

Focused Inquiry

Can perspective change the remembrance of a past event?



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A black and white photograph of the painting in Memory Hall at Liberty Memorial depicting the 1921 dedication of the Liberty Memorial site on November 1, 1921.

Online Collections Database, 1979.31.40, www.theworldwar.org/research/database. National WWI Museum and Memorial. Online.

Recommended Grade Levels	9 th -12 th Grade
Time Needed	Two 45- minute class periods or one 90-minute block

Standards	<p>National Council for the Social Studies (NCSS) C3 Framework Standards:</p> <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.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. ● D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. ● D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. ● D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
Staging the Question	<ul style="list-style-type: none"> ● Define the following terms in your own words: <ul style="list-style-type: none"> ○ Legacy ○ Remembrance ○ Perspective ● Can perspective change the view of a past event?
Background Knowledge	<ul style="list-style-type: none"> ● Students will need to have prior knowledge of World War I and the major events that occurred during it. ● Students will need a basic understanding of the type of warfare used, the effects of war on civilians and soldiers, the technological advances made, and the outcome of post-war talks.
Lesson Resources	<ul style="list-style-type: none"> ● Guiding Slides ● Printable Resources (included below, pages 5-13) ● Gallery Walk Graphic Organizer

Supporting Question

How should World War I be remembered?

Formative Performance Task

Students will complete a gallery walk of various primary and secondary sources of World War I, while filling out an organizer of their thoughts. Students will analyze each photo and formulate a response to the Supporting Question.

Steps:

1. Students answer the staging questions, defining specific terms in their own words. (slides 1-2)
2. Students watch the short clip about the [legacy of World War I](#). (slide 3)
3. Provide students with the organizer and review instructions for the gallery walk.
4. Have students explore and find a source that is posted on the wall in the classroom, and then analyze the source at each spot.
5. They may work with a partner as they view the various sources throughout the room.
 - a. Students are not given a specific amount of time to spend with each source but will be told to spend at least 2-3 minutes at each one.
6. The organizer asks students to analyze each photo and infer basic information about each source.
7. Once students have completed the organizer, they should then read and answer the two final questions.
 - a. Students will use the time left in class to formulate their perspective and opinion for the summative activity the following class.

Featured Sources

- **Source A:** Clauses from the Treaty of Versailles (1919)
- **Source B:** Excerpt from Eric Ludendorff, *My War Memories*, 1914-1918
- **Source C:** Online Collections Database, “2005.98.405”, www.theworldwar.org/research/database. National WWI Museum and Memorial. Online. Accessed July 24, 2025.
- **Source D:** Online Collections Database, “1977.1.99”, www.theworldwar.org/research/database. National WWI Museum and Memorial. Online. Accessed July 24, 2025.
- **Source E:** Online Collections Database, “2002.50.46”, www.theworldwar.org/research/database. National WWI Museum and Memorial. Online. Accessed July 24, 2025.
- **Source F:** Online Collections Database, “1927.21.11”, www.theworldwar.org/research/database. National WWI Museum and Memorial. Online. Accessed July 24, 2025.
- **Source G:** Daftari, A. (2025, July 23), *Iran's Rocket Launch Raises Alarm*, Newsweek. [Iran's Rocket Launch Raises Alarm - Newsweek](#)
- **Source H:** Online Collections Database, “1926.21.2o”, www.theworldwar.org/research/database. National WWI Museum and Memorial. Online. Accessed July 24, 2025.
- **Source I:** Online Collections Database, “1926.21.2p”, www.theworldwar.org/research/database. National WWI Museum and Memorial. Online. Accessed July 24, 2025.

**Summative
Performance
Task**

ARGUMENT: Can perspective change the remembrance of a past event?

Participate in a Socratic Seminar about World War I and its legacy. The discussion will center around how World War I should be remembered, but will delve into the compelling question, analyzing how perspectives can change how an event is remembered. Students will drive the discussion, but the teacher will start the conversation with the question “How should World War I be remembered? What is its legacy?” and have students give opinions using evidence from the provided sources.

Other questions that may come up or the teacher can introduce if there is a lull in the conversation:

- What do the sources show about the war's remembrance?
- Which sources do the best at showing perspective?
- Does it matter what country’s perspective is being shown?

EXTENSION: Students will create a pamphlet that tells about World War I, while having the student reflect on the legacy of the war. They can include information learned from previous lessons, and will have a section where they will address the legacy of the war.

Featured Source	Source A: Clauses from the Treaty of Versailles (1919)
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80. Germany will respect the independence of Austria.

81. Germany recognizes the complete independence of Czechoslovakia.

87. Germany recognizes the complete independence of Poland.

119. Germany surrenders all her rights and titles over her overseas countries.

159. The German military forces shall be demobilized and reduced not to exceed 100,000 men.

181. The German navy must not exceed 6 battleships, 6 light cruisers, 12 destroyers, and 12 torpedo boats. No submarines are to be included.

198. The Armed Forces of Germany must not include any military or naval air forces.

231. Germany and her Allies accept the responsibility for causing all the loss and damage to the Allied Powers.

233. Germany will pay for all damages done to the civilian population and property of the Allied Governments. [The figure was later set at \$33 billion].

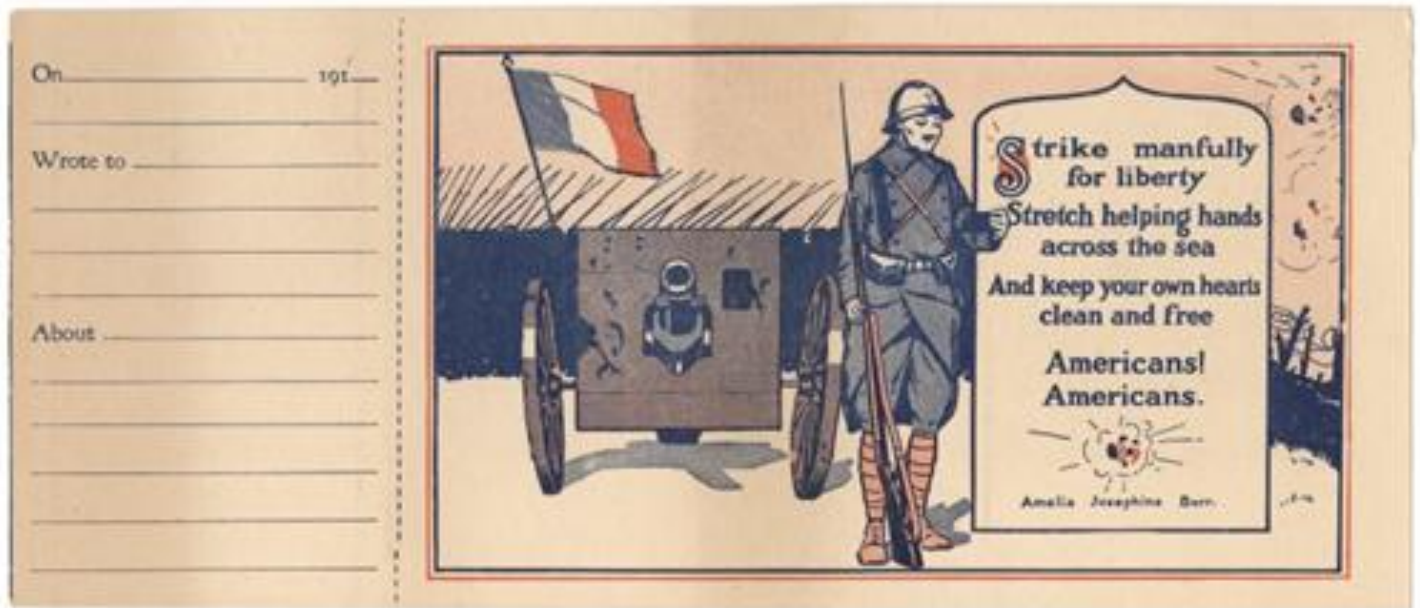
428. To guarantee the execution of the Treaty, the German territory situated to the west of the Rhine River will be occupied by Allied troops for fifteen years.

431. The occupation forces will be withdrawn as soon as Germany complies with the Treaty.

Featured Source**Source B:** Excerpt from Eric Ludendorff, *My War Memories, 1914-1918*

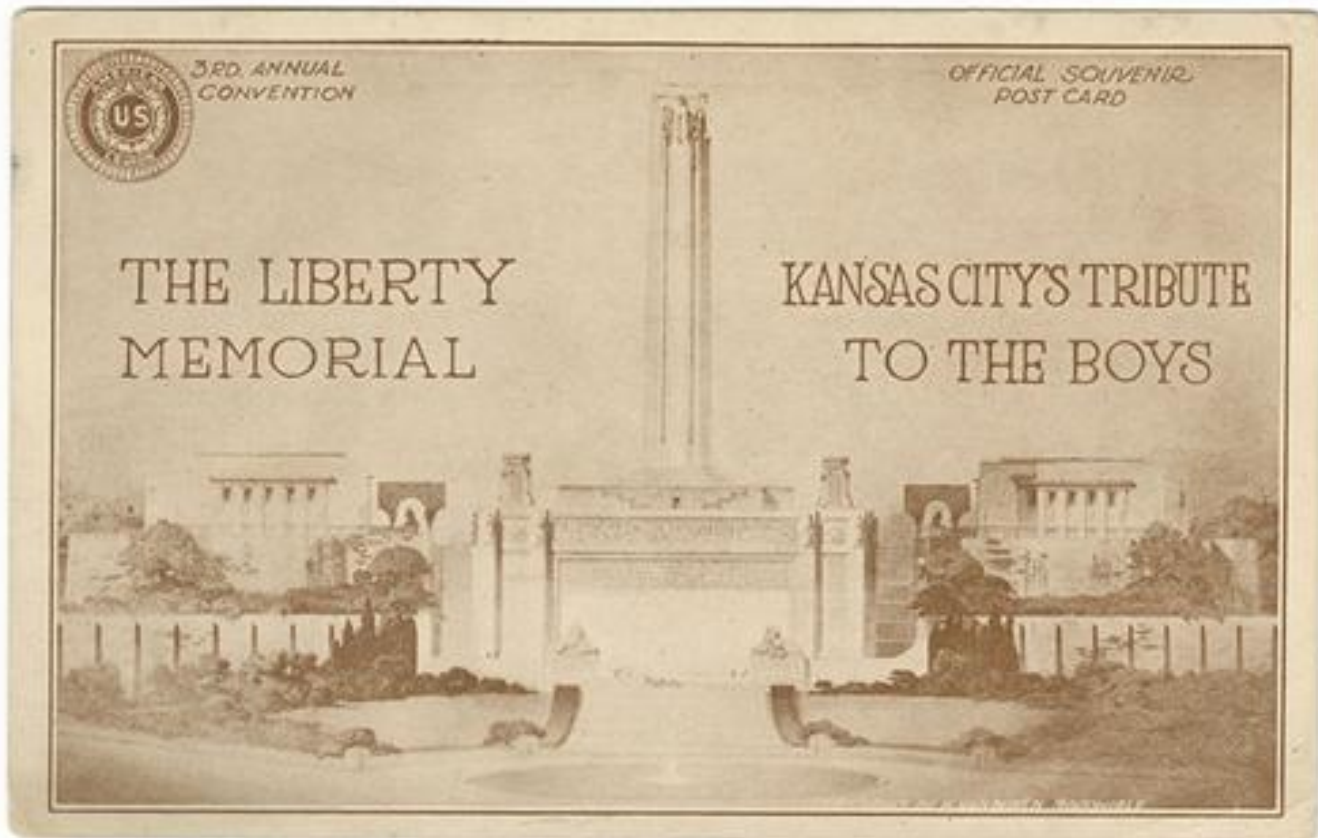
The proud German Army, after victoriously resisting an enemy superior in numbers for four years, performing feats unprecedented in history, and keeping our foes from our frontiers, disappeared in a moment. Our victorious fleet was handed over to the enemy. The authorities at home, who had not fought against the enemy, could not hurry fast enough to pardon deserters and other military criminals, including among these many of their own number, themselves and their nearest friends.

They and the Soldiers' Councils worked with zeal, determination and purpose to destroy the whole military structure. Such was the gratitude of the new homeland to the German soldiers who had bled and died for it in millions. The destruction of Germany's power to defend herself - the work of Germans - was the most tragic crime the world has witnessed. A tidal wave had broken over Germany, not by the force of nature, but through the weakness of the Government, represented by the Chancellor, and the paralysis of a leaderless people.

Featured Source**Source C:** Object ID 2005.98.405 Object Name- Postcard

Color postcard of a French soldier standing in front of an artillery gun and a line of nondescript soldiers with the French flag. On the left is a poem by Amelia Josephine Burr, transcribed: "Strike manfully for liberty / Stretch helping hands across the sea / And keep your own hearts clean and free / Americans! / Americans." Far left of postcard includes a detachable information stub. Part of "The Friendship Check Book" postcard series. 8.9 x 20.5 cm.

CREDIT: National WWI Museum and Memorial

Featured Source**Source D:** Object ID 1977.1.99 Object Name- Postcard

Description A postcard with illustration of the original design by H. Van Buren Magonigle for the Liberty Memorial. An official souvenir postcard from the 3rd Annual Convention of the American Legion. Front reads, "THE LIBERTY MEMORIAL / KANSAS CITY'S TRIBUTE TO THE BOYS." Caption on back reads, "KANSAS CITY's LIBERTY MEMORIAL / The memorial will be across the plaza directly south of Union Station. The shaft, at the entrance, will be 280 feet high, including a base, and the top will be 342 feet above the water line of the Missouri river. It will be the highest point in Kansas City. Cost \$2,000,000, raised by popular subscription."

Credit: National WWI Museum and Memorial

Featured Source**Source E: Object ID- 2002.50.46 Object Name- Pamphlet**

Description A pamphlet for the solicitation of funds for the building of the Liberty Memorial. Front page features "In Flanders Fields" poem by John McCrae. Inner pages and back features the names of Kansas Citians who died in service during World War I.

Credit: National WWI Museum and Memorial

Featured Source**Source F: Object ID 1927.21.11 Object Name- Postcard, Picture**

Description- A black and white photographic postcard showing damage from the Battle of the Marne at Sermaize-les-Bains, France. Postcard is dated December 1927 and named as from J. Lewis Taylor.

CREDIT: National WWI Museum and Memorial

Iran's rocket launch raises alarm

Science

Posted on AllSides July 23rd, 2025



From The Center

Newsweek



AllSides Media Bias Rating: **Center**

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Based on facts, either observed and verified firsthand by the reporter, or reported and verified from knowledgeable sources. Iran has successfully conducted a test of its latest Qased satellite launch rocket, marking its first such trial since a ceasefire ended a 12-day war with Israel in June—a conflict that also saw U.S. strikes on Iranian nuclear-linked sites. The rocket launch comes amid heightened scrutiny of Iran's missile program and rising security threats in the Middle East. Iran's state news agency described the launch as an effort to "assess some emerging...

Featured Source**Source H:** Object ID 1926.21.2o Object Name- Print, Photographic

Description- Photograph of wounded on stretchers waiting to be evacuated near Ginchy, France. September 25, 1916

Featured Source**Source I:** Object ID 1926.21.2p Object Name- Print, Photographic

Description- Photograph of the Royal Army Corps drawing rations at the railhead of Ecuire, France. June 28, 1917.

CREDIT: National WWI Museum and Memorial