

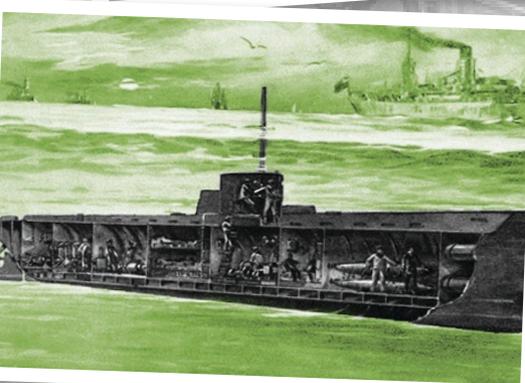


More Dreadnoughts Needed to Maintain Great Britain's Naval Supremacy.

Great Keelhaul Among 1,200 Prisoners Locked in Cells When Fleets Meet North.

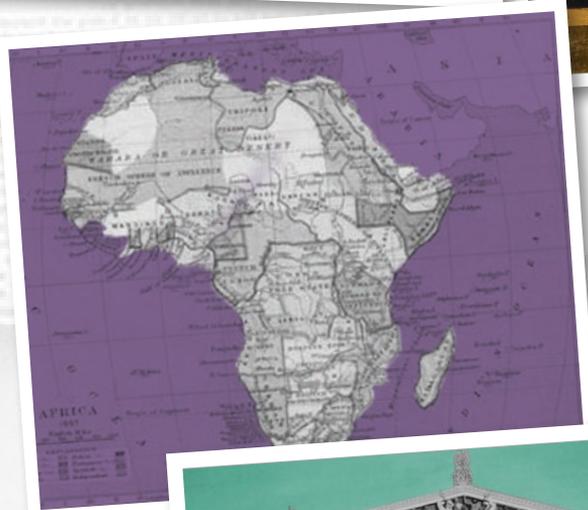
London, March 10.—The Admiralty yesterday by dispatch advised that the Lord of the Admiralty, Sir John Fisher, has decided to order the construction of 10 dreadnoughts to be built by the British Iron Works Co. Ltd. at Great Yarmouth, Norfolk. It is stated that it will be necessary to build 10 dreadnoughts to maintain the British fleet at the present level of efficiency.

PROGRAM OVERVIEW



Prompt Action Taken in Case of Russian-Bill To Introduced Today

...The House will not act on the Russian-Bill until after the House adjourns today. The bill will be introduced by the House on Monday. The bill is a measure to provide for the payment of the Russian-Bill to the Russian and French Governments. The bill is a measure to provide for the payment of the Russian-Bill to the Russian and French Governments. The bill is a measure to provide for the payment of the Russian-Bill to the Russian and French Governments.



SAVVAS



project
Imagine
WORLD HISTORY



Be Part of History

Project Imagine is a modular, immersive learning program that's easy to add to your World History curriculum. Six flexible modules provide immersive experiences driven by primary sources. Students don't just study history—they experience it up close.

Imagine engaging primary sources.

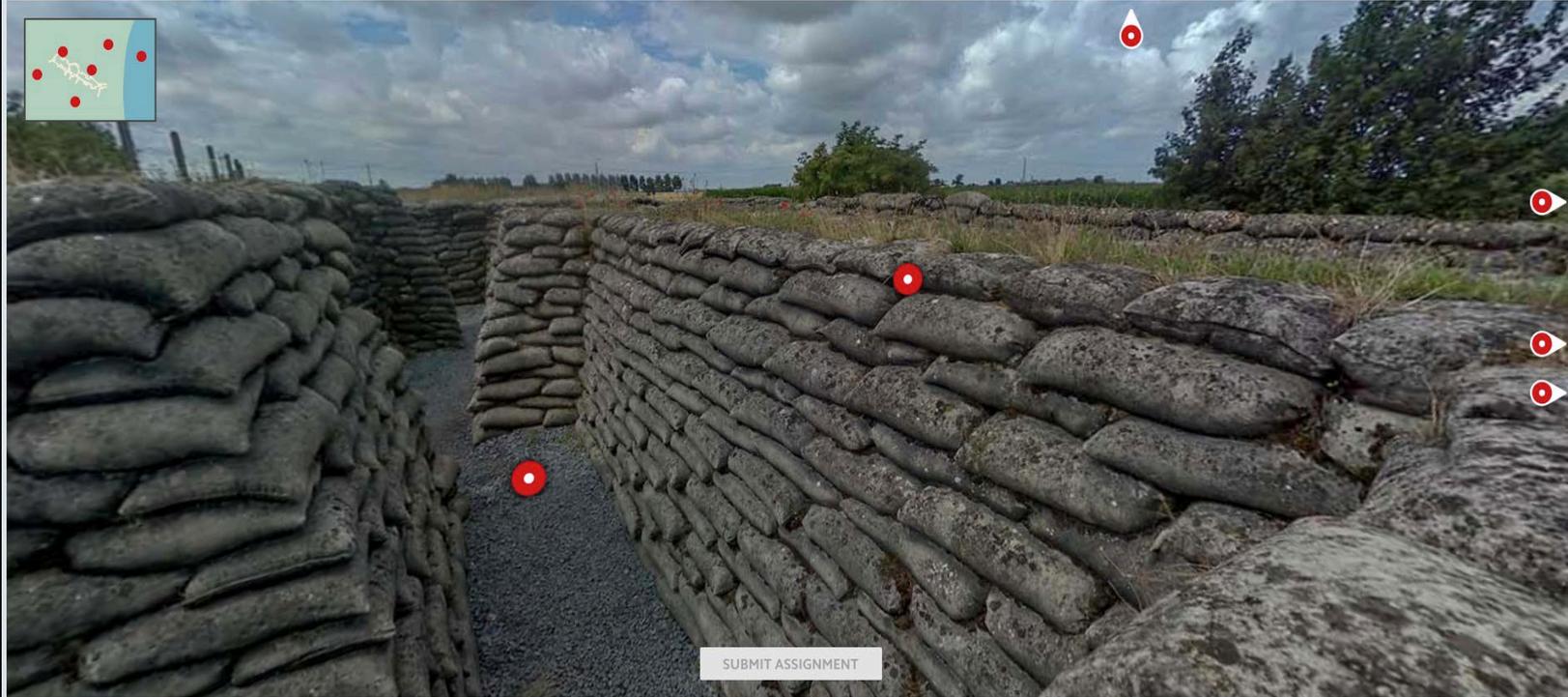
Primary sources are the building blocks of each immersive activity. Students will gain a perspective on culture and everyday life through archival videos, music, photographs, and more.

Imagine technology with a purpose.

Experience 360° virtual reality environments. Students explore historic sites, role play, and analyze interactive maps. Opinion polls and decision trees invite students to think critically, use evidence, and make choices about outcomes and events.

Imagine a flexible curriculum.

All six learning modules are on SavvasRealize.com, our premium digital platform. Realize makes the modules easy to access and assign. Use for whole-class learning, homework, unit inquiry, or add to your primary source library. Project Imagine supports any World History curriculum.



Try a demo!
Savvas.com/Project-Imagine



History That Moves Learning Forward

Every city and town has historic sites and museums—places we visit to experience history through the people who lived it. It's time to teach our students history using this immersive approach. **Project Imagine** lets students view history from multiple perspectives to deepen understanding, empathy, and emotional engagement.



FLEXIBLE LEARNING THROUGH INQUIRY

The learning model promotes inquiry. It's flexible, so you can use it with any additional resources in your World History course.

- **Launch It!**
Set the scene with an engaging video, background summary, and Guiding Questions.
- **Explore It!**
Students will acquire knowledge and skills by analyzing rich primary sources through engaging technology and immersive experiences.
- **Apply It!**
Students will demonstrate understanding by completing a Document-Based Writing Activity or participating in a Civic Discussion.

Immersive Modules

Ancient Greece

China's Tang and Song Dynasties

The Renaissance

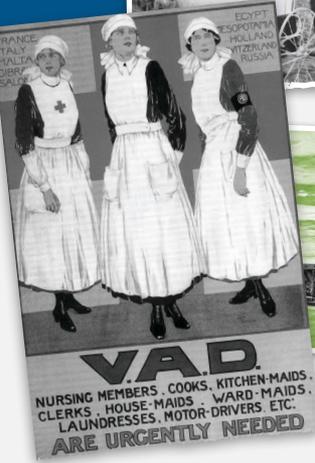
The Early Industrial Revolution

World War I

Africa, 1945-1985

Evoke Emotion Through Primary Sources

Students investigate history through compelling artifacts—letters, videos, photos, contracts, and more. Engaging activities assess students' understanding of the sources.



Think of a time you had to do without some item you needed or wanted, or a time you had to give up something that was valuable to you. To what extent does the reason for a sacrifice make it easier or more difficult to cope with?

Rich text editor interface with a toolbar (bold, italic, underline, list, link, undo, redo) and a text area. A '1000' character count is visible at the bottom left.

What were the ways that Americans on the home front contributed to helping win the war and what motivated them to do so?

Rich text editor interface with a toolbar and a text area. A '1000' character count is visible at the bottom left. A 'Close' button is at the bottom right.

Support Writing and Reflection

Each immersive ends with a Reflection Question to enhance the experience. These questions will assess students' content knowledge and connection to their lives today.

Assess Students' Work

Optional assessments for each topic encourage students to communicate ideas and demonstrate understandings. Each topic includes a civic discussion, document-based writing activity, and optional project.

Name: _____ Class: _____ Date: _____

PROJECT-BASED LEARNING INQUIRY - WORLD WAR I
Create a Video on the Impact of Technology on the First World War

Student Instructions
 For this project you will research and create a video using Adobe Spark® or a similar tool. Your video should describe and illustrate how technology impacted World War I through photographs, primary sources, and data. Your video should help answer the Driving Question: **How did technology shape the World War I experiences of soldiers and civilians?**

Your presentation should reflect the following Enduring Understandings:

- Complex underlying tensions can quickly explode into open conflict because of a single incident.
- The demands of total war create intense pressures that can both damage and transform societies.
- Advances in technology can have both positive and negative applications.
- The end of a conflict often does not resolve all issues.

Before you get started, review the Rubric for a Video and the model project, [TITLE TK].

STEP 1 Identify Your Subject
 First, your team will need to choose a subject or subjects that will be the focus of your presentation. You should research how technology impacted soldiers and/or civilians, choosing one or more technology or advancement to focus on, depending on your teacher's instructions. The list below includes some of the topics that you can research.

- Advanced weaponry
- Tanks
- Automobiles
- Aircraft
- Poison gas
- Submarines
- Dreadnoughts

Did anyone truly win World War I?

Text input area for student response.

Experience Multiple Perspectives

In the **Role Play Immersive** students experience history through different lenses. Students will take on the role of a person in history—see their homes, their routines, their decisions—and experience how historical events affect ordinary people's lives.



Erich



Charles



Katarina



Viviane

Erich

You're a 44-year-old German man who works for a manufacturing firm in the northern town of Kiel. You take immense pride in your work, which contributes every day to the economic and military might of Germany.

EXPLORE

1 Choose a Role Students will choose from different roles to see history from different perspectives.

COMPLETE ASSIGNMENT

2

Learn Their Story Uncover past lives and examine their choices—students will learn more about their character and the challenges he or she faced.

ERICH'S STORY SCENE 1

Office, 1909

You were born just a year before the founding of the German Empire in 1871, so you've grown up alongside your young nation. You're immensely proud of your country. In just a few decades, Germany has developed one of the most powerful industrial economies in the world. Producing sophisticated products like machinery and weaponry unlike anything seen elsewhere. You're proud of your country's weaponry, because your father was a soldier.

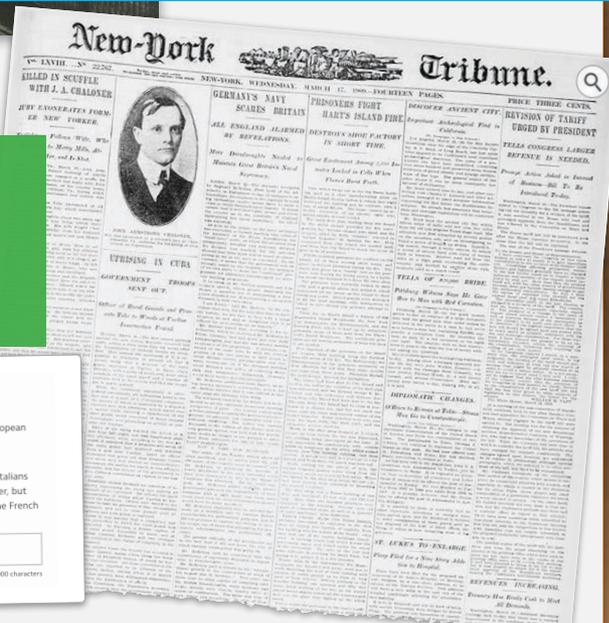
Germany's industrial might does not guarantee security. Neighboring powers Britain, France, and Russia have formed an alliance called the Triple Entente, encircling Germany. Even though Germany is part of the Triple Alliance with Austria-Hungary and Italy, the rival alliance still troubles many Germans. But you're not worried. Every day, the work you do producing warships helps ensure that Germany can protect itself against any foreign threat. You hope that one day, the German navy will rival even Britain's fleet.

3

See Their World See primary sources within the context of the past. Students will forge a deeper understanding of primary sources, as they explore scenes from their characters' lives.

Exit Follow the Paths to War

Erich ▾



Analyze Primary Sources Primary sources connect students to the past with original images and excerpts. Students are asked to interact with the source and relate to their character.

Activities
 Complete these activities, then select the button to continue.

1. Highlight the sentence that describes what motivates the European powers to carry out the acts Blunt describes.
2. Explain what Blunt means by this sentence: "The French and Italians for the moment are playing a less prominent part in the slaughter, but their inactivity grieves them." Why, according to Blunt, would the French and Italians feel this way?

Write what you are thinking.

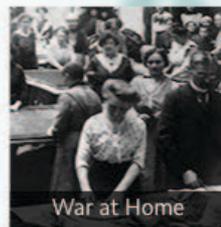
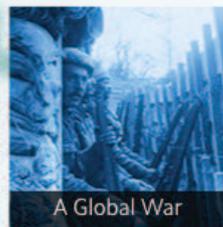
 Maximum 1000 characters

Uncover Layers of History

Give your students context to World History with the **Interactive Map Immersive**.

Use the map to see how the world changes all the time. See the location and time of events while learning about them through the eyes of people on the ground.

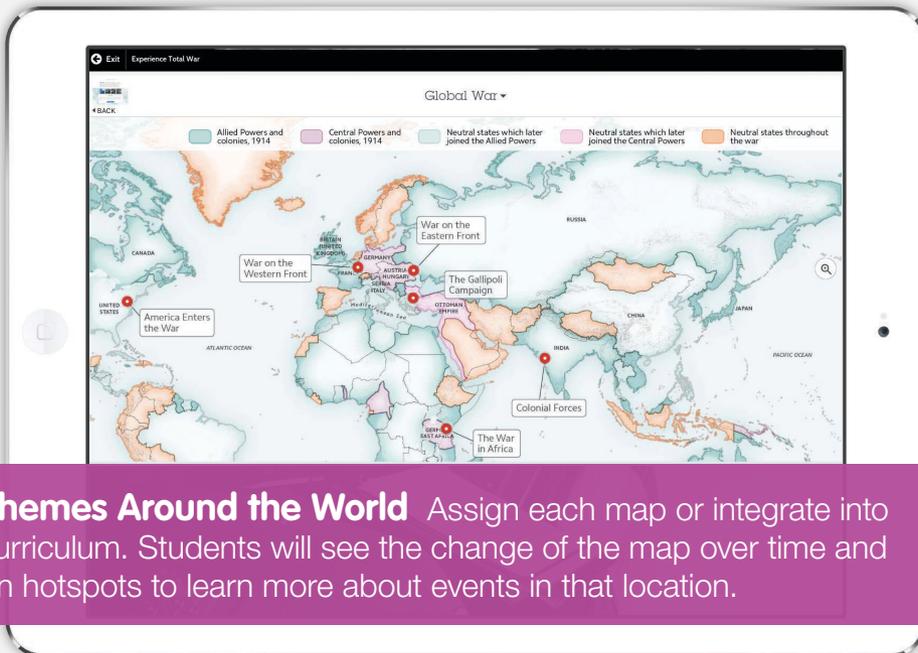
Choose an image below to explore a map that examines some of the major events of World War I. On each map, select red dots to view primary sources and learn about how the conflict unfolded and impacted the lives of people all across the world.



A Global War

The conflict that erupted in 1914 was truly a world war. As a fight between imperial nations, its reach stretched farther than any conflict before it and swept people from Europe, Asia, Africa, Australia, and the Americas into combat.

EXPLORE



1 See Themes Around the World Assign each map or integrate into your curriculum. Students will see the change of the map over time and click on hotspots to learn more about events in that location.



2 Experience Events Firsthand Students will read letters and telegrams and watch newsreels from the time period to learn about different events.

PRIMARY SOURCE DOCUMENT
French Soldier Diary Entry

Excerpts From the Diary of Louis Barthas, 1916, Published in *Poilu*, Translated by Edward M. Strauss, 2014

Warning! The document below contains sensitive content.

As day broke, I looked out upon this famous, nameless hill. Our trench lay at the foot of it. For several months the hill had been disputed as if it had diamond mines on its slopes.

Alas, all it contained now were thousands of shredded, pulverized corpses.

Nothing distinguished it from neighboring hills. It seemed to have been



THE WESTERN FRONT

WESTERN FRONT, 1915



SELECTED BATTLES

SECOND BATTLE OF YPRES
 (APRIL-MAY 1915)
 First battle in which Germans attacked with **chlorine gas**.

BATTLE OF VERDUN
 (FEB.-DEC. 1916)
 Nearly **500,000** Allied casualties and **350,000** German casualties. **Nine** French villages were completely destroyed.

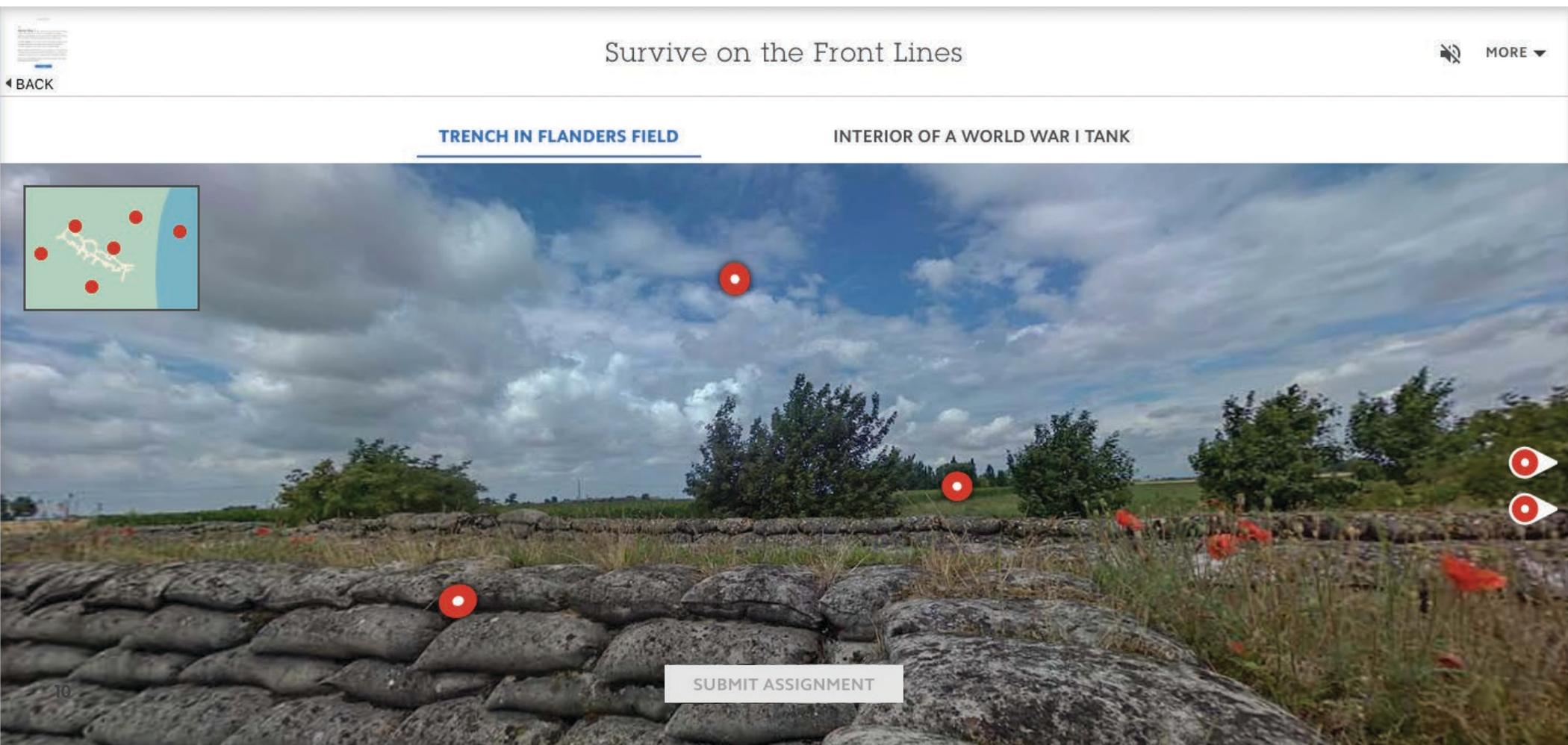
BATTLE OF THE SOMME
 (JULY-NOV. 1916)
 Nearly **60,000** British casualties on the first day alone, the heaviest single day's loss the British army had ever suffered.

West Point, Imperial War Museum, Encyclopedia Britannica

3 Visualize the Past Engaging infographics fill in the facts of historical events. Students learn to process visual data and information.

Explore a Historic Place

Have students visit historic sites using the **360° Exploration Immersive**. Students survey buildings, environments, and structures in virtual reality. As students navigate the sites, new primary source hotspots appear.



Trench Warfare



Daily life in the trenches was described by an Italian officer as "grim and monotonous." Periods of boredom could stretch on for days before ending in an instant with an assault. Enemy machine guns and heavy artillery forced soldiers to develop a sophisticated network of defensive trenches below ground. Those same weapons made soldiers dread the order to leave the trenches and go "over the top" to attack. Soldiers had to charge through No Man's Land under heavy fire, climb through tangles of barbed wire, and attempt to seize an enemy trench. Small gains were often reversed, and thousands died fighting over a few miles of ground. On the next screens, you will see footage of trench warfare and hear from soldiers who experienced it firsthand.

1

Provide Historical Context Set the scene for each primary source with historical background about the site students are touring.

PRIMARY SOURCE VIDEO

Footage of French Soldiers Engaged in Trench Warfare, 1916



French soldiers fight Germans in a trench just 40 feet away from their own.

2

Hear About It Directly Students will learn about the historic location firsthand from people who were there.

Choose Your Path

Students are active participants in history. In the **Decision Tree Immersive**, students examine the decisions people faced at key moments in history—and make their own choices based on evidence.

It's 1916, and you've watched most of the lads from your small English town enlist to fight in the war. Even your brother is off to fight in France—and he's only seventeen!

As you bid your brother farewell, you sense that life is about to change. Your father, a history professor, describes what's ahead. "This war is not just about far-off battlefronts, Olive," he says. "It demands the participation of civilians as well." The German air raids on British cities reinforce his point—the war is touching the lives of everyone.

Including you. All over Britain, people are discussing how to help the war effort. For now, you'll have to suspend your work fighting for women's suffrage—the right of women to vote. You know that you'll have to make other sacrifices, too, but you're determined to do your bit for Britain.

Your Goal

Contribute to the war effort and support soldiers like your brother.



Where will you contribute?
Your country needs you.

On the home front in Britain

Near the front lines in France

1 Make a Choice Students will be faced with a variety of decisions to achieve their goal. Once they make a decision, they will learn how that choice impacted real-life historical events.

The troops need support from the home front to win the war.
You want to do your part, but your parents don't want to see their children in harm's way. You've heard that the Battle of the Somme claimed more than 19,000 British lives in a single day. Nurses working near the front are at risk, too. To ease your parents' fears, you decide to stay at home.
Besides, there's plenty of war work to be done here. Suffragettes like Emmeline Pankhurst have put their fight for women's voting rights on hold, and are calling on the government to



That's a brave decision. In France, you can have a direct impact.
You parents are reluctant to let you go, but getting close to the front lines seems like the best way to support your brother. Recruiting posters showing women in snappy military uniforms catch your eye. You read that women are urgently needed to serve as nurses, clerks, and maids at the front.
Musical tributes to courageous nurses also inspire you. You share the deep admiration that you hear in the lyrics and feel

PRIMARY SOURCE DOCUMENT

War Nurse Diary

Excerpt From the Diary of Sister Edith Appleton, 1915, *Published in Nurse at the Front*, Ruth Cowen, 2012



May 5
A very busy day with five cases in theatre and the wards full of poisoning victims. They are fearfully sad to see. The slight ones rather like pneumonia, and the bad ones are terrible—the poor blue and gasping, lungs full of fluid, and not able to cough it out. Six have died of it in one ward alone. I heard with sorrow that last night Hill 60 owing to our men being poisoned by gas, I also

2. Soldiers and nurses had very different wartime experiences, but sometimes those experiences overlapped. Use evidence from the source to describe the differences and similarities in their experiences.

2 See the Impact As students move through each choice, they will be given primary source activities to help them see how people's decisions shaped the past.



Analyze Evidence to Support Your Opinion

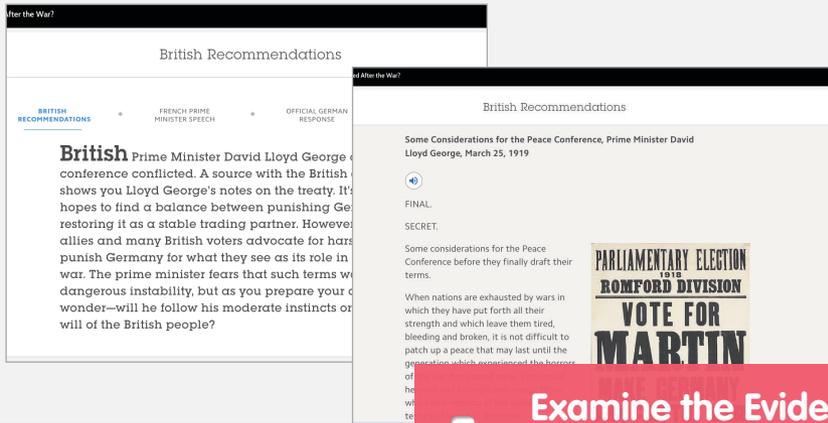
Throughout history, leaders have been forced to make difficult decisions based on evidence. In the **Opinion Poll Immersive**, students will analyze a collection of primary sources and data to form an opinion on an important historical choice.



You're a reporter for the *New York Herald*. It's 1919. Your editor has sent you to France for the Paris Peace Conference. You have two goals:

1. Learn about the treaty.
2. Write an editorial expressing your thoughts about how Germany should be treated under the peace terms.





1 Examine the Evidence Each primary source starts with an introduction to provide background for students. After evaluating the evidence, they are asked to rate their opinion on a sliding scale.

What's your opinion?

Based on this source, how likely are you to argue that Germany should be harshly punished for its role in the war? Make your selection.

Very Unlikely
Unlikely
Neutral
Likely
Very Likely

WRITE YOUR EDITORIAL
VIEW NEXT SOURCE

Your Overall Average

Very Unlikely

Do you still think the treaty should punish Germany harshly? Do you want to change your mind? Or, if you ended up neutral, which way are you leaning?

Choose an option and prepare a thoughtful editorial that expresses your views on how the peace terms should treat Germany. Be sure to include key evidence from the sources that informed your opinion.

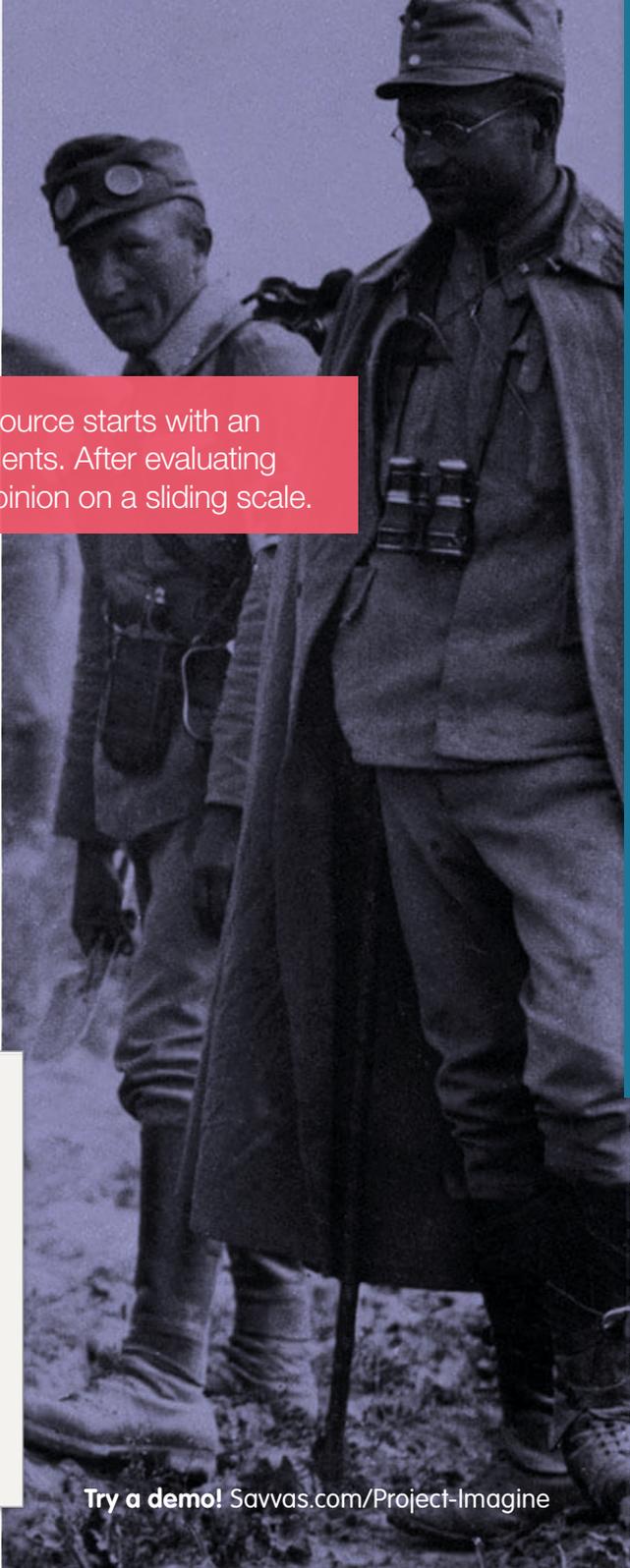
2 Support Your Opinion After students review the evidence available, they complete a writing activity to support their opinion.

Economic uncertainty and lingering bitterness from the First World War and the Treaty of Versailles fed resentment toward postwar governments and led many people to embrace Fascism, an extreme ideology rooted in nationalism and militarism. In Germany, Italy, and Japan, authoritarian governments developed, winning supporters with promises of power, glory, and revenge. They stoked hatred of foreigners and ethnic minorities and sought to reclaim territories that the peace terms had denied them. Just 20 years later, the fragile peace of 1919 dissolved, and the world braced for a war against these three powers.

The Rise of Fascism and Militarism

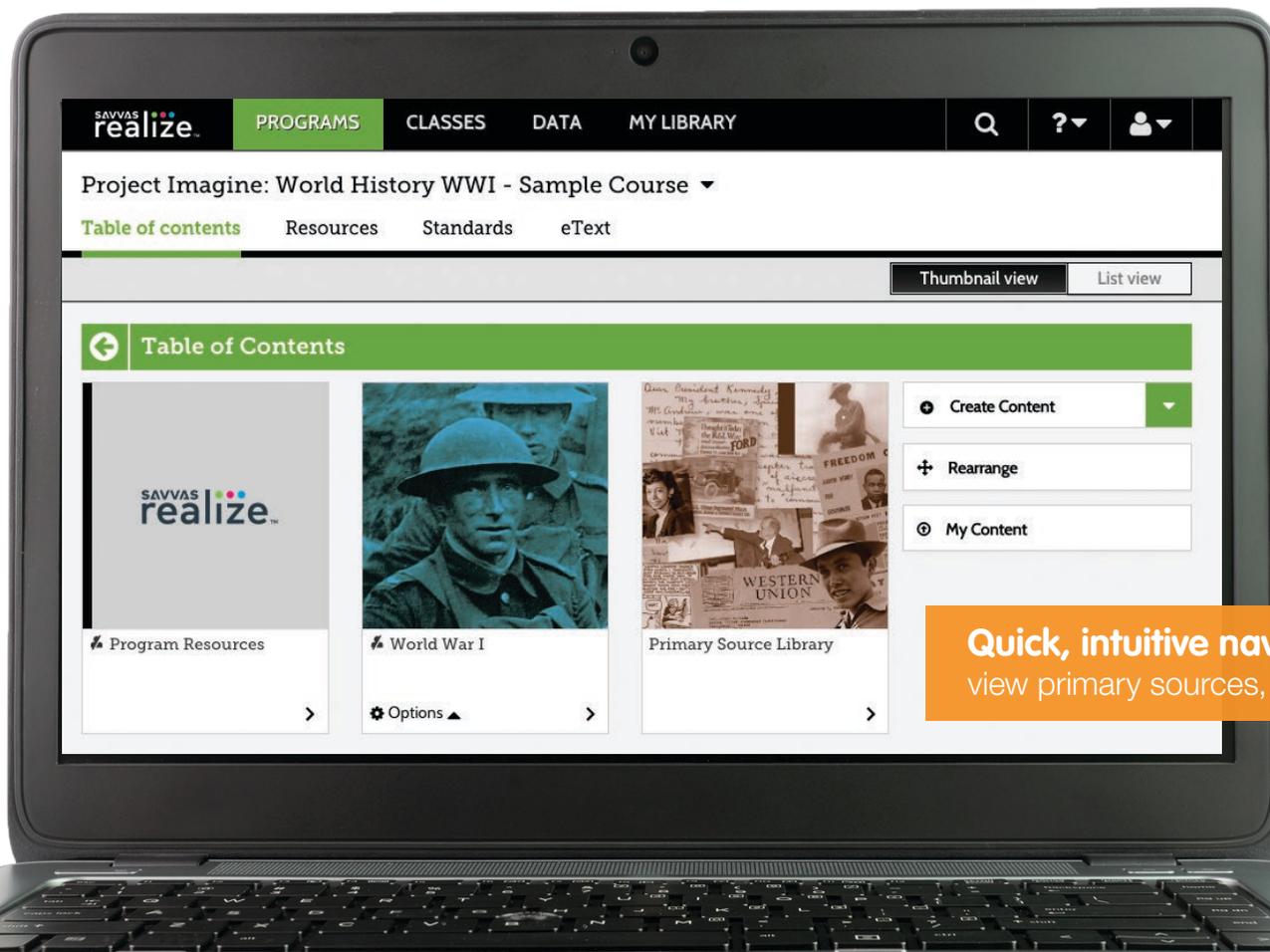
Fascist Leaders in Germany, Italy, and Japan

3 See the Consequences Students examine the historical impact of the decision they have studied through more primary sources.



Powered By Savvas Realize™

SavvasRealize.com is the interactive, single sign-on platform for **Project Imagine**. Access all program resources, make assignments, customize materials, and use ready-made lesson plans. Realize makes it easy and manageable.



Review, make comments, and check student **progress**.

Quick, intuitive navigation helps select topics, view primary sources, and manage classes.

Create an assignment

360° Title: Survive on the Front Lines

Enter a class, group, or student name
Name (for student 'last, first')
World History

Start date to Due date
 Set start and end times

Instructions
optional
250 characters remaining

Cancel Assign

Assign content and set due dates for your students.

World History

Assignments Calendar Discuss Students & Groups Class Settings

View: All my assignments When: Entire class duration

Assignments by class Assignments by student

Hide assignments

Survive on the Front Lines

Status for 2 students
0 Completed
0 In progress
2 Not started

View student status

Average score

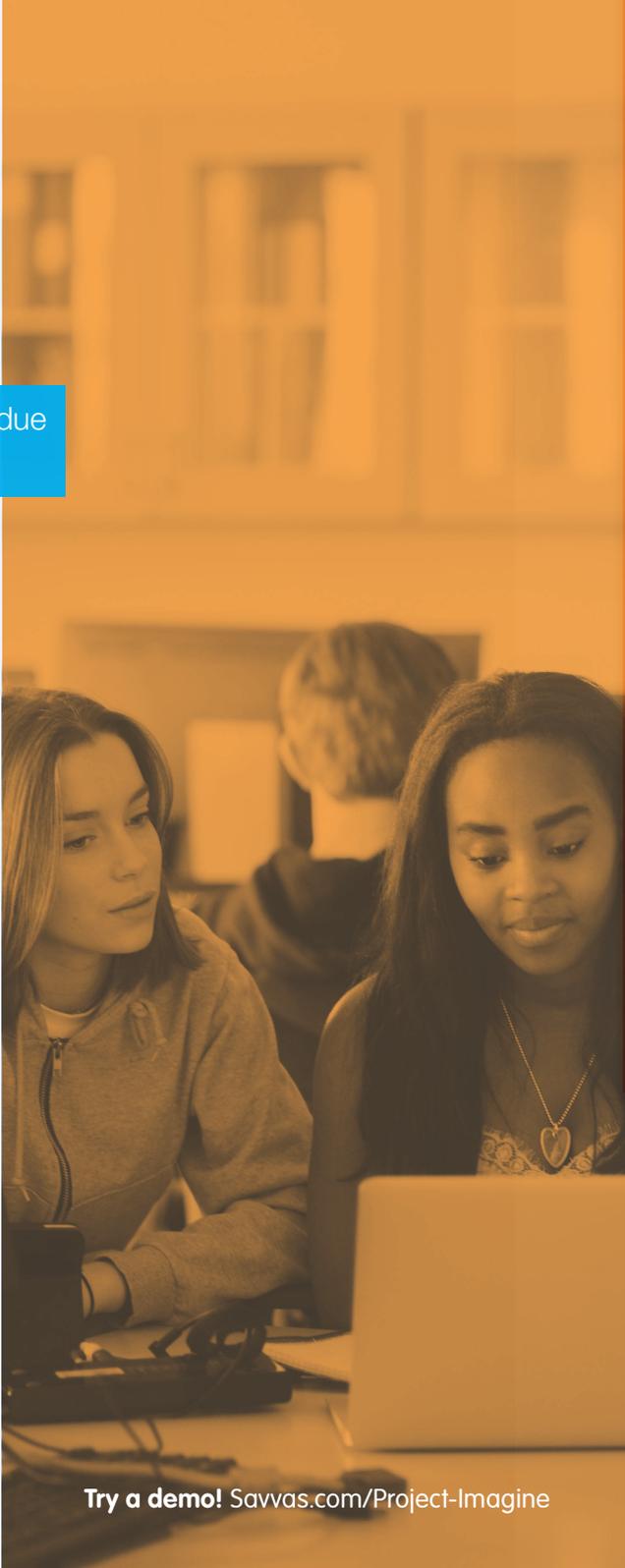
World History

Assignments Calendar Discuss Students & Groups Class Settings

Assignments by class Assignments by student

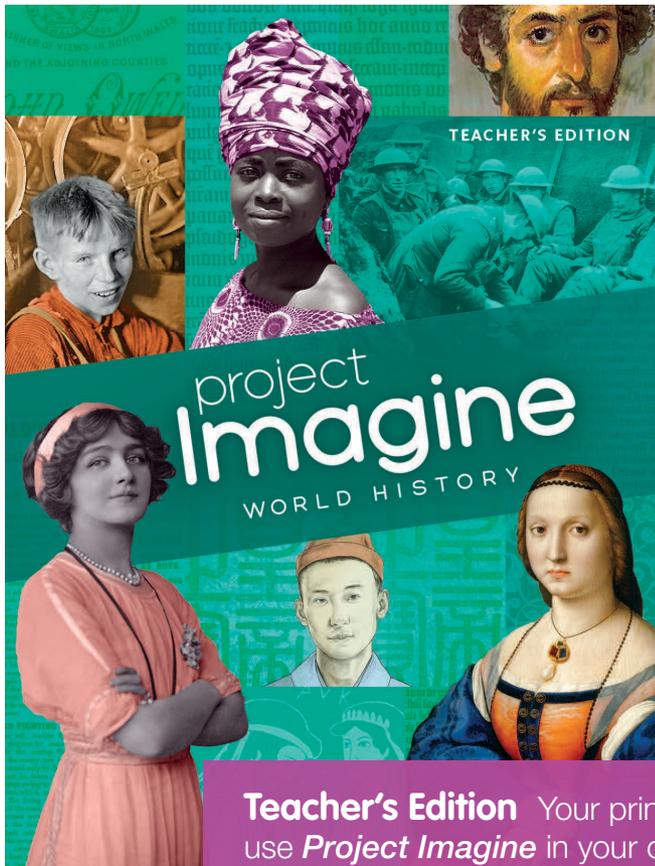
Student name	Assignment status	Average
da Vinci, Leonardo	1 Not completed	-
Ferdinand, Franz	1 Not completed	-
Socrates, Philosophy	1 Not completed	-

Grade individual students' assignments.



Built with You and for You

Project Imagine: World History has been developed through an ongoing partnership with teachers. Teachers shared ideas, provided feedback, and helped create a companion World History program that's flexible, intuitive, and engaging.



Teacher's Edition Your print Teacher's Edition contains everything you need to use *Project Imagine* in your classroom. Also available digitally through Realize.

Module Integration Guide • World War I

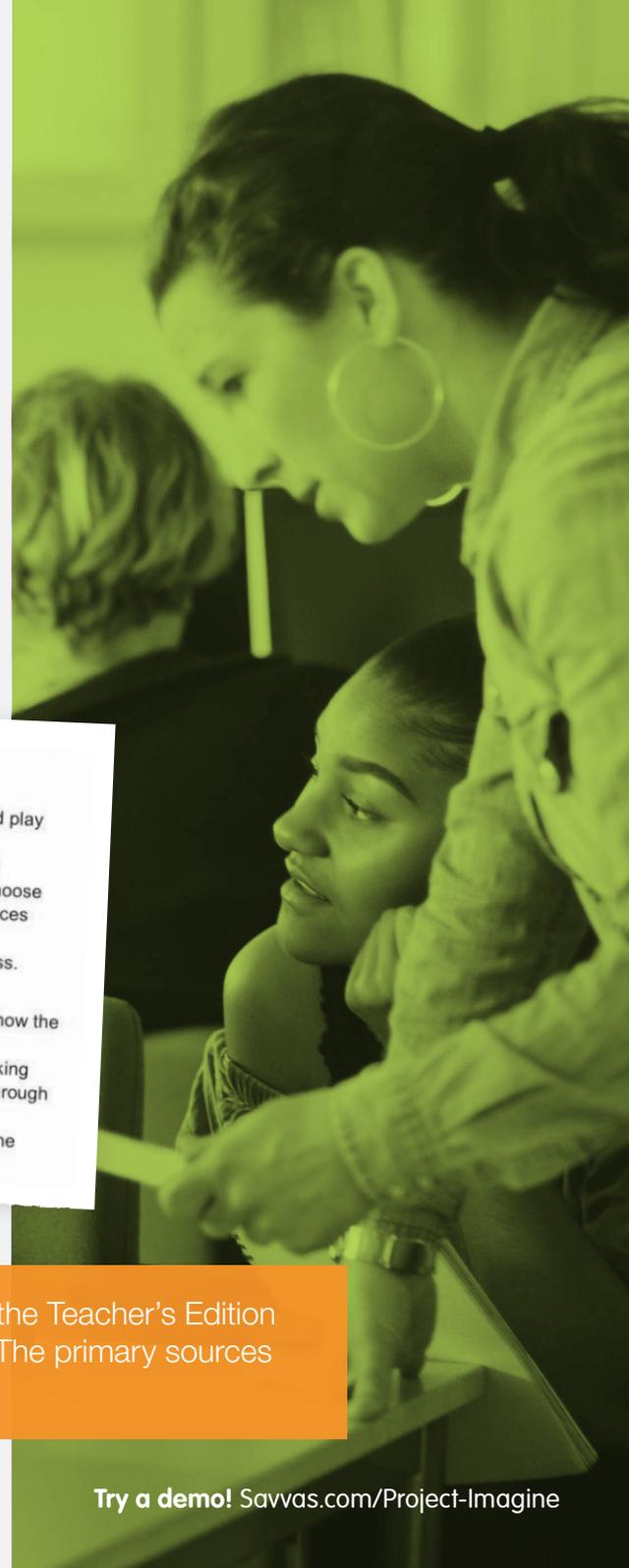
When you are....	Use these digital activities	And refer to these print pages
Beginning your World War I unit	Launch It! Set the Scene Launch It! Background Reading Project Instructions (Optional)	Teacher's Edition:
Teaching a lesson about the underlying trends that caused World War I	Explore It! Follow the Paths to War (Role Play)	Teacher's Edition:
Teaching a lesson about the course of the war and its varied effects on soldiers	Explore It! Experience Total War	Teacher's Edition:
Teaching a lesson about warfare and technology during World War I		Teacher's Edition:
Teaching a lesson about the front and how war affected civilians to the war effort		Teacher's Edition:
Teaching a lesson about the treaties that ended the war	Be Treated After the War? (Opinion Poll)	Teacher's Edition:
		Teacher's Edition:

Flexible Integration with Your Curriculum

Teacher resources help you focus students' inquiry and enhance their understanding. You can easily use *Project Imagine* with your current curriculum—for each topic we provide an integration guide.

STEP 2 Explore It!			
Immersive	Description	Key Perspectives	Pacing
Follow the Paths to War Role Play	Students play through four roles to explore the major trends that caused World War I. Level: Moderate	<ul style="list-style-type: none"> • News media • People living in Europe's African colonies • German, Serbian, and Belgian civilians • German, Austrian, and British leaders 	30–70 minutes
Experience Total War Interactive Map and Timeline	Students explore a set of interactive maps that illuminate the experience of World War I for soldiers and civilians of all ages. They will witness major battles, the persecution of minority populations, the war for people's minds, and how the war caused unrest in nearly every corner of Europe and beyond. Level: Difficult	<ul style="list-style-type: none"> • Soldiers on the Western Front, Gallipoli, East Africa • Colonial soldiers • Civilians facing flight, hunger, and/or violence and persecution • Civilians working on the home front 	30–90 minutes

Use Immersives Your Way There are many ways you can assign the immersive activities to your students. Use your pacing guide to review your options. Be inspired with lesson plans and teaching suggestions.



Suggestions for Using This Immersive

Pressed for Time: 30 minutes

- Begin by selecting one of the characters and modeling how students should play through that particular role to show how the immersive works.
- Divide students into three groups. Have each group play through one of the remaining characters. For example, if you presented Erich, students may choose between Charles, Katarina, and Viviane. Assign groups to study all the sources associated with the character they chose and complete all activities.
- Finally, have each group summarize their character's experience for the class.

More Time: 70 minutes

- Begin by playing through one of the characters in front of the class to show how the immersive works.
- Have students play through the three remaining characters themselves, working alone or in pairs. For example, if you presented Erich, students would play through Charles, Katarina, and Viviane.
- As students work, circulate to help them analyze the sources and complete the activities.

Sources at a Glance • World War I

Students can access these sources either inside their immersive experience or through the online course. There are Primary Source Library available through the online course. There are Primary Source worksheets for various types of primary sources available at the front of the course.

Differentiation Guide
Students may find some of the sources listed below more challenging. Sources are indicated with one or two stars.

★: moderately difficult source ★★: challenging source

Topic: Lead up to World War I
Immersive: Follow the Paths to War

Type	Title	Source Information (when available)	Date
Data	Arms Race Infographic		
Document	Account of the Burning of Louvain	"R. H. Davis Tells of Louvain Horrors," Richard Harding Davis, New York Tribune	August 31, 1914
Document	Account of the German Invasion	Richard Harding Davis	
Document	Anti-Imperialism Diary Entry	Excerpt From the Diary of Wilfrid Scawen Blunt	
Document	Austro-Hungarian Declaration of War		
Document	British Declaration of War		
Document	German Army Account	Account of Gustave Freytag, 1903–04, From <i>The World's History</i> , Eva March	1914

Curated Primary Source Collection Use the Teacher's Edition to see the primary sources in each immersive. The primary sources are printable and organized for you on Realize.

project Imagine

WORLD HISTORY

History You Feel, Experience, and Care About.

Immersive Learning Modules for World History Classrooms

- Ancient Greece
- China's Tang and Song Dynasties
- The Renaissance
- The Early Industrial Revolution
- World War I
- Africa, 1945-1985

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