

Wednesday, January 10th, 2018

World War I Curriculum

Lesson 5: The Nation at War

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.

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.

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.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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.

Objective

Students will be able to analyze the geopolitical landscape of Europe during the World War I era to understand how shifting European alliances drew America into military engagement on a foreign continent. Additionally, students will examine why the conflict which was expected to be a short and decisive turned into a war of attrition causing ripple effects throughout the U.S. economy, labor force, food, and consumer culture.

Engage

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

- I will analyze primary source documents and images to examine life and culture during World War I.
 - I will apply my extended response writing abilities to define key terms relating to World War I such as militarism, alliances, imperialism, and nationalism.
 - I dissect the geopolitical map of the world during World War I to understand shifting European alliances as well as America's involvement in the war.
 - I will interpret primary source texts, images, and videos to explain America's military involvement in a war on the European continent.
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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 Nation at War.
- **Activity 1: Extended Writing**
 - Directions: Define the M.A.I.N. causes of World War I and complete the powder keg theory. Then complete the extended response questions.
- **Activity 2: Document Analysis**
 - Directions: Follow the best practices of document analysis:
Step 1: Preview the document
Step 2: Observe its components
Step 3: Dissect its parts
Step 4: Conceptualize it's importance
Step 5: Use it as historical evidence
After students familiarize themselves with the document, ask them to complete the rest of the document analysis questions.
- **Activity 3: Image Analysis**
 - Directions: Follow the best practices of image analysis below:
Step 1: Preview the image
Step 2: Observe its components
Step 3: Dissect its parts
Step 4: Conceptualize it's importance
Step 5: Use it as historical evidence
After students familiarize themselves with the image, ask them to complete the rest of the image analysis questions.
- **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 5, Activity 1- Extended Writing.pdf

📎 WWI- Lesson 5, Activity 2- Document Analysis.pdf

📎 WWI- Lesson 5, Activity 3- Image Analysis.pdf

📎 WWI- Lesson 5- 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: How did the war impact the domestic politics, culture, and society of the United States in regard to women's rights, labor rights, and government oversight?
 - Question 2: What role did liberty loans, victory drives, and taxation play in financing the national war effort?
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Extend- The Military Lens

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

- Students will seek to understand their role as a member of a community as well as a global citizen by getting motivated to undertake a Sustainability in Action Project. Students may choose from the suggested list, or champion their own cause.
- Students will view the **Extension Activity: The Military Lens Presentation**
- **Activity: Sustainability in Action**

📎 WWI- Lesson 5, Project- Sustainability in Action.pdf

Evaluate

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

- Students will submit **Activity 1: Extended Writing**, **Activity 2: Document Analysis**, and **Activity 3: Image 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 U.S. economy, society, or civil volunteer organizations (i.e. Merchant Marines, Women's Land Army) during the World War I era.

Accommodations & Modifications

- **Activity 1: Extended Writing**
 - *DIRECTIONS*: Define the M.A.I.N. causes of World War I and complete the powder keg theory. Then complete the extended response questions.
 - *MODIFICATIONS*: After completing the powder keg theory and extended response questions students may conduct additional research and use their responses to hypothesize an alternative European alliance system that may have kept America out of war.
 - *ACCOMMODATIONS*: Students may work in pairs to complete the activity or take turns at the board to complete the activity as a class with the assistance of the teacher.
 - **Activity 2: Document Analysis**
 - *DIRECTIONS*: Follow the best practices of document analysis:
 - Step 1*: Preview the document
 - Step 2*: Observe its components
 - Step 3*: Dissect its parts
 - Step 4*: Conceptualize its importance
 - Step 5*: Use it as historical evidenceAfter students familiarize themselves with the document, ask them to complete the rest of the document analysis questions.
 - *MODIFICATIONS*: After completing the initial document analysis, students may review the presentation to examine other primary documents such as "Two Things the Country Needs", "For Every Fighter A Woman Worker", "War Gardens Over the Top", "Waste No Food!", President Wilson's 2 April 1917 war address to Congress or another World War I primary source document of the students choosing from the Library of Congress ([loc.gov](https://www.loc.gov)).
 - *ACCOMMODATIONS*: Students may work individually or in pairs to dissect the U.S. Food Administration document looking for clues within the text.
 - **Activity 3: Image Analysis**
 - *DIRECTIONS*: Follow the best practices of image analysis below:
 - Step 1*: Preview the image
 - Step 2*: Observe its components
 - Step 3*: Dissect its parts
 - Step 4*: Conceptualize its importance
 - Step 5*: Use it as historical evidenceAfter students familiarize themselves with the image, ask them to complete the rest of the image analysis questions.
 - *MODIFICATIONS*: After completing the initial image analysis, students may review the presentation to examine other embedded primary photos such as the woman loading ammunition, the grocer standing with the "Waste No Food" poster or another World War I primary source image of the students choosing from the Library of Congress ([loc.gov](https://www.loc.gov)).
 - *ACCOMMODATIONS*: Students may work individually or in pairs to analyze the photo of "Farmerettes" looking for clues imbedded within the image.
 - **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 European alliance systems or domestic changes within the United States during the war.
 - *ACCOMMODATIONS*: Allow students additional time to complete the quiz.
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Reflections