

# WWI-Impact on Soldiers, Families, and Land

## Summary

This lesson is an interactive way for students to realize the impact WWI had upon soldiers, families, and land in Europe.

**Essential Question:** How did World War One have an impact on soldiers, their families and the land?

## Main Core Tie

Social Studies - 6th Grade

[Standard 4 Objective 1](#)

## Time Frame

1 class periods of 30 minutes each

## Group Size

Large Groups

## Materials

- pencil or pen for students
- large paper such as butcher paper
- Silent Discussion Large printouts

## Background for Teachers

World War One left many families torn apart forever. Fathers, brothers, uncles, cousins, and beloved friends left and never returned. Land across certain areas of Europe were torn up from the fighting in trenches. Soldiers suffered great losses both in lives, sanity, and physical condition. Many returned with problems that would last their entire lives.

## Student Prior Knowledge

Pre-assessment: Discuss with the students how war can affect soldiers, families, and land.

## Intended Learning Outcomes

Students will analyze the impact WWI had upon soldiers, families, and land and make connections to their own lives.

## Instructional Procedures

- Print a copy of the Silent Discussion Large and tape the papers onto larger pieces of butcher paper. You can also write out the quotes by hand if you would like.
- Hang quotes up around the room, or put them on desks or tables where students have a flat surface to write. (do this while they are gone to recess or lunch so they see them as they enter the room).
- Tell students they are going to have a silent discussion so they must listen carefully to all the instructions.
- Point out that there are several quotes around the room from people who lived during WWI.
- Students must read each quote, at their own speed, and write a comment on the butcher paper.

Their comments must be school appropriate and be signed with the student's initials. Students may comment on how they feel about the quote or make a specific connection to the writer or event. They may read other student's quotes as they walk around the room. NO TALKING SHOULD OCCUR.

Have students return to their seats when finished and give them something to do, such as read a book or work on another assignment. Students could also write their feelings about what they read in their Social Studies Notebook.

When all students are finished, ask them to stand by their favorite quote. Ask a few students to share why it was their favorite. Ask them to stand by the one they thought was the most powerful or affected them the most. Have a few students describe why the quote affected them. Have the students return to their seats and write a paragraph summary about how the war affected soldiers, families, and land from what they have read in the discussion. This can be used as the assessment to see if students understood the effects of war.

### Assessment Plan

Students will write a paragraph summary telling how WWI affected soldiers, families, and land.

### Bibliography

- [http://www.pbs.org/greatwar/chapters/ch3\\_voices2.html](http://www.pbs.org/greatwar/chapters/ch3_voices2.html)
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- [http://www.pbs.org/greatwar/chapters/ch3\\_voices1.html](http://www.pbs.org/greatwar/chapters/ch3_voices1.html)
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