Title: PERSIG WWI

Grade Level: 9-10

Subject/Content: U.S. History

Summary of Lesson: Students will conduct online research to collect material significant to WWI and create a poster of visual and written summaries.

Focus Question: How can we summarize the following aspects of WWI in written and image form? (political, economic, religious/cultural, social, intellectual and geographic)

Resource: U.S. History in Context

Procedures:

Steps/Activities by the Teacher:
- Arrange for students to access U.S. History in Context
- Gather poster materials or announce for students to bring them on assignment day
- Prepare copies of PERSIG guide (below)
- Determine expectations for posters and prepare for students (consider requiring 6-10 sentence summaries and 2-3 images per PERSIG category)
- Review or introduce PERSIG to students as a way to categorize information (Political, Economic, Religious/Cultural, Social, Intellectual, Geographic)
- Go over expectations with class and allow time for questions
- Provide students with access to U.S. History in Context
- Direct Students to explore sources on WWI and create a visual and written summary of each PERSIG category
- Direct students to create a poster including their PERSIG summaries and images
- Allow time for research, writing and poster creation

PERSIG Guide for WWI

Political: Elements of war dealing with presidents/leaders of nations, laws, crime and punishment
Economic: Elements of war dealing with money, business, jobs
Religious/Cultural: Elements of war dealing with religious or cultural beliefs or traditions
Social: What are groups of people doing to support the war effort?
Intellectual: Inventions or improvement on products for war, new ‘high-tech’ war strategies/ideas
Geography: Discuss the locations of major battles and how the climate/geography may have played a role

- Gather class together to share posters
- Collect posters, record grade and display in classroom
- Refer to posters often during unit
Steps/Activities by Student(s):

- Go over PERSIG WWI Guide with teacher and ask questions
- Access U.S. History in Context
- Conduct research to gather material (text and images) on each of the PERSIG categories for WWI
- Write summaries for each of the PERSIG categories for WWI
- Prepare poster by combining written summaries and symbols and images collected from research. Assemble according to PERSIG categories.
- Share poster with class
- Submit posters
- Browse your peer’s posters and reflect

Outcome: Students will be able to provide written and image summaries of the following WWI topics: Politics, economics, culture, social issues, intellectual and geographic.

Related Activities: This lesson can easily connect to the following subjects

English Language Arts:
Expand activity into formal written papers on WWI or practice writing process with summaries

Learning Expectation: Students will use their research skills to gather information on provided topic. Students will use their writing skills to write summaries on WWI. Students will use their creativity to prepare posters.

Standards Alignment

Common Core State Standards
CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Anchor Standard)
CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Anchor Standard)

CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Anchor Standard)

CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9)

By the end of grade 10, read and comprehend literacy nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (10)

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10)

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10)

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10)

CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9-10)

CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (9-10)

**Standard Source:** Common Core State Standards Initiative (2010)