Unit F -- World War I

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **February**
Length: **3 Weeks**
Status: **Published**

Unit Overview

This unit will cover WWI which began in 1914 and ended with the Treaty of Versailles in 1919. Students will learn why the war began, what happened during the war, what nations were involved, and how the war eventually led to a WWII. The unit will include the following:

* The Seeds of War

* Alliance Structure

* Nationalism and Militarism

* The Assassination of the Archduke

* WWI Begins

* Schlieffen Plan

* Early Battles

* New Weapons

* Trench Warfare

* Verdun and Somme

* America Ends its Neutrality

* The Home Front

* Food

* America in Action

* End of the War/Armistice

* Heroes of the War

* Casualties of War

* Treaty of Versailles

Enduring Understandings

- WWI is considered by many to be the first "modern" war.

- WWI was a global conflict, the first of its kind, demonstrating the interconnectedness and interdependence characteristic of modern nations.

- WWI was a total war, crippling the European continent for the next twenty years.

Essential Questions

- How did major events (Assassination of Ferdinand, Battle of Verdun, etc.) and key players (Woodrow Wilson, Kaiser Wilhelm II) affect the outcome of the war?

- How is the First World War a "total" war? A "modern" war? A "world" war?

- In what ways did the Treaty of Versailles create an "uneasy peace"?

- What are the major consequences of the First World War?

- What are the major long-term causes of the First World War?

- What is propaganda? Why was it used in World War I?

Lesson Titles

- Chapter Pre-Reading Activity
- WWI Simulation
- WWI Begins
- Weapons of WWI
- America Ends Its Neutrality
- WWI Ends
- The Last Day of WWI
- Review Game

Standards/Indicators/Student Learning Objectives (SLOs)

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.

WHST.9-10.8
6.2.12.D.4.a

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).

RH.9-10.1
6.2.12.A.4.a

6.2.12.C.4.a

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).

RH.9-10.8
6.2.12.D.4.b

Standards/Indicators

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.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.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.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.

21st Century Skills and Career Ready Practices

- Communication and Collaboration

- Critical Thinking and Problem Solving

- Global Perspectives

- Information Literacy

CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
PFL.9.1.12.D.5	Justify the use of savings and investment options to meet targeted goals.
PFL.9.1.12.D.6	Analyze processes and vehicles for buying and selling investments.
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

ELA

Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
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.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.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.9-10.1.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.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
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

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Blooms:

Students will define new terms for the unit (Remembering).

Students will identify how imperialism and nationalism led to WWI (Understanding).

Students will explain how military casualties increase in a war when modern warfare takes place (Applying).

Students will compare and contrast warfare from the 19th and 20th century (Analyzing).

Students will be able to argue how alliances can lead to a major conflict (Evaluating).

Students will predict how WWI led to a WWII (Creating).

- Analyzing Primary Sources
- Compare and Contrast
- Delsea One
- In Class Readings
- Lecture/Discussion
- Map Activity
- Media Center/Internet
- Review Game
- SWAG
- Video Analysis
- Vocabulary Exercises
- Writing Exercies
- WWI Simulation

Modifications:

ELL Modifications

- Tap prior knowledge
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Delsea One
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Focus on domain specific vocabulary and keywords
- Front load information
- Group students
- Offer alternate/or modify assessments
- Provide ELL students with multiple literacy strategies
- Provide learning objective and skill objective
- Repeat, reword, clarify
- SWAG
- Use real objects when possible
- Use visuals

IEP & 504 Modifications

- Options for type of project relating to content

- Political cartoons and other images/graphics should include a synopsis

- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)

- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson

- modeling and showing lots of examples

- Preferential Seating

- Projects can be submitted digitally or paper

- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet

- Read test aloud

- Repeat reword and clarify

- Repetition of key concepts through varied methods

- Test in small groups

- Use visuals

G&T Modifications

- Encourage students to explore concepts in depth and encourage independent studies or investigations.

- Argumentation and debate

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.

- ELA - Cross-curricular connections, especially to historical events and people

- ELA - More rhetorical analysis/inquiry (evaluate how author's writing style is persuasive)

- Media literacy to evaluate credible sources

- Modeling

- Refrain from having them complete more work in the same manner.

At Risk Modifications

- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances

- SWAG

Technology

- DVD -- Clips from the movie "Flyboys"
- Chromebooks
- GoGuardian.com
- Google Classroom
- Kahoot.com
- Quizlet.com
- Smartboard
- Turnitin.com
- YouTube -- https://www.youtube.com/watch?v=4zBQGY_p4QM
- YouTube -- https://www.youtube.com/watch?v=FXLcbrD6nsQ
- YouTube -- https://www.youtube.com/watch?v=wu0Z1eshtRU

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS4	The influence of technology on history.

Formative Assessment

Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

Anticipatory Set:

Could a World War happen today?

Differences between WWI weapons and today

Is nationalism good or bad?

Prepare and Motivate Students Before Their Test/Quiz

Closure:

Exit Card

Homework Assignments

Quizzes on WWI Alliannces, Battles, Weapons, Trieaties, and Result

Self Assessment

Linkage

Think-Pair-Share

Whip Around

Oral Questioning

Summative Assessment

- DBQ on WWI Propaganda
- Notebook
- Test on WWI

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

- Chapter Primary Sources
- DVD
- GoGaurdian
- Historical Maps of Alliances and WWI trench warfare
- Holocaust Commission Webpage --http://www.nj.gov/education/holocaust/
- Kahoot
- Quizlet
- Textbook -- World History : Connections To Today
- Turnitin