

Mark Valdez Heald

WWI Unit

Essential Question:

- Why did the USA enter World War I

Unit Summary:

Over the month of January, students will be engaged in learning about WWI. Last year, the entire sophomore class took a CBA on WWI, so many of them are familiar with some of the major themes of the war. My task with this unit is to scaffold previous knowledge of the war with new facts, ideas, and themes, so I am making a conscience effort to teach the students information that will be new to them. We begin our unit with an examination of some of the major impacts of WWI, as seen in the activity on trench warfare and in the map work activity. Students will then begin to explore the essential question, looking at both their textbooks and documents. This will help the students better understand why the US remained neutral at first, but ultimately were left with no real choice but to enter the war. The unit will conclude with a review worksheet and unit test, with two semester assessments coming directly after.

Learning Objectives:

Students will be able to:

- Summarize the impact of WWI on the USA and the world
- Identify new technologies used during WWI and the impact they had on the war
- Interpret events in history
- Analyze factors that led to US neutrality and eventual entry into WWI

Standards:

- 3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.
- 4.2 Understands and analyzes casual factors that have shaped major events in history
- 4.3 Understands that there are multiple perspectives and interpretations of historical events
- 5.1 Uses critical reasoning skills to analyze and evaluate positions

Assessment:

Students will complete various worksheets and projects during this unit that will demonstrate understanding of learning objects. Students will all be assessed through the use of journal reflections and exit slips. Students' final assessment will come in the form of a unit test.

JANUARY 2011

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Welcome Back:</u> -Score sheets -Trench Warfare activity -Brainstorm ways to get past “no man’s land” -List technologies used	<u>1914 Map:</u> -Students work to fill in blank map of Europe in 1914	<u>1919 Map:</u> -Students work to fill in map of Europe after WWI -Discussion	<u>Jigsaw Readings:</u> -Students read and take notes on selection from textbook -Then share in groups with students who read different selections	<u>Document Study:</u> -Students examine reasons why the US remained neutral in WWI
<u>Document Study:</u> -Students examine reasons why the US entered WWI	<u>Film:</u> <i>-Unsolved Histories</i> examination of the Red Baron -Students reflect	<u>SNOW DAY:</u> -No School	<u>Test Review:</u> -Students use their textbooks, notes, and documents to complete review worksheet	<u>Dream Project:</u> -Students decorate a piece of paper in a way that represents MLK and/or the themes of his dream
<u>MLK DAY:</u> -No School	<u>Unit Test:</u> -100 points -Matching, multiple choice, map work, and short response	<u>T-Shirt Project:</u> -Review semester -Assign Project	<u>T-Shirt Project:</u> -Students decorate a T-Shirt that illustrates an understanding of a topic studied this semester	<u>Final Project:</u> -Finish/turn in T-Shirts -Assign Final Project
<u>Final Project:</u> -Students work to develop a manual that introduces a new student to the events, concepts, and themes of the 1 st semester	<u>Final Project:</u> -Students work to develop a manual that introduces a new student to the events, concepts, and themes of the 1 st semester	<u>FINALS PERIODS:</u> -2 nd , 4 th , and 6 th -No US History	<u>Semester Reflection:</u> -Students reflect on their first semester in US History (Half Day)	<u>WAIVER DAY:</u> -No School