

## Unit Overview:

Students will explore the onset of and the reasons for U.S. entry into the war, as well as how the use of propaganda helped influence the build up of support for the war effort on the homefront. Students will also investigate how WWI was a political opportunity for President Wilson to bring a lasting peace into the war by analyzing his Declaration of War with the Treaty of Versailles. Students will investigate how new technologies and innovations in weapons of war made WWI different from previous wars. Students will explore the peace process at the end of the war, and make a claim on whether or not the agreements in the Treaty of Versailles made another war inevitable.

### Step 1: Identify Key Knowledge gains we want students to achieve

- The Causes of WWI (MANIA)
- The Players of WWI Central Powers vs. Allied Powers
- U.S. Drawn into War
- The Propaganda of WWI
- Wilson's Justification for War
- WWI Technology Advancements
- U.S. Mobilization and War on the Home Front
- Type of Fighting (trench warfare) and the End of WWI (Treaty of Versailles)
- The Treaty of Versailles

### Step 2: Creation of Proficiency Scale

Course: US History		Grade: 11th Grade
Unit: Unit 2: WWI		
Standard: <b>SS12.4.5-</b> Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives. <b>SS12.4.2-</b> Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world. <b>SS12.4.1-</b> Make comparisons, describe cause and effect and make connections between the past and current events.		
	<b>Learning Targets</b>	<b>Sample Activities</b>
<b>Score 4.0</b>	<b>Advanced Level Performance</b> Students will...	
Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content.</i>	

Score 3.0	<p><b>Proficient Level Performance</b> Students will...</p> <ul style="list-style-type: none"> <li>● <b>SS12.4.5-</b> Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives. <ul style="list-style-type: none"> <li>○ The Causes of WWI, The Players of WWI, U.S. Drawn into War, The Propaganda of WWI (primary), Wilson’s Justification for War (Primary), U.S. Mobilization and the War on the Home Front, The End of WWI (Treaty of Versailles),</li> </ul> </li> <li>● <b>SS12.4.2-</b> Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world. <ul style="list-style-type: none"> <li>○ WWI Technology Advancements, Type of Fighting-Trench Warfare</li> </ul> </li> <li>● <b>SS12.4.1-</b> Make comparisons, describe cause and effect and make connections between the past and current events. <ul style="list-style-type: none"> <li>○ The Propaganda of WWI, The Treaty of Versailles</li> </ul> </li> </ul>	
Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 4.0 content.	
Score 2.0	<p><b>Basic Learning Progression Performance</b> Students will...</p> <ul style="list-style-type: none"> <li>● Recognize or recall specific vocabulary (Neutrality, RMS Lusitania, U-boat, unrestricted submarine warfare, Woodrow Wilson, Zimmerman Telegram, American Expeditionary Force, doughboy, trench warfare, Fourteen Points, John J. Pershing, League of Nations, Liberty Bond, Selective Service Act of 1917, Sedition Act of 1918, Treaty of Versailles, Nationalism, Triple Alliance, Reparation, Militarism, Triple Entente, War Industries Board, Allied Powers, League of Nations, Armistice, Imperialism)</li> <li>● Explain what MANIA is and how they contributed in drawing the major European powers into different “Camps” as war begins in Europe. (#1 &amp; 2)</li> <li>● Clarify how certain events end up drawing the U.S. into the war. (#3)</li> <li>● Assess the impact that propaganda had on influencing the shift in American public opinion on the war. (#4)</li> <li>● Describe the relationship of a world power’s justification for war with President Wilson’s Declaration of War speech. (#5)</li> <li>● Critique the new technologies that were used in WWI and conclude what impact these new technologies had on the battlefield. (#6)</li> <li>● Distinguish the changes that occurred following the U.S. entry into WWI (for example, the institution of the draft, the use of Liberty Bonds to finance the war</li> </ul>	

	<p>effort, the role of the War Industries Board and other government run agencies to assist in the war effort at home). (#7)</p> <ul style="list-style-type: none"> <li>Summarize how the war was fought and how it comes to an end in the fall of 1918. (#8)</li> <li>Distinguish between the main issues in the Treaty of Versailles that led the U.S. Congress to reject its signing. (#9)</li> </ul>	
Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</i>	
Score 1.0	<p>With help, partial success at score 2.0 content and score 3.0 content Students will...</p> <ul style="list-style-type: none"> <li>Identify accurately the major causes of WWI (MANIA) (#1)</li> <li>Recognize the major European powers involved in the alliances that help lead to WWI. (#2)</li> <li>Describe the U.S. policies regarding WWI prior to American entry (U.S. trade and financial relationships with with the Entente Powers, Wilson’s advocacy for “peace without victory”) and describe how the U.S. is drawn into the war (Zimmerman Telegram, unrestricted submarine warfare, Lusitania) (#3)</li> <li>Describe what a propaganda poster is from WWI, and identify the purposes for the use of them during the war. (#4)</li> <li>Identify the factors/main ideas that were shared in Wilson’s Declaration of war. (#5)</li> <li>Provide examples of new technology that was developed during the WWI time period (for example, airplanes, machine guns, chemical weapons, tanks...). (#6)</li> <li>Identify the steps taken by the U.S. to mobilize U.S. troops and the changes in American businesses and society that occurred to support the war at the home front (for example, institution of the draft, the sale of Liberty Bonds, the War Industries Board and other government agencies). (#7)</li> <li>Describe the conditions and type of fighting that was prevalent during WWI and how the U.S. military participated in the war (for example, trench warfare, the size of the AEF, significant battles in which the AEF played a role, the end of summer advancement of German forces and their eventual retreat...). (#8)</li> <li>Describe Woodrow Wilson’s efforts to shape the postwar world through the creation of the</li> </ul>	

**Step 3: Create learning targets based off of the key knowledge for the unit & the Proficiency Scale**

- Students will be able to clearly determine and analyze the factors that contributed to the start of war in Europe that eventually leads to WWI (MANIA).
- Students will be able to identify the different powers of the war and understand the geographical advantages/disadvantages.
- Students will understand the key vocabulary in the unit.
- Students will understand how propaganda was used and what topics propaganda was used for.
- Students will be able to determine main ideas and understand why the United States declared war.
- Students will understand what weaponry was used in the war and how technological advancements impacted the outcome of the war.
- Students will be able to describe trench warfare and explain the horrific conditions.
- Students will be able to explain the Treaty of Versailles and explain how this may set us up for another world war.

#### **Step 4: Determine activities and their schedule within the Unit Plan**

- MANIA Activity filling out the Graphic organizer where students will determine each of the causes, define the terms and start constructing a vision as to how these items worked together to cause WWI.
  - What is militarism? How did militarism contribute to the start of WWI?
  - What does alliance mean? How did alliances contribute to the start of WWI?
  - What is nationalism? How did nationalism contribute to the start of WWI?
  - Review imperialism. How did imperialism contribute to the start of WWI?
  - Who was assassinated? How did that assassination contribute to the start of WWI?
- World War 1 Map. Students will complete a map of Europe to help understand the members of the Triple Entente and the Triple Alliance. The map will also show the British Blockade and where the sinking of the Lusitania took place.
- Vocabulary Activity:
  - Neutrality, RMS Lusitania, U-boat, unrestricted submarine warfare, Woodrow Wilson, Zimmerman Telegram, American Expeditionary Force, doughboy, trench warfare, Fourteen Points, John J. Pershing, League of Nations, Liberty Bond, Selective Service Act of 1917, Sedition Act of 1918, Treaty of Versailles, Nationalism, Triple Alliance, Reparation, Militarism, Triple Entente, War Industries Board, Allied Powers, League of Nations, Armistice, Imperialism
- Propaganda Activity. Students will analyze propaganda posters from World War I and explain them. Students will also create their own propaganda poster for World War I using today's verbiage.
  - We will look at President Wilson's Declaration of War article and determine the main ideas. We will follow the **To, With, By** method during this activity.
  - Students will research the weaponry that was used during World War I. As they research they will recognize the advancement of technology used and the innovations that affected the outcome of World War I.
  - Trench Warfare- Analyze pictures of trench warfare to better understand the conditions and type of fighting during World War I.
  - Treaty of Versailles- Ending of World War I and the stipulations that went with it. Understand the terms of the Treaty and how this could possibly set up another world war.

**Step 5: Create questions that will link back to the learning targets that can be used on CFA or End of Unit Assessments**

**Step 6: Plan out a 15 Day Challenge (or Unit Plan)**

<p>Day 1 Journal Entry: What do you know about WWI? &amp; Why do we know more about WWII than WWI?</p> <p>Introduction to WWI &amp; MANIA-Rough Draft Cause, definition, example, picture</p>	<p>Day 2 Surf #1-Surf on the Cause from yesterday.</p> <p>MANIA Cont. Final Draft</p>	<p>Day 3 MANIA Cont. Presentations Fill in MANIA chart</p>	<p>Day 4 Finish presentations</p> <p>Journal-*After learning about MANIA (causes of World War 1) what cause do you think was most influential in starting the war? Explain.</p> <p>Read Chapter 16 Lesson 1 &amp; Vocabulary 1-5</p>
<p>Day 5 16-1 Vocab 6-8 Journal*What events led to the United States declaring war on Germany in 1917?</p> <p>*Do you think the United States was justified in declaring war on Germany? Explain!</p> <p>16-1 Guided Reading Surf</p>	<p>Day 6 Journal*By looking at the map of Europe at the beginning of World War I, who do you think has the geographical advantage between the Allied Powers and the Central Powers? Explain!</p> <p>World War 1 Map</p>	<p>Day 7 Journal *What is propaganda? *Is propaganda helpful or hurtful? Explain! *Is propaganda used today? Examples!</p> <p>NB Work -vocab 1-8 -Map -16-1 Guided Reading</p>	<p>Day 8 SurfTake a look at World War One propoganda posters and write down the different topics that are covered by the posters. Analyze Propaganda Propaganda Chart</p>
<p>Day 9 CFA Propaganda Poster Notebook Spot Check</p>	<p>Day 10 Wilson's Declaration of War Speech 1-5 Main Ideas</p>	<p>Day 11 Discuss 3-5 Do 6-12 Posters and NB work</p>	<p>Day 12 Read 16-2 Vocab 9-12, 18 Main Ideas 13-16</p>

	Model 1 and 2		
<p>Day 13</p> <p>Journal-*Explain the espionage and sedition acts that congress enacted in 1917? Do you agree with these acts? Why?</p> <p>*The selective service act of 1917 (Draft) (conscription) required men ages 21-30 to register for the draft.</p> <p>*Why was the draft necessary?</p> <p>*What would be the reasoning for using this age span?</p> <p>16-2 GR Main Ideas 17-20</p>	<p>Day 14</p> <p>L.T. Describe the conditions of trench warfare.</p> <p>Surf-Trench Warfare</p> <p>Look and discuss pictures of trench warfare</p> <p><a href="#">Exit Ticket</a></p>	<p>Day 15</p> <p>Journal-<small>Read the following quote:</small>          "To get a 'cushy' one is all the old hands think about. A bloke in the Camerons wanted a 'cushy' bad! Fed up and far from home he was. He puts his finger over the top and gets his trigger finger taken off and two more besides. "I'm off to bonny Scotland!" he says laughing. But on the way down to the dressing station, he forgets to stoop low where an old sniper is working. He gets it through the head." (Robert Graves)</p> <p>*Explain what is going on.</p> <p>Trench Warfare Video-15 min</p>	<p>Day 16</p> <p>CFA-Trench Warfare</p> <p>Weaponry research</p> <p>Main ideas 21-26</p>
<p>Day 17</p> <p>Weaponry research</p> <p>Intro Weaponry Letter -Work on Letter</p>	<p>Day 18</p> <p>Main Ideas 27-31</p> <p>Weaponry Letter</p>	<p>Day 19</p> <p>Journal-*What did the Americans bring to the war to help the Allies? Why was it so important to the Allied victory?</p> <p>Read 16-3 "A Bloody Conflict"</p> <p>Vocab 13-27</p> <p>Weaponry Letter</p>	<p>Day 20</p> <p>16-3 Vocab</p> <p>Letter</p>
<p>Day 21</p> <p>Weaponry Letter Due</p> <p>Journal-*What is the difference</p>	<p>Day 22</p> <p>Discuss Journal</p> <p>16-3 Guided Reading</p>	<p>Day 23</p> <p>Journal-*The most important participants in the creation of the Treaty of Versailles were known as</p>	<p>Day 24</p> <p>½ Day-NB Work</p>

<p>between an armistice and a treaty? When was the armistice signed to end W.W.1? When did Germany sign the Treaty of Versailles?</p> <p>*What were the stipulations of the Treaty of Versailles? How could some people argue that this was the beginning of the next world war?</p> <p>16-3 Guided Reading</p>		<p>the “Big Four”. Who were these participants and where were they from?</p> <p>*President Wilson’s plan for world peace was known as “The Fourteen Points”. The first five points dealt with what? What did the next eight points deal with? The 14th point called for what?</p> <p>Unit Crossword</p>	
<p>Day 25 Unit Crossword</p> <p>NB Work</p>	<p>NB assessment</p> <p>Turn in NB</p> <p>Unit 2 Test</p>		