Unit 09: World War I

Content Area: **Social Studies**
Course(s): **AP European History**
Time Period: **Semester 2**
Length: **2 weeks**
Status: **Published**

Standards

6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
	Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).
6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
	Governments around the world support universal human rights to varying degrees.
6.2.12.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
6.2.12.HistoryCC.4.h	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).
6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
	Civics, Government, and Human Rights: Participation and Deliberation
	Civic participation and deliberation are essential characteristics of productive citizenship.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a

particular issue(s) and share the plan with appropriate government officials.

Enduring Understandings

- Students will be able to analyze how the shifting economic, social and political atmosphere effects the European Balance of power.
- Students will be able to identify and explain how the type of warfare used impacts the progress and outcome of the conflict.
- Students will be able to analyze the successes and the failures of the Treaty of Versailles.

- 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

- How did the rise of Militarism, the creation of Alliances, Imperialism, the Industrial Revolution and the increase in **Nationalism** alter the Balance of Power in Europe and lead to World War I?
- How did technological advancements alter the course of World War I?
- How effective can the Treaty of Versailles be defined as peace treaty?

Knowledge and Skills

Objective: How did the economic and political shifts within Europe impact the Balance of Power?

- Paul Kennedy - "Alliances and Drift to War" pages 249 - 256
- Paul Kennedy - "Total War and Power Balances, 1914-1918" pages 256 - 274

Objective: How did the tensions between the various countries of Europe cause an outbreak of a continental wide war?

- Militarism, Alliances, Imperialism, Industrial Revolution, and Nationalism as causes of World War I

Objective: How did the technology and methods of war influence the progress of World War I?

- Trench Warfare
- Stalemate
- Entrance of the United States
- Tanks, Airplanes and Machine Guns

Objective: What went into the creation of the Treaty of Versailles and was it an effective Peace Agreement?

- Goals of the Allies - France, Great Britain, and the United States
- Treatment of Germany
- Idealism vs. Realism

Transfer Goals

- Students will be able to independently analyze the M.A.I.N. causes of World War I.
- Students will be able to independently identify and explain the ways in which technology contribute to the progress of war.
- Students will be able to independently analyze the effectiveness of the Treaty of Versailles.

Resources

Unit is aligned with Hunt *The Making of the West* Chapters 25 and 26 and Paul Kennedy's *The Rise and Fall of the Great Powers* pages 249-274

Secondary Source

Guns of August

Paris 1919

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

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

Upfront Magazine

Pear Deck

Albert i.o.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

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

Primary Sources:

Charge of the Light Brigade

The Treaty of Versailles

Woodrow Wilson*, Fourteen Points*

Revolutionary Propaganda

WWI: The Home Front and Women

WWI Propaganda Posters

WWI Artwork and Photographs

Digital Sources

https://www.youtube.com/watch?v=KGlmlSTn-eM

https://www.youtube.com/watch?v=IIiDULrXaqQ

https://www.youtube.com/watch?v=dPXNZkGYJHM&t=5s

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit