

Monday, January 8th, 2018

World War I Curriculum

Lesson 3: The Interception of the Zimmermann Telegram

Standards

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. *Common Core State Standards*

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. *Common Core State Standards*

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. *Common Core State Standards*

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). *Common Core State Standards*

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. *Common Core State Standards*

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. *Common Core State Standards*

RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. *Common Core State Standards*

RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. *Common Core State Standards*

RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. *Common Core State Standards*

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. *Common Core State Standards*

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. *Common Core State Standards*

WHST.11-12.2.a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. *Common Core State Standards*

WHST.11-12.2.d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. *Common Core State Standards*

Objective

Students will be able to examine the path of transmission, interception, and eventual broadcast of the Zimmermann Telegram and evaluate the historical importance of its discovery and publication as it pertains to the shifting foreign policy perspective of the United States in early 1917.

Engage

How will you capture the students' interest? What questions should students ask themselves?

- I will examine the American, Mexican, German, and British points of view of the Zimmermann Telegram and seek to understand what its inherent threat was to international diplomacy from 1917–1919?

- I will evaluate how U.S.–Mexican diplomatic relations evolved over the course of the Mexican Revolution from 1910–1916 and the role that skirmish played in the U.S. entry into WWI.
 - I will analyze the role international cryptoanalysis played in the U.S. entry into WWI and determine the role the decryption of the Zimmermann Telegram played in shifting American public sentiments from humanitarian relief efforts to preparation for and eventual entry into the war.
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Explore

Describe what kinds of hands-on/minds-on activities students will be doing.

- Students will view a **Presentation** on the interception and decoding of the Zimmermann Telegram and how the secret communication between Germany and Mexico that was intercepted by the British prompted America to disregard its previous policy of cautious neutrality and formally enter WWI on the side of the Allies.
- **Activity 1: Event Map**
 - Directions: Trace the transmission path of the Zimmermann Telegram from creation to interception, dissemination then broadcast. Deconstruct the Zimmermann Telegram by asking and answering: What happened? When did it happen? Where did it happen? Who was involved? How did it happen? and Why was it important?
- **Activity 2: Problem Solution**
 - Directions: Diagram the choices that the United States Government had after the British intercepted, decoded and shared the Zimmermann telegram. Choose the solution you would have sought as President of the United States and explain your reasoning.
- **Activity 3: Geographic Analysis**
 - Directions: The Zimmermann Telegram provides an opportunity to review geography with students. Analyze the “World Map of War and Commerce” during World War I to understand trade routes, naval warfare, border disputes, territory occupation and humanitarian aid relief efforts. Ask students to first locate England, Germany, Mexico, and the United States of America on the world map. Then direct students to answer the provided questions by indicating on the map or answering in written form on a separate sheet of paper.
- **Activity 4: Post Lesson Quiz**
 - Directions: Print copies of the quiz and distribute to students. Allow students ten minutes to complete quiz then collect.

📎 WWI- Lesson 3, Activity 1- Event Map.pdf

📎 WWI- Lesson 3, Activity 2- Problem Solution.pdf

📎 WWI- Lesson 3, Activity 3- Geographic Analysis.pdf

📎 WWI Lesson 3- Quiz.pdf

Explain

List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.

- Question 1: What events in 1916 and 1917 contributed to the impact the Zimmermann Telegram would have on the American public?
 - Question 2: Would the United States have remained neutral if the Zimmermann Telegram had not been revealed to the public?
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Extend- The Military Lens

Describe how students will develop a more sophisticated understanding of the concept

- Students will examine the use of technology and the role women played in the U.S. Army during WWI.
- Students will view the [Extension Activity: The Military Lens Presentation](#)
- [Activity: Gender Roles and Technology Timeline](#)

📎 WWI- Lesson 3, Project- Technology & Gender Roles.pdf

Evaluate

How will students demonstrate that they have achieved the lesson objective?

- Students will submit [Activity 1: Event Map](#), [Activity 2: Problem Solution](#), and [Activity 3: Geographic Analysis](#) to their teacher for review.

- Students will complete [Activity 4: Post Lesson Quiz](#)
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Homework

Students may view the PDF at home and complete the assigned activities.

Students may conduct a research project on the historical significance of the Zimmermann Telegram.

Accommodations & Modifications

- **Activity 1: Event Map**
 - *DIRECTIONS:* Trace the transmission path of the Zimmermann Telegram from creation to interception, dissemination then broadcast. Choose the solution you would have sought as president of the United States and explain your reasoning. Deconstruct the Zimmermann Telegram by asking and answering: What happened? When did it happen? Where did it happen? Who was involved? How did it happen? and Why was it important?
 - *MODIFICATIONS:* Ask students to extrapolate what the outcome of the message could have been if it had not been intercepted by the British and shared with the American President and eventually the public. Would the U.S. have still entered the war? If so, when and under what conditions. Would the tide of war have been different? Reflect on these questions in a long-hand free writing exercise.
 - *ACCOMMODATIONS:* Project the Event Map on an overhead projector or draw it on the white/chalkboard and have students volunteer to come up to the board to answer each of the phases of the event map with the help of their classmates and the information provided in the Presentation.
- **Activity 2: Problem Solution**
 - *DIRECTIONS:* Diagram the choices that the U.S. government had after the British intercepted, decoded, and shared the Zimmermann Telegram.
 - *MODIFICATIONS:* Extrapolate what the historic impact of each choice would mean for the tide of war and the social, economic, and political climate of the United States by writing a six paragraph reflection paper on each choice (three pros and three cons).
 - *ACCOMMODATIONS:* Allow students to partner and brainstorm three choices to the presented problem. Have one student outline the "pros" and one student outline the "cons" for each choice then share with their partner to complete all three pro and con choices as a pair. Next, asks students to choose the best solution together and explain their reasoning. Students may then share their answers with the class.
- **Activity 3: Geographic Analysis**
 - *DIRECTIONS:* The Zimmermann Telegram provides an opportunity to review geography with students. Analyze the "World Map of War and Commerce" during World War I to understand trade routes, naval warfare, border disputes, territory occupation and humanitarian aid relief efforts. Ask students to first locate England, Germany, Mexico, and the United States of America on the world map. Then direct students to answer the provided questions by indicating on the map or answering in written form on a separate sheet of paper.
 - *MODIFICATIONS:* After students have answered the fifteen questions provided in the assignment they may complete an additional activity tracing the trade routes to identify the flow of transit in the world's oceans during WWI. Utilizing the "General Reference" index on the "World Map of War and Commerce" direct students to identify Naval Stations and Dockyards, Coaling Stations, Steamship Routes, Submarine Cables, Wireless Stations, and Principal Railways. After identifying the various transit routes and points of interest, ask students to extrapolate the role each played in trade and military action for Britain, Germany, the United States, Mexico, and Japan. Time permitting, students may explore additional countries of their choosing.
 - *ACCOMMODATIONS:* Distribute copies of the activity to students or project the "World Map of War and Commerce" overhead for viewing and reference. Guide the students in locating England, Germany, Mexico, and the United States of America on the map. Next, ask students to take turns volunteering to go up to the board/projector to answer the fifteen questions.
- **Activity 4: Post Lesson Quiz**
 - *DIRECTIONS:* Print copies of the quiz and distribute to students. Allow students ten minutes to complete quiz then collect.
 - *MODIFICATIONS:* When finished with the quiz students may turn it over to the back side and complete a bonus activity of the teachers choosing. Examples: a 1–2 paragraph student reflection on what they would have done if they were President Wilson and had received the telegram. Alternatively, what would they have done if they were the President of Mexico or Prime Minister of Japan? Students may also reflect on alternative routes available to the German Foreign Secretary when relaying the message to the Mexican government.
 - *ACCOMMODATIONS:* Allow students additional time to complete the quiz.

Reflections