Unit F -- World War I

Content Area: **Social Studies**
Course(s): **Honors 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

* Prelude to WWII

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
- DBQ Project
- 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.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
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.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.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
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.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
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.

21st Century Skills and Career Ready Practices

- Collaboration and Communication
- Critical Thinking and Problem Solving
- Global Perspectives
- Information Literacy
- Media 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.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
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

VPA

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.11-12.1	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.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.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.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
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.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.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
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.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and

	audience.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.3	Culture shock
SOC.9-12.2.2.4	American values
SOC.9-12.3.3.2	Primary and secondary groups
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.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

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).

SWAG

Meetings at Delsea One

- Analyzing Primary Sources
- Compare and Contrast
- In Class Readings
- Lecture/Discussion
- Map Activity
- Media Center/Internet
- Review Game
- Turnitin.com
- Video Analysis
- Vocabulary Exercises

- Writing Exercies
- WWI Simulation

Modifications:

ELL Modifications

- SWAG
- Meetings at Delsea One

- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- 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
- Tap prior knowledge
- Use real objects when possible
- Use visuals

IEP & 504 Modifications

- SWAG
- Meetings at Delsea One

- DBQs and RAFTs will include highlighted segments
- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- modeling and showing lots of examples
- Options for type of project relating to content
- Political cartoons and other images/graphics should include a synopsis
- 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

- Repeat reword and clarify

- Repetition of key concepts through varied methods

- teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)

- Test in small groups

- Use visuals

G&T Modifications

- SWAG
- Meetings at Delsea One

- Annotating

- 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.

- Document Based Questions (DBQs)

- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking

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

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

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

- Free Response Question (FRQs)

- 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

Benchmark Assessments

Skills-based assessment
Reading responses
Writing responses

Formative Assessment

Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

Journal Entry

Anticipatory Set:

Could a World War happen today?

Differences between WWI weapons and today

Is nationalism good or bad?

Directions on how to play the review game

Prepare and Motivate Students Before Their Test/Quiz

Closure:

Debriefing

Exit Card

Homework Assignments

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

Self Assessment

Linkage

Idea Spinner

Self-Assessment

Think-Pair-Share

Whip Around

Oral Questioning

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment

- DBQ on WWI Propaganda

- Essay on WWI alliances

- Notebook

- Test on WWI

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 : The Modern Era"

- Turnitin

Technology

- Chromebooks

- DVD -- Clips from the movie "Flyboys"
- DVD -- History Channel: The Last Day of WWI
- 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.