Unit 10: World War I

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 35**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Within this unit, students will explore how World War I changed not only the world, but America's position in the world. The unit will focus on causes of the war, including militarism, alliances, imperialism, nationalism, and the assassination of the Archduke Ferdinand. From the American perspective, students will look at why America joined the war and the role propaganda played in shaping the American war effort at home.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.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.

Essential Questions

- Why did World War I start?
- How did trench warfare affect the course of the war?
- How did America impact the war in Europe?

- How did international disputes at the conclusion of World War I lead to World War II?

Application of Knowledge and Skills...

Students will know that...

- 1. Most of the combat in World War I was through a system known as trench warfare.
- 2. The main causes of World War I were militarism, alliances, imperialism, and nationalism.
- 3. The main European countries involved in World War I were Great Britain, France, Italy, Russia, Germany, and Austria-Hungary.
- 4. U.S. soldiers were known as doughboys, but their entrance into the war turned the tide in favor of the Allied Powers.
- 5. World War I ended by an armistice in 1918, an official treaty followed in 1919.
- 6. Common Core Focus: The main causes of World War I were not only sequential but interconnected, as well.

Students will be able to...

- a. Evaluate the costs and benefits of trench warfare.
- b. Explain how background forces led to World War I.
- c. Label on a map the main countries involved in World War I.
- d. Summarize the results of American involvement in World War I.
- e. Analyze the end of World War I and why the Treaty of Paris was so unsatisfying to many countries involved in the war.
- f. Common Core Focus: Determine the causality of World War I by reflecting on major influences and events from the early 1900's.

Assessments

- End-of-Year Benchmark Assessment Summative: Benchmark Assessment Students will take a end-of-year benchmark assessment on American history from the end of Reconstruction through World War I. They will be tested on higher-order questions, creative thinking, geography questions, reading comprehension, and various writing styles on significant events of the 19th. 6.1.12.A.5.a, 6.1.12.A.5.b, 6.1.12.A.5.c, 6.1.12.A.6.a, 6.1.12.A.6.b, 6.1.12.A.6.c, 6.1.12.A.7.a, 6.1.12.A.7.b, 6.1.12.A.7.c, 6.1.12.B.5.b, 6.1.12.B.6.a, 6.1.12.B.6.b, 6.1.12.B.7.a, 6.1.12.C.5.a, 6.1.12.C.5.c, 6.1.12.C.6.a, 6.1.12.C.6.b, 6.1.12.C.7.a, 6.1.12.C.7.b, 6.1.12.D.5.a 6.1.12.D.5.b, 6.1.12.D.6.c, 6.1.12.D.5.d, 6.1.12.A.3.a, 6.1.12.A.3.e, 6.1.12.B.3.a, 6.1.12.B.5.a, 6.1.12.C.3.a, 6.1.12.C.3.b, 6.1.12.D.2.a, 6.1.12.D.3.a, 6.1.12.D.6.b, 6.1.12.D.7.a, 6.1.12.D.7.b, RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.1a, WHST.6-8.1b, WHST.6-8.1c, WHST.6-8.1d, WHST.6-8.1e, WHST.6-8.2, WHST.6-8.2a, WHST.6-8.2b, WHST.6-8.2c, WHST.6-8.2d, WHST.6-8.2e, WHST.6-8.2f, WHST.6-8.4, WHST.6-8.9.

- Activate Prior Knowledge Diagnostic: Other written assessments Students will look at picture examples and summaries about new technology and fighting techniques from World War I. Students will be given a writing prompt to describe trench warfare. Students must explain why trench warfare was so traumatic during World War I. 6.1.12.C.7.a RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.7 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9

- Comprehension Questions Formative: Other written assessments Read an excerpt on American troops (doughboys) and their involvement during World War I. Complete comprehension questions about the role of the U.S. doughboys in World War I. Develope an argument on whether or not U.S. troops were the deciding factor in which side would win World War I. 6.1.12.A.7.a 6.1.12.C.7.b 6.1.12.D.7.b RH.6-8.3 RH.6-8.4 RH.6-8.5 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.4 WHST.6-8.9

- Critical Thinking Formative: Other written assessments Read primary and secondary resources relating to the Armistice, the Fouteen Points, and the Treaty of Versailles. Answer critical thinking questions that explain how the end of World War I would lead to World War II, then discuss students' responses for revision. Do you think World War I was a direct or indirect cause of World War II. 6.1.12.A.7.c 6.1.12.D.7.a RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.5 WHST.6-8.9

- MAIN Causes Graphic Organzier Formative: Other written assessments Students will work together to read excerpts relating to the MAIN (militarism, alliances, imperialism, and nationalism)causes of World War I and identify the reasons why World War I began. Students will complete a graphic organizer of the MAIN causes of World War I. Students must write a 6.1.12.B.7.a RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.7 WHST.6-8.4 WHST.6-8.9

- Map of Europe Formative: Other visual assessments Label a map of the main European countries involved in World War I. Use the MAIN causes of World War I graphic organizer to further explain why Europe exploded into a World War. 6.1.12.B.7.a RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.7 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4

- Trading Cards Summative: Technology Project Students will create trading cards of ten famous Americans. The students will choose one person to create a trading card about from each unit of the year. The teacher will provide the students with a project description and project rubric to guide the students. Writing portion will include basic information as well as information that the students wish to cover. Possible standards to be addressed: 6.1.12.A.7.a 6.1.12.A.7.b 6.1.12.A.7.c 6.1.12.B.7.a 6.1.12.C.7.a 6.1.12.C.7.b 6.1.12.D.7.a 6.1.12.D.7.b 9.1.12.A.1 9.1.12.E.1 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 RH.6-8.10 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.3 WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 WHST.6-8.10

- Unit Test Summative: Written Test Unit test encompassing the major people, events, causes, and results of World War I. Writing prompts will include informative/explanatory and argument focused questions. 6.1.12.A.7.a 6.1.12.A.7.b 6.1.12.A.7.c 6.1.12.B.7.a 6.1.12.C.7.a 6.1.12.C.7.b 6.1.12.D.7.a 6.1.12.D.7.b RH.6-8.4 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.9

Activities

- Students will write a paragraph about trench warfare based on what they remember from lessons the previous year on World War I
- Students will complete a graphic organizer to explain the main causes of World War I
- Students will use the Smart Board to label the main European countries involved in World War I
- Label a map of World War I countries; create a color-coded key to identify the countries as Allied Powers, Central Powers, or neutral
- Read about the role and accomplishments of the U.S. soldiers, "Doughboys", and answer

comprehension questions
- Answer critical thinking questions; predict how the end of World War I would lead to World War II, discuss students' responses
- Watch a scene from the movie, "Sergeant York," discuss with the class why it is important to celebrate the life of Alvin York, without glorifying war in general
- Use the project description and rubric to begin the trading card project using the textbook
- After completing research, create the Famous- American trading cards by using Microsoft Word; each trading card should have a picture, vital statistics, and a mini-biography
- Use the Maps101 map collections for making worksheets and projection in the classroom: Europe

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials

- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Use the project description and rubric to begin the trading card project; use the textbook and Internet for research; each trading card will conform to the teacher-created Microsoft Word template and should have a picture, vital statistics, and a mini-biography
- Use the project description and rubric to complete the trading card project; use the textbook and Internet for research; each student will create their own Microsoft Word trading card template, which will include a picture, vital statistics, and a mini-biography (intermediate activity)
- Pair mixed ability students together for completing the graphic organizer to explain the main causes of World War I
- Provide a completed map for students to use as a reference in labeling the main European countries involved in World War I
- As necessary give students completed study guides
- Modify tests and quizzes as required or in certain situations as appropriate

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: trench warfare, militarism, alliance, imperialism, nationalism, war, allies, armistice, treaty

Content specific modifications to extend learning for gifted students may include:

- For the trading card project, complete ten trading cards of famous Americans and also create ten trading cards of famous events in American history (challenge activity)

Integrated/Cross-Disciplinary Instruction

The first airplane was invented only eleven years before World War I began. The design and manufacturing of airplanes was still very experimental. Students can explore the scientific method and apply it to building paper airplanes in their science classes. Students will gather some baseline information, make one variable and test the results; make another variable and test the results. Next, choose a paper plane design that they believe will

fly the farthest and test the results. Finally, graph the longest and average distances flown for each of the paper plane designs.

Resources

- America: History of our Nation textbook - Prentice Hall, (c)2007
- America: History of our Nation teacher's edition - Prentice Hall, (c)2007
- "Sergeant York" movie - Warner Bros., (c)1941
- http://www.maps101.com/

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21st Century Skills

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.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.