

# World War I Museum Night

**Rationale:** *World War I, also called "The Great War," was supposed to be the first, and last, of its kind. We now know, however, it was not, and the legacies of The War still haunt us today. Much of what causes conflict today on such a large scale can be seen in World War I, from extremism and militarism to international policy and global economic competition. World War I became much more than the first modern war--it became a lesson for historians on how modern warfare can have global reach. Commemorating this event entails a great deal of research on multiple subjects and perspectives, as well as sensitivity to those whose lives were affected by it. Your task will be to delve into this complex and varied event and create an exhibit that recognizes the impact and importance of the First World War.*

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## **Driving Question:**

How can a World War I museum of remembrance capture the causes and consequences of WWI and explain it effectively to the public?

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## **Project overview:**

Each team will be assigned a specific country that was involved in World War I. As a team, your task is to design a full museum display and assume the role of museum docents during World War I Museum Night. Members of the Da Vinci community, Davis community and expert panellists will visit your booth. You will use your museum exhibit to tell your country's unique role in the causes and effects of The Great War.

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## **Teams:**

You will work in teams of four or five people. These teams will be created by Mr Bell, Mr Millsap, and Miss Gist with input from students.

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## **Team Assignments**

### **1) Team Contract**

Each team must create a contract that will serve as the guiding document for group behaviour and task completion. Contracts must be approved by the teacher.

### **2) Task List**

In order to be successful, each team will need to break the project down into manageable tasks and assign those tasks to individual members. This does not mean that a team member only works on his or her assigned task(s). Rather, it means that a particular team member will assume the responsibility for moving a particular task towards completion with input and assistance from all team members. Each team will submit a series of Task Lists throughout the project. Task lists may be revised during the project. They are a tool for keeping each member accountable to the team and may be used to discipline or dismiss team members.

### **3) Choosing Your Nation/Theme & Exhibit Focus**

Your team will need to choose a nation and/or theme to research for the project. You will need to design your museum exhibit around this particular nation/theme. Your options are listed below.

### **Nations and their Themes:**

- I. **France:** *Trench warfare*, Poet/Writer Ambulance drivers (including Walt Disney)
- II. **Prussia (Germany):** *Sea Weapons, Chemical Warfare, the Red Baron* (The top fighter pilot of the war).
- III. **Great Britain:** *Air Weapons: Aeroplanes/War Balloons/Zeppelin Bombings*, the new weapons of war (*flame throwers, tanks, barbed wire, et cetera*)
- IV. **Russia:** Devastating loss of life (more than any other nation), *The tragic Execution of Royal Family (including the “mystery” of Princess Anastasia)*
- V. **Austria-Hungary:** Assassination of Archduke Franz Ferdinand and Archduchess Sophie
- VI. **Serbia:** near destruction of the male population, being “framed”, The Black Hand and Gavrilo Princip (one man who changed the course of the world)
- VII. **Canada:** The Last 100 Days of the War, the man who shot down the Red Baron
- VIII. **USA:** See Red Cross (below)

### **Themes and their Nations**

- I. **Role of Animals in the Great War (Multiple Nations):** A pigeon that saved an entire battalion (named Cher Ami), glowworms as lanterns, a cat arrested as a spy, a horse that bullets couldn't kill (named Warrior), the most decorated dog of World War I who captured a German spy and outranked his owner (dog named Sergeant Stubby)! Animals played an important job in the war: your team will investigate and explain the amazing rolls filled by these often-overlooked participants!
- II. **Silent Night? Holy Night? The Christmas Miracle of 1914 (UK/Ger./Fra)** – 100 years ago, peace broke out in the middle of the fighting and both sides experienced a life changing event. A chance to coordinate with a second, or possibly third, team to recreate the “Miracle in the Trenches” that took place during the first Christmas of the war.
- III. **Photographers** – (UK, Ireland): *Are you a shutterbug, or have you ever wondered where we got all of the photos you see from the battlefield? This may be the theme for you!* Cameras and Photojournalism: who were the brave people that covered the stories from the trenches? Why did they risk their lives? How did the modern camera change the way we look at war?
  - o Ernest Brooks – official war photographer (British)
  - o Christina Broom – first female war photographer
  - o George Hackney – secret photographer (Irish)
- IV. **Inventions/Innovations that Changed the World!** – (UK, US, Ger., Fra) – From feminine hygiene to flashlights to fashion: technology developed during, or experienced rapid growth/usage during WWI. What do we still use today? How has our world changed because of this new technology?
- V. **(Bad Blood) War of the Relatives: King/Kaiser/Tsar (UK/Ger./Rus)** (You think *your* family has issues?) A look at the (nearly identical!) cousins that went to war (King George V, Tsar Alexander II, Kaiser Wilhelm II), and their roles in the war, how being related did or did not help matters, and their ultimate fates (One thrived, one fled in shame, and one was tragically murdered)
- VI. **Red Cross and Medicine (U.S.):** If you think that plastic surgery was invented to make celebrities look good, you've got another think coming! **The role of medicine**

in the First World War, along with the role of the **Red Cross** in providing medical and humanitarian assistance to soldiers and prisoners. Also, look at how the war influenced modern medicine (including plastic surgery)!

- VII. **Downton Abbey: Life on the Homefront** (*Women, Music, and Medicine*) (UK): Must be willing to watch episodes of the hit TV show. A chance to work with other teams, in order to turn an entire room in to one large castle that houses recovering soldiers, puts on entertainment acts (*includes music of the era*), displays medicine, impact of lives at home, shows the role of woman, et cetera.
- VIII. **18 Minutes that Shocked the World** (US/UK/Ger.): *If you thought that the RMS Titanic was a sad story, you should learn about her sister ship: a German U-boat torpedoed RMS (Royal Mail Ship) Lusitania on 7 May 1915. The luxury passenger liner was crossing the Atlantic from New York to Liverpool when the German submarine U-20 fired without warning. After a second explosion – the cause of which is still debated (some think it was carrying an illegal supply of weapons) – the ship quickly sank. It went under in 18 minutes, killing 1,200 of almost 2,000 passengers and crew on-board.*
- IX. **Propaganda** – (UK, Fra, Italy, Ger, Aus-Hun): *Are you an artist? This may be the theme for you!* The art of propaganda posters, music, et cetera in the war

## **2) Primary Exhibit Artefact (P.E.A)**

Your team will create one central focus point of your exhibit. This will depict the overall theme of your exhibit and your country's role in the war. Examples from previous years include:

- A full-size U.S. Mark I tank
- A scaled size British Sopwith Camel aeroplane
- A U.S. recruiting station
- Model of a German U-Boat
- A walk-able map depicting Austria-Hungary's pre & post war boundaries
- A full-sized French trench

\*\*\*Think "outside the box" here! Let your creativity drive this aspect of the project.

## **4) 4-6 Minute Photo-Essay**

Your team will create a polished & professional photo essay in Moviemaker depicting your country's role in the war. Use photographs, music, graphs, charts and images from the era. Music and narration/text are required. The photo essay will be displayed as part of your exhibit on Museum Night. (See the assignment for further details)

## **5) Propaganda Poster**

Your team will create a poster that supports your assigned country's role in the war. Your poster may attempt to gain public support for your country, enlist additional troops or oppose enemy countries. The poster may be done digitally or drawn by hand and displayed as part of your exhibit. Hand-drawn posters must be at least 2' x 3'. Digital posters must be displayed on a laptop. (See the assignment for further details)

## **6) Letters/Diaries/PDA/FT**

Your team will write and display a series of documents written in the genre of historical fiction. This means, that the documents will be fictional accounts that reference historical facts. Three documents are required to be part of your exhibit. These are:

- **Letter/Diary** from soldier to home-front or from home-front to soldier (*these will be written in your English class*)
- **Primary Document Analysis** – an examination of a Primary Source Document. (*Assigned in World Civ.*)
- **Final Tally** – explaining how your nation fared as a result of the Great War. (*Assigned in World Civ.*)

### 7) Map & Charts

Your team will create and display one map and two charts depicting important information on your country's involvement in the war. The map must be hand drawn, large, and depict information on shifting political boundaries or areas of troop movements. The charts must depict important data such as casualties and military spending. (See the assignment for further details)

### 8) Ten Images

Your team must find and display at least ten images related to your country's involvement in the war. These images must be displayed professionally and their relevance to your topic must be explained. (See the assignment for further details)

### 9) Summary Cards

Your team must create a 3 x 5 or larger summary card for EVERY ITEM in your exhibit. The summary card must be typed or handwritten paragraph explaining of the importance of the exhibit artefact. (See the assignment for further details)

### 10) Other Relevant Items

The above items are the minimum requirements for a successful museum exhibit. You are welcome to go above and beyond by creating additional exhibit artefacts or bringing in genuine artefacts from the era. In past years, students have displayed items such as actual WWI gas masks, WWI war medals, authentic maps, uniforms and canteens. Let your creativity and imagination guide you here. However, any weapons or potentially dangerous items MUST BE CLEARED WITH YOUR WORLD CIV. TEACHER before coming on campus.

### 11) Professional or Themed Dress

As a museum docent you may either dress in professional presentation attire or dress in a costume that relates to the theme of your exhibit.

### 12) What You Should Know

Each team member will need to be knowledgeable about the questions below:

#### **World War I - General**

1. What are Militarism, Alliances, Imperialism, and Nationalism and how did they contribute to the outbreak of WWI?
2. How can the evolution of technology be seen in WWI?
3. Describe how World War I altered the political boundaries of Europe.
4. Describe the Peace Treaty that was signed after WWI: what differences exist between Wilson's 14 Points and the Treaty of Versailles?

### **World War I – Your Chosen Country/Theme**

5. Background about your chosen nation including Geography, culture, language and government.
6. What role your nation played in the war. How many troops did they give? What resources did they have? What were their objectives?
7. What happened to your nation during the war? How did they cope at home? How did the military cope (wins, losses)?
8. What happened to your nation after the war? How were they affected economically, politically, or socially? What did they gain or lose?
9. How your nation got involved with the war. What were the motivations given by your nation's leaders for joining the war? How did the common man respond? How did they (the leaders) communicate these reasons to their people?
10. Your aspect--why did you choose the aspect and artefact that you did? What are you trying to show through it?
11. Why your aspect of the war is important--why is this something that we should remember? What difference did your aspect make in the war?

### **English / *All Quiet on the Western Front***

12. Using examples from the book to support your response discuss how Remarque's use of realism in *All Quiet on the Western Front* informs your view of the soldier's experience during WWI?
  13. Using examples from the book to support your response, explain some dehumanizing effects of war.
  14. Using examples from the book to support your response, explain how and why 'The Iron Youth' ended up being 'The Lost Generation.'
  15. Using examples from the book to support your response, explain how can war lead to moral corruption?
  16. Describe the poetry that came out of WWI. Use an example to support your response.
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### **Individual Assignments:**

- 1) WWI Geography Assignment: Friday, **26** January
  - 2) WWI Propaganda Analysis: (In-class) **24-26** January
  - 3) WWI Fill-in PPTs:
    - Causes of WWI: Friday, **26** January
    - Main PPT: Monday **29** January
    - War Consumes Europe: Block Days **31 January/01** February
    - A Global Conflict: Block Days **07/08** February
    - An Attempt at Peace: Friday, **09** February
  - 4) WWI Quiz: Friday, **23** February (Initially, a special TEAM assignment! Details later)
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### **Important Due dates:**

- 1) Rough draft of photo-essay: **20** February
- 2) Letters (English): **26** February
- 3) Propaganda Poster (History): *Rough*: **14/15** February *Final copy* **23** February
- 4) Final PEA Plan (Primary Exhibit Artefact) (History): **23** February
- 5) Final draught of photo-essay (History): **26 February**
- 6) Charts/Map/Graphs/Ten Images/Summary Cards; **27** February

- 7) Call to PDA/FT/Music due: **27 February**
  - 8) Museum Night – Thursday, 01 March 2018 (18:00 – 20:30)
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**Assessment:**

The major team assessment of your work will be on WWI Museum Night. Teacher Panellists will visit your exhibit and assess your knowledge and your overall exhibit artefact using the Museum Night Rubric in the Assessment section of the project briefcase. Smaller checkpoints will be used to assess curricular literacy and professionalism throughout the project.

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# DA VINCI HIGH SCHOOL

## WWI Museum Exhibit Rubric

Students:

Evaluator:

Exhibit Name:

Number:

CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<p><b>Personal Interpretation:</b> A mission based communication process that forges emotional and intellectual connections between the interest of the audience and the meaning inherent in the resource</p> <p style="text-align: center;"><b>(Team)</b></p>	<ul style="list-style-type: none"> <li>Presenters are not professional or do not attempt to engage visitors</li> <li>Exhibit appears incomplete/messy</li> <li>Presenters did not volunteer information</li> <li>Not all members are dressed appropriately</li> <li>Unclear deeper meaning evident</li> <li>Unclear clear theme/story</li> <li>Little/No relation to audience, no passion</li> </ul>	<ul style="list-style-type: none"> <li>Presenters are professional in their demeanor and engage effectively the audience</li> <li>Relates story back to visitor</li> <li>Reveals a meaning to exhibit</li> <li>Provokes some thought and/or emotion</li> <li>Some differentiation tour based on age/level of audience</li> <li>Exhibit has a clear theme/story</li> <li>Passion of presenter is evident</li> </ul>	<p><u>In addition to</u> meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> <li>Presenters <b>actively engage</b> visitors</li> <li>Reveals a deeper meaning to exhibit</li> <li>Provokes deeper thought and/or emotion</li> <li>Clearly differentiates tour based on age/level of audience</li> <li>Exhibit has a well-defined theme/story</li> <li>Passion of presenter is evident and aids in experience</li> </ul>
	12 ----- 15 ----- 20	21 ----- 22 ----- 23 ----- 24 ----- 26	27----- 28----- 29-----30
<p><b>Critical Thinking</b></p> <p>Overall presentation, connection to topic, significance, integration with theme/focus &amp; novel</p> <p style="text-align: center;"><b>(Individual)</b></p>	<p>Student, using the materials present, <i>minimally</i> demonstrated <i>or was unable to show</i> expertise in the following area(s):</p> <ul style="list-style-type: none"> <li><b>Analyse</b> – e.g. causes of war, propaganda</li> <li><b>Examine</b> – e.g. major events, technology</li> <li><b>Explain</b> – e.g. their topic and impact on the war</li> <li><b>Understand</b> – e.g. costs of war</li> <li><b>Discuss</b> – lead the public in a discussion on one or more aspects of the war, the novel, and their importance to the world.</li> </ul> <p>Requires prompting on three or more questions.</p>	<p>Using a variety of well-organized material (charts, maps, propaganda, video, et cetera) shows a <b>mid-to-higher</b> level of expertise <i>in multiple areas</i>:</p> <ul style="list-style-type: none"> <li><b>Analyse</b> – e.g. causes of war, propaganda</li> <li><b>Examine</b> – e.g. major events, technology</li> <li><b>Explain</b> – e.g. their topic and impact on the war</li> <li><b>Understand</b> – e.g. costs of war</li> <li><b>Discuss</b> – lead the public in a well-rounded discussion on one or more aspects of the war, the novel, and their importance to the world.</li> <li>Needs prompting on two or more questions.</li> </ul>	<p>Using a variety of sophisticated, clear and cohesive material (charts, maps, propaganda, video, et cetera) the student shows an in-depth level of <b>mastery</b> in nearly all areas:</p> <ul style="list-style-type: none"> <li><b>Analyse</b> – e.g. causes of war, propaganda</li> <li><b>Examine</b> – e.g. major events, technology</li> <li><b>Explain</b> – e.g. their theme and impact on the war</li> <li><b>Understand</b> – e.g. costs of war</li> <li><b>Discuss</b> – lead the public in a well-rounded discussion on one or more aspects of the war, the novel, and their importance to the world.</li> <li>Minimal prompting needed on questions, responses to questions are worked seamlessly into the presentation.</li> </ul>
	40 - - 50-----60-----65 ----- 69 <b>(F) (D-) (D) (D+)</b>	70- --- 75- - - 79 - - - - 80 - - - 85 - - - - 89 <b>(C-) (C) (C+) (B-) (B) (B+)</b>	90 - - - - 92 - - - - 94 - - - - 96- - - - 98- - - - 100 <b>(A-) (A) (A+)</b>
<p><b>Oral Communication</b></p> <p>Tone, projection, posture, eye contact, emphasis, sincerity, posture</p> <p style="text-align: center;"><b>(Individual)</b></p>	<ul style="list-style-type: none"> <li>Volume and/or projection- difficult to hear or understand</li> <li>Pronunciation – incorrect or unclear</li> <li>Verbal fillers – lots of ums, ya-knows, like</li> <li>Body positioning, Attitude and Language - slouching, fidgeting, uninterested, not facing audience, use of slang, cursing, or inappropriate language</li> <li>Eye Contact – not looking at audience</li> <li>Presentation materials – distracting/not used</li> </ul>	<ul style="list-style-type: none"> <li>Used good <b>volume</b> and <b>projection</b>, was easy to hear and understand</li> <li><b>Pronounced</b> words clearly and correctly</li> <li>Used minimal <b>verbal fillers</b></li> <li>Maintained <b>professionalism in language, body positioning, attitude, and demeanor</b></li> <li>Had <b>eye contact</b> with the audience</li> <li>Used <b>presentation materials</b> appropriately, and did <i>not</i> rely on materials during presentation</li> </ul>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> <li>Overall projection and volume was excellent, and student was <b>enjoyable</b> to hear</li> <li>Direct, engaging and accurate in use of language</li> <li>Used <u>virtually</u> no verbal fillers</li> <li><b>Maintained</b> a posture, affect, and tone that was highly professional <i>and enhanced</i> the presentation</li> <li><b>Maintained</b> strong eye contact with audience, demonstrated <b>confidence and purpose</b></li> <li>Utilized presentation materials in a way that <b>enhanced</b> the overall presentation</li> </ul>
	12 ----- 15 ----- 20	21 ----- 22 ----- 23 ----- 24 ----- 26	27----- 28----- 29-----30
<b>Total Points</b>	<b>/160 points possible</b>		

**Additional Comments:**

**Analyse** causes, **Examine** major events/technology, **Explain** theme, **Understand** costs, **Discuss** importance/novel

<b>Student Initials:</b> _____	<b>Student Initials:</b> _____	<b>Student Initials:</b> _____
<b>Student Initials:</b> _____	<b>Student Initials:</b> _____	