

Unit 5: World War I (1914-1919)

Unit #:	APSDO-00022856	Duration:	3.0 Week(s)	Date(s):	
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Team:
 Donna Nestler-Rusack (Author), John Czepiel, Kyle Kramek, Colin McDermott, John McLaughlin, Louis Pellegrino, Elizabeth Sanborn

Grades:
 11

Subjects:
 Social Studies

Unit Focus

In this unit, students will understand America's involvement in World War I. Students will identify and evaluate the arguments for and against America's involvement in the war, the manner in which the United States was drawn into the war, the ways the war affected Americans at home and abroad, and the outcomes of America's involvement. In addition to a unit test, students will develop a historical argument regarding whether the United States government should have ratified the Treaty of Versailles. Primary instructional materials for this unit will include primary and secondary sources as well as a U.S. History textbook *The American Pageant or The Americans*, maps and or artifacts.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 11</i></p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-LITERACY.WHST.11-12.4</i> • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p>T2 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p> <p>T3 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U101) Governments use of power benefits or harms its citizens in varying degrees.</p> <p>U2 (U601) Cooperation: Conflict can have significant costs and benefits for both winners and losers.</p>	<p>Q1</p> <p>At what point was the United States entry into WWI inevitable?</p> <p>Q2</p>

subject under investigation. *CCSS.ELA-LITERACY.WHST.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. *CCSS.ELA-LITERACY.RH.11-12.7*
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. *CCSS.ELA-LITERACY.WHST.11-12.8*
- Draw evidence from informational texts to support analysis, reflection, and research. *CCSS.ELA-LITERACY.WHST.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. *CCSS.ELA-LITERACY.RH.11-12.9*

- U3** (U602) Cooperation: Conflict can be created in the struggle for resources, power and sovereignty.
- U4** (U703) Effective leaders have the ability to influence the direction of a group.
- U5** (U802) Human rights involves the recognition of human dignity and the promotion of freedom, justice and peace for all humanity.
- U6** (U903) Owing up to the past transgressions requires individuals and institutions to demonstrate commitment to future progress (e.g., shift in policy, law, practice, values).

Once a nation commits itself to war, what limits should it place on the methods it uses to wage war?

Q3

To what extent is American intervention to fight wars to make the world safe for democracy justified?

Q4

To what extent can the United States tolerate dissent during times of war and other crisis?

Q5

Was America's rejection of the Treaty of Versailles and the League of Nations motivated by partisan extremism or legitimate concerns about the Treaty?

Q6 (Q804) How and when do we protect/defend against persecution or discrimination?

Q7 (Q703) What are the qualities of a powerful and effective leader?

Acquisition of Knowledge and Skill

Knowledge

Skills

K1

As World War I intensified, the United States was forced to abandon its neutrality

S1

Conduct short term research task to answer a question or solve a problem

K2

The United States mobilized a large army and navy to help the allies achieve victory

S2

Presentation skills

K3

World War I spurred social, political and

S3

Determine and locate types of sources that help to answer a question

Connecticut Goals and Standards

Social Studies : 11

- Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. *HIST.9-12.4*
- Analyze multiple and complex causes and effects of events in the past. *HIST.9-12.14*
- Construct arguments using precise and knowledgeable claims, with evidence

<p>from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. <i>INQ.9-12.10</i></p> <ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. <i>INQ.9-12.5</i> • Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. <i>HIST.9-12.1</i> • Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. <i>HIST.9-12.16</i> 	<p>economic change in the United States</p> <p>K4</p> <p>European leaders opposed most of Wilson's peace plan and the U.S. Senate failed to ratify the peace treaty</p> <p>K5</p> <p>The United States sacrificed civil liberties for national security</p> <p>K6</p> <p>Essential Concepts/Terms: Nationalism, militarism, Allies, Central Powers, no man's land, trench warfare, Lusitania, Zimmerman Note, Selective Service Act, convoy system, American Expeditionary Force, conscientious objector, armistice, War Industries Board, propaganda, Espionage and Sedition Acts, Great Migration, Fourteen Points, League of Nations, Treaty of Versailles, reparations, war-guilt clause</p>	<p>S4</p> <p>Cite specific textual evidence from primary and secondary sources to support source analysis</p> <p>S5</p> <p>Evaluate the accuracy and credibility of a source to determine bias</p> <p>S6</p> <p>Determine central ideas or information of a primary or secondary source</p>
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