

# Between the Lines



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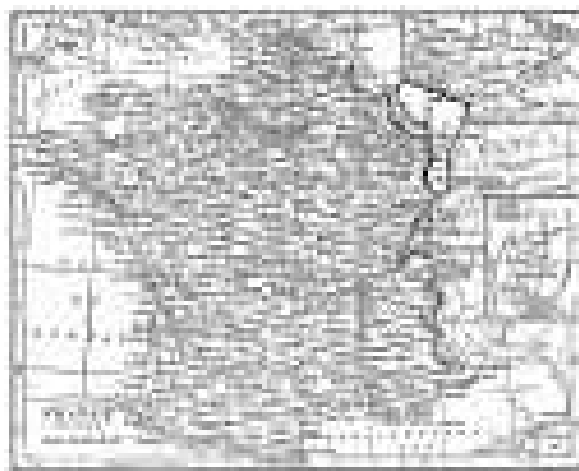
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**Between the Lines:**  
**A Cross Curriculum Study of WWI Program Outline**

*Grades 7-8*

**Between the Lines** is designed for use with severely emotionally disturbed adolescents who previously had limited academic success. Many are auditory learners who require peer tutors and adapted curriculum for core content areas. Because the students' behavior can be sporadic, a thematic and cross-curricular approach to World War I was an attempt to gain their interest and enthusiasm in the academic process.

*Major Goals and Overview*

**Between the Lines** provides an almost total immersion into the study of World War I. Most subjects covered during the course of the day are connected to that study. Spelling, language arts, listening skills, math, social studies, music, art, and technology research skills (the Internet) are combined over the course of one month to teach the difficult and intricate concepts of war and human behavior.

The two major goals of this program are to combine the need for all students to complete social studies exit projects within the confines of a block-scheduling curriculum. This is especially important for my students who had never completed a sizeable research project. This project allows them to develop team-working skills on an academic unit of study that creates enthusiasm and a desire to learn.



*Timeline*

	Week One	Week Two	Week Three	Week Four
Math	*Find the center of the classroom *How to graph the room	*Basic maps of classroom *Plotting coordinates	*More detailed maps using .5 and .25 on coordinate points	*Battlefield maps *Reading maps for use during war
Language Arts	*How to write a personal letter	*Daily correspondence *Contextual spelling words	*Contextual spelling *Daily correspondence *Rewrite songs for your side	*Contextual spelling *Daily correspondence *Post-war review
Listening Skills	<i>All Quiet on the Western Front</i>	<i>All Quiet on the Western Front</i>	<i>All Quiet on the Western Front</i>	<i>All Quiet on the Western Front</i>
Social Studies	*Reasons for war *_Assassination of Archduke Sample movie script	*Weapons of war	*Trench warfare	*Fighting the war
Technology	*Worksheet on WWI Web sites	*Visiting WWI Web sites (supervised)	*Find and print out propaganda for your side	*Modify propaganda for use during simulated war

### *Types of Assessments Used*

Students write daily correspondence from “the front” to real or imagined loved ones detailing and explaining the course of study covered during that particular day. Their writings are included in a diary used to evaluate their overall experiences and new knowledge base. Rubrics are designed in class to assist in evaluating both math and language arts activities. Students act as guides giving tours to other students from neighboring classrooms to demonstrate understanding and mastery of the subject matter.



**Sample**  
**Lesson Plans**



## The Center of the Classroom

Aim: How do you find where the center of an object or place is located?

Objective: To find the center of the classroom.

Motivation: Continued preparations for our war. In order to set up our trenches, we first have to make a map of the battlefield. We can't make a map of the battlefield without knowing the center of the classroom.

Journal Question: How can we find the center of the classroom?

Time required: 5 minutes of journal time and one 45-minute period

Materials: a tape measure, a 100-foot rope, masking tape, and a small piece of red electrical tape

Procedure:

1. How can we find the center of the classroom? Students will try to guess. "So the first way is estimation. Is there another way?" Measuring the length and width of the room and dividing each number in half is the second way. One student suggested stretching two ropes diagonally from the corners of the classroom and where they meet is the center.
2. Have each student estimate the center of the room, put a piece of tape on the floor in the spot of the guess, and write his/her name on the tape.
3. When everyone has guessed, measure the room. Have the students do the math and then find the center. Place a "X" using the red tape on the center spot.
4. If there is time, stretch the rope diagonally from the corners of the classroom and see if they meet over your red "X".

Homework: Pretend that you are a soldier in the trenches during World War One. Write a personal letter home to your loved one (wife, son, daughter, mother, etc.) explaining how you are preparing for the war.

Follow-ups:

1. Making a X- and Y-axis on the floor using the knowledge of the center of the classroom.
2. Uniformly marking the X- and Y-axis.
3. Mapping the classroom using the grid. (Ex: At what coordinates is David's desk located?")
4. Fairly dividing the space between the Central and Allied powers.

Standards:

This lesson addresses New York City mathematic standards:

- ?? **M2i** Reasons proportionally in situations with similar figures
- ?? **M2j** Reasons proportionally with measurements to interpret maps and to make smaller and larger scale drawings
- ?? **M5a** Participates in the formulation of problems
- ?? **M5b** Makes basic choices in planning and carrying out a solution
- ?? **M5c** Provides closure to the solution process
- ?? **M5d** Demonstrates mathematical reasoning





## War

Aim: To assist student retention of social studies facts and wrap up the unit

Objective: To simulate trench warfare

Materials:

?? Teacher: Large rolls of paper, markers, crayons, scissors, tape, tape measure, and master map of the classroom showing both sides boundaries (the classroom should still have the X and Y-axis marked on the floor)

?? Students: World War I research and personal classroom maps

Time:

Motivation: Students incorporate all methods of learning into several mini-battles establishing who wins the war.

Procedure:

1. Students have previously been broken up into two sides: the Allies and the Central powers. The students meet in their designated area.
2. The students then construct trenches using the arts and crafts materials. They may also use their desks and chairs. Flags and propaganda appropriate to each side should be displayed. *Trenches should look as accurate as possible.*
3. When completed, each side will give a tour of their trench to the teacher and/or other students from other classrooms.
4. To illustrate the battle of endurance between both sides, students will stand on their right foot. The side with the last student standing wins that battle.
5. Strategy: each side picks one of the following options:
  - ?? Stay and defend the trench
  - ?? Shoot artillery at the other side
  - ?? Go over the top of the trench across no-man's land and attack
    - a. Stay and defend beats over the top
    - b. Over the top beats shoot artillery
    - c. Shoot artillery beats stay and defend

Each side gives their choice to the teacher via secret ballot. The best of eleven skirmishes wins that particular battle.

Wrap Up:

The three major battles are: Endurance, Build the Trench, and Strategy. The team that wins two out of three of these battles is declared the victor.

Homework:

Write a letter home to your loved one describing your experiences during “today’s” war.

Standards:

This lesson addresses New York City social studies standards:

- ?? **2** Generalized from data by applying previously learned concepts and generalizations to the data or situation
- ?? **3** Use media and various visuals for communicating ideas
- ?? **4** Participate in interpersonal and group relations by initiating ideas and assume responsibility for carrying out tasks



## **Finding Propaganda**

Aim: To learn how to find different Web sites specific to a research topic.

Objective: To find sites that display World War I information, graphics, and photographs.

Materials: Computers with an Internet connection and a printer with a color-ink cartridge (where available), Internet worksheet

Time Required: 20-minute rotating shifts, depending on computer availability (can be more or less)

Motivation: To find propaganda for your sides war effort to help you win the war

Procedure:

1. Using a search engine (i.e., Yahoo, Excite, Google, Ask Jeeves, Hotbot, etc.) students will look up site addresses using key words such as: World War I, WWI, trench warfare, war propaganda, etc.
2. Students **WILL NOT click through to any site**. They will record each URL (Web address) on their worksheet.
3. When students have recorded between six and ten Web site URL's, they must submit the worksheet to their teacher for review.
4. Teachers should review each URL and confirm that they are valid for this project. You must initial each one once it has been confirmed.
5. Student and teacher sign the contract on the bottom of the worksheet confirming that the student WILL NOT deviate from the URL's that listed above.

Homework:

Students write to the principal to thank him/her for the use of the computers and Internet connection. Students should describe how they utilized the computers/Internet to reach their goals.

Follow Up:

1. Students visit each URL and save and/or print out materials appropriate to use for propaganda for their side.
2. Students modify found propaganda for their sides' trench. Students will use materials for their exit project.



## Making the Music Mine

Aim: To gain experience creating propaganda.

Objective: To rewrite the words of the song “Over There” or to set the original words to a different tune.

Materials: A recording of the song “Over There,” and a copy of the lyrics to the song (found in worksheet below). The song on CD or tape can be purchased at major retailers in compilations such as “The Great War: Classical And Popular Selections From The Time Of World War I” (National Public Radio Milestones Of The Millennium).

Time Required: One forty-five minute period.

Motivation: To involve students in an activity that illustrates how music affects their lives.

Procedure:

1. Hand out the lyrics to the song “Over There.”
2. Play the song “Over There.”
3. Ask the class the question: “How would this song be different if it were written today?”
4. Using appropriate language, begin to rewrite some of the song (i.e., the chorus).

Homework:

Complete rewriting the chorus of the song “Over There.” Encourage and assign students to make the song their own -- something that they would like to hear on the radio and would motivate them to fight in the armed services.

# Sample Worksheets



## Fact-Finding Mission Worksheet

Using one of the search engines listed below search for the URL or Web addresses of sites you find that you think will be helpful in finding information to help your team win the war.

**DO NOT CLICK THROUGH TO THE SITES!**  
**NOTE THEM BELOW FOR REVIEW!!**

Search engines to use:

<http://www.yahoo.com>

<http://www.google.com>

<http://www.hotbot.com>

<http://www.altavista.com>

Sample search words: World War I, WWI, trench warfare, war propaganda

Tip: To narrow your search, enter words with quotes "" around them.

1. <http://www.>\_\_\_\_\_
2. <http://www.>\_\_\_\_\_
3. <http://www.>\_\_\_\_\_
4. <http://www.>\_\_\_\_\_
5. <http://www.>\_\_\_\_\_
6. <http://www.>\_\_\_\_\_
7. <http://www.>\_\_\_\_\_
8. <http://www.>\_\_\_\_\_
9. <http://www.>\_\_\_\_\_
10. <http://www.>\_\_\_\_\_

I, \_\_\_\_\_, promise to only use these URL's when performing Internet research. I understand that abuse will not be tolerated and my future Internet access will be revoked should I be found using the Internet for purposes other than this project.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Teacher Signature

## “Over There”

Music and Lyrics by George M. Cohan

Johnnie get your gun, get you gun, get your gun,  
 Take it on the run, on the run, on the run,  
 Hear them calling you and me;  
 Every son of Liberty  
 Hurry right away, no delay, go today,  
 Make your daddy glad to have had such a lad  
 Tell your sweetheart not to pine,  
 To be proud her boy's in line.

Over There, Over There  
 Send the word, send the word, Over There  
 That the Yanks are coming, The Yanks are coming,  
 The drums rum tumming everywhere  
 So prepare, say a prayer  
 Send the word, send the word to beware  
 We'll be over, we're coming over.  
 And we won't be back till it's over over there!

Johnnie get your gun, get you gun, get your gun,  
 Johnnie show the Hun, you're a Son-of-a-Gun,  
 Hoist the flag and let her fly  
 Like true heros do or die  
 Pack your little kit, show your grit, do your bit,  
 Soldiers to the ranks from the towns and the tanks,  
 Make your Mother proud of you and to Liberty be true.

Over There, Over There  
 Send the word, send the word, Over There  
 That the Yanks are coming, The Yanks are coming,  
 The drums rum tumming everywhere  
 Sp prepare, say a prayer  
 Send the word, send the word to beware  
 We'll be over, we're coming over.  
 And we won't be back till it's over over there!



George M. Cohan  
 1878 -- 1942

Actor, playwright, director. Born July 3, 1878 in Providence, Rhode Island. Cohan wrote many patriotic songs, including "You're a Grand Old Flag," "Give My Regards to Broadway," and "Over There." He began his career in vaudeville as a child with his family, one of The Four Cohans

From [www.biography.com](http://www.biography.com)



**Assassination of Archduke**  
**Sample Movie Script**

Fade in.

EXT: Street - Daytime.

In white letters on the screen it reads "Sarajevo, June 28, 1914."

ARCHDUKE FERDINAND, Early 40s, dressed in very ornamental military uniform, is getting into the car with his wife.

EXT: Old-fashioned convertible car - Daytime.

Point of view is of Archduke Ferdinand looking at the driver.

DRIVER, early 20s, in ceremonial Serbian dress uniform.

FERDINAND

You're late.

DRIVER

Yes, Sir

FERDINAND

Go.

EXT: Window looking down on car - Daytime.

Convertible turns right down the street, and then stops to go in the other direction. It stops and turns again to continue in original direction.

FERDINAND (O.S.)

Idiot.

EXT: Car traveling through the streets - Daytime.

Crowds look on at the car and cheer.

EXT: In the crowd - Daytime.

Three men dressed in black overcoats are walking quickly through the crowd pushing people out of the way.

Man #1 runs over to the car and throws a bomb in.

EXT: Convertible car - Daytime.

The Archduke sees the bomb in the car. He reaches down and grabs the bomb and throws it out of the car. His hat falls out of the car as he does this.

EXT: Street - Daytime.

As the bomb gets thrown out of the car, we can also see the Archduke's hat fall. When his hat hits the ground the bomb explodes.

MAN #1

What?

MAN #2

He's getting away!

MAN #1

After him . . .

EXT: Convertible car - Daytime.

The Archduke's wife is also screaming as the car peels off.

FERDINAND

(Screaming)

Go you idiot! Go! Go!

EXT: Street -Daytime.

The crowd is screaming and running away as the three men in black run after the car with their guns out.

EXT: Convertible car - Daytime.

Point of view is of the driver. The car is approaching a dead end.

DRIVER

Oh no!

EXT: Street - Daytime.

The car comes to a stop right before it hits the wall. The three men in black now converge on the car.

FERDINAND (O.S.)

(To driver)

Idiot!

DRIVER (O.S.)

Yes Sir!

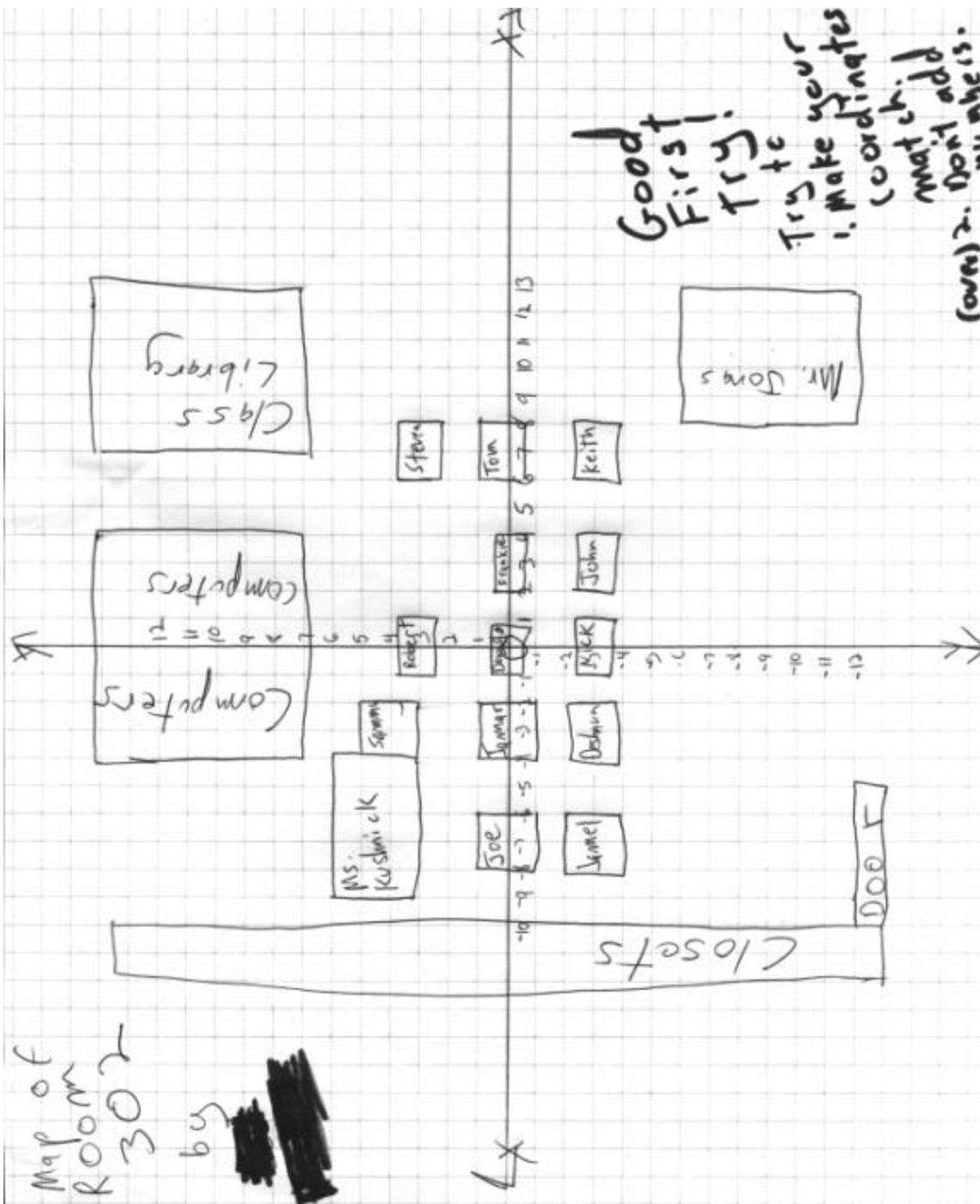
The three men surround the car and riddle it with bullets, killing the Archduke, his wife, and the driver.

**Samples**  
**of**  
**Student Work**

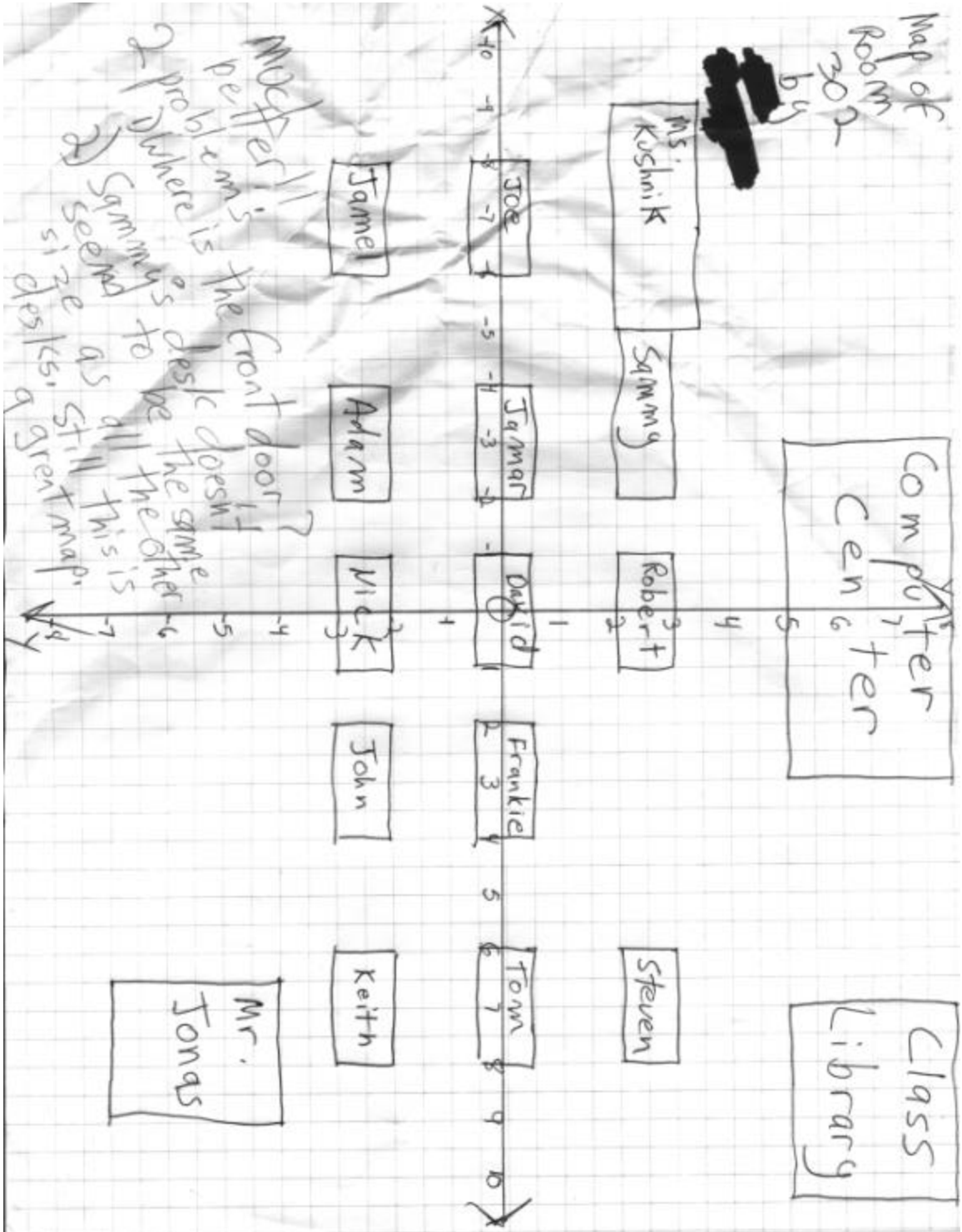


Completed graphs with comments

Sample One:



Sample Two:



### Fact Finding Mission Worksheet

Using one of the search engines listed below search for the URL or web addresses of sites you find that you think will be helpful in finding information to help your team win the war.

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<http://www.hotbot.com>

<http://www.altavista.com>

Sample search words: World War I, WWI, trench warfare, war propaganda

Tip: To narrow your search, enter words with quotes "" around them.

1. <http://www.art-ww1.com/gb/present.htm>
2. <http://www.gvlip.lawson.georgetown.edu/dept/speccon/brtpos>
3. <http://www.gedusa.com/posters.htm>
4. <http://www.scd.yahoo.com/SRST/12750214/e/p/22wbrldt>
5. [http://www.war+One%](http://www.war+One%0)
6. <http://www.worldwar1.com>
7. <http://www.>
8. <http://www.>
9. <http://www.>
10. <http://www.>

I, Sammy promise to only use these URL's when performing Internet research. I understand that abuse will not be tolerated and my future Internet access will be revoked should I be found using the Internet for purposes other than this project.

Sammy  
Student Signature

[Signature]  
Teacher Signature

Personal Correspondence Sample

The assignment was to write a letter home to your loved one as if you were a character in All Quiet on the Western Front.

Dec 11 1914

Dear Wife

Today we got to eat  
doubles of food because  
so many of our guys died.  
We got to go to the bathroom  
is these small boxes with  
holes cut out.

It important to eat and go to  
the bathroom for a long time.

Your Husband  
David.

David,

This is great. It's just  
like you were a character  
from the book,

Mr. J.



## **Resources and Bibliography**



## Resources

### Software:

MGI PhotoSuite III

Microsoft Word for Windows Millennium Edition

### Web Sites:

Propaganda Postcards of the Great War

<http://www.ww1-propaganda-cards.com/>

World War One Photos

<http://www.ww1photos.com/BritishArmy.html>

World War One – Trenches on the Web

<http://www.worldwar1.com/>

British Posters of World War One from the Roger N. Mohovich Collection

<http://gulib.lausun.georgetown.edu/dept/speccoll/britpost/posters.htm>

### Books:

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Eden, Steven. *Military Blunders: Wartime Fiascos from the Roman Age Through World War I*. Metro Books, 1995. Illustrations and historical context information.

Remarque, Erich Maria. *All Quiet on the Western Front*. Fawcett Books, 1995. Language arts curriculum.

Schulz, Charles. *Peanuts 2000*. Ballantine Books, 2000. Classroom teaching aids.

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<http://www.arttoday.com/Main/main.html>

Biography.com

<http://www.biography.com>

Microsoft Clip Art Gallery

<http://dgl.microsoft.com>

Melody Lane

<http://www.melodylane.net/overthere/>

### Books:

Lindquist, Tarry. Seeing the Whole Through Social Studies. Heinemann, 1995.