**Honoring a Fallen Hero - World War I**

"They're not that different from you, are they? Same haircuts. Full of hormones, just like you. Invincible, just like you feel. The world is their oyster. They believe they're destined for great things, just like many of you; their eyes are full of hope, just like you If you listen real close, you can hear them whisper their legacy to you. Go on, lean in. Listen. You hear it?"

- John Keating, *Dead Poet’s Society*

**World War I Fallen Hero Research Project**

* Students work in groups of 3-4.
* Students choose a World War I Veteran from California who was killed in action.
* Students research the veteran, their company, regiment, division, campaign, and battle.
* Students collaborate together and write a typed, one-page obituary describing the soldier and giving details about their service.
* Students will present their findings to the class.

**World War 1 Resources**

**United States World War I Resources**

* [National Archives](https://www.archives.gov/research/military/ww1/)
* [Honor States](http://www.honorstates.org/index.php?do=q&state=CA&war=World+War+I)
* [Home of the Heroes, (Distinguished Service Cross World War I Recipients)](http://www.homeofheroes.com/members/02_DSC/citatons/01_wwi_dsc/dsc_05wwi_Army_A.html)

[First World War Battles](http://www.firstworldwar.com/battles/all.htm)

* [**10th and 20th Forestry Engineers**](http://www.foresthistory.org/Research/WWI_ForestryEngineers.htm) - primary source material and essays on engineers who provided Allied forces with timber needed for the war effort.
* [**American Battlefields Monument Commission.**](http://www.abmc.gov/) - Assistance in locating battlefields, gravesites.
* [**Army Manuals and Publications**](http://www.ntis.gov/databases/armypub.htm) Search Page, includes access to US Army Technical and Field Manuals. USA
* [**'Battery Corporal Willis S. Cole Military Museum'**](http://www.ww1.org/) of Kirkland, Washington, USA, dealing with both the exploits of Corporal Cole and aircraft history of the Great War.
* The [**First Division Museum at Cantigny**](http://www.rrmtf.org/firstdivision), Illinois, USA.
* [**German and Austro-Hungarian Internment**](http://www.mrshea.com/germusa/intern.htm) during World War One in the United States.
* The [**Great Bisbee IWW Deportation**](http://www.iww.org/search/node/great%20bisbee%20iww%20deport%20July%201912) of July 12, 1917 (Arizona).
* The [**Great European and World War**](http://www.tulipacademy.org/gew/) - specializing in graphics that show formations and orders of battle.
* The [**Great War Society**](http://www.worldwar1.com/tgws/), Stanford, California. USA.
* [**Harry S Truman Library,**](http://www.trumanlibrary.org/) (USA) - with a wide variety of representative documents and photos concerning the President's experiences.
* **The** [**National World War I Museum and Memorial**](http://www.theworldwar.org/) - in Kansas City, Missouri.
* The [**Lost Poets of the Great War**](http://www.english.emory.edu/LostPoets/)(World War I; by Harry Rusche - USA).
* [**Life at Camp Funston:**](http://www2.okstate.edu/ww1hist/) Reflections of Army Sergeant Charles L. Johnston, USA. Co-respondence, photographs, dealing with Camp Funston (Ft. Riley), Kansas, 1918.
* The [**Marcus Garvey and Universal Negro Improvement Association Papers Project.**](http://www.isop.ucla.edu/africa/mgpp/) - Online resource and access. USA
* [**Medal of Honor Recipients, World War One**](http://www.history.army.mil/moh/worldwari.html) USA.
* The [**National Cryptologic Museum:**](http://www.nsa.gov/museum/index.cfm) Includes images of the 'Verdun Intercept Site Exhibit' and of the 'Black Chamber.' (USA)
* The [**Nation's Forum: Early Sound Recordings of America's Leaders, 1918-1920**](http://memory.loc.gov/ammem/nfhtml/) (USA).
* [**Newspaper Pictorials - World War I Rotogravures**](http://memory.loc.gov/ammem/collections/rotogravures/) - part of the Library of Congress' American Memory Project (USA).
* [**Online Collections of the US National World War I Museum**](http://www.theworldwar.org/explore/online-collections-database)
* [**POW/MIA Database,**](http://www.loc.gov/rr/frd/powmia-home.html) offered by the Federal Research Division, US Library of Congress.
* The [**Price of Freedom: Americans at War**](http://americanhistory.si.edu/militaryhistory/exhibition/flash.html) - an exhibition of the Smithsonian Institution.
* [**Sergeant York Patriotic Foundation**](http://www.sgtyork.org/) - with resources on America's "Greatest Hero of World War I."
* [**S.S. Tuscania - An American History**](http://www.islayinfo.com/lord_robertson_islay_troopships.html) - About American troops lost on the Troopship Tuscania Feb. 5, 1918.
* The [**US Naval Reserve force at Porto Corsini, Italy;**](http://www.naval-history.net/WW1NavyUS-CasualtiesChronoxAviation.htm) August - December 1918.
* The [**Western Front Association - US Branch**](http://www.wfa-usa.org/new/index.cfm) - especially noteworthy for its [resources section](http://www.wfa-usa.org/new/resources.htm).
* The [**Woodrow Wilson eLibrary**](http://www.woodrowwilson.org/library-archives/wilson-elibrary) - with, among other things, digital copies of his most famous speeches.
* The [**Woodrow Wilson House,**](http://www.preservationnation.org/travel-and-sites/sites/woodrow-wilson-house.html#.U0Yfb1e9Z8E) presented by the US National Trust.
* [**World War I History Commission Questionnaires**](http://lva1.hosted.exlibrisgroup.com/F/?func=file&file_name=find-b-clas13&local_base=CLAS13) of the State of Virginia, USA. The surveys of World War I veterans in Virginia, a fully-searchable database of over 14,900 records, one for each questionnaire respondent, accessible by name, city/county, and race. Each record is also linked to digitized images of each page of the questionnaires, as well as any accompanying material such as photographs and additional pages submitted by the respondents.

**General Documents of World War I**

* [**Interactive WWI Timeline**](https://theworldwar.org/explore/interactive-wwi-timeline) - posted by the [National WWI Museum and Memorial](https://theworldwar.org/).
* [**Museum of the Great War**](http://www.historial.org/) -- English version of the French *Historial de la Grande Guerre*.
* [**overthefront.com - Official Website of the League of World War I Aviation Historians**](http://www.overthefront.com/) - accumulating, preserving and publishing data on the aerial activity of World War I.
* [**Story Bytes - Very Short Stories**](http://www.storybytes.com/) written on the general conduct and events of the Great War.
* [**Trenches on the Web**](http://www.worldwar1.com/) (Graphic Images of Trench Warfare -- World War I).
* [**Virtual Tour of the Western Front**](http://www.worldwar1.com/sftour.htm) -- World War I.
* [**Wars & Conflict -- World War I**](http://www.bbc.co.uk/history/worldwars/wwone/) (A part of the BBC History website).
* *World War I: A Battle of Perspectives* -- via an [**iTunes course**](https://itunes.apple.com/us/course/id1048044178) and a complementary [**Multi-Touch Book**](https://itunes.apple.com/us/book/world-war-i-battle-perspectives/id1044759339) (free downloads). By [Europeana](http://www.europeana.eu/).
* [**Western European Theater Political Pamphlet Collection**](http://findingaids.princeton.edu/collections/MC248) - World War I Pamphlets digitized at Princeton University.
* [**WorldWar1-history.com**](http://www.worldwar1-history.com/).
* [**World War I Collection**](http://libcudl.colorado.edu/wwi/index.asp) -- WWI Pamphlets from University of Colorado's Digital Library.
* [**World War I Images**](http://www.wwi-models.org/Photos/index.html).[**Documents of World War I**](http://www.mtholyoke.edu/acad/intrel/ww1.htm) assembled by Vincent Ferraro of Mount Holyoke College.
* [**Electronic Facsimile Texts of World War One**](http://digicoll.library.wisc.edu/cgi-bin/History/History-idx?type=browse&scope=History.WWIColl) -- books and documents digitized in University of Wisconsin [Digital History Collection](http://digicoll.library.wisc.edu/History/HistoryHome.html).
* [**First World War: Index**](http://www.spartacus.schoolnet.co.uk/FWW.htm) -- an ambitious school project of relevant, categorized links.
* [**FirstWorldWar.com**](http://www.firstworldwar.com/) assembled by Michael Duffy.
* The [**First World War 1914-1918 -**](http://www.home.zonnet.nl/rene.brouwer/) A website of Rene Brouwer in the Netherlands.
* The [**Great War 1914-1918**](http://www.greatwar.co.uk/index.htm) -- from a British perspective.
* The [**Great War Archive**](http://www.thegreatwararchive.org/) -- An initiative of the [University of Oxford](http://www.ox.ac.uk/)
* [**Hanotaux, Gabriel. *Histoire illustrée de la guerre de 1914***](http://digicoll.library.wisc.edu/cgi-bin/History/History-idx?type=header&id=History.Hanotaux01)
* [**International Encyclopedia of the First World War**](http://encyclopedia.1914-1918-online.net/home/) -- an impressive international collaboration using Semantic Media Wiki.
* [**World War I Information and Resources**](http://madefrom.com/history/category/world-war-one/) -- Assembled by the [Made from History](http://madefrom.com/history/) network.
* [**World War One HIstorical Sources**](http://www.bl.uk/world-war-one) Presentation of the British Library, including:
* [World War One - Articles](http://www.bl.uk/world-war-one/articles) -- Articles on various topics.
* [World War One - Collection Items](http://www.bl.uk/world-war-one/collection-items) -- Digital historical sources.
* [World War One - Themes](http://www.bl.uk/world-war-one/themes) -- Digital investigations.
* [**WWI Resource Center**](http://www.vlib.us/wwi/resources/index.html) - Another project of the World War I Discussion Group.

**Maps of WWI**

* The [**Geography of the Great War**](http://freepages.military.rootsweb.com/~worldwarone/WWI/TheGeographyOfTheGreatWar/index.html) by Frank M. McMurry

(New York: Macmillan, 1919).

* [**Grosser Bilderatlas des Weltkrieges**](http://digital.library.wisc.edu/1711.dl/History.Bilderatlas) [Great Illustrated Atlas of the World War]

3 vols. (Munich: F. Bruckmann, 1915-1919). - auf Deutsch -

Digitized in University of Wisconsin [Digital History Collection](http://digicoll.library.wisc.edu/History/HistoryHome.html).

* [**Maps of World War I**](http://www.dean.usma.edu/history/web03/atlases/great%20war/great%20war%20index.htm), offering detailed maps of war plans, battles, and political realignments (U.S. Military Academy).
* [**Maps of World War I**](http://history.sandiego.edu/gen/maps/list-ww1.html) - from the History Department, U.C. San Diego.
* [**WWI: Maps of the Great War**](http://www.tech2classroom.com/Edw11/Edw11.html) - from students of Doss High School, Louisville, Kentucky.

**Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Below Standard** | **Approaching Standard** | **At Standard** | **Above Standard**  ✔ |
| **Explanation of Ideas & Information** | • does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning  • selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach)  • does not address alternative or opposing perspectives | • presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow  • attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed  • attempts to address alternative or opposing perspectives, but not clearly or completely | • presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4)  • selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4)  • clearly and completely addresses alternative or opposing perspectives  (CC 11-12.SL.4) |  |
| **Organization** | • does not meet requirements for what should be included in the presentation  • does not have an introduction and/or conclusion  • uses time poorly; the whole presentation, or a part of it, is too short or too long | • meets most requirements for what should be included in the presentation  • has an introduction and conclusion, but they are not clear or interesting  • generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea | • meets all requirements for what should be included in the presentation  • has a clear and interesting introduction and conclusion  • organizes time well; no part of the presentation is too short or too long |  |
| **Eyes & Body** | • does not look at audience; reads notes or slides  • does not use gestures or movements  • lacks poise and confidence (fidgets, slouches, appears nervous)  • wears clothing inappropriate for the occasion | • makes infrequent eye contact; reads notes or slides most of the time  • uses a few gestures or movements but they do not look natural  • shows some poise and confidence, (only a little fidgeting or nervous movement)  • makes some attempt to wear clothing appropriate for the occasion | • keeps eye contact with audience most of the time; only glances at notes or slides  • uses natural gestures and movements  • looks poised and confident  • wears clothing appropriate for the occasion |  |

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| --- | --- | --- | --- | --- |
|  | **Below Standard** | **Approaching Standard** | **At Standard** | **Above Standard**  ✔ |
| **Voice** | • mumbles or speaks too quickly or slowly  • speaks too softly to be understood  • frequently uses “filler” words (“uh, um, so, and, like, etc.”)  • does not adapt speech for the context and task | • speaks clearly most of the time  • speaks loudly enough for the audience to hear most of the time, but may speak in a monotone  • occasionally uses filler words  • attempts to adapt speech for the context and task but is unsuccessful or inconsistent | • speaks clearly; not too quickly or slowly  • speaks loudly enough for everyone to hear; changes tone and pace to maintain interest  • rarely uses filler words  • adapts speech for the context and task, demonstrating command of formal English when appropriate (CC 9-12.SL.6) |  |
|  |  |  |  |  |
| **Response to Audience Questions** | • does not address audience questions (goes off topic or misunderstands without seeking clarification) | • answers audience questions, but not always clearly or completely | • answers audience questions clearly and completely  • seeks clarification, admits “I don’t know” or explains how the answer might be found when unable to answer a question |  |
|  |  |  |  |  |
| **Participation in Team**  **Presentations** | • Not all team members participate; only one or two speak | • All team members participate, but not equally | • All team members participate for about the same length of time  • All team members are able to answer questions about the topic as a whole, not just their part of it |  |