Unit 03: WWI

Content Area: **Social Studies**
Course(s): **US History 2**
Time Period: **Semester 1**
Length: **3 weeks**
Status: **Published**

Standards

6.1.7	The Emergence of Modern America: World War I (1890–1930)
6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.1.9	The Great Depression and World War II: The Great Depression (1929–1945)
6.1.10	The Great Depression and World War II: New Deal (1929–1945)
	Civics, Government, and Human Rights: Human and Civil Rights
	Governments around the world support universal human rights to varying degrees.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

Enduring Understandings

1. Students will be able to understand that changing technology and industry influenced the political, social and military history in the United States.
2. Students will be able to understand that the executive, legislative and judicial branches of government played a significant role in shaping and reacting to the societal and political changes in the United States.
3. Students will be able to understand that the past has shaped present day conditions and policies.
4. Students will be able to understand that dissent and political activism has played a significant role in the historical struggle for freedom and equality at home and abroad.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View,

Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. What were the causes of the Great War?
2. Who were the important figures who led America through the war years and why were they significant?
3. What was the legacy of the war?
4. How did the political and geographical changes following the conclusion of the war plant the seeds for political turmoil in a post war Europe?
5. Why did the United States adopt a policy of isolation following the war?

Knowledge and Skills

Obj: What were the causes of WWI in Europe?

-MAIN (Militarism, Alliances, Imperialism, Nationalism)

-Alliance Systems - Triple Entente (Allies) vs. Triple Alliance (Central Powers)

-Spark to War - Assassination of Archduke Ferdinand

Obj: Why did America first enact a policy of neutrality and isolationism? What led to America's involvement in WWI?

- Socialists and the Anti-War effort

-Cultural Ties

-Wilson's 1916 campaign "He Kept Us Out of War"

-German U-boats - sinking of *Lusitania*, *Sussex*, and *Arabic*

-1916 Election of Wilson (2nd term)

-Zimmerman Note

Obj: How were civil liberties affected and limited during time of war?

- Espionage Act

-Sedition Act

-*Schenck v. Us*

Obj: How was WWI different from other wars?

-New Technologies (submarines, machine guns, tanks, flame throwers, chemical welfare)

-Trench Warfare

-Total War

Obj: What role and impact did government propaganda play on the home front?

-Committee on Public Information

-George Creel

-Four-Minute Speeches

-Anti-German Sentiment (help pass 18th Amendment-Prohibition)

-Banning of German goods (liberty cabbage)

Obj: How did the war affect the daily lives of Americans?

-Herbert Hoover and the Food Administration

-Lever Act

-Daylight Savings Time

-Rationing

-War Bonds

-Great Migration

Obj: What were the implications of the Treaty of Versailles?

-Wilson's Fourteen Points

-League of Nations

-Reparations

Transfer Goals

- Students will be able to independently develop recurring patterns in history and will be able to make informed judgments about current events, government reactions to conflict, and peoples' responses to war.
- Students will be able to independently apply concepts and systems of economics to participate productively in a wartime economy.

Resources

Textbook: The Americans by Gerard A Danzer 2012

American Yawp - Stanford University: Edited by Joseph Locke and Ben Wright; updated yearly starting in 2019

Who Built America by Christopher Clark et. al 2007

Openstax - Rice University 2003

Taking Sides by William Miller 21st edition 2002

AP Textbook: By the People by James Fraser 2014

Liberty, Equality and Power- Murrin 1999

ADDITIONAL RESOURCES

Including Good Bye to All That - Robert Graves 1929

including Poems by Wilfred Owen 1917-1918

Primary source Zimmerman note 1917

Including Woodrow Wilson's WWI Address to Congress 1917 and League of Nations 1918

Including WW1 Music 1914-18

Including Spanish Flu PBS.org 1918

Including videos on Uboats, WW1 , Shellshock, Russian Revolution 1917-18

Additional Resources from WH databases, and articles connected to the content, including primary readings,

historiography, and secondary sources.

Modifications for Text levels/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

DocsTeach (Library of Congress)

Voices of Freedom, Foner

Amsco Review Book

Portrait of America (secondary source anthology)

Give Me Liberty, Foner

American History, Brinkley

March of Liberty, Urofsky & Finkleman

Myth America, Keven Kruse

For the Record (primary source anthology)

The Atlantic Monthly

Movie: Iron Jawed Angels

Movie: Cinderella Man

Dissent in America, Ralph Young (primary source)

Zinn: Voices of a People's History

American Spirit: Bailey/Kennedy (primary)

Taking Sides: Clashing Views in US History

New Visions for Learning

Stanford Thinking Like a Historian

Immigration Political Cartoons

PBS American Experience Video Clips

Facing History

60 Minutes

News publications, including but not limited to NYTimes, Washington Post.

Newsela

Vox Videos

Upfront Magazine

Four Freedoms Speech - Roosevelt; Letters to Hoover and Roosevelt

Zinn Education Project

Internet and AI (Gemini, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72flT8XsUIe3K1VSG7nxuc4CpCec/edit