

PUSD REVIEW

7th GRADE

1) Page 1 – Overview defining the term ENLIGHTENMENT – See preview questions following the overview –

“Carefully analyze the image in the Introduction. Images are subjective based on several factors –

(1) As you discuss the questions below with your class, record your answers after each one

(2) List four interesting details you see in this image

(3) What conclusions can you draw about the people at this gathering? Give one piece of evidence to support each conclusion.

(4) In what ways might these people spread the ideas discussed at this gathering?”

What do these questions have to do with the subject at hand. Kids will be creating answers based on what? How are these questions improving a student’s knowledge of this period in history?. If the point is for kids to learn to think and form an opinion or conclusion as to this period in history, give them some tangible facts, both good and bad Images are subjective based on several factors – i.e child’s background, image that artist is attempting to portray, or the child’s mood at the time of this assignment. None of these factors help a child to understand the subject matter.

A WORLD IN CRISIS

Unit 17 - Why did the Great War last so long and bring about so much change?

This section describes the bloodshed in war

SEE QUESTIONS FOLLOWING THIS SECTION

Watch the audio slideshow and then answer the questions that follow

1. How did some propaganda posters encourage people to help the war effort

2. How did some propaganda posters play on people's fears

Video speaks negatively about various real concerns as if there is something wrong with these concerns – i.e, (1) hoarding food (2) posters playing on fears of the British people against invaders (3) a poster with the German Kaiser looking like the devil,with audio

suggesting that "this American poster plays on fears about Germany's ambitions in the world" The audio suggests that America was falsely concerned and spread negative propaganda against Germany.

3. What is one example of how some propaganda posters used symbols?

Unit 18 The Course and Conduct of World War I

This section describes briefly, one man's experience during WW1.

See the Follow up questions, asking the student to listen to two songs and comment

1. Listen to "Over There," a song written during World War I by George M. Cohan, an American composer and entertainer.

Then answer these questions: •

What is the mood of this music?

Does the mood match the lyrics? Explain. •

According to this song, why should young men fight in the war? •

What do you think Cohan's purpose was in writing this song?

2. Listen to "On Patrol in No-Man's Land," a song written by James Reese Europe in 1919 about his experience as a lieutenant in the 369th Regiment of the U.S. Army.

Then answer these questions: •

What is the mood of this music?

Does the mood match the lyrics? Explain. •

According to this song, what dangers do soldiers have to look out for? •

What do you think Europe's purpose was in writing this song?

3. What differences are there between "Over There" and "On Patrol in No-Man's Land"? Which song gives a more realistic version of what the war was like for combatants?

In this Introduction, students are not given enough information regarding the war and why Americans were anxious to sign up. The questions following the Introduction do nothing to get the student to think about and discuss why young men would go to war and the cause of WW1.

And listening to a dated song is not a fair or accurate assessment of this period in history. Students listening to both recordings which are poor and filled with vocabulary of a past generation would probably have trouble answering the questions objectively. One cannot judge the past using today's viewpoints. One would also have to do an assessment of WW1 music and these two writers before asking students to judge these two songs and their defining America's involvement in the war.

Students are being asked to respond subjectively - Every student would have their own prejudices about war and that time in history. So a more interesting

and educational conversation would result if students were exposed to all the facts before being asked to give an opinion on a period of history so important to our country and the world. “

There is also a photograph attached to this lesson plan with the following caption

“Over 2 million Americans served in Europe during World War I. Eager to promote democracy around the world, many entered the war enthusiastically. However, their first taste of battle enlightened American troops to the horrors of war”

We entered the war to stop Germany from taking over Europe. An interesting idea would have been to tell students the real facts behind this war and perhaps that Germany introduced poison gas (thus choking soldiers) and flamethrowers into combat.

The lesson plan about WW1 certainly sanitizes the war and our involvement in it.