

Tuesday, January 9th, 2018

World War I Curriculum

Lesson 4: Declaration of War

Standards

CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Common Core State Standards

CCR.R.6 Assess how point of view or purpose shapes the content and style of a text. Common Core State Standards

CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Common Core State Standards

CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Common Core State Standards

CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently. Common Core State 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

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. Common Core State Standards

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Common Core State Standards

WHST.11-12.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Common Core State Standards

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Common Core State Standards

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. Common Core State Standards

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Common Core State Standards

L.11-12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Common Core State Standards

Objective

Students will be able to compare the various viewpoints on U.S. entry into WWI by examining the national debate, congressional contention and presidential address to Congress that prompted American entrance into the Great War on the side of the Allies.

Engage

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

- I will evaluate the political climate of the United States in 1917 as America sat on the precipice of entry into the Great War by comparing and contrasting pro war versus anti war views.
- I will diagram what events served as tipping points for Congress and the president to elect entry into the Great War on the side of Britain and its allies.
- I will examine the Selective Service Act of 1917 and analyze its impact on the social and economic climate of the United States as it entered World War I.

- I will chart the battle fronts of Europe as they compare geographically to the United States in order to gain perspective of the geo-political map of the world in the World War I era.
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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 United States of America formally declaring war on Germany and her allies as well as the national debate, congressional contention, and the address by President Woodrow Wilson that prompted America into the Great War.
- **Activity 1: Chain of Events**
 - Directions: Identify six significant events that led to the United States of America entering World War I on the side of the Allies.
- **Activity 2: Pro war versus Anti war**
 - Directions: As America teetered the precipice of war, the country erupted in debate over entry or avoidance of war. Outline the two perspectives with ten pro war perspectives and ten anti war perspectives.
- **Activity 3: Definitions & Context**
 - Directions: Define democracy, monarchy, autocracy, stratocracy. Next, use the word in context as it pertains to World War I.
- **Activity 4: Post Lesson Quiz**
 - Directions: Print copies of the quiz and distribute to students. Allow students 10 minutes to complete quiz then collect.

📎 WWI- Lesson 4, Activity 1- Chain of Events.pdf

📎 WWI- Lesson 4, Activity 2- Pro vs Anti Comparison .pdf

📎 WWI- Lesson 4, Activity 3- Definitions & Context.pdf

📎 WWI- Lesson 4- Quiz.pdf

Explain

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

- Question 1: What did war advocates propose could be gained by the United States entering World War I on the side of the Allies?
 - Question 2: What justifications did war opponents use to navigate the United States away from entrance into WWI?
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Extend- The Military Lens

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

- Students will select a participant affected by WWI and argue for or against the war from that "characters" point of view.
- Students will view the Extension Activity: The Military Lens Presentation
- **Activity: A Great Debate**

📎 WWI- Lesson 4, Project- A Great Debate.pdf

Evaluate

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

- Students will submit **Activity 1: Chain of Events**, **Activity 2: Pro war versus Anti war**, and **Activity 3: Definitions & Context** 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 Selective Service Act of 1917.

Accommodations & Modifications

- **Activity 1: Chain of Events**
 - *DIRECTIONS*: Identify six significant events that led to the United States of America entering World War I on the side of the Allies.
 - *MODIFICATIONS*: On a separate piece of paper ask students to "break the chain" by inserting events (factual or fictional) that could have changed the course of history at the intersections between chain links.
 - *ACCOMMODATIONS*: Complete the activity as a class by having students volunteer to come up to the board to describe one event each to complete the links in the chain.
 - **Activity 2: Pro war versus Anti war**
 - *DIRECTIONS*: As America teetered the precipice of war, the country erupted in debate over entry or avoidance of war. Outline the two perspectives with ten pro war perspectives and ten anti war perspectives.
 - *MODIFICATIONS*: After completing the assignment independently, ask students to write a reflection stating their position on the war using evidence they gathered from the ten pro war and ten anti war perspectives.
 - *ACCOMMODATIONS*: Assign ten students a pro war stance and ten students an anti war stance. Each student is responsible for crafting one perspective point. Next, allow students to take turns sharing their perspective with the class while the other students take notes until twenty new perspectives (ten pro and ten anti) have been outlined.
 - **Activity 3: Definitions & Context**
 - *DIRECTIONS*: Define democracy, monarchy, autocracy, militarism. Next, use the word in context as it pertains to World War I.
 - *MODIFICATIONS*: Instruct students to research four other types of government systems including plutocracy, oligarchy, totalitarianism, and theocracy. Explain how these types of governments could have become the dominant government systems during WWI and where.
 - *ACCOMMODATIONS*: Utilizing a manual or digital library, have students pair with a partner to define the words and create sentences using the words as they pertain to WWI. Allow students to share their answers with the class.
 - **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 the social, political, and economic atmosphere of the United States as it declared war against Germany and formally entered the Great War on the side of Britain and its allies.
 - *ACCOMMODATIONS*: Allow students additional time to complete the quiz.
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Reflections