

## 1: Projects And Resources | First World War Centenary

*World War 1 World War I, also known as the First World War, was a global war centred in Europe that began on 28 July and lasted until 11 November More.*

Click here for more information! Our app allows you to follow three unfolding augmented reality AR stories about Loughborough Junction during the Great War. Each of the three stories has a trail of distinctive colour-coded paving slabs that take you through the streets of Loughborough Junction see images and video below. The app visually recognises each paving slab in the trail. The story unfolds by following a colour coded trail of ordered paving slabs as you walk along. Each new slab reveals the next new chapter in that story, downloading it in stages to your mobile device and leading you towards the Cambria Bridge, where each trail ends. The stories follow the lives of fictional characters in the local area during the Great War. They narrate the effects that the war had on the lives of people who lived here years ago. Here is a taster video for the project: And this is the video of the launch of the app on 6th September where writers, experts and participants talk about the project and World War 1 facts and anecdotes: The stories are backed up with images, so remember to look around with the camera view of your device. Images are always within degrees of your direction when facing the paving slabs. Make sure to stand at the bottom of the paving slab so that the numbers read as shown in the images above. You will need headphones, especially when near traffic. Images are always within degrees from the direction of the paving slabs. The story is told through a mixture of videos and audio. There are a good number of incidental images included as well so remember to scan the environment around you. All the chapters of the story are told through video so remember to look up from the paving slab to find the video. There are some incidental videos dispersed on the slabs. All the stories end under the Cambria Bridge, on Cambria Road. The paving slabs are numbered and each story starts with the number You need to follow the paving slabs in sequence, starting at the first slab. The stories are told either in an audio clip or through a video clip superimposed on the camera view on your mobile device. Additional information relating to the story is also located in the vicinity of the paving slabs. Augmented reality arrows triggered by, and located on, the slabs will direct you to the supplementary information. Orientating yourself to correctly read the numbers on the paving slab will direct you towards the next slab location i. LJWW1 is linked to the Cambria bridge project which is the first of the 7 Bridges project; see Project background and [www](#). What is augmented reality? Augmented reality allows you to view the world through the camera of your mobile device and find elements superimposed onto that view. For example videos, photographs or 3D objects are overlaid in 3D space, enhancing your perception of that location. The app is free and is available to download on Android and IOS devices. Download the app Recommended To get the best experience we recommend the following: The public were invited to try out one of three trails, which all lead to the Cambria Bridge. The busy event helped to introduce the app to residents, who can follow the trails at their convenience in the future.

## 2: NEA - World War I Resources, Grades

*To enable the World War One project to be more widely shared by schools in other locations an education pack has been created, consisting of a series of lesson plans (with case studies) on local WW1 history, that can be used for Key Stages 2 and 3 and can be adapted to your local area.*

Time Management Wasted Time. Played on non-relevant websites. No evidence of progress each day. Worked some of the time. Put off work until "at home" or "in study hall". Had to be re-directed to work. Minimal evidence of progress each day. Worked most of the time. Did not waste time. Did not quit early. Had evidence of progress for each day. Worked all period each day. Did not attempt to put work off until "at home" or "in study hall. Finished project early and practiced presentation in class. Contains no specific examples. Information taken directly from a website. Lacks specific examples for each category. Used many specific examples. Does not contain enough slides to cover all the material. Too much information on single slide. No evidence of effort. Does not contain enough slides to cover the material. Some pictures, but not all are relevant and accurate. Some slides have too much information. Contains enough slides to cover the material. Clear evidence of effort. There are relevant pictures for each slide. Not too much information on one slide. Not too much information per slide. Great evidence of effort. Interesting additional media such as songs or videos. Student goofs off or laughs. Student does not know the material being presented. Audience members have difficulty hearing presentation. Student struggles with some of the material being presented. Most audience members can hear presentation. Student has comfortable knowledge of most of the material. Student uses a clear voice so that all audience members can hear presentation. Student demonstrates full knowledge more than required by giving clear explanations and elaborating on material. Audience has difficulty following presentation because student jumps around. Student presents information in logical sequence which audience can follow. Student presents information in logical, interesting sequence which audience can follow.

### 3: Connecticut in World War 1 – Sharing History/Preserving Memories

*The Newsy News News The Shot Heard Around the World Editorial The start of a new era has begun. Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, and his wife, Sophie von Chotkova, Duchess of Hohenburg were shot on June 28th, by the alleged Serbian assassin, Gavrilo Princip, a member of the Serbian group, the Black Hand.*

Search Connecting Students to Their Past: Resources for bringing to life the events and people behind the "war to end all wars. Last month, Charles Reaper, one of the last surviving infantry veterans of the Battle of Vimy Ridge , died at the age of With so few veterans of World War I still alive, who will share their stories? Who will help the next generation remember? Teacher John Keating has brought his class to a museum-like picture gallery containing the dusty images of students long since departed from the school. In a husky voice he whispers: Full of hormones, just like you. Invincible, just like you feel. The world is their oyster. Go on, lean in. Those faces and voices, applied to a study of World War I, provide a dramatic and powerful way to bring that time period to life for our students. Hearing the voices, reading about the losses their families and their countries experienced, and learning how war altered their lives forever is a compelling way to understand why war often is the last alternative for resolving conflict. Proud Web page authors surround their "Stories from the Street" Web page. Such was the thinking that fueled my most recent technology project. For some time, those students had been uncovering the history behind the names of the streets that surround our school. Situated on a former Canadian Armed Forces base, the nearby streets are named after World War I battles Canadian soldiers played a part in. Each student had chosen a battle, researched it, and created a Web page to profile his or her findings. That lesson might have been a purely academic activity -- but it actually was so much more. Somewhere between researching the bare facts and polishing their Web pages, the students came face to face with the people behind the uniforms. Using primary and secondary sources, students were introduced to the grim reality of war and to the people who experienced it. More Voices Have you seen these Voice of Experience essays from previous weeks? In this true story, MacFarlane tells about the summer he was assigned the task of sorting through the papers and memorabilia of an elderly spinster neighbor. To his surprise, he discovered that her past contained a World War I romance and tragedy. My students sat absolutely silent as they heard about the infamous Battle of Somme , a shocking massacre in which the 1st Newfoundland Regiment was virtually annihilated within 30 minutes. To commemorate this grizzly attack, one student made a sound recording of Newfoundland Park Memorial , a poem found on a plaque at the entrance to the scene of this grizzly attack. Subsequent online fieldtrips to places like Flanders Fields and Vimy Ridge provided students with a sense of the battle settings they were writing about. After moving through those battlegrounds and trenches, all of us felt as though we had been there -- we could almost touch the monuments and the walls of the trenches! Each student included on his or her Web page a sound file of one story from the trenches. As the readers of those diary entries, the students became the voices of the soldiers as recorded artillery sounds filled the background. A tour of a local attraction, the Museum of the Regiments , connected students to valuable library resources and World War I experts who answered questions and shared interesting stories. We learned that the last soldier killed in World War I was a Canadian soldier who was shot just 2 minutes before the armistice took place in One student, a horse enthusiast, had to leave the room when one of the veterans shared the unique place that horses had in World War I battles. She told us later that seeing horses in gas masks and hearing how many of them had died made her "sick to her stomach. My students took time to "lean in.

## 4: World War One Project

*Projects and Resources Find out about Kent in World War 1 and contribute your own story. Queen Mary University of London's First World War Centenary project.*

Early Years Europeans were fighting heavily on two fronts before the U. This assurance was confirmed in the week following the assassination, before William, on July 6, set off upon his annual cruise to the North Cape , off Norway. Archduke Franz Ferdinand and his wife Sophie Austrian Archduke Franz Ferdinand and his wife, Sophie, riding in an open carriage at Sarajevo shortly before their assassination, June 28, When the delivery was announced, on July 24, Russia declared that Austria-Hungary must not be allowed to crush Serbia. Though Serbia offered to submit the issue to international arbitration, Austria-Hungary promptly severed diplomatic relations and ordered partial mobilization. Home from his cruise on July 27, William learned on July 28 how Serbia had replied to the ultimatum. At once he instructed the German Foreign Office to tell Austria-Hungary that there was no longer any justification for war and that it should content itself with a temporary occupation of Belgrade. But, meanwhile, the German Foreign Office had been giving such encouragement to Berchtold that already on July 27 he had persuaded Franz Joseph to authorize war against Serbia. War was in fact declared on July 28, and Austro-Hungarian artillery began to bombard Belgrade the next day. Russia then ordered partial mobilization against Austria-Hungary, and on July 30, when Austria-Hungary was riposting conventionally with an order of mobilization on its Russian frontier, Russia ordered general mobilization. On July 31 Germany sent a hour ultimatum requiring Russia to halt its mobilization and an hour ultimatum requiring France to promise neutrality in the event of war between Russia and Germany. Both Russia and France predictably ignored these demands. On August 1 Germany ordered general mobilization and declared war against Russia, and France likewise ordered general mobilization. The next day Germany sent troops into Luxembourg and demanded from Belgium free passage for German troops across its neutral territory. On August 3 Germany declared war against France. In the night of August 3â€™4 German forces invaded Belgium. Thereupon, Great Britain , which had no concern with Serbia and no express obligation to fight either for Russia or for France but was expressly committed to defend Belgium, on August 4 declared war against Germany. Romania had renewed its secret anti-Russian alliance of with the Central Powers on February 26, , but now chose to remain neutral. Italy had confirmed the Triple Alliance on December 7, , but could now propound formal arguments for disregarding it: Thenceforth, they could be called the Allied , or Entente, powers, or simply the Allies. The outbreak of war in August was generally greeted with confidence and jubilation by the peoples of Europe, among whom it inspired a wave of patriotic feeling and celebration. The war was welcomed either patriotically, as a defensive one imposed by national necessity, or idealistically, as one for upholding right against might, the sanctity of treaties, and international morality.

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## 5: Loughborough Junction World War 1 Project | Loughborough Junction World War 1 Project

*World War I Causes Project (Academic) (USII.5c) Objective: You are to create a picture book covering the seven (7) causes or reasons why countries joined World War I.*

## 6: World War One PowerPoint Project

*Start studying World War 1 Project. Learn vocabulary, terms, and more with flashcards, games, and other study tools.*

## 7: World War 1 Poppy Project â€œ Junior Master Gardener

*As we commemorate the centennial of the U.S. involvement in the Great War, now is the time to honor the heroism and sacrifice of the Americans who served with the creation of a National World War I Memorial in Washington.*

## WORLD WAR 1 PROJECT pdf

### 8: Connecting Students to Their Past: A World War I Project | Education World

*You just clipped your first slide! Clipping is a handy way to collect important slides you want to go back to later. Now customize the name of a clipboard to store your clips.*

### 9: WORLD HISTORY: World War I Projects

*The largest battle of the World War 1 - the Battle of the Somme - is known as one of the bloodiest battles in history. It was fought by the French and British against the Germans on both sides of the River Somme in France, and lasted for more than five months.*

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