

Unit 6: World War 1

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

World War 1

Learning Objectives

- Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
- Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- 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.
- 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)
- Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's

leadership during and immediately after WWI and compare it to another president's wartime leadership

Essential Skills

- Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
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- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- To better understand the historical perspective, one must consider historical context
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Standards

SOC.6.1.12.CivicsDP.7.a	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.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.
SOC.6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
SOC.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.
SOC.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.
SOC.6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

Instructional Tasks/Activities

- Analyze Wilson's speeches leading to war and identify the key points in each
- Compare and contrast Wilson's 14 Points vs. the Treaty of Versailles in an essay
- Discuss the importance of Propaganda and create a piece of propaganda that is accurate for the era
- Discuss the outbreak of war and classify the causes
- Evaluate and define reasons for US involvement
- Evaluate and define reasons for US neutrality
- Guided Reading / Outlining / Notes

- Review aspects of war on the Home front
- Review Game
- Survey aspects of modern warfare and complete Morality of Modern Warfare homework essay
- Watch World War I on the Home Front and identify the key roles Americans had on the home front during the war

Assessment Procedure

- All Quiet On the Western Front Discussion Questions
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides

- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)

- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Faster paced class where the focus is the development of college level study habits. Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student. Unit assessments measure not only a student's recall of basic facts, but also their ability to think critically, analyze data, and use historical knowledge to help deepen their understanding of content. Students will use primary source documents to complete a document based question (DBQ).

- Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student.
- Faster paced class with a focus on developing College level study habits.

Resources

- ABC-CLIO online textbook
- ALL Quiet on the Western Front
- AVA Video – WW1 On The Home Front
- Internet research
- Primary Source Documents
- Teacher Created notes and resources

