

## TEACHING AMERICAN HISTORY PROJECT

### *Lesson Title – Europe before and after WWI, maps from Barbara Siner*

Grade – 8

Length of class period – Two 45 minute class periods

Inquiry – What types of events cause a country's borders to change?

Objectives - Students will compare two historical maps of Europe to infer how war and political upheaval change the political boundaries of countries.

Materials - Two historical maps of Europe, one before WWI (1914) and one after the war (1919 to 1938) (<http://www.fsmitha.com/h2/map10eu.htm>) which I put on one 11x17 sheet, copied for each student, crayons or colored pencils.

Activities - Students will color the two maps in the following manner:

1. Color each country which stayed the same politically, the same color on both maps. (ex. Norway)
2. Be sure to color those first.
3. Those countries which immersed in this time period should be clearly separate from previous colors used for that area.
4. Adjoining countries should be done in clearly different colors so that borders are defined.
5. This is not an art project, but neatness counts for clarity reasons.
6. Maps must be completed by end of next class.
7. Answer in 100 words or more: Using examples from your maps, why do maps need to be regularly updated? Your text will give you some information as to why some of these specific changes occurred.
8. The following day, using their maps and homework responses to the question, students will participate in a class discussion focused on changes in the map of Europe as a result of WWI. Students may use their maps and texts to support their observations and conclusions.

How will you assess what student learned during this lesson?

1. Following directions. 40%
2. Accuracy and completeness. 20%
3. Question (content and mechanics) 40%

Connecticut Framework Performance Standards –

- interpret data in historical maps, photographs, art works and other artifacts;
- explain reasons for conflict and the ways conflicts have been resolved;