

Unit #2- Causes, Practice, and Effects of War: The First World War

Content Area: **Social Studies**
Course(s): **IB 20th Century Topics**
Time Period: **First Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This unit will examine the causes of World War I in great depth. The war, the historiography, and events will be looked at to determine what made the war intrinsic to Europe. The types of war, new technologies, the historiography of the war's outcomes, the events of the war and how its end can be categorized as failure or victory will be analyzed.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

SOC.6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
SOC.6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
SOC.6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
SOC.6.1.12.C.7	Economics, Innovation, and Technology
SOC.6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
SOC.6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
SOC.6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

Essential Questions

- What are the causes of international conflicts?
- Is global conflict inevitable?
- Can modern conflicts be compared to WWI?
- Could World War I have been prevented?
- How has warfare changed over time?
- What aspects of the war led many to label WWI "The Great War"?
- What strategies were employed in WWI?
- Should the victors always be allowed to structure a post-war peace?
- What elements are needed to create a fair and lasting peace?
- Should peace treaties be fair to all countries involved?
- How did the end of World War I set the stage for later conflict?
- How could the end of World War I been handled differently?

Enduring Understanding

- 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.
- World War I was a "total war" 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 War I 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

Students will know...

Boer War, Kruger Telegram, Imperialism, Zimmermann Telegram, Secret Treaty of London 1915, Lusitania, Gallipoli Campaign, Ultimatum, Gavrilo Princip, Schlieffen Plan, Triple Alliance, Triple Entente, Morocco Crisis of 1905 and 1911, Battle of the Marne, Race to the Sea, Armistice, Plan 17, Battle of Jutland, Tannenberg and Maurian Lakes, "Rape of Belgium", Nationalism, Militarism,

Alliance System, Sick Man of Europe, "Blank Check", trench warfare, "over the top", mechanized warfare, shell shock.

Students will be able to...

- understand the part played by alliance, mobilization, and Balkan nationalism in causing WWI
- explain the causes of WWI
- discuss how many countries contributed to the outbreak of WWI
- assess the social and economic effects of World War I
- analyze the results of World War I
- identify the role of militarism and imperialism in the outbreak of WWI
- discuss the effectiveness of new tactics and technologies used in WWI
- compare and contrast arguments on who was responsible for World War I
- identify the reasons why World War I turned into stalemate

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check

- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments- Suggested

- Identify activities/assessments that students will complete to show that they understood the materials covered in the unit
- development of multiple essays
- fishbowl discussions
- readings of time period appropriate documents
- debates
- analysis of political cartoons
- creation of political cartoons
- flipped classroom questioning
- presentations(PowerPoint, Prezi, Kahoot)
- Boss Battle questioning

Benchmark Assessments

- writing samples
- literary responses
- oral reports
- demonstrations showing understanding how-to-manuals
- dramatizations
- memory maps

STAGE 3- LEARNING PLAN

Instructional Map

- Students will conduct fishbowl discussion on why World War I started.
- Student IBooks are updated to serve as a study guide for the IB exams. As students create research papers or presentations they will be added to these iBooks for an all-encompassing iBook textbook to be completed and used to study for the IB exam.
- Documents are supplied and the students will examine, analyze, and draw conclusions from

the supplied information.

- Students will conduct research on historical controversies of their own choosing to identify historiography.
- The class as a whole will conduct peer writing.
- Small groups will develop presentations debating historiographical arguments.
- Students will write an essay discussing a historical topic being sure to discuss the topics historiography.

Modifications/Differentiation of Instruction

In order to modify the unit for students with **different academic abilities**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments.

In order to modify the unit for **ELL students**, the highlighted text will be given to students. Also, oral direction and repeated Drill/Practice will be provided to the student. Use of Audio resources could also be incorporated.

In order to modify the unit for **students with special needs**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments. Depending of the needs of the student, extended time, frequent breaks, preferential seating, and audio resources could be incorporated in the unit.

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice

- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options

- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

Vertical Integration- Discipline Mapping

The IB 20th Century course is offered during the Senior year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and IB History of the Americas. The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 12th grade can successfully address the demands required of them in the IB program.

Additional Materials

The National Experience: A History of the United States (8th Edition) Harcourt Brace Jovanovich College Publishers by Blum, McFeely, Morgan, Schelesinger Jr., Stamp, and Woodward

The Media at War St. Martin's Press by Susan L. Carruthers

Peacemaking, Peacekeeping: International Relations 1918-1936 Cambridge University Press by Nick Follis

Causes, Practices and Effects of Wars Cambridge University Press by Mike Wells

Causes, Practices and Effects of Wars Pearson by Keely Rogers and Jo Thomas

Authoritarian and Single-Party States Pearson by Brian Mimmack, Daniela Senes, Eunice Price

War and Peace: International Relations 1878-1941 Hodder Education by David G. Williamson

The Origins of the First World War IBID Press by Giles Pope

The First World War Routledge by Ian Cawood and David McKinnon-Bell