World War One Unit Plan

The following is a unit plan that I constructed to teach WWI. In the unit, I have provided the students with a number of different learning strategies in order to fully understand the content. In the unit, we examine the motivations for the war, foreign and domestic policies of the US, and the Treaty of Versailles. The unit also provides the students with a number of different activities that allows them to think critically. A number of the activities in the unit requires the students to find sources, both primary and secondary, in order to complete their work. Also, due to the nature of the assignments, the students will have to apply what they read to the assignments such as the debate and the newspaper project.

Understanding b. Conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies and nations

Unit Plan

US History: 1870-present (48 minute class)

Grade Level: 10

Standards:

Strand: US History K. The Emergence of Modern America, 1890-1930

Standard: The student will understand the causes and consequences of World War I.

Strand: Geography C. Spatial Organization

Standard: The student will explain how the regionalization of space into political units affects human behavior.

Benchmarks:

1. Students will analyze the causes of World War I and identify key people, major events and the war's impact on American foreign and domestic policy.
2. Students will understand the concept of nationalism and of sovereign political states and how sovereignty is impacted by international agreements

Day 1.

Welcome students back and begin class by quickly reviewing previous content (5 min)
Introduce theme on World War I

Students will be split into groups and come up with a list of items they currently know about the First World War, what they do not understand about the war, and what they wish to learn about the war (10 min)

Come back together as a class and discuss the students' lists (15 min)

Begin discussing the origins of the European alliance system prior to the war (15 min)

Wrap up with introducing reading assignment for students and briefly summarize what content will be found in the reading. Read for tomorrow's class (3 min)

Day 2.

Warm up: Begin class by asking students to write what they learned about in the reading (5 min)

Review the reading and answer any questions students may have regarding it (25 min)

Introduce European Alliance system simulation and explain (10 min)

Split class into small groups, each representing an unnamed country (5 min)

Students will receive the information about their country and briefly prepare for the simulation, which will occur the next day (3 min)

Day 3.

Warm up: Revisit the ideas regarding today's simulation and ask students to sit with their groups (5 min)

Begin simulation: Students will perform a European alliance system simulation. Students will be in small groups representing each of the European countries. Students will be provided with a description of their country including resources available and resources scarce, population demographics, military strengths and weaknesses and geographical pros and cons. Groups will negotiate with one another to create the strongest scenario for their country. Through the simulation, instructor will go around the room and view how each group is performing and assess as appropriate. (30 min)

Finish up simulation and discuss the outcomes and how it relates to the content we have been discussing (10 min)
Assign reading on European nationalism and imperialism prior to the war and ask students to write down ideas regarding the topic for class tomorrow (5 min)

Day 4.

Warm up: Begin class by asking students to share ideas they learned from the reading and collect their responses (10 min)

Discuss the reading and content (10 min)

Watch video on the origins of the war and pass out handout the goes along with the video (20 min) http://www.youtube.com/watch?v=n7kp3vf1uKA
http://www.youtube.com/watch?v=gjlGoe1mnw0&feature=related

Wrap up by discussing the video and answering any questions the students may have missed. Remind students that this information may be testable (10 min)

Day 5.

Warm up: Break students off into groups and ask them to create a list of events and ideas that have occurred so far in leading up to war. Students will then share these ideas in a class discussion (8 min)

Lecture: the outbreak of war, assassination of Franz Ferdinand, alliances and America's neutrality policy (20 min)

Introduce news magazine project: Students will create a news magazine. Students will include news articles, news analysis, features, editorials and political cartoons on US foreign policy from March 1913 to April 1917. The project will be due at the end of the unit and students will receive class time to work on the project. Handout the rubric so students can get a start on the project over the weekend. (10 min)

Wrap up by discussing possible ideas for their news magazine and provide examples from previous classes (10 min)

Day 6.

Warm up: remind students of the project and have a brief discussion on America's neutrality policy (10 min)
Lecture: US arguments for and against entering the war (20 min)

Introduce debate activity planned for Wednesday. Students will be split into two groups. One group is pro war and the other is anti war. After both groups have found arguments, a debate will occur. Tuesday will be spent on group work and Wednesday will be the day of the debate. Students will be graded on overall participation (10 min)

Wrap up by splitting the two groups and have them begin discussing strategy (10 min)

Day 7.

Reminders: News magazine project due at the end of the unit, and debate for tomorrow. (5 min)

Students will go to the computer lab and use the Internet, as well as their textbooks, to compile the arguments for their sides. (40 min)

Wrap up: Shut down computers and compile information

Day 8.

Reminders: project due to the end of the unit answer questions regarding the project (5 min)

Warm up: get into debate groups and get prepared for the debate (5 min)

Debate: start off with pro war (12 min)

Anti war group gets their turn (12 min)

Wrap up debate: make connections to our class debate and the actual debates going on at the time of the war in the United States. Assignment: answer the following short essay question: Knowing what you now know, if you were living in the US at this time, would you be a pro war or anti war advocate? Explain your reasoning. Include what some consequences would occur regarding your position. (14 min)

Day 9.

Warm up: Review the various arguments for US involvement in the war, ask students to volunteer to share what they wrote in their short essay, collect essay (15 min)
Lecture time: US joins war following the Zimmermann telegram, Germany resumes unrestricted submarine warfare, President Wilson's response, US declares war on Germany on April 6, 1917. (20 min)

Work Time: Students will analyze the differences in the neutrality policy up to the decision to go to war. They will then have the rest of the class period to work on their news magazine project. During this time, the instructor will hold individual meetings with students to discuss their project progress and any questions they may have. (13 min)

Day 10.

Warm up: Students will lead a discussion on the events leading up to the United States entering the war (10 min)

The rest of the class time will be devoted to individual work in the computer lab on their news magazine project. During this time, the instructor will complete the individual meetings with students regarding their project progress. (35 min)

Wrap up: Assign the chapter reading over the weekend on US involvement in the war both in Europe and on the home front. Also, students will be informed that the Unit test will be held a week from today. (3 min)

Day 11.

Reminders: test on Friday, projects due next Monday, handout test study guide. (3 min)

Warm Up: Split students into groups to discuss reading and important topics involved in the chapter they were to have read for today. (10 min)

Lecture: American involvement, Americans on the home front, the economy (War Interests Board, National War Labor Board), shaping public opinion, civil liberties. (30 min)

Assignment: essay question: Briefly explain the difference between the economy before the war, and during the war. For tomorrow's class (5 min)
Day 12.

Reminders: test, project (3 min)

Warm up: Ask students to discuss what they wrote for their essay. Share ideas with the class. (10 min)

Continued lecture from yesterday: Trench warfare, sea warfare, selective service, Ending the war, American heroes (Alvin York, Eddie Rickenbacker), the war ends. (30 min)

Assignment: explain the differences between trench warfare and modern warfare. (5 min)

Day 13.

Reminders: test, project (3 min)

Warm up: discuss the essay assignment as a class. What are similarities and differences between modern warfare and trench warfare seen during WWI. (10 min)

Lecture: Treaty of Versailles, The Fourteen Points, American foreign policy after the war (30 min)

Assignment: Ask students to come up with a list of five testable questions to use on tomorrow’s test review game.

Day 14.

Reminders: test, project 3 min.

Warm up: asks students to view the questions they have compiled for the review game (3 min)

Review game: have the students turn in their questions for the game (instructor will have their own questions in case of an emergency). Split the class into three groups. Jeopardy will be played to review the test. (30 min)

Wrap up: individual study time/work time on projects. Instructor will be available for any questions or concerns. (12 min)

Day 15.
Warm up: Students will quickly review their study guides before the test and hand them in prior to the exam. Reminder: projects due on Monday (3 min)

Test: remainder of class (45 min). If students finish the test early, they will be asked to work quietly on their projects that are due on Monday.

Day 16.

Collect and share projects with the class (Students will be asked to briefly discuss their news magazine (30 min)

Hand back tests and study guides and answer any questions (10 min)

Students will be asked to look back on what they wrote regarding what they know about the war, what they do not understand about the war, and what they wish to learn. (8 min)

End Unit