

World War 1 Explorer enquiry and debate (KS3)

Lesson Plan 1 (week beginning 6th September 2021)

Given that the emphasis of this workshop is about **enduring values and understanding the impact empire has had**, this is best achieved through **discussion**, rather than entirely through a self-directed quiz. Structure of the lesson is outlined below (independent tasks are in blue)

Overarching theme: World War 1 was a global war that had a negative impact on people living across the world. We are going to look at this past impact by looking at individual people stories as examples.

Message for students: *World War 1 was a global war that had a negative impact on people living across the world. We are going to look at this past impact by looking at individual people stories as examples.*

Section 1: Introduction: Map orientation (structured) and introducing the artefacts

- **Introductory Discussion:** Explain that we are going to be using a digital map to look further into the impact of World War 1 on global people's lives – what other enquiry questions will you be able to explore using the digital map/ what information does a digital map provide?
- Ask the students to use TEM heritage map to look at these World War 1 stories
- What questions do you have about this map?
 - What do we mean by a heritage map?

Link to map:

<https://the-earth-museum.maps.arcgis.com/apps/webappviewer3d/index.html?id=fa7914517beb480ebabddc8f57372038>

1. Using the map search function, type in **'Gallipoli'**
 - a. Have a look at the 5 stories you discover relating to fighting on the Gallipoli Peninsula
 - b. Who fought alongside Lieutenant Harper Lowry from Lee-on-the-Solent in Gully Ravine and lost their lives?
 - c. What did Sergeant Mack pick up at Gallipoli and what do you think it might originally have been used for?
 - d. **Class discussion**– discuss students' ideas about what it might have been like in the trenches at Gallipoli and how soldiers might have felt about the dead of both sides



2. Using the map search function: Find a:
 - i. Cigarette case
 - ii. Gas mask
 - b. What nationalities were their owners?
 - c. What were they used for?
 - d. Where are they now?
3. What object can be found at and who did it belong to:

Latitude	32.76
Longitude	72.86

Enter into the search box as **72.86, 32.76** and press enter

Map self-discovery

- How many different countries contain a story on this map? (*Change the base map to **National Geographic** in the Basemap Gallery to help you with this*)
- Which continent does not have a story connected to it?

Section 2: The price of British citizenship: World War 1 and the British empire

- Using the map search function, find out more about some of the people living in Britain's wider empire in 1914 who were impacted by World War 1 including:
 - Charlotte Edith Anderson **Monture**
 - **Cogwagee**
 - Soldiers on board the SS **Mendi**
 - People living in **Amritsar**
- (search for the words **in bold** above)
- **Class debate**: when war broke out, some of the local people living in these places far away from Britain and Europe volunteered to fight and others did not.
 - **Split the class into two halves** - one half is assigned the point of view that they should sign up and the other half will argue that they should not.
 - Students should prepare their arguments in advance. The teacher or workshop leader should chair the debate.
 - Students should ensure that they address the points made by the opposition before introducing new points.
 - At the end of the debate, students will be able to have a free vote on the outcome of this debate. Ask one or two students to share their reasoning for their decision.

Section 3. War and the movement of people

1. **Looking at the map:** For what reasons do you think people moved around the world during World War 1?
2. How many people came from **China** to serve on the Western Front?
3. How many ordinary people had to leave their homes and become **refugees** during World War 1?

Discussion

4. Can you think of recent and current wars in your lifetime that have seen the mass movement of people? Why does this happen?

Section 4. Actions

What difference can we make? Introduction to Individual Assignment

Write to a friend not in this class telling them about 1 person you have learnt about today using just 50 words

Add your thoughts from today on our wall mural: what we can learn from the past to improve our lives in the present and future?