

Unit Name: 4c - World War I
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UNIT

Subject: **Social Studies**
Course/Grade: **U.S. History**
School: **EHTHS**

Country:
State/Group: **NJ**

UNIT SUMMARY

Triggered by the assassination of Archduke Franz Ferdinand, the heir to the throne of the Austro-Hungarian Empire, World War I began in August 1914 when Germany invaded Belgium and France. Several events led to U.S. intervention: the sinking of the *Lusitania*, a British passenger liner; unrestricted German submarine warfare; and the Zimmerman note, which revealed a German plot to provoke Mexico to war against the United States. Millions of American men were drafted and Congress created a War Industries Board to coordinate production and a National War Labor Board to unify labor policy. The Treaty of Versailles deprived Germany of territory and forced it to pay reparations. President Wilson agreed to the treaty because it provided for establishment of a League of Nations, but he was unable to persuade the Senate to ratify the treaty. This unit will take approximately 15 days.

UNIT RESOURCES

Printed Materials:

Primary Source: The Zimmerman Telegram www.firstworldwar.com/source/zimmermann.htm

Primary Source: Newspaper article on the sinking of the *Lusitania*
www.firstworldwar.com/source/lusitania_2ndusprotest.htm

www.firstworldwar.com/source/lusitania_germanresponse.htm

Primary Source: World War I songs <http://www.firstworldwar.com/audio/index.htm>

Resources:

Video: ***America in the 20th Century: World War I: The War in Europe*** (unitedstreaming.com)

Video: ***America in the 20th Century: World War I: On the Home front*** (unitedstreaming.com)

Internet Resource Links:

<http://www.digitalhistory.uh.edu/modules/ww1/index.cfm>

<http://www.pbs.org/greatwar/maps/index.html>

<http://www.firstworldwar.com/posters/usa.htm>

<http://www.funwithhistory.com>

STAGE ONE

GOALS AND STANDARDS

Goal:

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ENDURING UNDERSTANDINGS

1. Students will understand the causes and effects of WWI on our world today.
2. The growing debate over America's involvement in world affairs
3. The causes and effects of total industrialized war on mankind
4. World War 1 is a bridge in U.S. foreign policy from isolationism to expansionism

ESSENTIAL QUESTIONS

1. Was world war inevitable in 1914?
2. Was it possible for the U. S. to maintain neutrality in World War I?
3. Should the United States fight wars to make the world safe for democracy? (or Should the United States have entered World War I?)
4. Should a democratic government tolerate dissent during times of war and other crises? (Schenck v. United States, Abrams v. United States)
5. Was the Treaty of Versailles a fair and effective settlement for lasting world peace?
6. Should the United States have approved the Treaty of Versailles?

KNOWLEDGE AND SKILLS

SWBAT:

1. illustrate the political and geographic changes resulting from WWI.
2. define and give examples of propaganda.
3. evaluate the role of women and various ethnic groups during WWI.
4. compare and contrast the Treaty of Versailles to Wilson's Fourteen Points.

5. explain the reasons for the United States' involvement in World War I and its leadership role at the conclusion of the war.
6. identify the four main causes of WWI

STAGE TWO

PERFORMANCE TASKS

Title: He's Done His Part

Students will view a variety of WWI propaganda posters. Then they will use a variety of materials to create a poster that provides information about the ways Americans can support the war effort at home. They may also create a poster relating to a modern cause or event.

<http://www.firstworldwar.com/posters/usa.htm>

CATEGORY	7-10 Points	2-6 Points	0-1 Points	Total Points Earned per Category
Topic:	World War I topic is clearly identified on the poster. The topic is clear and well-focused.	World War I topic is evident on the poster, but is not clearly identified.	No World War I topic is identified on the poster.	
Poster Details	The poster includes relevant and historically accurate details to support the poster's message. The poster clearly communicates a persuasive message.	The poster includes supporting details, but some details are lacking in their historical accuracy or relevancy. The poster communicates a persuasive message.	The poster does not include historically accurate or relevant details in support of the poster's message. Little or no persuasion is evident on the poster.	
Grammar and Spelling	The student makes no errors in grammar or spelling that distract the reader from the content of the poster.	The student makes a number of grammatical and spelling errors that minimally distract the reader from the poster's content.	The student makes many grammatical and spelling errors that distract the reader from the poster's content.	
Neatness	The poster uses color, visual images and words to clearly communicate the poster's intended	The poster makes some use of color, visual images and words to communicate the poster's intended	The poster does not use color, visual images or words to communicate the poster's intended	

	message. The poster is neat and cleanly presented.	message. The poster is lacking in overall neatness and presentation.	message. The poster is messy and is poorly presented.	
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Title: The Weapons of War

Organize the class into small groups. Each group researches and discusses fighting techniques and new weapons used in World War I. Group members research and take notes about the topic. Students use their notes to write and illustrate a short picture dictionary of fighting techniques and weapons. Groups then present their dictionary to the class.

OTHER EVIDENCE

tests

quizzes

self-assessment

worksheets

STAGE THREE

LEARNING ACTIVITIES

Week 1

Introduce vocabulary words.

Identify the causes of World War I

Discuss the assassination of Archduke Ferdinand and how/why it sparked WWI.

List the nations that made up the Central Powers and Allied Nations and locate them on a map

Describe the new weapons used during WWI

Week 2

Introduce the concept of Isolationism and explain Wilson's reasons for supporting it.

Explain the impact of the *Lusitania* and the Zimmerman Telegram

Debate the U.S. Declaration of War and our involvement in WWI

Discuss the war effort on the homefront

Week 3

Identify several key battles of WWI: Belleau Wood and Château-Thierry

Describe how the U.S. help the Allies win the war

Discuss Wilson's 14 Point Peace Plan