

WORLD WAR I FOR MIDDLE/HIGH SCHOOL

SPECIAL ED



Special Needs for Special Kids



For students who:

- are emerging or non-readers
- take alternate assessments
- are in special education
- short-attention span
- lack pre-requisite skills
- benefit from the use of pictures for support
- middle/ high school

World War I Unit for Special Education

By
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Special Needs for Special Kids



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In separate files you will find:

- Lesson plans
- Voice recorded PowerPoint
- Directions and links to digital activities

This unit contains over 100 pages of material. But, don't worry!! I have included an **11 day lesson** plan to help you make the most of everything packed in this unit.

Activities come in 2 separate files, one in color and one in black and white.

World War 1 Lesson Plan

Preparation


- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and also one for the teacher to use in I Spy games
- Timeline cards
 - Print out a set of cards onto cardstock and laminate
 - For additional ideas on how to use these, go to:
<https://specialneedsforspecialkids.org/2018/06/13/making-a-life-sized-timeline/>

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.




The lesson plans contain:
Overall tips for teaching
students with significant
needs

Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none">• Book 1• Vocab cards intro• Circle map	7	<ul style="list-style-type: none">• Book 1• Vocab cards cut and paste
2	<ul style="list-style-type: none">• Book 2• Vocab cards activity• Timeline activity• Circle map	8	<ul style="list-style-type: none">• Book 2• Vocab cards cut and paste
3	<ul style="list-style-type: none">• Book 1• Vocab cards activity• Timeline activity• Countries in the War	9	<ul style="list-style-type: none">• Book 1• Vocab cards activity• Close worksheet
4	<ul style="list-style-type: none">• Book 2• Vocab cards activity• Timeline activity• Causes and Effects of the war	10	<ul style="list-style-type: none">• Book 2• Vocab cards activity• Close worksheet
5	<ul style="list-style-type: none">• Book 1• Vocab cards activity• Timeline activity• Causes and Effects of the war	11	<ul style="list-style-type: none">• Assessment
6	<ul style="list-style-type: none">• Book 2• Vocab cards activity• Cut and paste timeline		

*Note: Book 1 is the general overview of World War 1;
Book 2 is the US Involvement in World War 1*



The lesson plans contain:
A quick look at what you
will do each day

Day 4

Activity	Notes	Materials
Read or listen to a recording of the book 2: (10 minutes)	<ul style="list-style-type: none">• Read through the story, asking lots of questions• Continue to make connections between book and vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Vocabulary cards Speed Matching (10 minutes)	<ul style="list-style-type: none">• place all the cards in the middle of the table• hold up a card, and the students race to find it in the pile in the middle of the table<ul style="list-style-type: none">◦ NOTE: for students with physical challenges, allow them to simply find the symbol on their board or communication device	<ul style="list-style-type: none">• Vocabulary cards (extra sets)
Large Timeline Cards (10 minutes)	<ul style="list-style-type: none">• Pass the cards out to the students and have them arrange themselves in the correct order<ul style="list-style-type: none">◦ You can put index cards with the date on the floor ahead of time, so they just have to find the card that matches the date on their flashcard• Have each student step forward as you talk about their card	<ul style="list-style-type: none">• Large timeline cards
Map review (5 minutes)	<ul style="list-style-type: none">• Review the sorting activity completed yesterday	<ul style="list-style-type: none">• Activity completed yesterday
Causes and Effects (10 minutes)	<ul style="list-style-type: none">• Students will complete the worksheet showing the effects of certain events of WW1• Use color coding if needed• Make connections to the book as necessary	<ul style="list-style-type: none">• Worksheet• Scissors• Glue
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares their finished worksheet with the group using the communication method of their choice	<ul style="list-style-type: none">• Completed worksheet• Communication devices



The lesson plans contain:

Detailed instructions on how that day's lesson should run

There were 2 main groups that formed, the **Triple Entente**, also called the Allies, and the **Central Powers**.



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This unit contains a book that covers the main incidents and effects of World War 1 using simple text and photos.

During the attack on France, Germany decided to go through Belgium. Belgium was a small country that was supposed to remain neutral in any war and was therefore protected from being involved. Germany ignored this.



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The US sent troops over to Europe at a crucial time. The Allied troops were exhausted and running low on supplies.



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There is a second book that specifically covers the US involvement in World War 1.

Both books come in a pdf AND a voice recorded powerpoint (so you will not have to print it out.)

President **Woodrow Wilson** realized that Germany was trying to invade US territory. He could not let that happen.



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This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

World War I 1914-1918

War started by Germany against Britain and France in Europe to gain more territories.



Defense Alliance

An agreement that if war were to break out, certain countries would come together to protect each other.



Triple Entente

Part of the Defense Alliance that included: Britain, France, Ireland and Russia.



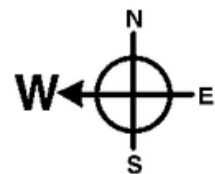
Central Powers

Part of the Defense Alliance that included: Germany and Austria-Hungary.



Western Front

Network of trenches that went all the way from Belgium to Switzerland.



Front Line

Trenches that were closest to where the fighting was occurring.



No-Man's Land

The area between the German and British trenches and was an incredibly dangerous place to be.



artillery

Large weapons and vehicles used for the first time in World War I.



This unit comes with 20 vocabulary cards.

Every day students will do a group activity using these cards to get more familiar with words that are likely new to them.

Franz Ferdinand

Archduke of Austria who was killed by a Serbia group. It was the start of World War I.



assassinate

Kill (an important person) in a surprise attack for political reasons.



Battle of Mons

Germany attack France in Belgium in August 1914 and would be the reason Britain would enter the war, truly starting World War I.

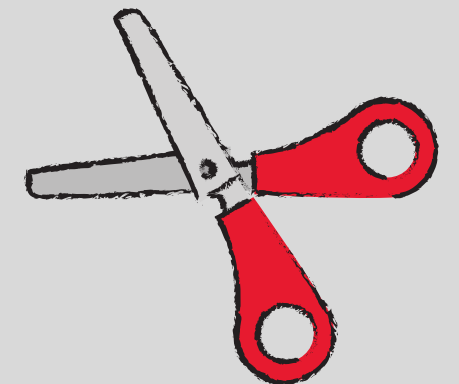


trenches

Long narrow ditches where the soldiers lived and fought from during World War I.



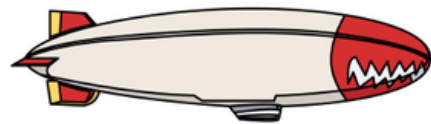
Students will also test their knowledge of these new words and symbols with a cut and paste activity.



Cavalry



zeppelins



Mustard gas



Battle of Somme



Use the definition to the pictures on the previous pages.

Defense Alliance of Britain, France, and Russia.	On April 6, 1917, passenger ship sunk by the Germans. Why America entered World War I.	Long narrow ditches where the soldiers lived and fought from during World War I.
On November 9, Emperor Wilhelm II fled Germany.	Archduke of Austria who was killed by a Serbia group. It was the start of World War I.	Group of countries that joined together to help rebuild Europe after the war.
Important person) surprise attack for political reasons.	Signed June 28, 1919. It was the official end of World War I.	Large weapons and vehicles used for the first time in World War I.
German blimps that dropped bombs onto	War started by Germany against Britain and France in Europe to gain more territories.	Trenches that were closest to the front where the fighting was occurring.



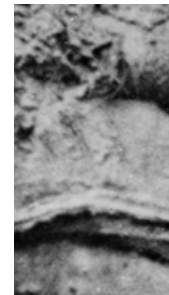
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Cut apart pictures and place in circle map.

Errorless version

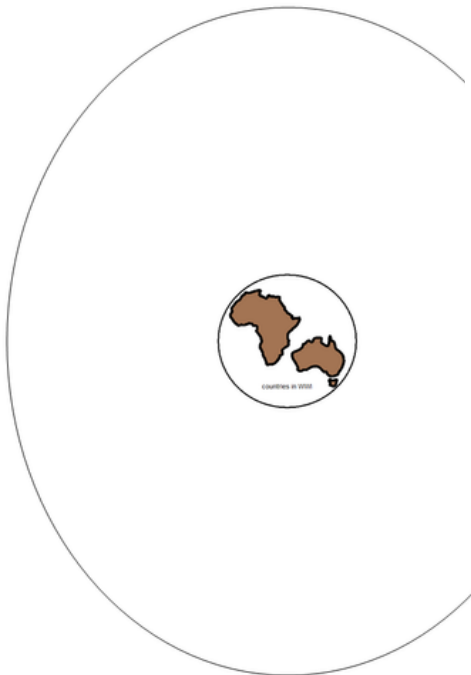
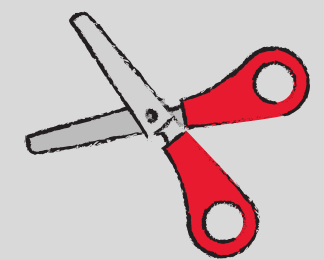
Cavalry	started by German	1914	dogs	EUROPE
artillery	zeppelin	Cavalry	fighter jet	1914 - 1918
Lusitania	League of Nations	artillery	zeppelin	trenches
Lusitania	League of Nations	easy	Treaty of Versailles	Defense Alliance
Tony Blair	started by Germany	Western Front	Washington	computer
		chemical weapons	Battle of Somme	

Cut apart pictures and place in circle map **ONLY IF** they relate to World War I.



This unit contains 2 circle maps, one is an overview of WW1 and one is on the countries involved in the war. Circle maps are a great way to get the "big picture" of a topic. There are 2 versions:

1. Errorless option with only correct answers
2. Wrong answers mixed in that students will have to set aside.



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Cut apart pictures and place in circle map.

Errorless version

Germany	France	Great Britain	Canada	Belgium
United States	Ireland	United States	North Pole	Russia
Hawaii	Ireland	Triple Entente	Central Powers	Antartica
	Austria-Hungary	Japan		

Cut apart pictures and place in circle map **ONLY IF** they were countries involved in World War I.





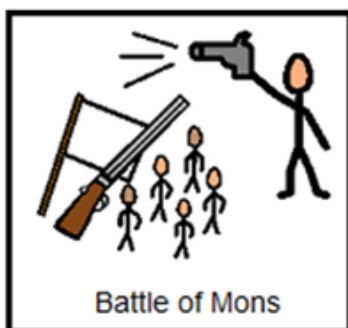
August 1914

Battle of Mons

The start of World War I



Germany



Battle of Mons



World War I

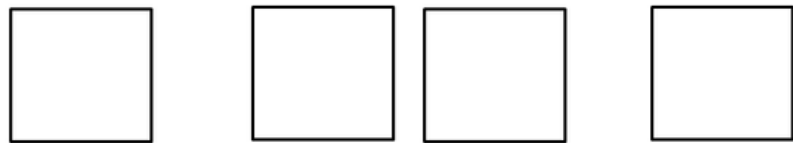
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*This unit contains 8 large
timeline cards so your students
can create a human timeline.*

*All the directions on how to do
this great group activity is
included!!*

Time Line



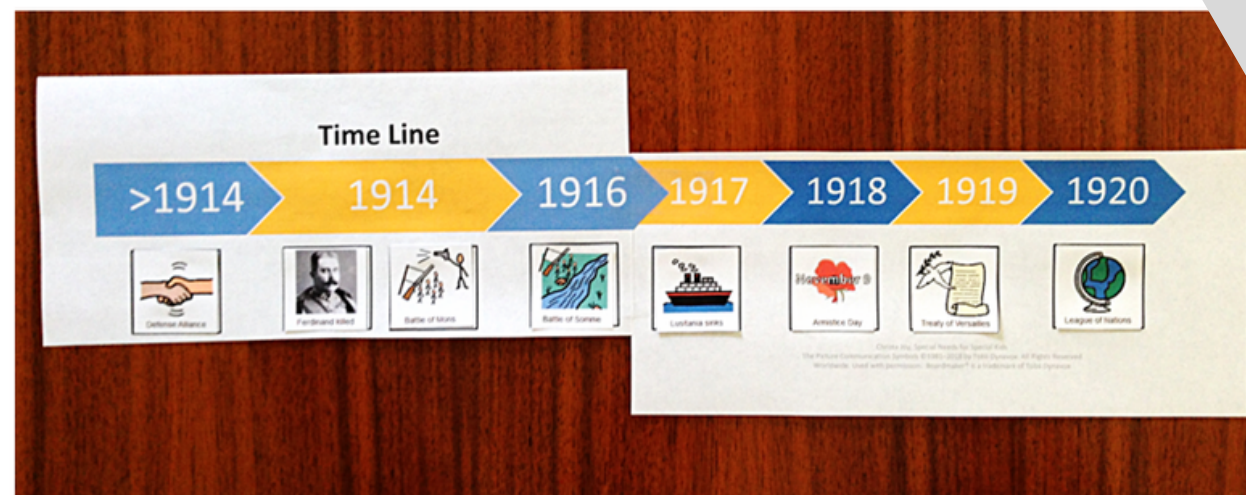
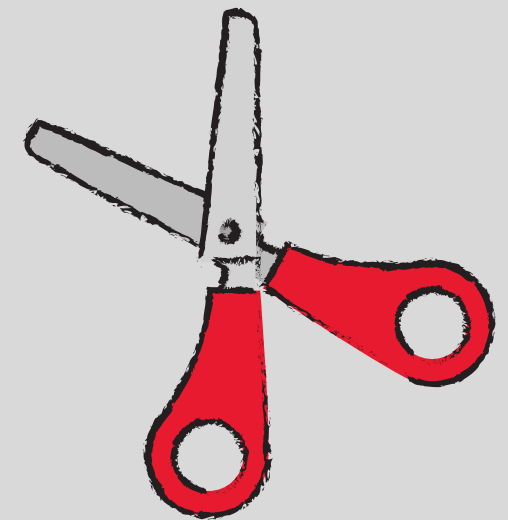
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Timeline symbols



There is a timeline students can assemble in this unit based on the large timeline cards.

Answer key included.



Color the countries in the **Central Powers**.

Central Powers



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Color the countries in the **Triple Entente**.

Triple Entente



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Color the countries in the Defense Alliance.

Triple Entente
Central Powers

World War I









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There are 3 coloring activities to identify the countries involved in the war. They are outlined for more support.









Find the what the *effect* was of each action below.

 assassination of Ferdinand	→	<input type="text"/>
 Battle of Mons	→	<input type="text"/>
 sinking of Lusitania	→	<input type="text"/>
 Germans are starving	→	<input type="text"/>
 Treaty of Versailles signed	→	<input type="text"/>
 League of Nations formed	→	<input type="text"/>

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Find the what the *cause* was of each action below.

<input type="text"/>	→	 start of World War I
<input type="text"/>	→	 Great Britain enters the war
<input type="text"/>	→	 America enters the war
<input type="text"/>	→	 Weihelm II steps down as emperor of Germany
<input type="text"/>	→	 the end of the war
<input type="text"/>	→	 rebuild Europe

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Students will identify the causes and effects of World War 1.

Match with the correct cause on the previous page.

 start of World War I	 Weihelm II steps down as emperor of Germany	 America enters the war
 Great Britain enters the war	 the end of the war	 rebuild Europe

Match with the correct effect on the previous page.

 assassination of Ferdinand	 Germans are starving	 sinking of Lusitania
 Battle of Mons	 Treaty of Versailles signed	 League of Nations formed



World War I

1. World War I lasted years.
2. World War I took place in .
3. Many people believe that it was who started the war.
4. The first main battle occurred in Belgium and was .
5. During this war, the soldiers mainly fought from .



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World War I

6. were used to deliver messages and supplies.
7. Germany was the first country to use a chemical weapon
form of .
8. America entered the war because sank the Lusitania.
9. The won the war and lost.
10. The League of Nations was created to rebuild .



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Close worksheet are a great informal assessment. This unit has 2 of them, for a total of 10 fill-in-the-blank questions.

Answer key included.

1. World War I took place from:



2. World War I Took place in:



3. Germany started the war after Ferdinand was:



4. Great Britain entered the war because Germany went through what neutral county to attack France?



5. True or False. People thought and easy war.



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Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 7



1. World War I took place from:

- A. 1700-1750
- B. 2000-2015
- C. 1914-1918

2. World War I Took place in:

- A. Europe
- B. Canada
- C. North Pole

3. Germany started the war after Ferdinand was:

- A. Assassinated
- B. Tickled
- C. Married

4. Great Britain entered the war because Germany went through what neutral county to attack France?

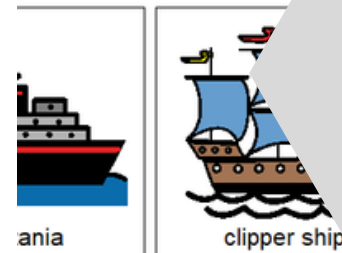
- A. Ireland
- B. America
- C. Belgium

5. True or False. People thought this would be a short and easy war.

- A. True
- B. False
- C. I don't know

6. The soldiers mainly fought from:

- A. Trenches
- B. Jeeps
- C. Jets



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FINALLY the assessment!! There are 3 versions.

- 10 questions with 3 picture choices for each question
- cut out the answer choices and glue them on index cards
- traditional multiple choice

Answer key included.

Watch the
movie on
World War 1

Similar to previous wars, the **Cavalry** was still used. There were over 1 million horses used in World War I.



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This unit also has digital activities. There is a movie version of the books students can listen to read aloud.

Great for review

1. World War I took place from:

1700 - 1750	2000 - 2015	1914 - 1918
-------------------	-------------------	-------------------

2. World War I Took place in:

 EUROPE	 Canada	 North Pole
---	---	---

3. Germany started the war after Ferdinand was:

 assassinated	 tickled	 married
---	--	--

4. Great Britain entered the war because Germany went through what neutral county to attack France?

 Ireland	 America	 Belgium
--	--	--

5. True or False. People thought this would be a short and easy war.

 true	 false	 I don't know
---	--	---

Circle the correct answer.



The digital activities have students click and drag their answers.

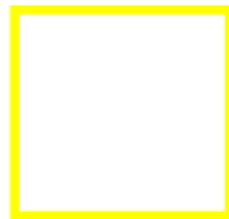
perfect for all learning levels

Time Line

>1914

1914

1916



1917

1918

1919

1920



Battle of Mons



November 9

Amistice Day



Ferdinand killed



Le...



Defense Alliance



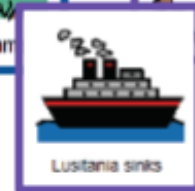
Treaty of Versailles



Battle of Somme

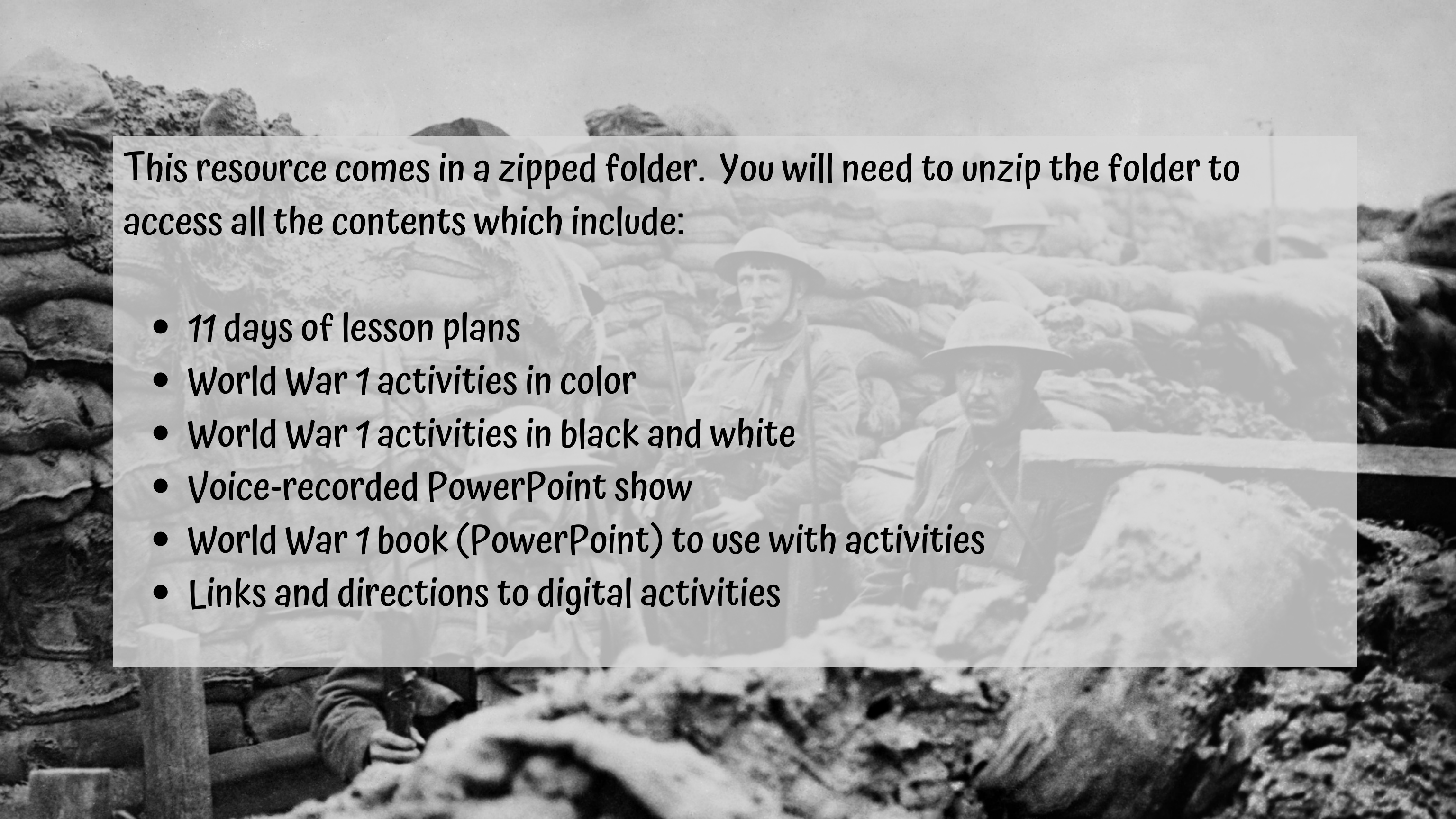


...ers the war



Lusitania sinks

There are 2 sets of slides. One set has color-coding for more support.



This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

- 11 days of lesson plans***
- World War 1 activities in color***
- World War 1 activities in black and white***
- Voice-recorded PowerPoint show***
- World War 1 book (PowerPoint) to use with activities***
- Links and directions to digital activities***