Mary McInerney

**Library of Congress-WWI Popplet**

**Objectives:**

* Students will be able to collect information about a specific individual serving in World War I.
* Students will be able to organize important details about the individual’s story into an appealing graphic.
* Students will be able to apply information about World War I learned in class to evaluate the individual’s story.

**Common Core Standards:**

* [CCSS.ELA-LITERACY.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/)  
  Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

* [CCSS.ELA-LITERACY.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/)  
  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

* [CCSS.ELA-LITERACY.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/)  
  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**Directions:**

1. Click on the following link to bring you to the collection “World War I: In the Trenches”: <http://www.loc.gov/vets/stories/wwi-trenches.html#stories>. You will work with one person of your choosing (or 2 people depending on the size of the class), and you will be assigned a specific individual’s story to read about and understand.
2. After you have been assigned an individual, read through their story, taking notes of all important documents, photos, narratives, and other sources provided within the individual’s story.
3. You and your partner will create a Popplet (by visiting <https://popplet.com/>) about your assigned individual. The following must be included in your Popplet:
   1. Individual’s name
   2. A picture of the individual
   3. Biographical Information. Must include AT LEAST: state of birth, years of service, location of service, branch of service, highest rank. (Any additional biographical information may be included, but will not be given any extra credit.)
   4. A quote from the individual provided in their story
   5. A short paragraph of you taking the view of the individual and talking about their experience during WWI
4. After completing the Popplet, you and your partner will present the Popplet to the class, making sure you cover all required information.
5. Your Popplet should be organized and easy for the class to follow along with.

**Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
| **World War I Popplet** | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Teacher Name: **Ms. McInerney** | |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
|  |  |  |  |  |
| CATEGORY | 4 | 3 | 2 | 1 |
| Content | Includes individual\'s story completely with details and examples. Knowledge of individual is excellent. | Includes most of the important details of individual\'s story. Knowledge of individual appears to be good. | Includes some information of individual\'s story. Not all details are included or details do not pertain to the assigned individual. | Does not include information from the individual assigned or information is gotten from a source other than the one provided. |
| Requirements | All listed requirements are met. | Most listed requirements are met, only missing 1 or 2 requirements. | Some listed requirements are met, others completely forgotten. | More than half the listed requirements are not included. |
| Organization of Popplet | Popplet is visually appealing and organized in a way that class can follow completely. | Popplet is somewhat appealing, and organized completely for the most part. | Popplet is not very appealing, class has some difficulties following along. | Popplet is not visually appealing at all and class has many difficulties following along. |
| Oral Presentation | Interesting, well-rehearsed with smooth delivery that holds audience attention. | Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention. | Delivery not smooth, but able to hold audience attention most of the time. | Delivery not smooth and audience attention lost. |
|  |  |  |  |  |