

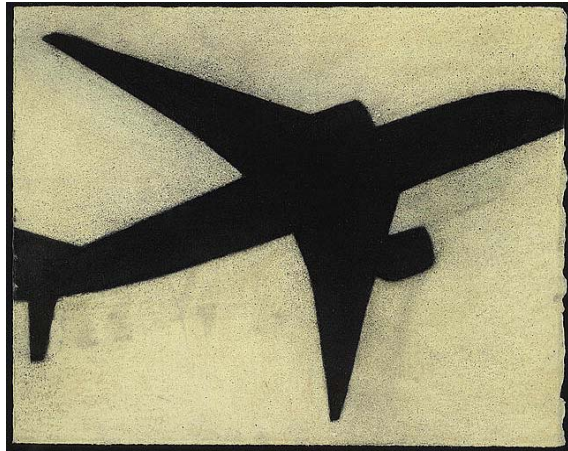
CRASH!

A WebQuest for 10th grade American
History

World War I

Frank Hunter - 2006

Last updated August 24, 2011



Chandra Cerrito, "New Fears"
December 2001 Airbrush drawing
<http://www.loc.gov/exhibits/911/911-exitart.html>

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

#1 Introduction

New Years Eve 1899 most Europeans (and Americans too) believed the world was on the verge of unparalleled success. To them the future looked rosy. European society boasted of the greatest philosophers, scientific advances, industrial might, and standard of living. There wasn't anything mankind couldn't do if it put its mind to the task! European culture was supreme!

Yet, there were warning signs that all was not well. Still the world was shocked when the "airplane of Europe" came crashing down that fateful day in August. The question that was on everybody's lips was "How could this happen?...and Why?"

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

#2 Task

You are a NTSB team (National Transportation and Safety Board) assigned to investigate the major causes of this "airplane disaster".

Like any other great disaster your group must present its findings. **You have three**

major tasks to do. First, you are to find the five fundamental causes of World War I. Second, you are to analyze the last twelve events that occurred leading up to the start of the war. Finally your team will design a peace plan so that this tragedy will never happen again.

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

#3 Process

1. The class will be divided into **groups of 4**.
2. Each group will have the following:
 - **One keyboarder**—a person who will perform the various computer tasks including the development of the PowerPoints.
 - **Two researchers**—two people who search the web for information pertaining to the tasks.
 - **One team leader**—Who keeps the group on task, helps with the research, and contribute to the construction of the PowerPoints. This person will also chair the "peace conference".
3. The first task is for each group to **analyze the 4 major causes of World War I**. Use one [Data Sheet](#) for each cause.

- a. Review the information at this address:
<http://www.historyonthenet.com/WW1/causes.htm>.
- b. Do the same here: <http://www.worldwar1.com/>.
- c. Write an analysis of each cause.
- d. Determine which nations were the principle participants and the roles they played.
- e. Create a PowerPoint presentation of seven to ten slides to present your findings.

4. Your second task is to **analyze the twelve events** beginning with June 28, 1914 and ending with August 4, 1914 and how each event deepened the crisis. Create a PowerPoint that reflects your findings.

- a. June 28, 1914
- b. July 6, 1914
- c. July 23, 1914
- d. July 25, 1914
- e. July 27, 1914
- f. July 28, 1914
- g. July 30, 1914
- h. July 31, 1914
- i. Aug 1, 1914
- j. Aug 2, 1914
- k. Aug 3, 1914
- l. Aug 4, 1914

<http://www.brainyhistory.com>

<http://www.english.uiuc.edu/maps/ww1/photoessay.htm>

<http://memory.loc.gov/ammem/collections/roto gravures/roto time1.html>

5. Your final assignment will be to analyze all the data your team has collected and **write a peace treaty** that would help the world avoid the same problems that

caused this terrible war.

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

#4 Evaluation

Your work will be evaluated by the rubrics found at the links listed below. How do you think you did?

Rubic

[PowerPoint Rubric](#)

[Peace Treaty Rubric](#)

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

#5 Conclusion

Your group has created a working document that you hope would stop a war like this from ever happening again. Share your findings with the other student groups in the class. How does yours compare with the other groups? Discuss how they are similar or different. Do you think your group's peace plan will work?

Next click on the link below and see how your work compares to the 14-Points created by President Woodrow Wilson. How does your plan compare to his?

<http://www.ourdocuments.gov/doc.php?flash=true&doc=62>

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Teacher Page](#) | [Home](#)

#6 Credits and References

Designed by Frank Hunter, 2006, HUNTERF@wgsd.org with [West Greene School District](#) in partnership with [Teaching with Primary Sources at Waynesburg University](#). Last updated August 24, 2011.

Template created April 2006 by Amy Martin, [Teaching with Primary Sources at Waynesburg](#) based on a template designed by Lisa Bradshaw, [Teaching with Primary](#)

[Sources - Colorado.](#)

Many ideas for webquest content and worksheets were adapted by permission from [Teaching with Primary Sources - Northern Virginia Partnership.](#)

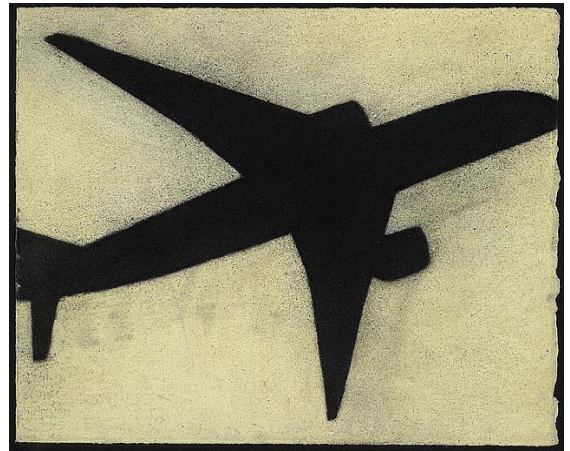
CRASH!

A WebQuest for 10th grade American History

World War I

Franklin Hunter 2006

Last updated August 24, 2011



Chandra Cerrito, "New Fears"

December 2001 Airbrush drawing

<http://www.loc.gov/exhibits/911/911-exitart.htm>

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

#7 Introduction for Teachers

This unit is designed to have the students work in small groups and to explore the internet and discover the origins of the First World War. This will replace the standard unit on the causes of World War I.

Designed by Franklin Hunter HUNTERF@wgsd.org

Last updated August 24, 2011.

School District and State: West Greene School District, PA

Textbook: AMERICA Pathways to the Present

Publisher: Prentice Hall

Date: 2003

Level: Tenth Grade

Unit 1 Chapter 17 World War I

This lesson was developed as part of [Teaching with Primary Sources at Waynesburg University](#), a federally funded professional development program to assist educators in using [Library of Congress](#) primary resources to support student learning.

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

#8 About the Learners

This WebQuest is designed for tenth grade American History and can be used for European History, as well. It addresses several important historical concepts found in both curriculums. This WebQuest also uses writing and research skills taught in the Language Art class.

In order to complete this unit the student must be able to use the internet in researching their subject, to think both creatively and historically, organize their thoughts and create effective PowerPoint presentations.

My students function at or above the tenth grade level.

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

#9 Pennsylvania Academic Standards

"The student will:"

- identify and explain primary documents important in U.S. history (History 8.3)
- evaluate the significance of individuals and groups who made major political and cultural contribution to world history since 1450 (World History 8.4.12.A)
- identify contributions of individuals and groups to United States History (U.S. History 8.3.3.A)
- recognize that the world is divided into various political units (Civics and Government 5.4.3.B)
- identify treaties and other agreements between or among nations. (Civics and Government 5.4.3.D)
- identify how nations work together to solve problems. (Civics and Government 5.4.3.E)
- understand chronological thinking and distinguish between past, present, and future time (History 8.1.3.A)

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

#10 Process for Teachers

This lesson is organized around the principal that World War I was a political failure that was inevitable. It will be taught to all my tenth grade classes.

The unit is designed to take approximately two weeks to complete with each group making a presentation of their work.

The students will be randomly selected by the instructor with no more than four students in each group.

The main problem I see with this process is that the students may have some difficulty in connecting the proper sequences together and understanding their impact on each other.

In order to use WebQuest the teacher should receive training in its use. However, once a teacher become familiar with the technique, it becomes easier to use and can be a valuable tool in other units.

Variations

If the teacher has only a computer in his/her room with internet connection, an LCD projector can be used to show the various links, or stations can be set up that have "hard copies" of the information that is available on the links and each group can move from station to station researching the subject.

Another variation may be that the teacher develops the PowerPoints with some of the material, and then hold discussions on what the students saw to add information regarding the causes.

1. The class will be divided into **groups of 4**.
2. Each group will have the following:
 - **One keyboarder**—a person who will perform the various computer tasks including the development of the PowerPoints.
 - **Two researchers**—two people who search the web for information pertaining to the tasks.
 - **One team leader**—Who keeps the group on task, helps with the research, and contribute to the construction of the PowerPoints. This person will also chair the "peace conference".
3. The first task is for each group to **analyze the 4 major causes of World War I**.
 - a. Review the information at this address: <http://www.historyonthenet.com/WW1/causes.htm>.
 - b. Do the same here: <http://www.worldwar1.com/>.
 - c. Write an analysis of each cause.
 - d. Determine which nations were the principle participants and the roles they played.
 - e. Create a PowerPoint presentation of seven to ten slides to present your findings.
4. The second task is for students to **analyze the twelve events** beginning with June 28, 1914 and ending with August 4, 1914 and how each event deepened the crisis. They will create a PowerPoint that reflects their findings.
 - a. June 28, 1914
 - b. July 6, 1914
 - c. July 23, 1914
 - d. July 25, 1914
 - e. July 27, 1914
 - f. July 28, 1914
 - g. July 30, 1914
 - h. July 31, 1914
 - i. Aug 1, 1914
 - j. Aug 2, 1914
 - k. Aug 3, 1914
 - l. Aug 4, 1914

<http://www.brainyhistory.com>

<http://www.english.uiuc.edu/maps/ww1/photoessay.htm>

<http://memory.loc.gov/ammem/collections/rotogravures/rototime1.html>
5. The final assignment will be to analyze all the data collected and **write a peace treaty** that would help the world avoid the same problems that caused this terrible war.

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

#11 Resources for Teachers

Resources needed needed to implement this lesson:

- Textbook—[America: Pathway to the Present](#)
- Mobile computer lab or desk top computer lab
- [Data sheets](#) for students to record research
- PowerPoint software
- Microsoft Word software
- Example sheet of how to layout the PowerPoint

Links:

<http://memory.loc.gov/ammem/sgphtml/sashtml/sashome.html>
<http://memory.loc.gov/ammem/nfhtml/nfhome.html>
<http://memory.loc.gov/ammem/collections/rotogravures/>
<http://www.ourdocuments.gov>
<http://memory.loc.gov/ammem/collections/rotogravures/rototime1.html>
<http://www.brainyhistory.com>
<http://www.english.uiuc.edu/maps/ww1/photoessay.htm>
<http://www.archives.gov/index.html>

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

#12 Evaluation for Teachers

By using this WebQuest the students are developing and using the correct research methods they have learned in class. The students then use the PowerPoint presentations to show they understand the main causes of World War I and the chronology of the events that led up to the commencement of the war on August 4, 1914. In their final task, the student will assimilate all this material and create a peace plan that would prevent this situation from happening again.

The following are the two rubrics developed for the evaluation of student projects. Each group will get a hard copy of each of the rubrics.

PowerPoint rubric

Student Name: _____

DATE _____

CATEGORY	4	3	2	1	SCORE
Graphics Sources	Graphics are downloaded from appropriate sites. The illustrator(s) are given credit somewhere in the presentation.	A combination of and HyperStudio graphics are used. Sources are documented in the presentation for all images.	Some graphics are from sources that clearly state that non-commercial use is allowed without written permission. Sources are documented in the presentation for all "borrowed" images.	Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, OR sources are not documented for all images.	
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.	
Content Accuracy	All content throughout the presentation is accurate. There are	Most of the content is accurate but there is one piece of information that	The content is generally accurate, but one piece of information is	Content is typically confusing or contains more than one factual error.	

	no factual errors.	might be inaccurate.	clearly flawed or inaccurate.		
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.	
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.	
				TOTAL	0

Peace Treaty rubric

Student Name: _____

DATE _____

CATEGORY	4	3	2	1	SCORE
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)	
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.	
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	
Internet Use	Successfully uses suggested internet links to find information and navigates within	Usually able to use suggested internet links to find information and navigates within	Occasionally able to use suggested internet links to find information and navigates within	Needs assistance or supervision to use suggested internet links and/or to navigate	

	these sites easily without assistance.	these sites easily without assistance.	these sites easily without assistance.	within these sites.	
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.	
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.	
				TOTAL	0

The final presentation will be their two PowerPoints and their peace plan in front of the other student groups. Each student will evaluate the other group's presentation using the rubrics above. The PowerPoint presentations are each 30% of the unit's grade. The development of the peace plan and its presentation is 35% of this unit's grade.

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

#13 Conclusion for Teachers

The essential question is "What can we learn about ourselves by studying the causes and events leading up WW-I?" By studying the mistakes made by well-meaning men, we can look at our own situation and see if there are similarities. If so, how can we correct them? Can we avoid these conditions all together? The students can discuss all this and learn from it.

The next question should be, "How did the **United States** get involved?"

Finally, "What comes after all this? How is the world different? How is it the same?"

What can we learn about ourselves by studying the causes and events leading up to World War I?

[Introduction](#) | [Learners](#) | [Standards](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#) | [Student Page](#)

#14 Credits and References

Designed by Franklin Hunter, 2006, (HUNTERF@wgsd.org) with [West Greene High School](#) in partnership with [Teaching with Primary Sources at Waynesburg University](#). Last updated August 24, 2011.

Template created April 2006 by Amy Martin, [Teaching with Primary Sources at Waynesburg](#) based on a template designed by Lisa Bradshaw, [Teaching with Primary Sources - Colorado](#).

Many ideas for webquest content and worksheets were adapted by permission from [Teaching with Primary Sources - Northern Virginia Partnership](#).