



"Teddy Malleen and the Soldier Boys, After the Skirmish"

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Creating a WWI Children's Book

Recommended Grade Levels: 6-8, 9-12

Course/Content Area(s): World History, U.S. History, ELA

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LESSON OVERVIEW:	As the final assessment for a unit on World War I, students demonstrate their knowledge and critical analysis skills by creating their own children's book about the war. This project involves analyzing a children's book about WWI and then comparing its portrayal of events and personal experiences with primary sources such as letters and photographs. Students then apply their understanding by writing and illustrating an original children's book that accurately reflects historical events and perspectives. This creative task allows students to synthesize their learning and communicate complex ideas in an engaging and accessible way.
OBJECTIVES:	<i>Students will:</i>
	<p>Historical Understanding:</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of key events, causes, and impacts of World War I. <p>Critical Analysis:</p> <ul style="list-style-type: none"> ● Critically analyze the portrayal of World War I in a selected children's book, identifying themes, characters, and significant events. ● Compare and contrast the children's book with primary sources from World War I to evaluate different perspectives and historical accuracy. <p>Creative Expression:</p> <ul style="list-style-type: none"> ● Create an original children's book about World War I, incorporating accurate historical information and engaging storytelling techniques. <p>Communication Skills:</p> <ul style="list-style-type: none"> ● Effectively present their children's book to the class, explaining their creative choices and the historical context of their work. ● Articulate their reflections on the learning process and the insights gained from the project. <p>Collaboration and Participation:</p> <ul style="list-style-type: none"> ● Engage in group discussions and activities, demonstrating active participation and collaborative skills. <p>Research and Synthesis:</p> <ul style="list-style-type: none"> ● Conduct research using primary and secondary resources to gather information about World War I. ● Synthesize their research into a coherent and educational children's narrative.
STANDARDS ALIGNMENT:	<p>National Council for the Social Studies (NCSS) C3 Framework Standards:</p> <p>History:</p> <ul style="list-style-type: none"> ● D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. ● D2.His.2.9-12: Analyze change and continuity in historical eras.

	<ul style="list-style-type: none"> ● D2.His.4.9-12: Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. ● D2.His.10.9-12: Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. ● D2.His.11.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. <p>Dimension 3: Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> ● D3.1.9-12: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
TIME NEEDED:	Five 45-minute class periods
INTERDISCIPLINARY:	Social Studies, English Language Arts
PRIOR KNOWLEDGE:	<p>Basic Understanding of World War I:</p> <ul style="list-style-type: none"> ● Causes of World War I, including political, economic, and social factors ● Major events and key battles of World War I ● The main countries involved in the conflict ● The impact of World War I on soldiers, civilians, and societies <p>Familiarity with Primary and Secondary Sources:</p> <ul style="list-style-type: none"> ● Understanding the difference between primary and secondary sources ● Experience analyzing primary sources such as letters, photographs, and poems ● Ability to critically evaluate the credibility and reliability of sources <p>Literary Analysis Skills:</p> <ul style="list-style-type: none"> ● Basic skills in analyzing literary elements such as theme, character, and plot ● Experience discussing and interpreting the meaning and message of a text ● Ability to compare and contrast different texts
MATERIALS NEEDED:	<p>Children's Book about World War I:</p> <ul style="list-style-type: none"> ● Copies of a selected children's book (variety of examples below) <ul style="list-style-type: none"> ○ <i>Bunny the Brave War Horse</i> by Elizabeth MacLeod ○ <i>Cher Ami: Based on the World War I Legend of the Fearless Pigeon</i> by Mellisandre Potter ○ <i>Dazzle Ships: World War I and the Art of Confusion</i> by Chris Barton

- *Doing Her Bit: A Story About the Woman's Land Army of America* by Erin Hagar
- *Finding Winnie* by Lindsay Mattick
- *Flo of the Somme* by Hilary Robinson & Martin Impey
- *In Flanders Fields: The Story of the Poem by John McCrae* by Linda Granfield
- *Midnight: A True Story of Loyalty in World War I* by Mark Greenwood
- *One Boy's War* by Lynne Huggins-Cooper
- *Sergeant Billy: The True Story of the Goat Who Went to War* by Mireille Messier
- *Soldier For Equality* by Duncan Tonatiuh
- *Stubby the Dog Soldier: World War I Hero* by Blake Hoena
- *The Christmas Truce: The Place Where Peace Was Found* by Hilary Ann Robinson
- *The Donkey of Gallipoli: A True Story of Courage in World War I* by Mark Greenwood
- *The Enemy* by Davide Cali
- *Where The Poppies Now Grow* by Hilary Ann Robinson

Primary Sources:

- Videos
 - [A Soldier's Food](#)
 - [A Soldier's Kit](#)
 - [Original Footage of WWI](#)
- Photographs from the World War I era
 - [Lieutenant S.W. Torney, Air Service with cat.](#)
 - [The machine gun carts are being pulled by dogs](#)
 - [Augustine Martinez, corporal, Company I, 356th Infantry](#)
 - [USS Leviathan with dazzle camouflage paint](#)
 - For additional examples, browse the [Online Collections Database](#)
- Literature & Letters
 - [In Flanders Fields by John McCrae](#)
 - [Letter Home](#)
 - [Military Life Letter](#)
 - For additional examples, browse the [Online Collections Database](#)

Art and Writing Supplies:

- Blank paper or notebooks
- Colored pencils, markers, crayons
- Rulers, erasers and other basic art supplies

	<ul style="list-style-type: none"> ● Pens and pencils <p>Digital Tools (Optional):</p> <ul style="list-style-type: none"> ● Computers or tablets with internet access ● Digital platforms for creating books (e.g., Google Slides, StoryJumper) <p>Presentation Materials:</p> <ul style="list-style-type: none"> ● Projector or smartboard for displaying the children's book and primary sources ● Speakers for audio elements (if needed) <p>Research Materials:</p> <ul style="list-style-type: none"> ● Access to books, articles and other resources on World War I ● Library access or online databases for additional research <ul style="list-style-type: none"> ○ National WWI Museum and Memorial Online Collections Database <p>Handouts:</p> <ul style="list-style-type: none"> ● Appendix A: Rubric for Assessment ● Appendix B: Rubric for Reflection ● Children's Book Review Guide ● Connecting Fact and Fiction ● Tools for creating the children's book <ul style="list-style-type: none"> ○ Appendix C: Steps for Designing and Creating a Children's Book ○ Appendix D: Tips for Writing a Children's Picture Storybook ○ For a larger, more detailed version of a picture book creation project, see The Children's Picture Book Project ● Optional: Researching for Creative Writing graphic organizer ● Optional: Peer Review Form <p>Reflection Materials:</p> <ul style="list-style-type: none"> ● Paper or digital platform for students to write their reflections <p>Classroom Resources:</p> <ul style="list-style-type: none"> ● Whiteboard and markers ● Classroom seating arranged for group work and discussions
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LESSON

INTRODUCTION:

Objective: To capture students' interest and set the stage for the lesson on World War I by providing a compelling, immersive introduction.

Materials Needed:

- Short Video Clip: [World War I: One Word](#)
- A selection World War I photographs: [Snapshots](#) or [Photo Collection](#)
- A famous World War I poem [In Flanders Fields by John McCrae](#)
- A famous World War I song [Over There](#) ([audio](#))
- Projector or smartboard

Hook:

- 1. Setting the Atmosphere (5 minutes):**
 - Dim the classroom lights and play background music that evokes the World War I era as students enter the room.
 - Display a series of powerful and evocative World War I photographs on the projector or smartboard.
- 2. Video Clip (5 minutes):**
 - Show a short, engaging video clip that provides a dramatic introduction to World War I. Ensure the clip is impactful and leaves students curious about the era.
- 3. Reading of "In Flanders Fields" (5 minutes):**
 - Turn off the music and read the poem "In Flanders Fields" by John McCrae aloud to the class.
 - After reading, briefly discuss the emotions and imagery evoked by the poem.
- 4. Discussion Questions (5 minutes):**
 - Pose the following questions to the class and facilitate a brief discussion:
 - What images or feelings stood out to you from the video and photographs?
 - How did the poem make you feel? What do you think it says about the experiences of soldiers during World War I?
 - Why do you think it's important to learn about World War I, especially through different types of media like books, photographs and poems?

Total Time: 20 minutes

DIRECTIONS:

Project Procedures:

1. Introduction to the Project:

- Explain the assessment task to students, emphasizing the importance of creativity, historical accuracy, and engaging storytelling.
- Discuss the elements of a good children's book (e.g., clear narrative, relatable characters, appropriate illustrations).

2. Analysis (1 class period):

- Participate in a whole-class analysis of a children's picture book about WWI.
 - Use the [Children's Book Review Guide](#)
 - Project a book as you read it out loud to students and model answering the questions.
- Have students analyze a different children's picture book about WWI, using the same review guide and provide students with feedback on their reviews.
- Ask students to choose one of the children's picture books and have them complete the [Connecting Fact and Fiction](#) sheet.

3. Planning (1-2 class periods):

- Begin class by reminding students what they learned about how authors have created children's picture books about the Great War. Remind them that they cannot just recreate a book that already exists.
- Go over the rubric with students (Appendix A) to review expectations.
- Provide students with time to brainstorm and plan their book. They should:
 - Choose a specific event or theme from World War I to focus on.
 - Decide on the format of their book (e.g., story, diary entries, letters).
 - Outline the main plot and characters.
- Encourage students to research additional information if needed to ensure historical accuracy.
- Provide students with Appendix C and Appendix D for guidance.
- Optional: Provide students with a [Researching for Creative Writing](#) graphic organizer if desired.

4. Creating the Book (2-3 class periods):

- Allow students to work on their books during class time. They should:
 - Write the text, keeping it simple and engaging for young readers.
 - Create illustrations or find appropriate images (with proper citations if using digital tools).
 - Design the layout of their book.
 - Afterword (Reflection) – Provide the rubric for students (Appendix B)
 1. Reflect on what you learned about World War I through this project.
 2. Describe how the creative process (stories, art, performances) helped you understand historical events and perspectives better.
 3. Include your thoughts on why learning about World War I is important.
 4. Consider how understanding these historical events can impact your view of the world today.

5. Presentation (1-2 class periods):

- Each student/group will present their book to the class.
- During the presentation, students should:
 - Read an excerpt from their book.
 - Explain the historical context and why they chose their particular focus.
 - Discuss their creative process and any challenges they faced.
 - Optional for other teams: provide a feedback form to fill while listening.

MODIFICATIONS/ACCOMMODATIONS

Instructional Modifications:

- **Simplified Instructions:** Provide written and verbal instructions in simplified language.
- **Frequent Check-Ins:** Regularly check for understanding and provide additional explanations as needed.
- **Visual Aids:** Use graphic organizers, charts, and visual aids to support instruction.
- **Preview Materials:** Provide an overview or preview of the children's book and primary sources before class discussions.

Assessment Modifications:

- **Extended Time:** Allow additional time for completing reading, analysis, and creative project tasks.
- **Alternative Formats:** Permit students to present their projects in different formats, such as digital presentations, oral reports, or simplified storyboards.
- **Chunking Tasks:** Break down the project into smaller, manageable steps with individual deadlines.
- **Modified Rubric:** Adjust the rubric criteria to match the student's abilities and goals outlined in their IEP or 504 Plan.

Materials Modifications:

- **Adapted Reading Materials:** Offer audiobooks or digital text versions of the children's book and primary sources.
- **Larger Print:** Provide materials in larger print for students with visual impairments.
- **Assistive Technology:** Provide access to text-to-speech software, speech-to-text tools, or other assistive technology as needed.

Appendix A:

Rubric for Assessment:

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Historical Accuracy	All information is accurate and well-researched	Mostly accurate with minor errors.	Some accurate information but several errors.	Many inaccuracies and lack of research.
Creativity	Very creative, engaging, and original.	Creative and engaging.	Some creativity and engagement.	Lacks creativity and engagement.
Clarity and Readability	Very clear, easy to read, and age-appropriate	Clear and mostly easy to read.	Some parts are unclear or difficult to read.	Difficult to read and not age-appropriate.
Illustrations/Design	Excellent illustrations/design that enhance the story.	Good illustrations/design.	Adequate illustrations/design.	Poor or no illustrations/design.
Presentation	Well-prepared, confident, and clear presentation.	Good presentation with minor issues.	Somewhat prepared but lacks confidence.	Poorly prepared and unclear presentation.

Appendix B:

Reflection/Afterword Assessment:

Criterion	1 - Beginning	2 - Developing	3 - Proficient	4 - Advanced
Understanding of WWI	Shows minimal understanding of WWI concepts and events.	Shows some understanding of WWI concepts and events, with limited detail.	Shows a clear understanding of WWI concepts and events, with relevant details.	Demonstrates a thorough understanding of WWI concepts and events, with insightful and detailed explanations.
Creative Process Insight	Mentions the creative process but provides little to no explanation of its impact on understanding.	Provides a basic explanation of how the creative process aided understanding, with few examples.	Clearly explains how the creative process enhanced understanding, with specific examples.	Provides a comprehensive explanation of how the creative process significantly enhanced understanding, with multiple specific examples.
Importance of Learning WWI	Gives little to no reasoning on the importance of learning about WWI.	Provides basic reasoning on the importance of learning about WWI, with limited connection to personal perspective.	Clearly explains the importance of learning about WWI and connects it to personal perspective.	Thoroughly explains the importance of learning about WWI, with strong connections to personal perspective and current events.
Clarity and Structure	Reflection is unclear, disorganized, and difficult to follow.	Reflection has some organization but lacks clarity and coherence.	Reflection is clear, organized, and coherent, with minor lapses.	Reflection is exceptionally clear, well-organized, and highly coherent.
Personal Insight	Provides little to no personal insight or connection to the project.	Offers some personal insight or connection to the project, but it is limited.	Provides clear personal insight and connections to the project.	Demonstrates deep personal insight and meaningful connections to the project.

Appendix C:

Steps for Designing and Creating a Children's Book

1. **Define Your Concept and Audience**
 - Decide on the age group your book will target (e.g., toddlers, early readers).
 - Develop a clear theme or message that you want your book to convey.
 - Consider how your story can be educational or provide moral lessons.
2. **Storyboard Your Book**
 - Create a storyboard or outline to plan the flow of your story.
 - Determine how many pages your book will have and sketch out the basic layout for each page.
 - Plan the balance between text and illustrations on each page.
3. **Write the Manuscript**
 - Write a draft of your story. Keep the language simple and engaging for your target age group.
 - Consider using rhyme or repetition for younger children to make the story more engaging.
 - Make sure the story has a clear beginning, middle, and end.
4. **Create the Illustrations**
 - Decide on the art style that fits your story (e.g., watercolor, digital, collage).
 - Sketch out your illustrations based on your storyboard. Focus on creating colorful and expressive images that complement the text.
 - If using computer: use tools like Adobe Illustrator, Photoshop, or free alternatives like GIMP and Canva.
5. **Design the Layout**
 - Combine your text and illustrations into a digital layout using software like Adobe InDesign, PowerPoint, or Google Slides.
 - Pay attention to text placement, font choice, and the overall visual appeal of each page.
 - Ensure the text is legible and well-integrated with the illustrations.
6. **Edit and Revise**
 - Review your manuscript and illustrations for clarity, coherence, and age-appropriateness.
 - Edit the text for grammar, flow, and pacing.
 - Get feedback from peers, teachers, or younger children to improve the book.
7. **Finalize Your Book**
 - Make any necessary adjustments based on feedback (peer-review)
 - Double-check for any errors or inconsistencies.

Appendix D:

Tips and Ideas for Creating a Children's Book

- **Engage Your Audience:** Use interactive elements like lift-the-flap or touch-and-feel features for younger children.
- **Include Diversity:** Represent diverse characters and experiences to make your book relatable to a wider audience.
- **Use Imagery Effectively:** Visual storytelling is key in children's books. Ensure that your illustrations tell part of the story and enhance comprehension.
- **Test Your Book:** Read your book aloud to children or have others read it to get feedback on its appeal and understandability.
- **Consider Collaborations:** Work with an illustrator if you're not confident in your artistic abilities, or team up with a writer if your strength lies in illustration.
- **Research Publishing Options:** Explore different publishing options that fit your budget and goals, from print-on-demand services to local printers.

Project Guidelines for Students

- **Research and Planning:** Spend time researching successful children's books and understanding what makes them engaging.
- **Teamwork:** If working in groups, assign roles based on each team member's strengths (writer, illustrator, editor, designer).
- **Deadlines:** Set clear deadlines for each phase of the project to ensure timely completion.
- **Presentation:** Prepare a presentation to showcase your book, including your process and the final product.
- **Reflection:** Write a reflection on what you learned from the project and how you applied your skills.