

Lesson Topic: Battles of World War I

Unit 8: The World at War

Suggested Time: 1 55 minute class period

Lesson Title:	The Battle of the Somme
Objectives/Learning Targets:	I can look at different viewpoints of the same event and create a clear picture of the event. I can explain the need for propaganda during war.
AZSS Standards:	PO2: Analyze the impact of the changing nature of warfare in World War I: a. trench warfare b. mechanization of war- machine gun, gasoline, submarine, tanks, chemical weapons
Materials Needed:	Document A and Document B Peer Reading Score sheet Directions for creating an Editorial Cartoon Blank paper (art supplies?)

Time	Activity	Instructional Strategies/Methods	Formative Assessment/ Student actions
5 minutes	Bell work: How can there be multiple view points of the same event? Background for Students (present the day before as part of an overview of WWI Battles): <ul style="list-style-type: none"> The Battle of the Somme was one of the most costly battles of World War I. It lasted from July 1, 1916, to November 18, 1916, and resulted in over 1 million casualties. The Allies, in particular the British forces led by General Haig, initiated the battle. The plan was for a “great push” through German lines on the western end of the Western Front. In many ways the battle was characteristic of trench warfare. After massive artillery bombardments of German lines, thousands of allied soldiers went “over the top” pouring out of trenches and into “no man’s land.” Hundreds of thousands were killed due to the military technologies used in the war – in particular, machine guns, artillery, hand grenades, and gas attacks. Months of fighting, with several assaults up and down the northern end of the Western Front, resulted in relatively small, Allied gains in land. Many historians argue, however, that the Battle of the Somme ultimately turned the tide in favor of the Allies by fatally weakening German forces. 	Class responses Teacher to Student (direction instruction)	Student response Student note-taking
25 minutes	Activity 1: Our job today is to determine why there are different accounts of the same day, July 1, 1916: <ul style="list-style-type: none"> a British newspaper article written by a journalist who was at the battle the memoir of a British soldier who fought in the battle 	Individual reading	Marking the Text (individual)

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10 minutes	<ol style="list-style-type: none"> Hand out 2 Document A and 2 Document B to each group of 4. Student will choose which document to read and MTT. Go over the MTT directions (on the board). Students will read their text and MTT. <p>Activity 2:</p> <ol style="list-style-type: none"> Students will pair up to conference about their reading. Hand out the Peer-to-Peer Conferencing rubrics. Set a timer for 4-5 minutes for each side. <ol style="list-style-type: none"> As "Student A" asks the questions located under performance criteria, "Student B" responds based on reading. "Student A" completes the rubric. Switch roles. Students should then provide specific feedback to their partner. <ol style="list-style-type: none"> One thing they did well. One thing they can work on for next time. 	Peer-to-peer conferencing (student to student)	Students will complete the rubric and provide feedback
10 minutes	<p>Activity 3:</p> <p>Editorial Cartoon</p> <p>Students will create an editorial cartoon about the two views of war- journalistic/homefront view and soldier view. Have students use the following criteria to help create their cartoon:</p> <ol style="list-style-type: none"> Identify the general topic that you want presented- Needs to be 2 sided. Create characters in the cartoon and determine whether their features are to be exaggerated. Create symbols in the cartoon. What is the general subject of the cartoon? What titles or written messages are included? Who are the characters and what do they represent? What other symbols are used? What is the cartoonist's message? <p>Students will finish for homework</p>		Students will create an Editorial Cartoon
5 minutes	<p>Closure:</p> <p>What is the purpose of journalistic propaganda in a time of war?</p>	Think-Pair-Share	Student discussion
<i>Evidence of the students learning:</i>	<ul style="list-style-type: none"> MTT Peer Reading Scoresheet Editorial Cartoon 		
<i>Methods for Enrichment:</i>			
<i>Methods for differentiation:</i>			
<i>Notes to instructor:</i>			

*See attached for additional resources.

Document A: The Daily Express

The Daily Express *is an English newspaper founded in 1900. Like other English newspapers, it printed daily news and stories on the war. Here is an excerpt written by correspondent Percival Phillips describing the first day of the Battle of the Somme, which appeared in the paper on July 3, 1916.*

The great day of battle broke in sunshine and mist. Not a cloud obscured the sky as the sun appeared above the horizon – in the direction where the German trenches lay.

From a ridge a little to the west of Albert, overlooking the town and commanding a wide view of the beautiful **undulating** country, I witnessed the last phase of the bombardment which preceded the advance. It was six o'clock (summer time) when we arrived there.

The guns had been roaring furiously all through the night. Now they had, so to speak, gathered themselves together for one grand final effort before our British lions should be let loose on their prey...

A perceptible **slackening** of our fire soon after seven was the first indication given to us that our gallant soldiers were about to leap from their trenches and advance against the enemy. Non-combatants, of course, were not permitted to witness this spectacle, but I am informed that the vigor and eagerness of the first assault were worthy of the best traditions of the British Army. I have myself heard within the past few days men declare that they were getting fed up with the life in the trenches, and would welcome a fight at close quarters...

We had not to wait long for news, and it was wholly satisfactory and encouraging. The message received at ten o'clock ran something like this: "On a front of twenty miles north and south of the Somme we and our French allies have advanced and taken the German first line of trenches. We are attacking vigorously Fricourt, La Boisselle, and Mametz. German prisoners are surrendering freely, and a good many already fallen into our hands."

undulating: a wavy surface

slackening: loosen up, or taper off

Source: Phillips, P. (1916, July 3). *The Daily Express*.

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Document B: George Coppard

George Coppard was a British soldier who fought during the entire First World War and was twice wounded. He fought at the Battle of the Somme as a machine gunner and wrote about his experiences in his book, With a Machine Gun to Cambrai. In this excerpt, Coppard recollects his experience on July 2, 1916.

The next morning we gunners surveyed the dreadful scene in front of our trench. There was a pair of binoculars in the kit, and, under the brazen light of a hot mid-summer's day, everything revealed itself stark and clear...

Immediately in front, and spreading left and right until hidden from view, was clear evidence that the attack had been brutally repulsed. Hundreds of dead, many of the 37th Brigade, were strung out like wreckage washed up to a high-water mark. Quite as many died on the enemy wire as on the ground, like fish caught in the net. They hung there in grotesque postures. Some looked as though they were praying; they had died on their knees and the wire had prevented their fall. From the way the dead were equally spread out, whether on the wire or lying in front of it, it was clear that there were no gaps in the wire at the time of the attack.

Concentrated machine gunfire from sufficient guns to command every inch of the (barbed) wire, had done its terrible work. The Germans must have been reinforcing the wire for months. It was so dense that daylight could barely be seen through it. Through the glasses it looked a black mass. The German faith in massed wire had paid off.

How did our planners imagine that Tommies (British soldiers), having survived all other hazards - and there were plenty in crossing No Man's Land - would get through the German (barbed) wire? Had they studied the black density of it through their powerful binoculars? Who told them that artillery fire would pound such (barbed) wire to pieces, making it possible to get through? Any Tommy could have told them that shell fire lifts (barbed) wire up and drops it down, often in a worse tangle than before.

Source: Coppard, G. (1969). *With a Machine Gun to Cambrai*.