
Content: Conclusions	I synthesize what I have learned about conflict throughout history, the important people, places, and events of World War I, and the reasons which motivated different countries to join the War, to draw unique conclusions about the role that propaganda played in the War.	I synthesize information from different sources to draw reasonable conclusions about the role that propaganda played in the War.	I make predictable and obvious conclusions about the role that propaganda played in the War.	I repeat or paraphrase the ideas of others about the role that propaganda played in the War.
Writing: Style	I use an appropriate technical writing style in my presentation, organizing the information by headings,	I use an appropriate technical writing style in my presentation, using	I try to use an appropriate technical style of writing in my presentation, but	I do not use technical writing in my presentation, and it is difficult for the audience to

	subheadings, and bullets with parallel construction so adequate information is conveyed in as few words as possible.	headings, subheadings, and bullets to convey information efficiently.	information is often confusing, wordy, or difficult to find.	understand what I am trying to say.
Writing: Conventions	The writing in my presentation has no errors in spelling, punctuation, capitalization, or usage, unless they are deliberately used to enhance the meaning.	The writing in my presentation has no errors in spelling, punctuation, capitalization, or usage that detract from meaning.	The writing in my presentation has some errors in spelling, punctuation, capitalization, or usage that detract from meaning	The writing in my presentation has so many errors in spelling, punctuation, capitalization, or usage that it is difficult to understand.
Graphics and Special Effects	I use various presentation features such as transitions, animations, and sound, along with appropriate graphics to enhance the theme of my presentation.	I use various presentation features in ways that do not detract from the theme of my presentation.	Sometimes the presentation features I use detract from the meaning of the presentation.	I use no presentation features or the ones I use overwhelm what I am trying to say.
Presentation: Time	My presentation fits within the 3-5 minute time period.	My presentation fits within the 3-5 minute time period.	My presentation is a bit too long or too short.	My presentation is too short or is far from being completed within the required time period.
Presentation: Public Speaking	I begin my presentation with an introduction, end it with a conclusion, and accompany the slides with appropriate, relevant comments that enhance the meaning of the presentation.	I begin my presentation with an introduction, end it with a conclusion, and accompany the slides with appropriate, relevant comments.	I generally just read my slides and make a few relevant comments.	I just read my slides.

World War I Propaganda Presentation Checklist

1. My presentation includes a variety of examples of WWI propaganda.

    ❑   Different formats

    ❑   Different purposes

    ❑   Different countries

2. My presentation has a theme.

    ❑   Engages the viewer

    ❑   Unifies the presentation

    ❑   Says something important about propaganda

3. I created a storyboard for my presentation.

    ❑   Opening title/theme slide

    ❑   Propaganda examples

    ❑   Concluding slide

4. I analyze the propaganda examples.

    ❑   Propaganda techniques used

    ❑   Context

    ❑   Purpose

    ❑   Effectiveness

    ❑   Ethics

5. I draw conclusions about the propaganda.

    ❑   Connections to conflicts throughout history

    ❑   Connections to important events, people, and places of WWI

    ❑   Role propaganda played in the War

6. I create slides.

    ❑   Appropriate amount of text on each slide

    ❑   Appropriate font size

    ❑   Graphics to add meaning

    ❑   Animations to add meaning

    ❑   Music/Video to add meaning

    ❑   Slide transitions to add meaning

7. I practice giving my presentation.

    ❑   Introduce presentation

    ❑   Slide commentary

    ❑   Conclude presentation

    ❑   Length of practiced presentation _____

8. What were some useful comments from viewers of my practice presentation?

_____

_____

_____

9. How did I revise my presentation to make it better?

_____

_____

_____