Unit 2: World War I (1890-1930)

Content Area: **Social Studies**
Course(s):
Time Period: **October**
Length: **2 Weeks**
Status: **Published**

Targeted Standards

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).
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.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.
6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

Rationale & Transfer Goals

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

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

Content/Objectives

Content - What students will know

- MAIN
- Alliance Systems
- Propaganda
- Role of Women & African Americans
- Military Technology
- 14 Points
- Treaty of Versailles
- League of Nations

Skills - What students will be able to do

- Mapping
- Primary Source Analysis
- Create Propaganda using selected methods
- Comparison
- Contextualization
- Perspective taking
- Writing
- Debate

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- How have societies supported or limited democratic values?
- How has technology and investment shaped how people live and work?
- How can finding patterns in history help us understand the past?
- Why is context important for understanding people and events in history?
- How do wars reshape societies, governments, and individual rights?
- How do leaders, propaganda, and public opinion influence wartime policies and outcomes?
- How do the consequences of war extend into society, economy, and international relations?

Instructional Activites

Evidence (Assessments) - How we know students have learned

Assessment: Write an evidence-based essay answering:
“Evaluate the effectiveness of U.S. leadership during WWI, considering government policies, social changes, and international outcomes.”

Activities/Strategies - How we teach content and skills

Map activity: Alliances

MAIN organizer

Primary source analysis: Wilson's speeches and propgaganda posters

Propaganda Analysis

Create your own propaganda poster

Primary Source Analysis: Women & African Americans in WWI

Chart: immediate v. long-term impacts of WWI on women and African Americans

Primary Source Analysis: Solider's journals

Analyze 14 points

Debate: Was Wilson an effective wartime leader?

Persepective taking: Treaty of Versailles

Debate: Should the USA join the League of Nations?

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Short term and long term causes of the war;

German and Austrian aggression

Sinking of the lusitania;

Trench warfare

Recruitment

Neutrality

Propaganda (Pre and During Wartime)

Draw Evidence from informational text Module 16

Interpretation of key words and phrases as used in text Module 16 All sections

Spiral Focus from Previous Unit

Interpret and understand primary document material as it pertains to Zimmerman Note (conspiracy to go to war paper)

Understand and evaluate maps and graphs of economic stability prior to WW!

Acquiring various reading strategies needed to comprehend Warfare prior to Geneva Convention as it relates to WW 1 and modern day

Instructional Activity

Graph Interpretation Wartime Economy

Review of Primary Source Zimmerman Note

Interpret Sam Houston “Wilson’s Plan for Peace”

Review of Maps of Europe Post WW1

Poison Gas Warfare (Connection today)

German Codes Cipher Grid

Wartime Propaganda (How did the US sell the War?)

Why did Wilson’s plan fail?”

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.2.IML.2: Represent data in a visual format to tell a story about the data

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Interdisciplinary Connections - How does this content impact the following groups

LGBTQ

sparked a gay rights movement and asking for equality/Gay rights movement paving the way for equality movement felt today by LGTBQ community

Hispanic

Zimmerman Note;Camp Gordon Plan/Impact of Hispanic roles in armed forces moving forward in American Culture

African American

350,000 served; Harlem Hellfighters; James Reese Europe; Impact of African Americans role in WW1 and translation to return to home with cultural impact toward today

Women

first female police officers; WAAC; suffragists movement; role of women during wartime in factories/ Women's impact in the workforce during WW 1 leads to impact in job opportunities for women moving forward

Key Resources

Digital Inquiry Group

PBS Learning Media

Icivics

Crash Course US History

The National World War I Museum and Memorial

National Archives