

WORLD WAR ONE PROJECT

Objective:

You are going to be given the unique opportunity to “live through” the events of the First World War. Through this project, you and your partner will gain a greater understanding of what it was like for those who experienced the war.

This project will require you to research in a variety of ways, including:

- Your Text
- Public Library
- Internet sources



Your Task:

You and your partner must choose **one** of the topics below and complete the required tasks. Your project will be displayed around the class for a walk-around.

Option 1: World War One Exhibit or Memorial

Create an exhibit or memorial commemorating an important event during the war involving Canadians (eg. Vimy Ridge) or the contribution of a famous Canadian (eg. Billy Bishop, Arthur Currie etc.). Your exhibit or memorial can take a number of different forms, but must be visually appealing and contain detailed information on the event or individual, their accomplishments and impact.



Option 2: Battlefield Model

Produce a battlefield model of one of the famous battles involving Canadians (eg. Ypres, Somme, Vimy Ridge, Passendaelle). This model should show the position of trench lines, soldiers, artillery and other important aspects of the battle. Include a brief write up that explains the details of the battle: amount of troops involved, generals, capabilities of each side, sequence of events and final outcome.

Option 3: Board Game

Make a board game based on what we have learned during this unit. The board game should be your own idea and not simply a replica of other games. The information produced should place a large emphasis on Canadian involvement, but may also include other aspects of the war that we have discussed.

Option 4: Research a Local Soldier or Relative who Served in WW I

Research a local soldier who served in the war through the following website:

⇒ http://www.rootsweb.com/~canmil/ww1/index.html?o_xid=0039432393&o_lid=0039432393

⇒ <http://www.collectionscanada.ca/archivianet/cef/001042-100.01-e.php>

You may also need to contact local relatives for information on the soldier. You should re-search the following about the soldier:

- Where were they from, when did they enlist and why, where did they train prior to fighting in Europe, what division were they a part of, where did they serve in Europe and what battles were they involved in, did they survive the war, if so, what was life like for them when they returned?
- Include any other interesting facts about the soldier
- You may put the information together in a report or another form of your liking
- **Important: You may also choose to research an ancestor of your family who served in the war. This would be very interesting.**

Option 5: Life as a Soldier

- Make a box (usually tin) or backpack of different items that a soldier at the front lines would have in their possession. (eg. Type of food (doesn't have to be real), letters from home, pictures of family etc.)
- Include a diary where the soldier explains his experiences at the front lines. (Should be 3 pages)

Option 6: Life on the Home Front Drama

Produce a video that details what life was like for those who experienced the war from the home front (eg. Life for a mother who just sent her son(s) to war, contributions of those on the home front (fundraiser), soldier who returns home due to injury etc.) Your video should be a minimum of 10 minutes. Try to dress up like people of that era. You will present your video to the class and submit a script to the teacher.

Option 7: Technology and World War One

Research the different technologies that were developed and used during the war. You may wish to focus on one aspect such as airplanes or several different developments. Be sure to clearly and thoroughly describe the development and its impact on the war. The information can be put together in the form of an exhibit, report, model or other creative design.

Option 8: Different Theatres of War

Most often the only theatre of war focused on is the western front, but the war spread much further than just France and Belgium. Your task is to research another theatre of the war such as the eastern front, battle of the seas, middle east etc. In your report or exhibit identify the important events that took place in that region of the world and their overall impact on the entire war. Also mention important individuals involved.

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Project Rubric sheet

| CRITERIA | LEVEL 1 (50-59%) | LEVEL 2 (60-69%) | LEVEL 3 (70-79%) | LEVEL 4 (80-100%) | Evaluation |
|---|--|---|---|---|-------------------|
| Knowledge <i>(Information you present to the class)</i> | Covers topic with limited depth, some facts are accurate and relevant. | Covers topic with some depth, most facts are accurate and relevant. | Covers topic with considerable depth, all facts are accurate and relevant. | Covers topic with great depth, all facts are accurate, relevant, and supported. | /20 |
| Thinking <i>(Planning of the Project)</i> | Little evidence of pre-planning and final product lacks organization. | Some degree of pre-planning and a fairly organized final product. | Considerable pre-planning and solidly organized final product. | Excellent pre-planning and very organized final product. | /5 |
| Communication <i>(Presenting your knowledge)</i> | Project lacks clarity. Many grammatical errors are present. | Information is present with decent clarity, but there a significant number of grammatical errors. | Information is present with good clarity, but a number of grammatical errors are present. | Information is present in a very clear and coherent manner with little to no grammatical errors | /5 |
| Application <i>(Significance to Canada)</i> | Poorly communicates the significance of the topic to Canadian history. | Fairly effectively communicates the significance of the topic to Canadian history. | Clearly communicates the significance of the topic to Canadian history. | Very clearly communicates the significance of the topic to Canadian history. | /10 |
| Application <i>(Creativity)</i> | Limited amount of creativity used throughout the project. | Decent amount of creativity used throughout the project. | Good amount of creativity used throughout the project. | High degree of creativity used throughout the project. | /10 |
| | | | | TOTAL | /50 |

Comments:

Improvements: