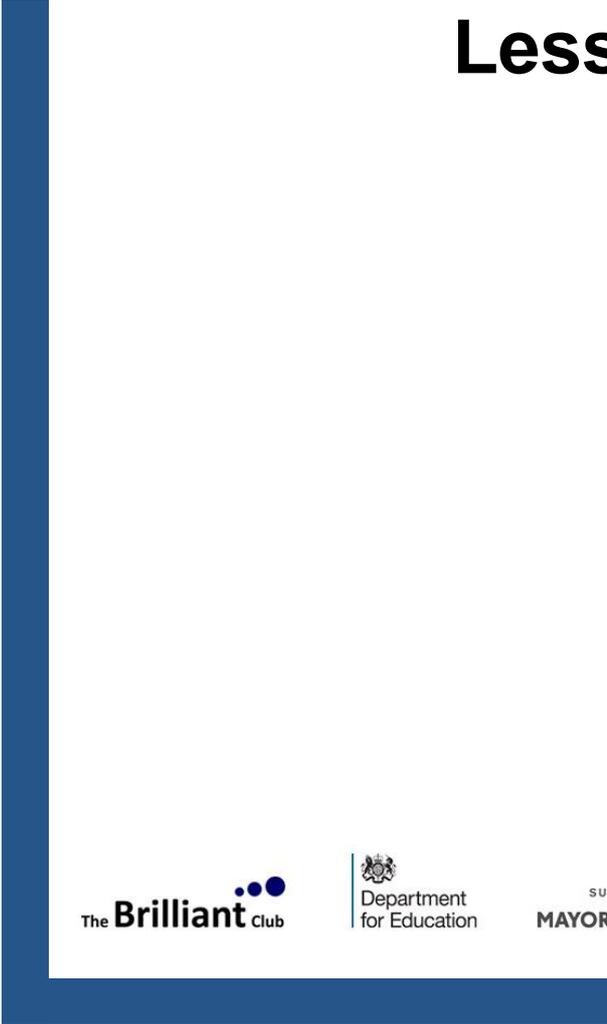


University Learning in Schools

History

**The First World War: Trauma
and Memory**

Lesson Plans



Lesson Plan

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| Lesson 1 – An Introduction to the First World War |
| Learning Objectives: <ul style="list-style-type: none">• To develop a contextual understanding of the First World War.• To gain a sense of the chronology of the conflict.• To have a basic understanding of why the war broke out and who the major belligerents were.• To have a basic understanding of the key military events of the war on the western front. |
| Resources: <ul style="list-style-type: none">• A map of Europe during the First World War.• A timeline of the events that led to the outbreak of the First World War.• A timeline of the major events of the war on the western front. |
| Activities: <ul style="list-style-type: none">• An exercise using a map of Europe, identifying which countries fought for the Central Powers and which countries fought for the Allies.• A timeline activity explaining how the war broke out in 1914.• An activity identifying the dates of a number of key events during the war. |
| Pupil Assessment (include approach and expected outcome): <ul style="list-style-type: none">• The above exercises will assess pupils' existing contextual knowledge of the First World War. By the end of the lesson they should all be able to name the key belligerents in the war, identify which side they fought on and give a basic overview of the major events of the war from a British perspective. |

Lesson Plan

Lesson 2 – Analysing Historical Sources

Learning Objectives:

- To differentiate between primary and secondary sources.
- To recognise the potential and limitations of historical sources.
- To learn how to analyse historical sources effectively.

Resources:

- A checklist for analysing historical sources.
- A photograph of British soldiers in the trenches, with questions for guidance.

Activities:

- A recap of the previous week's homework exercise (which asked pupils to identify primary and secondary sources).
- An activity explaining the above checklist to pupils.
- A written analysis of the above photograph.

Pupil Assessment (include approach and expected outcome):

- The recap of the last lesson's homework exercise will ensure that all pupils can effectively differentiate between primary and secondary sources.
- Pupils will all be asked to produce a written response to the primary source above – this will allow gaps in understanding to be identified.

Lesson Plan

Lesson 3 – First World War Casualties

Learning Objectives:

- To understand why some secondary sources are more reliable than others and why references are important.
- To differentiate between military casualties and deaths.
- To gain a sense of how many people died in the First World War.
- To analyse the utility and reliability of casualty and death statistics.

Resources:

- Text extract explaining the relative utility of different types of secondary sources.
- Text extract explaining why death statistics are estimates and why they may be unreliable.

Activities:

- An exercise recapping the homework. (This asked pupils to conduct some research into how many men from various countries died during the war.)
- An exercise asking pupils to rank a variety of secondary sources according to their reliability.
- An activity explaining why casualty and death statistics can be unreliable.
- A discussion asking pupils to consider the advantages and disadvantages of quantitative evidence.

Pupil Assessment (include approach and expected outcome):

- The recap of the homework exercise will assess the pupils' ability to conduct their own research and identify reliable secondary sources.
- The ranking exercise will assess pupils' ability to differentiate between different types of secondary sources and will ensure they that they understand the importance of references.
- The final discussion will assess the pupils' ability to identify the advantages and disadvantages of quantitative evidence.

Lesson Plan

Lesson 4 – Shell Shock and Mental Trauma

Learning Objectives:

- To learn how to define mental trauma and shell shock.
- To understand how wars can affect the minds of those who participate in them.
- To learn how to assess the reliability and usefulness of a film about shell shock.

Resources:

- A film from 1917 (available on YouTube) about shell shock.

Activities:

- A recap of the previous week's homework (comprehension exercise about shell shock).
- A class discussion concerning mental trauma and the psychological impact of war.
- A recap of the previous homework (a comprehension exercise introducing shell shock).
- An activity asking pupils to assess the reliability and usefulness of a film about shell shock.

Pupil Assessment (include approach and expected outcome):

- The class discussion will ensure that pupils have understood what mental trauma is and how this relates to the experience of the First World War.
- The recap of the homework exercise will ensure that all pupils can define shell shock and list some of its major symptoms.
- The primary source analysis will continue to assess and hone pupils' abilities to assess the usefulness and reliability of primary sources.

Lesson Plan

Lesson 5 – Shell Shock and Masculinity

Learning Objectives:

- To learn how to define ‘masculinity’.
- To learn what recruiting propaganda can tell us about attitudes to masculinity.
- To understand how popular attitudes to masculinity affected how shell shock was perceived.
- To understand how shell shock challenged traditional attitudes to masculinity.

Resources:

- A text extract defining masculinity.
- A recruitment poster for analysis, with accompanying questions for guidance.

Activities:

- A recap of the previous homework (a comprehension exercise concerning the treatment of and attitudes to shell shock).
- An explanation to pupils of what ‘masculinity’ means.
- An activity analysing a recruitment poster.
- A group activity asking pupils to consider what qualities men were usually expected to exhibit during the First World War and why shell shock challenged these attitudes.

Pupil Assessment (include approach and expected outcome):

- The homework exercise will ensure pupils are able to discuss the treatment of shell shock.
- The analysis of the poster will assess pupils’ ability to analyse visual sources and draw links between propaganda and popular attitudes to masculinity.
- The class discussions will assess the ability of pupils to draw links between attitudes to masculinity and the challenges posed by shell shock.

Lesson Plan

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| Lesson 6 – Civilian Casualties, Part 1 |
| Learning Objectives: <ul style="list-style-type: none">• To begin to recognise the impact of the First World War on civilians.• To understand the concept of ‘total war’.• To understand how different civilians may have been affected by the war.• To understand how atrocities against civilians in Belgium were represented in allied propaganda. |
| Resources: <ul style="list-style-type: none">• A text extract defining ‘total war’.• A series of questions asking pupils to consider how different civilians in various countries may have been affected by the war.• A propaganda poster depicting atrocities in Belgium. |
| Activities: <ul style="list-style-type: none">• A recap of the homework exercise (a comprehension exercise related to atrocities committed against Belgian civilians).• Reading through the definition of ‘total war’.• An activity asking pupils to explain how the war might have affected different civilians in various countries.• An analysis of the above propaganda poster, with a series of questions to answer. |
| Pupil Assessment (include approach and expected outcome): <ul style="list-style-type: none">• The homework recap will ensure that pupils have a basic knowledge of how Belgian civilians were affected by invading armies.• The third activity listed above will assess pupils’ contextual knowledge of the war and ensure that they have a sense of the varying ways that war could impact on civilians.• The source analysis will further assess pupils’ ability to analyse evidence and will ensure that they are aware of the uses and limitations of propaganda for historians. |

Lesson Plan

Lesson 7 – Civilian Casualties, Part 2

Learning Objectives:

- To understand how civilians in London were affected by aerial bombing.
- To understand how the allied blockade impacted on civilians in Germany.
- To analyse another primary source related to civilian casualties, and assess its utility and reliability in relation to the effect the First World War had on civilians.

Resources:

- A series of questions related to allied bombing.
- A map of Europe during the First World War.
- A definition and explanation of the allied blockade, and accompanying questions.
- A text extract from a primary source (a semi-fictional account), with questions for guidance.

Activities:

- An exercise recapping the homework (a comprehension exercise on aerial bombing).
- A series of questions prompting pupils to consider the psychological impact of aerial bombing.
- A series of questions to answer (with reference to the above map) on the allied blockade.
- A primary source analysis, with a series of questions to answer.

Pupil Assessment (include approach and expected outcome):

- The homework recap will ensure that pupils are able to recall the key facts related to the German bombing of London.
- The questions on aerial bombing and the blockade will ensure that pupils understand the impact that the war could have on civilians in both Britain and Germany.
- The primary source analysis will assess pupils' ability to discuss the usefulness and reliability of fictional accounts.

Lesson Plan

Lesson 8 – Remembering the Dead

Learning Objectives:

- To understand how the casualties of the First World War were remembered and memorialised.
- To analyse two primary sources and to explain what these sources can tell us about First World War memorialisation.

Resources:

- A photograph of a battlefield grave and a series of accompanying questions.
- A photograph of a civilian war memorial and a series of accompanying questions.

Activities:

- An exercise recapping the recent homework exercise (a comprehension exercise concerning remembrance practices in Britain).
- A series of questions to answer relating to each of the sources listed above. One of these may be a written exercise, the other a class discussion.

Pupil Assessment (include approach and expected outcome):

- The recapping of the homework will ensure that pupils are able to explain some of the key ways through which the dead were remembered in Britain.
- The two source analysis exercises will further assess pupils' ability to consider the reliability and usefulness of different types of sources, and will also ensure that they understand the differing ways through which combatants and civilians could be memorialised during the war.

Lesson Plan

Lesson 9 – Trauma in Literature and Art

Learning Objectives:

- To learn why war poetry remains important today.
- To understand some of the ways through which trauma could be represented in art and literature.
- To be able to analyse art and poetry as historical sources.

Resources:

- A poem by Siegfried Sassoon, with accompanying questions.
- A work of art by Otto Dix, with accompanying questions.

Activities:

- An exercise recapping the homework (research on Siegfried Sassoon).
- Two primary source analyses of the above sources.

Pupil Assessment (include approach and expected outcome):

- The homework recap exercise will ensure pupils have an understanding of the links between shell shock and war poetry, particularly in relation to Siegfried Sassoon.
- The primary source analyses will assess pupils' ability to interpret art and poetry from an historical perspective.

Lesson Plan

Lesson 10 – Final Assignment Preparation

Learning Objectives:

- To learn how to effectively plan, research and write an analysis of a primary source for the final assignment.

Resources:

- A guide to planning, referencing and structuring the final assignment.
- Three different primary sources to choose from for the final assignment.

Activities:

- Reading though the guide above as a class.
- Pupils will be asked to draw up a plan for their final assignment.

Pupil Assessment (include approach and expected outcome):

- The planning exercise will ensure that pupils have understood how to structure their final assignment.