

Unit I -- World War I and the Russian Revolution

Content Area: **Social Studies**
Course(s): **Advanced Placement Modern European History**
Time Period: **March**
Length: **Approximately 3 Weeks**
Status: **Published**

Unit Overview

This unit covers WWI (1914-1919) and the Russian Revolution (1917). The unit will cover the following:

- * Alliance Structure
- * The Outbreak of War
- * Assassination of the Archduke
- * Origins of the War
- * The Fighting
- * The Homefront
- * The Russian Revolution
- * Lenin, Trotsky, and the Bolsheviks
- * The Russian Civil War
- * US Enters the War
- * The Peace Settlement
- * Treaty of Versailles
- * German resentment leading to WWII
- * Age of Anxiety
- * Great Depression
- * Propaganda Techniques

Enduring Understandings

- Historians find the connections between events of the past and present to help understand our world.
- Historians recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups.

Essential Questions

- How can examining viewpoints that are different from our own help us explain the actions of others?
- How can looking at multiple points of view help us explain the ideas and actions of individuals and groups?
- How can studying the past help us understand the present world and the future?
- How can the study of history help us compare and contrast the relationship between the past and present?
- How can we study the past?
- To what extent can examining multiple perspectives help us understand conflict and promote cooperation and/or conflict resolution?
- Why should we be concerned about future events?
- Why should we care about the perspectives of others?
- Why should we recognize and analyze multiple points of view?
- Why should we study the past?

Standards/Indicators/Student Learning Objectives (SLOs)

SWBAT cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

SWBAT analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

SWBAT compare and contrast treatments of the same topic in several primary and secondary sources.

SWBAT use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SWBAT explain the rise of fascism and spread of communism in Europe and Asia.

SWBAT analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

SWBAT explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.

SWBAT analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

SWBAT analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

SWBAT analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

SWBAT analyze the Treaty of Versailles and the League of Nations from the perspectives of different

nations.

SWBAT analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

SWBAT compare how Allied countries responded to the expansionist actions of Germany and Italy.

SWBAT analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”

SWBAT analyze how the social, economic, and political roles of women were transformed during this time period.

SWBAT gather relevant information from multiple authoritative to analyze how nationalism (e.g., Serbia, Germany), industrialization, imperialism, militarism, and alliances (e.g., Triple Alliance, Triple Entente) led to World War I.

SWBAT analyze primary and secondary sources (i.e., date, origin of information) to explain the relationship of the devastation of World War I (e.g., economic, social) to the rise of fascism and spread of communism in Europe and Asia (e.g., China, Italy, Germany, Soviet Union).

SWBAT assess the extent to which reasoning and evidence in a text evaluating the Treaty of Versailles (e.g., war debt, reparations, war guilt, League of Nations) accurately reflects the perspectives of different nations (e.g., Germany, United States, Japan, France).

SWBAT compare and contrast different government responses in Europe and Asia to the Great Depression (i.e., fiscal and monetary policy).

SWBAT analyze how dictators used text (i.e., structure, vocabulary) and media (e.g., propaganda, radio, film) to gain and maintain authoritarian power (e.g., restrictions on mail and travel).

SWBAT use technology to illustrate how the arts represent the changing values and ideals of society leading to the creation of mass culture around the world (e.g., Jazz, motion pictures, Cubism, Expressionist art, magazines, sports, “lost generation” movement).

SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
SOC.6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
SOC.6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
SOC.6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry

affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
SOC.6.2.12.CS4	A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Lesson Titles

- Age of Anxiety Independent Work
- Beginning of WWI
- The End of WWI
- The Fighting and the Home Front
- The Russian Revolution
- Treaty of Versailles

21st Century Skills and Career Ready Practices

Analayze Media

Critical thinking and Problem Solving

Guide and Lead Others

Information Literacy

Media Literacy

Technology

Initiative and Self-direction

Work Independently

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

This unit will cross-content with the following:

- Art -- Reviewing artwork that aided the views during the Age of Anxiety
- Literature -- Reviewing literature from Nietzsche
- Science -- Reviewing new types of weapons from WWI
- Sociology -- Reviewing sociological impact WWI had on the homefront

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.2.2.3	Culture shock
SOC.9-12.2.2.4	American values
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
9-12.HS-PS1-6.7.1	students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and

negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability.

9-12.HS-PS1-7.PS1.B

Chemical Reactions

Instructional Strategies, Learning Activities, and Level of Bloom's/DOK

- Analyzing Primary Sources on the Age of Anxiety (Analysis/DOK 4)
- AP Test Preparation by translating multiple choice (Application/DOK 2)
- Delsea One
- In Class Reading on WWI and Russian Revolution (Review/DOK1)
- Independent Work on the Age of Anxiety (Analysis/DOK 3&4)
- Lecture/Discussion on WWI and Russian Revolution (Compare and Contrast/DOK 2)
- SWAG
- Video Analysis on WWI (Analysis/DOK 4)
- Vocabulary Exercise from the unit (Review/DOK 1)
- Writing Exercises on DBQ and Essay from WWI (Synthesis/DOK 3&4)

Modifications

Formative Assessment

- Anticipatory Set: Europe Today
- Anticipatory Set: Explain Review Game Rules
- Anticipatory Set: Monarchies Today in Europe
- Anticipatory Set: Prepare and motivate students for their test/quiz
- Anticipatory Set: WWI Maps
- Closure: Discuss Key Terms
- Closure: Exit Card on lectures
- Closure: Review WWI quiz
- Closure: Whip Around from the Russian Revolution lecture notes
- Closure: Whip Around from WWI lecture notes
- Warm Up: AP DBQ writing tips
- Warm Up: AP Essay writing tips
- Warm Up: Discuss current political issues in Europe today
- Warm Up: Review Age of Anxiety homework
- Warm Up: Review Independent Assignment

- Warm Up: Review key terms from the unit
- Warm Up: Review Test/Quiz results
- Warm Up: Review WWI homework
- Warm Up: Review WWI Lecture

Summative Assessment

- Marking Period Assessment: Age of Anxiety Essays
- Alternate Assessment: Student created AP Questions on WWI
- Benchmark: AP Testing strategies
- Marking Period Assessment: Quiz on WWI
- Marking Period Assessment: Test on WWI

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Primary Source Book -- Western Civilization (Houghton Mifflin 4th Edition)

Textbook -- A History of Western Society (McKay)