

How do we remember war?



Supporting Questions

1. How do we remember the people of World War I?
2. How do we remember the events of World War I?
3. How do we remember the places of World War I?
4. How do Georgians remember World War I?

World War I

How do we remember war? WWI as a Case Study

<p>Connection to Connecting Theme/Enduing Understandings</p>	<p>We remember the people, places, and events of war in complex ways that involve the connecting themes of beliefs and ideals, conflict and change, culture, and location. Using World War I as a case study, we can examine how these themes intertwine and evoke lasting memories. This lab permits us to go deeply beyond the standard to bring WWI to life and make it relevant to fifth graders.</p>
<p>GSE for Social Studies</p>	<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p>
<p>GSE for ELA, Science, or Math (K-5)</p>	<p>ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>ELAGSERI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

5th Grade Social Studies Lab

	<p>ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
--	--

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How do we remember the people of World War I?	How do we remember the events of World War I?	How do we remember the places of World War I?	How do Georgians remember World War I?
Sample Instructional Activity	Sample Instructional Activity	Sample Instructional Activity	Sample Instructional Activity
A Chorus of Voices: doughboys, Stubby, Moina Michael, women workers, and knitting clubs	Looking at Events: the Christmas Truce, trench warfare, and a song of war	Picturing the war: "In Flanders Field," Photo Analysis of battlefields	Georgia's WWI memorials, monuments, and historic sites
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Document 1: Article excerpt on "doughboys"</p> <p>Document 2: Photographs of Stubby</p> <p>Document 3: The Poppy Lady – two youtube videos, photos</p> <p>Document 4: Women Workers in WWI</p> <p>Document 5: Knitting Clubs</p>	<p>Document 6: The Christmas Truce – soldier letters</p> <p>Document 7: Trench Warfare photographs</p> <p>Document 8: Song – "Over There"</p>	<p>Document 9: "In Flanders Field"- poem</p> <p>Document 10: Battlefield photographs</p>	<p>Document 11: Georgia's WWI memorials</p>

Summative Performance Task	PRODUCT PRESENTATION - Students will work individually or in small groups to research, plan and design a WWI memorial, monument, or historic site that is appropriate for the WWI centennial.
	EXTENSION – Prepare a prototype of the memorial, monument, or historic site to convince others to select it.
Taking Informed Action	Find out what your community, town, or county is doing to remember WWI. Write a letter to the local newspaper editor or design a PSA to encourage appropriate recognition of the World War I centennial.



The Context

In our single fifth grade history standard devoted to World War I, we cover very general information such as the sinking of the Lusitania, the entry of the United States into the war against Germany, general American contributions to the war, and the impact of the Treaty of Versailles. The standard helps to provide an outline of the basics of this war. This lab, by contrast, gives us the opportunity to zoom in closely on specifics so that we can bring World War I to life. Here we can see specific people (and animals), places, events, and memorials from this war and use them to make sense of the general conflict.

For context, see a very detailed interactive timeline of this war at: <https://www.theworldwar.org/explore/interactive-wwi-timeline>

In the people (and animals) of World War I activity we highlight a range of figures and colorful stories from this war. We will explore the origin and meaning of the term doughboys, used to describe the soldiers of this war and others. We will find out about the role that a dog, Stubby, played in the war and consider how other animals were involved. On the homefront, we will consider how one Georgia woman chose to recognize the sacrifice of those on the battlefield. We will focus on the variety of ways that women served on both home and battle fronts during this war. Another homefront effort was the development of knitting clubs to help support the troops.

The events we look at in this lab include a legend that may be based on fact...or is it? Some primary source letters from soldiers may help us with our historical detective work. We also examine more closely the strategy of trench warfare and consider whether or not it was an effective tactic. We will look at a song written to support the war effort and discuss how different people might have viewed the lyrics. These three events are representative of a much larger array of legends, strategies, and songs from this war, and may spark your interest in further research.

Not only do we look at some of the people and events of World War I, but we also talk about Flanders Field and the battle that took place there, along with other battlefields and how they looked during the war and now. What kinds of stories do battlefields tell? Why do people still visit battlefields from wars throughout history? We analyze a poem based on a battlefield as well as photographs of significant battle sites, searching for answers to these questions.

Last, we think about our essential question for this lab: How do we remember war? Georgia has many World War I memorials, monuments, and historic sites. We will survey who and what these memorials commemorate and where they are located and think about whose story is still left untold or unremembered.

We conclude our lab by designing our own memorial, monument, or historic site to convey a perspective or honor an individual person, place, or event that has been neglected, or to update an existing monument design to reflect our 21st century perspective. We are one hundred years out from this war: what wisdom and creativity can we bring to remembering it? We move from reviewing *how* World War I has been remembered to *how it should be* remembered.

Note for teachers: This lab assembles a highly idiosyncratic collection of people, places, events, and memorials. Teachers may wish to substitute other topics in the place of one or more of the ones included here. A wealth of resources may be found at: <https://www.theworldwar.org> Especially helpful for teachers are the Online Exhibitions and items under the Learn tab – educator/students at this site. Select resources carefully to insure that they are age/grade appropriate.

Documents

Document #	Source Information
Document 1	Doughboy Center - http://www.worldwar1.com/dbc/origindb.htm
Document 2	Photographs of Stubby from the Smithsonian Museum – American History http://americanhistory.si.edu/blog/2011/05/stubby-dog-hoya-mascot-and-war-hero.html and http://amhistory.si.edu/militaryhistory/collection/object.asp?ID=15&ImageID=614&printable=0&back=0
Document 3	https://youtu.be/5ftFEFfKURU - trailer for <i>The Poppy Lady</i> book; https://youtu.be/CpCZRUGbCAM <ul style="list-style-type: none"> - video of Moina Michael’s life and selection as a Georgia Woman of Achievement - Stamp of Moina Michael - Photo of bust of Moina Michael located in the Georgia State Capitol in Atlanta
Document 4	Library of Congress prints & photographs division YWCA posters - https://www.loc.gov/item/93510431 https://www.loc.gov/item/2002722567/ https://www.loc.gov/item/98507935/
Document 5	Smithsonian Museum of American History: knitting clubs - http://americanhistory.si.edu/blog/showing-support-great-war-knitting-needles
Document 6	Soldier letters home re: The Christmas Truce - http://exhibitions.theworldwar.org/christmas-truce/incidents/33/i-am-sure-you-are-anxious-to-know-how-we-spent-christmas http://exhibitions.theworldwar.org/christmas-truce/incidents/32/i-had-the-pleasure-of-being-in-the-trenches-on-christmas-day http://exhibitions.theworldwar.org/christmas-truce/incidents/24/german-band-in-the-trenches
Document 7	Trench warfare photographs - https://commons.wikimedia.org/wiki/File:Collier%27s_1921_World_War_-_American_soldiers_rest_in_trench_in_Argonne_Forest.jpg https://commons.wikimedia.org/wiki/File:Going_over_the_top_01.jpg https://en.wikipedia.org/wiki/File:Cheshire_Regiment_trench_Somme_1916.jpg
Document 8	“Over There” by George M. Cohan, sheet music, cover art, and lyrics https://www.loc.gov/item/ihas.100010517/ Youtube video of Cohan singing his own song is found at: https://www.youtube.com/watch?v=yGsVguiM5ao
Document 9	Photo of “In Flanders Field” poem sculpture by lab author
Document 10	Battlefield photos - https://commons.wikimedia.org/w/index.php?curid=2218997 https://commons.wikimedia.org/wiki/File:Verdun_Communication_Trench_WW1_2009.JPG https://commons.wikimedia.org/wiki/File:Somme_battlefield_aerial_view_July_1916.jpg https://commons.wikimedia.org/wiki/File:Serre_Road_Cemetery_No._2_-_Somme,_France_-_2117-1.jpg
Document 11	World War I Centennial Commission in Georgia – Monuments, Memorials, and Historic Sites https://www.worldwar1centennial.org/index.php/monuments-memorials-historic-sites.html

Document 1: Doughboys

Doughboy Center - <http://www.worldwar1.com/dbc/origindb.htm>

This lengthy article by Michael E. Hanlon attempts to trace the origin of the term “doughboy” to describe American infantrymen. Students who wish to investigate further will discover that the term was in use prior to WWI but the term has generally been linked with the first world war since then. Here are excerpts of four theories explaining how the term evolved:

The Baked Goods Theory: One suggestion is that doughboys were named such because of their method of cooking their rations. Meals were often doughy flour and rice concoctions either baked in the ashes of a camp fire or shaped around a bayonet and cooked over the flames. This interpretation also suggests the baker's helper tradition of doughboy. Samuel Chamberlain [quoted above] adhered to this theory in his memoir *My Confessions*. This has to be taken with some reservations, however. His memoir was written after the war in the 1850s and reworked by later editors.

The Button Theory: At this writing, it has been impossible to confirm one assertion of one branch of doughboy theorists and it is the proposition on which their entire case sits. It is that U.S. infantrymen wore coats with unique, globular brass buttons. In one variation of this theory the buttons are said to be reminiscent of the doughboy dumplings eaten by the soldiers and sailors of earlier days and which possibly had become part of American cuisine. In another variation, drawing additionally on the Baked Goods Theory, it is said that the product of the infantrymen's cooking efforts came to resemble the buttons on their uniforms.

The Pipe Clay Theory: During the 19th Century American enlisted men used a fine whitish clay called pipe clay to give "polish" to their uniforms and belts. It was a less than perfect appearance enhancer, however; in rainy weather the saturated clay came to look "doughie". Infantrymen would be more vulnerable to this effect as their comrades kicked up mud and dirty water from the many puddles they would march through. One reader has offered a variation on this from the memoirs of General Bliss. The General writes that flour [dough?] was used for this whitening function by the infantrymen along the Texas border from where the invasion of Mexico was launched.

The Adobe Theory: In a nutshell - in marching over the parched terrain of the deserts of Northern Mexico the infantry stirred up so much dust that they took on the look of the adobe buildings of the region -- hence, [after a few phonetic adjustments] doughboys. The cavalrymen who rode horses, the artillerymen who rode caissons and the quartermasters who rode wagons were all mounted above the worst of the dust cloud. It is also easy to visualize them collectively indulging in a little disparagement at the expense of their suffering colleagues.

Document 2: Stubby

<http://americanhistory.si.edu/blog/2011/05/stubby-dog-hoya-mascot-and-war-hero.html> and
<http://amhistory.si.edu/militaryhistory/collection/object.asp?ID=15&ImageID=614&printable=0&back=0>



Stubby with his coat and collar, at the Smithsonian's National Museum of American History

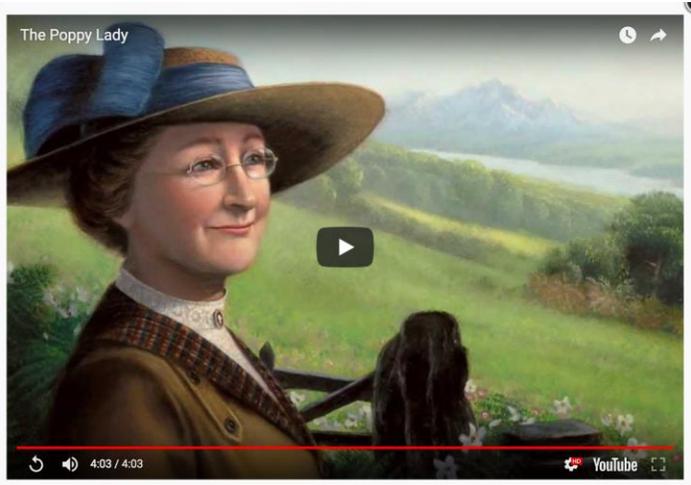
Stubby being decorated by General John J. Pershing



Stubby leads a parade of the American Legion



Document 3 – The Poppy Lady



<https://youtu.be/5ftFEFfKUu>



<https://youtu.be/CPcZRUGbCAM>



Moina Michael stamp, 1948 – GeogialInfo

<http://georgiainfo.galileo.usg.edu/stamps/>



Photo of sculpture of Moina Michael by lab author, 2018

Georgia State Capitol, 3rd floor – the plaque reads:

Poppy Lady" - Moina Bell Michael - (b) August 15, 1869, Originator of the Flandersfield Memorial Poppy

1937



Document 4: Women Workers in WWI

Library of Congress, Prints & Photographs Division, WWI Posters, [reproduction number, e.g., [LC-USZC2-1234]



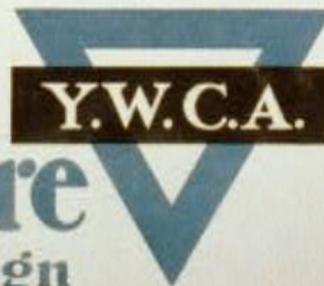
Y.W.C.A. poster for the United War Work Campaign

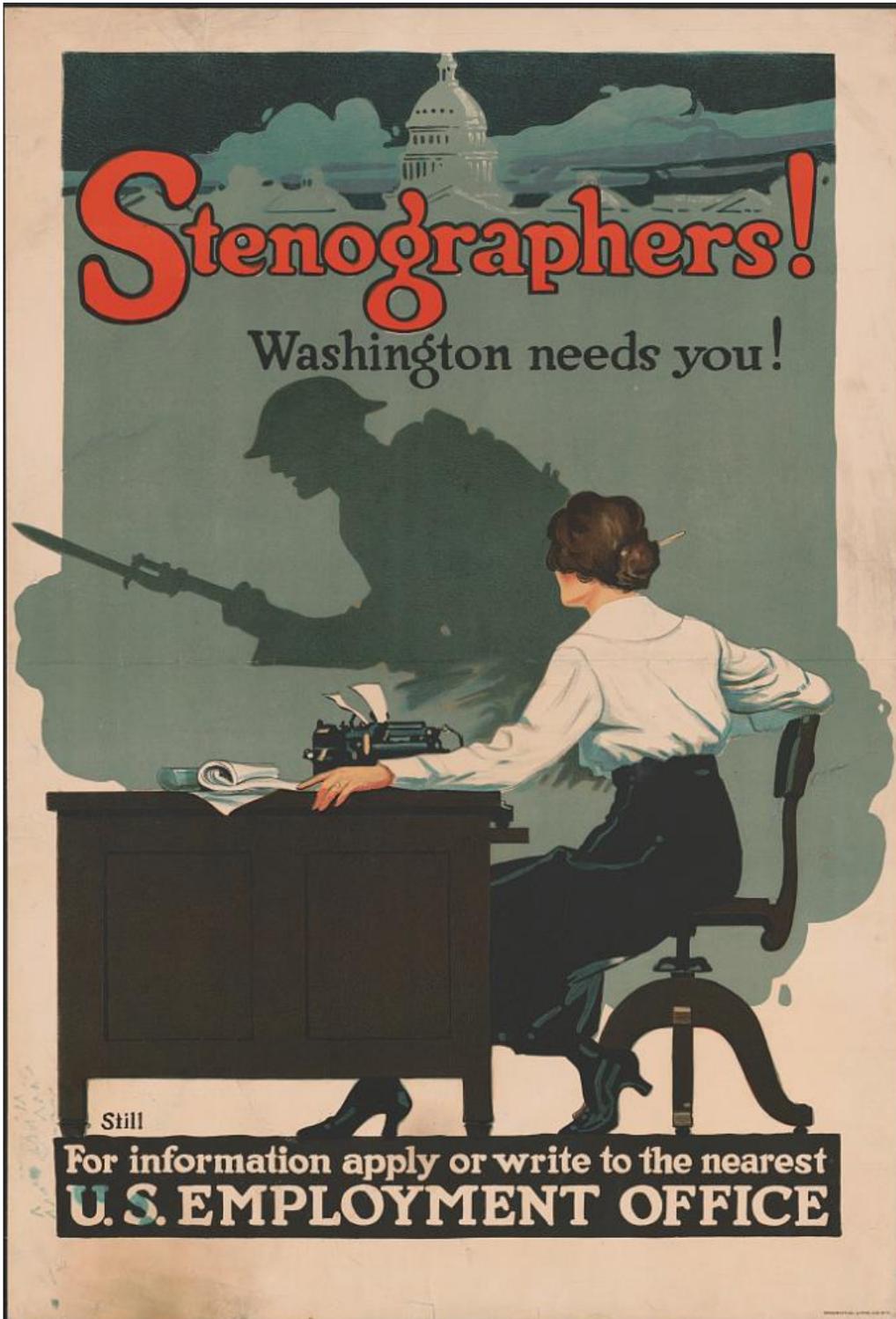
Charles F. Underwood, 1918

<https://www.loc.gov/item/93510431/>

Public domain

**Back our
girls over there**
United War Work Campaign



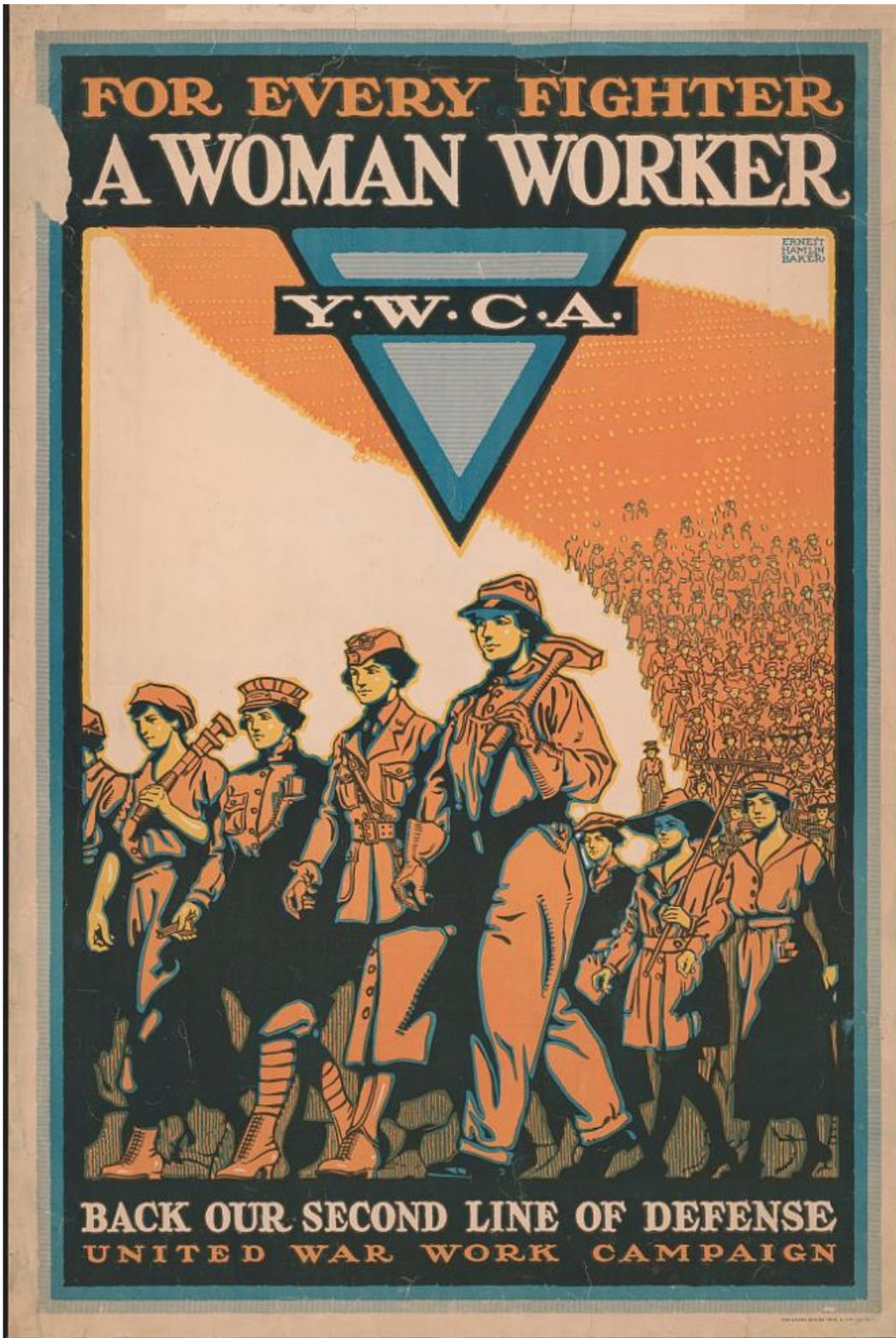


Y.W.C.A. poster for the
United War Work Campaign

Roy Hull Still, ca 1918

[https://www.loc.gov/item/
2002722567/](https://www.loc.gov/item/2002722567/)

Public domain



Y.W.C.A. poster for the United War Work Campaign

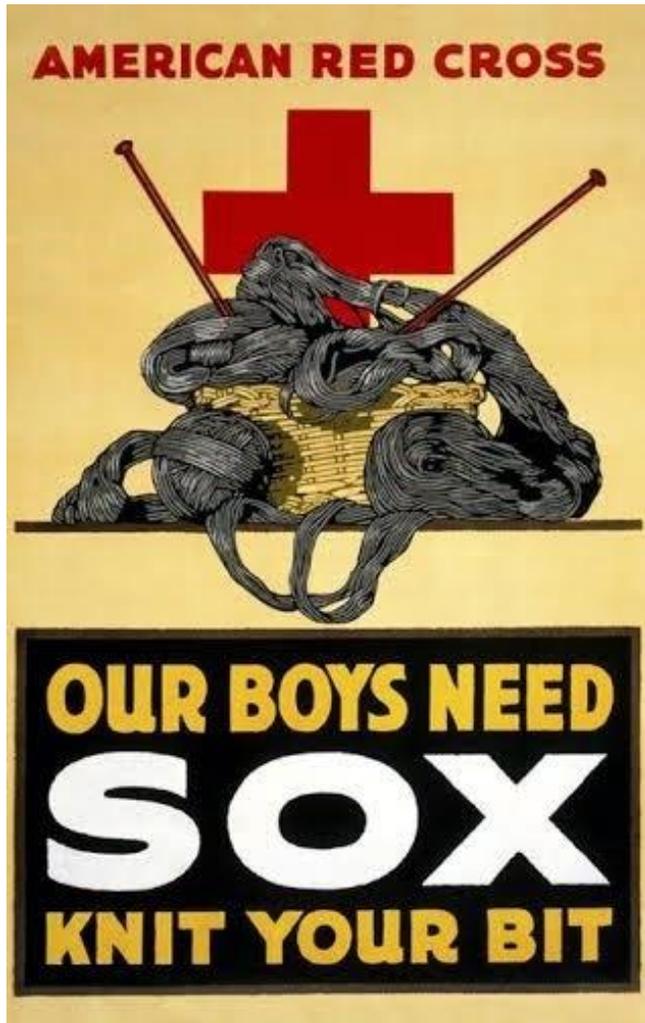
Ernest Hamlin Baker, 1918

<https://www.loc.gov/item/98507935/>

Public domain

Document 5: Knitting Clubs

<http://americanhistory.si.edu/blog/showing-support-great-war-knitting-needles>



Document 6: The Christmas Truce

<http://exhibitions.theworldwar.org/christmas-truce/incidents/33/i-am-sure-you-are-anxious-to-know-how-we-spent-christmas>

Lance Corporal R S Coulson - London Rifle Brigade

Published January 16, 1915 in [Hertfordshire Mercury](#)

"I am sure you are anxious to know how we spent Christmas and I will tell you in detail, but first of all I must describe in detail what will, I believe, live in history as one of the most remarkable incidents of the war. On Christmas Eve at about 4 p.m. we were in a line of advance trenches waiting to be relieved, directly it was dark, when we heard singing and shouting coming from the other trenches at right angles to us which line a hedge of the same field. Then the news filtered down. German and English officers had exchanged compliments and agreed on a truce and then started giving one another a concert. We all sang every song we could think of, a bonfire was lit and everyone walked about as though it were a picnic. After we were relieved and got back to the breastworks (about 200yds?) behind the firing-lines we could hear the German band playing "Old Folks at Home," "God Save the King" and "Onward, Christian Soldiers."

On Christmas Day men and officers went in between, and even entered each other's trenches and exchanged smokes and souvenirs. I am sorry we were relieved; it must have been a marvellous sight. All I could manage was a German cigarette given me by one of our platoon who accompanied our platoon officers to the line. One regiment, I hear, tried to arrange a football match for this afternoon, but I don't think that came off. We are opposed to Saxon regiments and the whole affair is most striking, when you consider that a week ago today there were some hundreds of casualties through the attack and the dead still lie between the trenches. By this truce we were able to get the bodies and the Germans were good enough to bring our dead out of some ruined houses by their trenches so that we could give them burial here. I personally, shall be very pleased, when we go up tomorrow night not to have that sight before us again.

Now for my Christmas. On the evening of 23rd we got orders for advance trenches. By not taking a footpath we had about a mile of mud every step, up to the knees. In some places we were in water so that you did not lift your feet out but waded. The dug-outs were in a rotten state, wet inside, surrounded by water, and not high enough to sit up in. Even whilst I was on guard, one hour on, two off, it rained of course and then tried to freeze. In the morning biscuits and sardines for breakfast were washed down by water, as there was no room or material to get a fire going. Christmas Eve, was a beautiful day, cold of course but no rain and our spirits improved. Then the incidents happened that I have already described, and I was positively happy. We were relieved by my old friends in No. 6 platoon but when we got to the breastworks they wanted two volunteers to go with two stretcher bearers to bring in a poor chap of No. 7 platoon who was sniped at about 2.30, just an hour or so before the truce. I am not vengeful but I was jolly glad to hear that a Somerset chap waited for the sniper and got him. Instead of crossing round by the hedge we were able to carry him straight across the field. We had to go all through the mud up to headquarters, and when I got back to the breastworks again about 12 the singing coming from the lines sounded fine. Contrary to regulations, because of the truce and the fact that I had got wet through carrying Bessingham (?) I took my boots and puttees off before cuddling in.

In the morning boots, socks and puttees were all like boards and I was sorry I ever took them off, especially as we had to "stand to" at 6 a.m. At about 7 a.m. I wandered down two breastworks to some Regulars to borrow a bill-hook. It was immediately "D--- the bill-hook; sit down and have a bit of breakfast with us, corporal". I did, and by gum they know how to cook. I was chatting to them till nearly 9 and you cannot imagine what ripping chaps they are. The nearest I can say is that they are one of the most famous county regiments, came out 1200 strong and have about 130 of their original number left. Just think of it!

At 9.30 they asked for volunteers to dig poor Bessingham's(?) grave, and as I had carried him down on Christmas Eve, I thought I might as well do my best for him on Christmas Day. Four decent chaps came along with me, and it took us the morning making a nice clearing, and, with the welcome aid of a regular we made a very decent grave. The doctor read the service at about 3.15 and at that moment I think I was more upset than I have ever been before out here. I could imagine all you at home sitting upstairs round the drawing room fire wondering what I was doing, and then I thought of his people wondering about their boy and here we were just about to cover him up. One of the regulars took the ? with ? to lower him in, and after all they have been through the reverence they show is wonderful. I cannot express my admiration for them. They will do anything for us and we do all we possibly can for them. When we got back we had an impromptu sing-song and then came back to billet a big drafty barn where I am at present. Today we have been on usual fatigue but as things are dry we did not get muddy so have found time for the usual things nowadays we are too busy cleaning puttees, boots etc. to write you a good long letter."

<http://exhibitions.theworldwar.org/christmas-truce/incidents/32/i-had-the-pleasure-of-being-in-the-trenches-on-christmas-day>

Private Fred George - 1st Hertfordshire Regiment

Published January 9, 1915 in [Hertfordshire Mercury](#)

"I had the pleasure of being in the trenches on Christmas Day but was relieved at night. When in the trenches we could hear the Germans singing, their trenches being only a distance of about 200 yards away. At the narrow part where only about 20 yards divided the trenches two of our chaps got killed on Christmas Day... Taking things on the whole it wasn't so bad. We had a charcoal fire and we got good food, including plum pudding, so it seemed a bit like Christmas after all. I am sending you my Christmas card which I have received from the King and I want you to keep it for me until I come home, which I hope to have the luck to do."

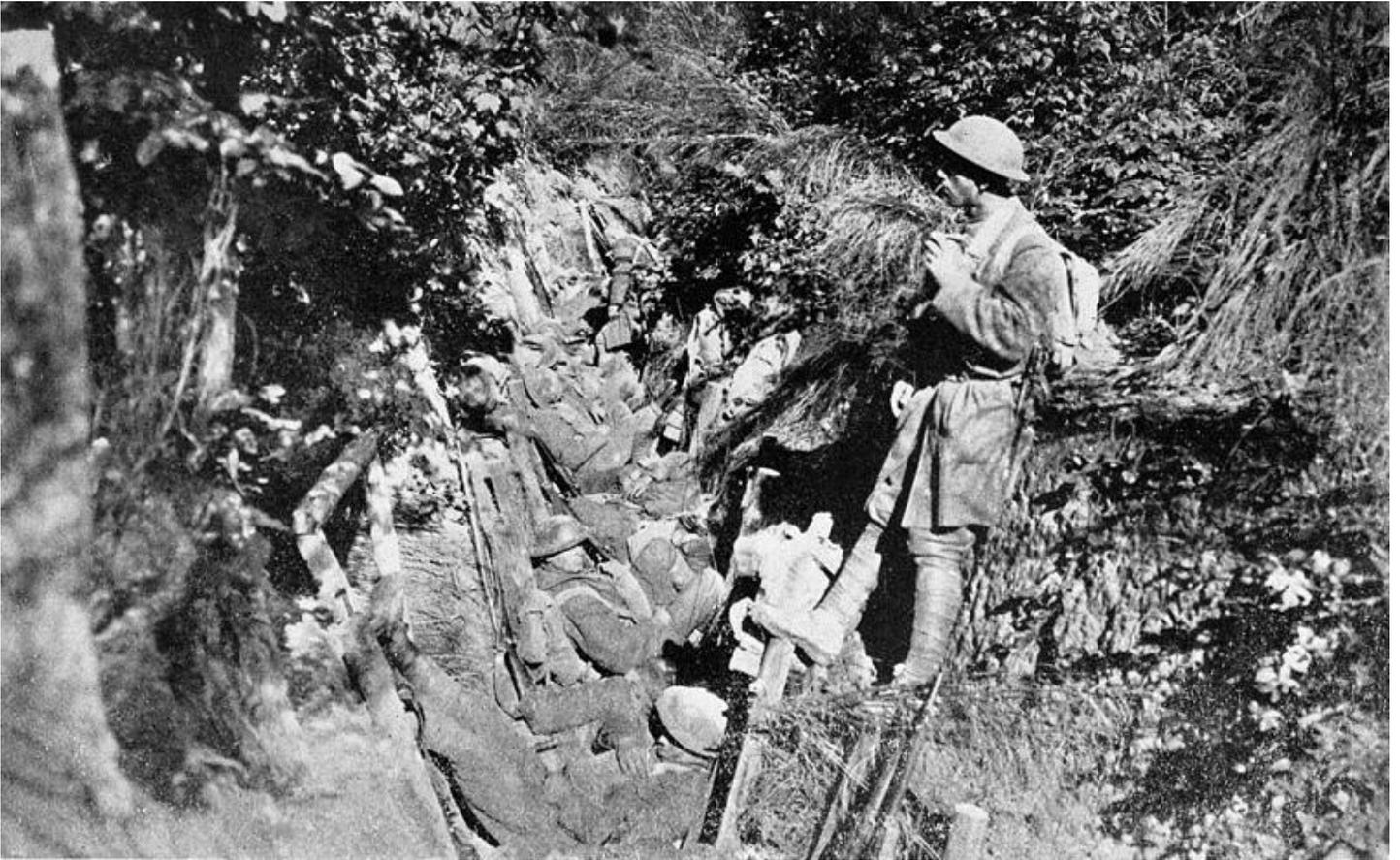
<http://exhibitions.theworldwar.org/christmas-truce/incidents/24/german-band-in-the-trenches>

Lance Corporal J. S. Calder - 5th (City of London) Battalion Rifle Brigade

Published January 15, 1915 in [Essex County Chronicle](#) ***Lance Corpl. J. S. Calder, 5th City of London Rifle Brigade, Writes to relatives at Wanstead:***

"What a strange Christmas Eve it was! Soldiers from both sides singing to each other, songs, hymns, and carols, and walking around bonfires. We came out of the trenches later on in the evening, and went into supports. And for once, we were sorry to leave the trenches for we felt 'Christmas day' in the trenches was going to be a remarkable day, Even on Christmas Eve the firing ceased by common consent. At about two o'clock on Christmas morning a German band came out of the trenches and played carols, 'Home Sweet Home,' 'Christmas, awake,' etc. It was wonderful to hear. Some of our men who wear in the trenches on Christmas Day told us the Germans were a fine set of fellows, and many could talk good English."

Document 7: Trench Warfare



World War I: American soldiers resting in a shallow trench in the Argonne Forest. Public domain, published 1921. https://commons.wikimedia.org/wiki/File:Collier%27s_1921_World_War_-_American_soldiers_rest_in_trench_in_Argonne_Forest.jpg



“Going over the top” in a training exercise near the Battle of the Somme in 1916; in public domain from UK/Canada. https://commons.wikimedia.org/wiki/File:Going_over_the_top_01.jpg



Trenches of the 11th Cheshire Regiment at Ovillers-la-Boisselle, on the Somme, July 1916. One sentry keeps watch while the others sleep. Image from Wikipedia, Cheshire Regiment trench Somme 1916. Public domain. https://en.wikipedia.org/wiki/File:Cheshire_Regiment_trench_Somme_1916.jpg

Document 8: Songs of War

Cohan, George M. *Over There*. Herman Darewski Music Publishing Co., London, England, 1917. Notated Music. <https://www.loc.gov/item/ihas.100010517/>.

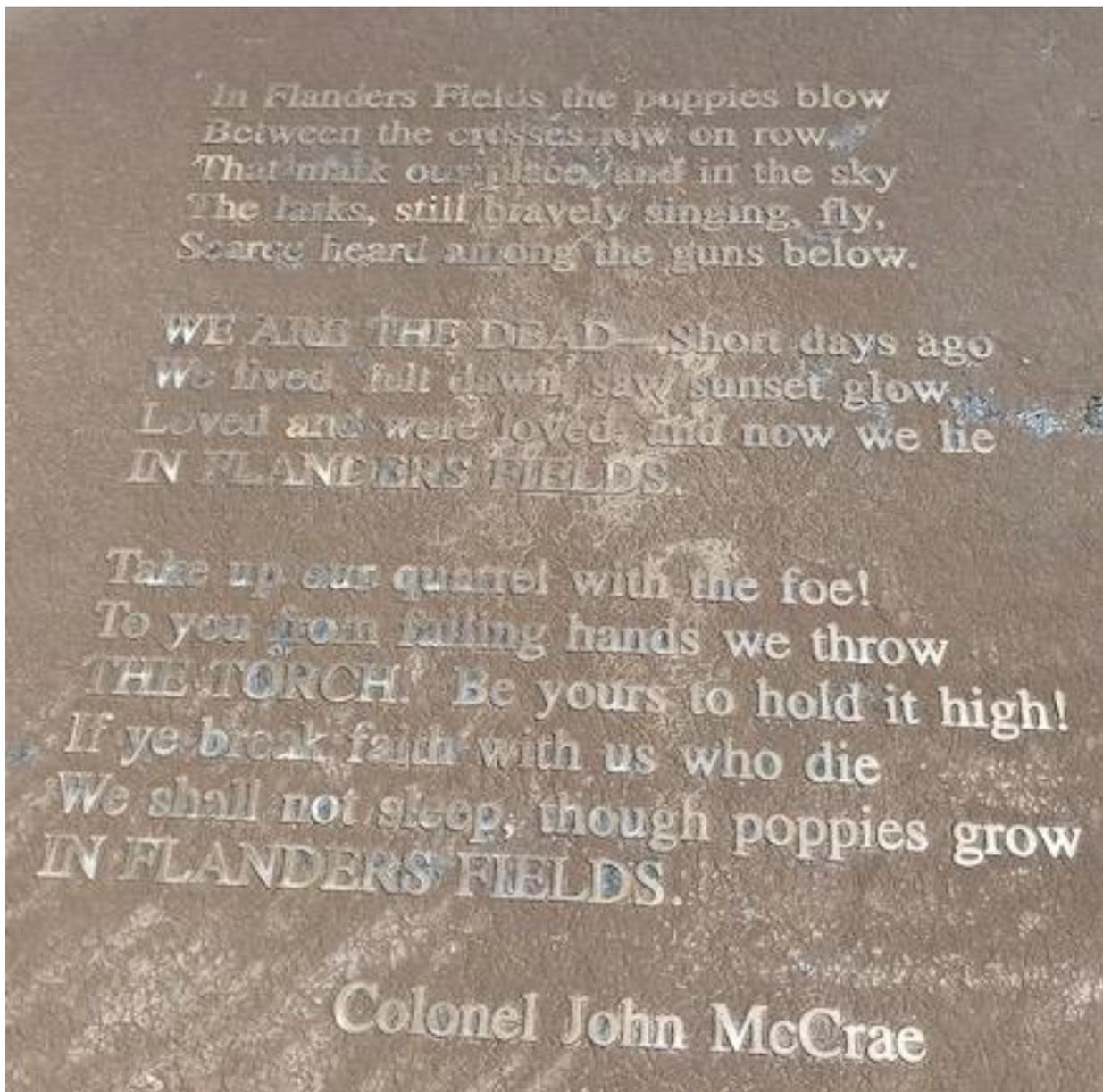


Cover of the sheet music for George M Cohan's *Over There*, illustration by Norman Rockwell. Youtube video of George M. Cohan performing his song, "Over There," which he wrote in 1917. <https://www.youtube.com/watch?v=yGsVguiM5ao>

Document 9: Poem

“In Flanders Field”

Photo taken by JoAnn Wood at the World War I memorial,
James H. “Sloppy” Floyd Building Plaza, Atlanta, GA, 2018



Document 10:

Battlefields



Verdun battlefield in 2005

By Oeuvre personnelle - Photographie personnelle prise près de l'ossuaire de Douaumont, Public Domain,

<https://commons.wikimedia.org/w/index.php?curid=2218997>



Creative Commons Attribution-Share Alike 3.0

https://commons.wikimedia.org/wiki/File:Verdun_Communication_Trench_WW1_2009.JPG

Verdun communication trench, 2009

5th Grade Social Studies Lab



Aerial view of Somme Battlefield, July 1916 -

https://commons.wikimedia.org/wiki/File:Somme_battlefield_aerial_view_July_1916.jpg public domain



Somme, France 2017 – Serre Road Cemetery No. 2 by Gary Dee

https://commons.wikimedia.org/wiki/File:Serre_Road_Cemetery_No._2_-_Somme,_France_-_2117-1.jpg

Creative Commons Attribution Share-Alike 4.0 International

Document 11: Georgia's WWI Memorials



Monuments, Memorials & Historic Sites
Map Navigation Instructions:
• Please use the + and - buttons in the map to zoom into your area of interest
• Click on icons to see more about each location
• Scroll down to explore the locations as a list

Filter:

— Choose a town — — Choose a state — — Choose a country —

Map: Europe

American Cemeteries in Europe – Georgia graves

Address : France Artist : Photos courtesy of Jack M. Solomon
Town/Suburb/City : La Celle
State/County/Province : Cher
Country : FRA
Postal code/ZIP : 18380

Description :
Photos of the grave crosses for 9 of the 17 GA soldiers from the 151st Machine Gun Battalion buried in European Cemeteries. A spreadsheet in the images lists all 17.

Websites for American Cemeteries – Aube-Mame, Meuse-Argonne, Oise-Aisne, and St. Mihiel:
https://www.abmc.gov/cemeteries-memorials/europe/aube-mame-american-cemetery/V24f_3m9711
<https://www.abmc.gov/cemeteries-memorials/europe/meuse-argonne-american-cemetery/V24gW0m711>
<https://www.abmc.gov/cemeteries-memorials/europe/oise-aisne-american-cemetery/V24hALn6711>
<https://www.abmc.gov/cemeteries-memorials/europe/st-mihiel-american-cemetery/V24iQ7m711>

Donors:
VFW
VETERANS OF FOREIGN WARS
NO ONE DOES MORE FOR VETERANS.
www.vfw.org
DELTA
Gulfstream
A GENERAL DYNAMICS COMPANY
Georgia Power
John H. and Wilhelmina D. Harland Foundation, Inc.
Numerous generous individuals

Georgia World War I Centennial Commission -
<https://www.worldwar1centennial.org/index.php/monuments-memorials-historic-sites.html>

At this website locate Georgians buried in American cemeteries in Europe. Also search the database of memorials located throughout Georgia.

Address : Rees Park, Turner at Rees Streets Web Site : http://www.americusga.us/monument_moves.html
Town/Suburb/City : Americus
State/County/Province : GA
Country : USA
Postal code/ZIP : 31709

Description : The original statue was created in Americus by artist E. M. Viquesney at the behest of the residents of Berrien County, and stands in Nashville, Georgia. The current Americus statue is a copper copy which stood in downtown Americus on Lee at Lamar Streets from 1921 to 1947. More than 150 copies of the popular original from Nashville were mass-produced during the 1920s and 1930s, and stand in communities across Georgia and the nation.

Athens - Clarke Co. -- Veterans Memorial Plaza

Address : Adjacent to the Clarke County Courthouse Artist : Photos courtesy of Tom Jackson
Town/Suburb/City : Athens
State/County/Province : GA
Country : USA
Postal code/ZIP : 30601

Description : A pedestrian plaza along the eastern side of the Clarke County Courthouse on Washington Street in downtown Athens, dedicated to the veterans of all wars.

Athens - Oconee Hill Cemetery - WWI memorial plaque

Address : East Campus Road at Cemetery Street
Town/Suburb/City : Athens
State/County/Province : GA
Country : USA
Postal code/ZIP : 30605

Artist : Photos courtesy of Tom Jackson

Description : The historic cemetery on the National Register of Historic Places includes numerous monuments of the World War I era, including a World War I memorial erected in 1925.

Atkinson Co. — Pearson — All Wars Memorial

Town/Suburb/City : Pearson
State/County/Province : GA
Country : USA
Postal code/ZIP : 31642

Description : "This Memorial is Dedicated to the Honor and Memory of the Veterans of the United States of American from Atkinson County, Georgia. Their Valor and Sacrifice has allowed us our freedom. Many Gave Their Last Full Measure to Insure Peace and Preserve the Rights We Rely Upon. We Must Not Forget."

Sample Instructional Activities/Assessments

A Chorus of Voices

How do we remember the **people** of World War I?

This is the first lab activity and focuses on people, both individuals and groups, and their role in the war. Note that in our consideration of people, we are including a particular dog, who had a great impact on some individuals in the war. This activity may be done by exploring each source as a whole group activity, or by dividing the group into five sub-groups, and having each one explore a source/topic and report back on it to the entire group.

Document 1 – **Doughboys**: this article excerpt explores the term doughboys and how it came to describe WWI soldiers. There are a number of theories on what this name signifies. Students read the various explanations and discuss which theory they think most likely. They may wish to research further in other books and websites about the use of the term. What does this source add to our understanding of WWI?

Document 2 – **Stubby**: Start by having the class or group examine each of the photos of Stubby found in document 2. Discuss what you can tell from the photos and captions. Are you surprised by anything you see/read? What questions do you have about Stubby? If possible, read the children’s book, *Stubby, the Dog Soldier World War I Hero* by Blake Hoena, which will provide more detail. The Smithsonian links on the Document page also contain more context. An extension idea is to explore WWI sources to see if other animals have played a role in that war. One such source is *Darling: Mercy Dog of World War I* by Alison Hart.

Another source is *The Language of Doves* by Rosemary Wells, a story about a girl whose grandfather helped the allies in WWI and the role that doves played in the war.

Document 3 – **The Poppy Lady, Moina Michael**: This Georgia woman wanted to think of a way to show support and remembrance of WWI soldiers and came up with a plan that we still use today. The class or group should view and discuss both youtube videos – one the trailer for a children’s book about Moina Michael, and one a video explaining Michael’s choice as a Georgia Woman of Achievement. The second video contains a treasure trove of primary source images of Michael. Students should research to find out how an individual can affect history and how veterans are remembered. Barbara Elizabeth Walsh’s children’s book, *The Poppy Lady: Moina Belle Michael and Her Tribute to Veterans* will provide the chance for a deeper examination of this fascinating woman’s work. The back matter of the book will add more background for students, including a poignant personal reason why Walsh chose to write this book.

Document 4 – **Women in World War I**: Women served in a number of different jobs during this war, including roles such as nurses, doctors, ambulance drivers, office workers, telephone operators, factory workers, etc. Learn more about what women did in this war at <https://www.theworldwar.org/learn/women>

Analyze these YWCA posters using the Library of Congress image analysis sheet, found at: http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf What types of workers are depicted here? Choose a job not pictured and create a poster that would help to recruit women to that job.

Document 5 – **Knitting Clubs**: Examine the posters and knitting instructions and, if possible, the rest of the website from which they are taken. Be able to explain to the rest of the class, or to other fifth grade classrooms, how knitting was a way to support the soldiers. *Knit Your Bit: A World War I Story* by Deborah Hopkinson is a charming historical fiction picture book that imaginatively explores the knitting club and how gender roles might change in wartime. Extension idea: invite a knitter into the class to show the class how to knit a few basic stitches. Research to find out how knitters may support soldiers today.

GSE Standards and Elements

SS5H2 Describe U.S. involvement in World War I and post-World War I America.

a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the

5th Grade Social Studies Lab

	<p>sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>ELAGSERI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

Sample Instructional Activities/Assessments

WWI Events

How do we remember the events of World War I?

In this activity we will delve into a legendary event of this war – the Christmas truce, to see what kind of basis it has in fact. We will also “read” closely several photographs depicting trench warfare and discuss this tactic further. We will end the activity on a musical note using the song “Over There.”

Document 6: **The Christmas Truce** – Some consider the Christmas Truce a legend and state that there is little historical evidence to support that it ever occurred. Tell students they are going to do some primary source analysis to see what they think. There are three excerpts from soldiers’ letters home to explore. Group students and have them work together to explore all three letters. They should record in their interactive notebooks:

Who wrote the letter?

When was it written?

How credible is the letter writer’s account?

In what way does the letter support or challenge the legend of the truce?

Why might it be hard to find an official record of the Christmas truce from WWI?

After the small groups have discussed thoroughly, record for the class answers to the questions above. As a class, determine whether they believe the truce was a legend, an evidence based claim, or some combination of the two. Discuss how they might explore further. There are many additional accounts related to the truce, but use caution, since some letters found online have mature language and content.

Extend this discussion using one or more of the following picture books that address this truce:

Shooting at the Stars: The Christmas Truce of 1914 by John Hendrix

Christmas in the Trenches by John McCutcheon, illustrated by Henri Sorensen

Truce by Jim Murphy (packed with primary sources and very text heavy, this book can provide powerful excerpts)

War Game: The Legendary Story of the First World War Football Match by Michael Foreman (another text heavy but powerful book about this truce)

The Letter Home by Timothy Decker – a different take on letters home and unrelated to the Christmas truce/legend is this heart gripping story of a young WWI medic’s letter home to his son.

Document 7: **Trench Warfare** – Ask the class what a trench is. Discuss why the military might use trench warfare as a strategy. Discuss the advantages and disadvantages of this type of warfare. Print out copies of the trench warfare photographs provided in this lab and select one or more visual analysis strategies such as those below to analyze each:

Segmenting the image – laminate the image, cut into fourths, and look at $\frac{1}{4}$ of the image at a time and jot or note everything you see as you look at each $\frac{1}{4}$ by itself. Then reassemble the full image and tell what else you notice. You can do this physically with a laminated copy of the image, or digitally by masking all but $\frac{1}{4}$ of the image at a time.

Annotate the image with sticky notes –

- What do you see?
- What thoughts come to your mind?
- What questions do you have?

5th Grade Social Studies Lab

Narrative - Examine the image. Either individually or as a group write a quick story from the point of view of one of the people in the image.

Summarize by discussing what can be observed and inferred from each image of trench warfare.

Document 8: **WWI song, “Over There”** – Start by examining the cover art for the song, “Over There.” Copy or project the lyrics and discuss their meaning. You might assign each group a verse to discuss and then have them share with the whole group or just work through them together as a whole class. Ask some of the following questions:

- Why do you think George M. Cohan wrote this song?
- What is the mood of this song?
- If you were a WWI soldier, how might you view this song? How might you feel if you were a soldier’s Mom or sweetheart or relative?
- What is the main message of this song?

After thorough discussion play a version of this song being sung, including one by George M. Cohan himself. The class might enjoy singing the song together. Consider working with the music teacher at your school to share other WWI era songs with the class during music class.

GSE Standards and Elements	<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>ELAGSERI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

5th Grade Social Studies Lab

	<p>ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
--	---

Sample Instructional Activities/Assessments

War War I Places

How do we remember the places of World War I?

Our third activity discusses places of war and how they evoke emotions and memories. We will explore a famous poem of WWI along with photographs of battlefields from past and present.

Document 9: **Poem – “In Flanders Field”** Read and discuss the poem as a whole group, using either the photograph of the poem’s lyrics or one of the following picture books:

In Flanders Field: The Story of the Poem by John McCrae by Linda Granfield – an excellent picture book version of the poem, with beautiful artwork and a great deal of background material about McCrae and the war in general.)

When Poppies Grow: A World War I Companion by Linda Granfield (helpful background information and primary source material on many aspects of WWI)

Have students listen as you read the McCrae poem aloud, picturing the scenes that the poet describes. Have them sketch in their interactive notebooks or visual journals what they “see” in their minds eye as they hear this poem.

Document 10: **Battlefield Photos** – Use the Library of Congress photo analysis sheet found at http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf to analyze the images of WWI battlefields: past and present. Discuss what we can learn by seeing a battlefield. Why do people travel many miles to see where our soldiers and supporters have fought and died?

Students may wish to extend this activity by writing their own poem inspired by these battlefield photos.

GSE Standards and Elements	<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>ELAGSERI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in</p>

5th Grade Social Studies Lab

	<p>order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
--	--

Sample Instructional Activities/Assessments

Georgia’s World War I Memorials

How do Georgian’s remember World War I?

Each of our previous activities spotlighted specific individuals, events, and places of the war. This activity moves us more explicitly into how the war has been remembered in Georgia.

Document 11: **Georgia’s WWI Memorials database at the World War I Centennial Commission website** – review the main page of this website with students and then ask students to examine what types of memorials, monuments, and historic sites have been established in Georgia.

Step 1: Divide the class into 6 groups and assign each group a set of city or county names to research. Have groups collect the information they find on the attached organizer. Research will include sketching or describing their findings.

Step 2: Share group findings. As a class, sort the types of monuments, memorials, and sites by which people/events/places are being recognized and by the design of the memorial. Discuss questions like:

- What or who is often recognized in these memorials?
- What form do the memorials take?
- Which memorial most “grabbed” you? Why?
- Are there any memorials that you have seen in person? Describe it for the class.

This discussion will be essential background for the culminating task of this lab.

GSE Standards and Elements	<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>ELAGSERI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>

5th Grade Social Studies Lab

	<p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
--	--

Graphic Organizer for Georgia's World War I Memorials, Monuments, and Historic Sites

 <p>People</p>	 <p>Events</p>
 <p>Places</p>	 <p>Other</p>

Sample Instructional Activities/Assessments

Culminating Task: My World War I Memorial Design

Review all of the activities of this unit and the variety of people (and animals), places, and events from WWI and how they have been memorialized in Georgia. For this culminating performance task, students may work individually or in groups. Their task is to select WWI people, places, or events that have not been memorialized before and create a design that will pay tribute to that overlooked aspect. An alternative might be a fresh plan to recognize someone or something that has been remembered before but for which the group wishes to provide a new perspective.

Step 1: Use the findings from the previous activity to generate a list of topics that have been overlooked or for which the group wishes to create a new type of memorial.

Step 2: Research to find out more about the object of your group’s tribute.

Step 3: Sketch or create a prototype for your memorial design.

Step 4: Plan where your design would be installed and create a speech, powerpoint, or essay providing evidence for why this memorial is needed, where it should be placed, and what contribution it makes.

If you would like to take this task further, you might select a team of judges and have them listen to the groups present their design proposal and select one that they feel is most needed. Share your ideas with the Georgia World War I Centennial Commission.

<p>GSE Standards and Elements</p>	<p>SS5H2 Describe U.S. involvement in World War I and post-World War I America.</p> <p>a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>ELAGSERI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

5th Grade Social Studies Lab

	<p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
--	--

Taking Informed Action

A Remembrance of War

Find out what your community, town, or county is doing to remember WWI. Write a letter to the local newspaper editor or design a PSA to encourage appropriate recognition of the World War I centennial.