

Historical Literacy Project Model Unit Gallery Template

Unit Title: The Great War - World War I

Designed by: Lisa A. Nothstein and Frank Singles

District: Maurice J. Moyer Academy and Tower Hill School

Content Area: Social Studies - U.S. History

Grade Level(s): 7-8

Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

Throughout this unit students will explore the causes and effects of World War I and the significant changes that occurred in Europe and throughout the world in the years following the war. Students will also examine why the U.S. remained neutral for so long and what prompted the U.S. to finally enter the war. During this unit students will also analyze the use of propaganda and its influence.

Stage 1 - Desired Results

Delaware Content Standards (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

Historical inquiry is not limited to the study of specific events, but may also focus on ideas or trends which extend across space and time. The continuing migrations of a population, the development of a religion or a philosophy, or the gradual change in the social status of a particular group all represent possible subjects for investigation. Such investigations depend heavily on the ability to construct accurate chronologies and draw logical conclusions regarding cause and effect.

History Standard One 6-8: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

HISTORY

History organizes events and phenomena in terms of *when* they occur. Students study the ways in which individuals and societies have changed and interacted over time. They practice the skills of gathering historical data, and examining, analyzing, and interpreting these data. They learn to organize events through chronologies, and to suggest cause-and-effect relationships among those events. Before choosing a position or acting, citizens need to be able to research issues in order to understand the importance of historical developments and trends on contemporary events. The study of history empowers them to form reasonable conclusions about the potential consequences of available options.

Big Idea(s) (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

- * **Change over time**
- * **cause and effect**
- * **neutrality and isolationism**
- * **effects of propaganda**

Unit Enduring Understanding(s) (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: Students will understand that all sources contain some level of bias.)

Students will understand that historical materials allow us to draw conclusions about causation and patterns of change over time.

Unit Essential Questions(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

- 1. What changed and why?**
- 2. What remained the same and why?**
- 3. Is change inevitable?**
- 4. To what extent does the past predict the future?**
- 5. What is the evidence for my conclusion?**

Knowledge and Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

Students will know...
Students will be able to...

Students will be able to place the events leading up to WWI in chronological order.

Students will know what geographic changes occurred in Europe from the start of the war and at the end of the war.

Students will be able to analyze the neutrality policy of the United States.

Students will be able to explain the role of propaganda during WWI.

Stage 2 - Assessment Evidence

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

Suggested Performance/Transfer Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Essential Question Addressed :

1. What changed and why?
2. What remained the same and why?

Project: Create a propaganda campaign for (WWI), Iraq and Afghanistan (Each group will only be responsible for one war)

Prior Knowledge - *Now that you have studied World War I and the propaganda used by various governments as a way of encouragement towards patriotism or as scare tactic, you can now develop a propaganda campaign (posters, pamphlets, radio, internet or television advertisements, infomercial, or homepage) for the United States and for the wars in Iraq and Afghanistan.*

Scenario (Problem/Role) - *The wars in the Iraq and Afghanistan have been waged since 2003 and many Americans are losing interest in the wars. They believe it is too costly both in human life and financially for the United States to continue to fight. Your role is to develop a propaganda campaign similar to the one used during WWI to persuade the American people the war effort should continue. Remember that propaganda stirs emotion with the use of persuasion.*

Perspective - 1) *You are independent advertising agency working for the United States Department of Defense. Your campaign must reflect the view of the U.S. Government and its goal to encourage Americans to continue to support the wars.*

or
2) *You are an independent advertising agency working for an anti-war organization. Your campaign must reflect the views of this organization and encourage Americans to continue to protest the war.*

Requirements - *The propaganda campaign must include a poster, a pamphlet and at least one electronic media outlet.*

Final Product - *The final product should be set up as a museum exhibit and compared with WWI propaganda. The final product should also include an essay answering the following questions comparing your exhibit with the WWI propaganda items.*

1. *What major differences were there between propaganda during WWI and now?*
2. *What similarities are there between WWI propaganda and your product?*
3. *What factors do you believe led to these similarities and differences?*

Rubric(s) (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

Students will be scored on all aspects of project: Poster, Pamphlet, Electronic Media, Essay and Group Cooperation.

Scoring Category	Score Point 3	Score Point 2	Score Point 1
Poster	Poster is creative and well illustrated. Purpose is clear and 3 or more examples are provided as a form of persuasion.	Poster is illustrated, purpose is understandable and at least 2 examples are provided as a form of persuasion.	Poster is illustrated, purpose is not clearly stated and only 1 example is provided for persuasion.
Pamphlet	Pamphlet is well designed and creative. The perspective is clear and consistent with theme of poster.	Pamphlet contains necessary information, but perspective and theme are not completely consistent with poster.	Pamphlet contains minimal information, perspective is not clear and theme is inconsistent with poster.
Electronic Media	Choice of media presentation was creative and innovative with a clear message.	Presentation contained necessary information but lacked creativity.	Presentation contained information, but message was not clear.
Essay	Essay answers all questions accurately and provides details and examples. Essay contains no spelling or grammatical errors.	Essay answers all questions, but details and examples are not provided for each question and contains spelling or grammar errors.	Only 1-2 questions are answered. Details and examples are not provided for each question and contains spelling or grammar errors.
Group Cooperation	The group performed to its full potential and fulfilled all requirements of the assigned tasks.	All members of the group participated in the project but did not work to full potential.	Not all members of the group participated in the project, group did not work together as a team.

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Timeline (chronology)

Document Analysis (historical documents - Zimmerman Telegram, Fourteen Points, Espionage Act, Sedition Act etc...)

Geographic Comparisons (maps)

Journal Entries (life in the trenches)

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Journaling

Peer Review

Large and small group work and discussions.

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). Give special attention to ways that you might differentiate learning so that the activities are broadly accessible, incorporate technology that is accessible broadly, and promote the acquisition of 21st Century skills.

Lesson # 1
The Changing Geography of Europe

Author(s)

Lisa A. Nothstein and Frank Singles

Lesson Description: This lesson is designed to familiarize students with the geography of Europe at the beginning of WWI and the importance of the geographic locations. During this lesson students will also create a timeline of events leading up to the war.

Time Required: Two class periods.

Essential Question Addressed:

1. What changed and why?
2. What remained the same and why?

Enduring Understanding:

Students will understand how a geographic location of an event can lead to other more significant events.

Materials:

1. Vocabulary words (see list in procedures)
2. Pre-War Map and Places (handout 1)
3. Timeline (handout 2)

Procedures:

1. Anticipation Activity: Pre-Reading Discussion Questions
 - 1) What do you think of when you hear the phrase "world war"?
 - 2) How many countries do you think might have participated in a "world war"? Why would some countries not be involved?
 - 3) Why would countries enter the war? Why would people want to volunteer to fight in a war?
 - 4) Where do you think most of the fighting would take place in a "world war"? Do you

think it would encompass the entire world?

5) What do you know about World War I?

2. Vocabulary (have students define the following words and terms)

militarism, central powers, allies, trench warfare, u-boat, Woodrow Wilson, neutrality, imperialism, nationalism, alliance,

3. Map Activity: (handout 1)

1) Using an outline map of 1914 Europe have students identify the following geographic locations (Spain, Madrid, Portugal, Morocco, France, Paris, Switzerland, Luxembourg, Great Britain, London, Belgium, Netherlands, Germany, Berlin, Denmark, Sweden, Norway, Russia, Austria-Hungary, Vienna, Sarajevo, Romania, Serbia, Italy, Rome, Albania, Montenegro, Greece, Bulgaria, Ottoman Empire (this includes modern-day Turkey and Syria), Atlantic Ocean, North Sea, Baltic Sea, Mediterranean Sea, Black Sea.

2) Students should then choose three different colors and choose one color for each of the following groups: Allies, Central Powers and Neutral Nations.

4. Timeline Activity: (handout 2)

Using the completed 1914 map of Europe have students plot the following events 1-8 on the geographic locations on which they took place.

1) June 28 - Archduke Franz Ferdinand heir to the throne of Austria-Hungary is assassinated by a Serbian.

2) July 28 - Austria-Hungary declares war on Serbia.

3) July 30 - Russia (Serbia's ally) mobilizes armed forces.

4) August 1 - Germany (Austria-Hungary's ally) declares war on Russia.

5) August 3 - Germany declares war on France (Russia's ally; prepares to invade Belgium).

6) August 4 - Britain, having pledged to protect Belgium, declares war on Germany.

7) August 6 - Austria-Hungary declares war on Russia.

8) August 12 - France and Britain declare war on Austria-Hungary.

Debrief: Review essential questions. Using the completed map and timeline answer the following essential questions.

1. What changed and why?

2. What remained the same and why?

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding”

must assess *individual* student achievement and involve *written* responses.

Though the United States was practicing imperialism in the late 19th century, European countries had been doing it much earlier. As alliances and rivalries were forming, relationships between these European nations was tense and could easily be compared to an open keg of gunpowder waiting for one spark to set it off. Was the assassination of Archduke Franz Ferdinand the spark? In what way? Why were so many nations going on the offensive? How would you feel if you were Switzerland (a neutral nation) right in the middle of all of the early conflict? Finally, What part of our world today can be compared with the 1914 rivalries and hostilities of Europe?

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI – Differentiated Instruction

UDL – Universal Design for Learning

TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

What text/print/media/kit/web resources best support this unit?

All Quiet on the Western Front - Universal Pictures 1930

<http://www.sdcoe.k12.ca.us/score/all/allsg6.html> ("All Quiet on the Western Front" plans)

The Guns of August - Barbara Tuckman

<http://www.lusitaniamedal.com/article.htm>

<http://americanhistory.pppst.com/index.html> (free power points on WWI)

<http://www.digitalhistory.uh.edu>

United States History - Holt, Rinehart and Winston

What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.

The geography of Europe can sometimes be confusing. Students with limited background knowledge may need more guidance throughout this lesson. Many students think all countries are the size of the United States and have difficulty understanding how small and close in proximity some European countries are to each other.

Lesson # 2
Nationalism, Militarism, Imperialism and Entangling Alliances

Author(s)

Lisa A. Nothstein and Frank Singles

Lesson Description: This lesson will provide students with the opportunity to analyze the **MAIN** causes of World War I; **Militarism, Alliances, Imperialism and Nationalism.**

Time Required: Approximately 2 class periods.

Essential Question Addressed:

1. To what extent does the past predict the future?

Enduring Understanding:

Students will understand that multiple causation led to World War I.
Students will understand that although a single action led to the start of the war, the conflict had many underlying causes.

Materials:

1. Video - All Quiet on the Western Front (Universal Pictures 1930)
2. Middle School level U.S. History text book
3. Construction Paper

Procedures:

1. Show students the opening scene of "All Quiet on the Western Front" to provide them with a good concept of nationalism.
2. Read about Militarism, Alliances, Imperialism and Nationalism from a middle school U.S. History text book and have students define each and provide a WWI and current example.
3. Foldable- have students create a 4-door foldable using the **MAIN** cause of WWI. (militarism, alliances, imperialism and nationalism)

Debrief:

1. To what extent does the past predict the future?
2. Assign each group one question for discussion that will be presented to the class.
 - 1) *How did imperialism, nationalism and militarism work to reinforce each other?*
 - 2) *How does nationalism encourage military build-up?*

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding”

must assess *individual* student achievement and involve *written* responses.

Essay Questions.

1. *Explain multiple causation . How do you see it in the causes of WWI?*
2. *Why were the Americans divided over the issue of remaining neutral?*
3. *Are Americans still divided over neutrality? Does this division make Americans more or less patriotic?*
4. *How might nationalism encourage military buildup?*

Did you consider the following unit design principles?

IP – International education perspective

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WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

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TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

1. What text/print/media/kit/web resources best support this unit?

All Quiet on the Western Front - Universal Pictures 1930

<http://www.sdcoe.k12.ca.us/score/all/allsg6.html> ("All Quiet on the Western Front" plans)

The Guns of August - Barbara Tuckman

<http://www.lusitaniamedal.com/article.htm>

<http://americanhistory.pppst.com/index.html> (free power points on WWI)

<http://www.digitalhistory.uh.edu>

United States History - Holt, Rinehart and Winston

<http://www.schoolhistory.co.uk>

2. What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.

1. Militarism - the belief that a nation needs a large military force.
2. Alliances - a group of competing alliances bound European nations together, an attack on one nation forced others to come to its aid.
3. Imperialism - the policy by which stronger nations extend their economic, political or military control over weaker nations or territories.
4. Nationalism - strong feelings of pride, loyalty and protectiveness toward ones own country, wanted to prove their nation was the best and placed their countries interests over all other concerns.

Lesson # 3
No Man's Land - Trench Warfare

Author(s)

Lisa A. Nothstein and Frank Singles

Lesson Description: During this lesson students will analyze the events that led to the United States involvement in World War I. Students will also examine the Zimmerman telegram, the Sussex Pledge, and the Cunnard advertisement.

Time Required: Approximately 3 class periods.

Essential Question Addressed:

1. What is the evidence for my conclusion?

Enduring Understanding:

Students will understand that although the United States wanted to stay neutral, 1917 was a turning point because of various events that prompted our involvement.

Materials:

1. Cunnard Advertisement (handout 3)
2. The Sussex Pledge (handout 4)
3. The Zimmermann Telegram (handout 5)
4. Sergeant York - biography (handout 6)
5. Truce by Jim Murphy (4 copies) - Scholastic Press, New York
6. Middle School level U.S. History text book
7. Life in the Trenches - primary sources from three British soldiers (handout 7)
8. All Quiet on the Western Front (various parts can be shown throughout the unit - depending on time and content)

Procedures:

1. The lesson should begin with the teacher reading chapter one of Truce aloud to the class. Then divide chapters two, three, four and five to different groups in the class. Have each group read their chapters and summarize for the entire class. After each group has summarized their chapters for the class, the teacher should read the final chapter aloud to the class.
2. Analyze the Cunnard Advertisement and answer the corresponding questions. (handout 3)
3. Create a newspaper article about the sinking of the Lusitania.
4. Read *The Sussex Pledge* (handout 4) and have students answer the corresponding questions.
5. Read *The Zimmermann Telegram* (handout 5) or U.S. History text book and answer the

corresponding questions

6. Read about the U.S. path to war, President Wilson's policy of neutrality and trench warfare from a U.S. History text book and have students create a chronology of events that pushed the U.S. into the war.

7. Read *Life in the Trenches* - primary source descriptions of trench warfare by three British soldiers. (handout 7)

Debrief: Review essential question.

1. What is the evidence for my conclusion?
2. Have students create an event map. Write at least four events that brought the United States into WWI.

Event 1
Event 3

Event 2
Event 4

1. Discussion: *Which of these events was most important? Why?*

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

Essay Question: *The United States government often issues warnings to citizens to restrict travel to certain parts of the world because of social, political unrest. Compare a modern day warning with that of the Cunnard advertisement. Would you have traveled then and would you travel now given a warning of danger by the government?*

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TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

1. What text/print/media/kit/web resources best support this unit?

All Quiet on the Western Front - Universal Pictures 1930

<http://www.sdcoe.k12.ca.us/score/all/allsg6.html> ("All Quiet on the Western Front" plans)

The Guns of August - Barbara Tuckman

<http://www.lusitaniamedal.com/article.htm>

<http://americanhistory.pppst.com/index.html> (free power points on WWI)

<http://www.digitalhistory.uh.edu>

United States History - Holt, Rinehart and Winston

Truce - Jim Murphy - Scholastic Press, New York

2. What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.

Lesson # 4

Americans in WWI - Who did what?

Author(s)

Lisa A. Nothstein and Frank Singles

Lesson Description: During this lesson students will examine the role of Americans during the war on the homefront and abroad. The lesson will include the Espionage Act of 1917 and Sedition Act of 1918, women in war time, African-Americans in war time, on the homefront, and the role of propaganda.

Time Required: Approximately 2 class periods.

Essential Question Addressed:

1. What changed and why?
2. What remained the same and why?

Enduring Understanding:

Students will understand how Americans came together for a common cause.

Students will understand how the Espionage Act of 1917 and Sedition Act of 1918 effected the First Amendment right to free speech.

Students will understand the changing roles of women and minorities during the war and how many of these changes became permanent.

Students will be able to analyze how the U.S. government used propaganda to influence American public opinion.

Students will be able to interpret World War I propaganda posters and identify their persuasive messages.

Materials:

1. The Espionage Act and Sabotage Act (handout 8)
2. The Sedition Act (handout 9)
3. Middle School level U.S. History text book.
4. World War I poster images.
5. War poster analysis document - <http://www.trumanlibrary.org/educ/warposters.pdf>

Procedures:

1. Have students read about life on the homefront and propaganda from a middle school level U.S. History text book and answer the following questions.
 - 1) What kinds of new jobs and opportunities did the war create for women and minorities?
 - 2) What were civilians asked to do for the war effort?
 - 3) In what ways could the role of women during WWI help them win the right to vote?
2. Read and analyze " The Espionage Act and Sabotage Act" (handout 8) and "The Sedition Act" (handout 9) and answer the following questions.
 - 1) What was the purpose of the Espionage and Sedition Acts?
 - 2) What groups were most affected by them?
3. Read an excerpt from Justice Oliver Wendell Holmes, Jr court opinion on the Espionage Act (*Schenck v. The United States, 1919*)

The most stringent protection of free speech would not protect a man in falsely shouting fire in a theater and causing a panic...The question in every case is whether the words used...are of such a nature as to create a clear and present danger that they will bring about...evils that congress has a right to prevent.

 - 1) Why did Justice Holmes believe that free speech could be limited? Explain.
 - 2) Do you agree or disagree with Justice Holmes that the right to free speech could be limited in wartime? Explain.
4. Have students analyze a variety of WWI propaganda posters and use a war poster analysis document. <http://www.trumanlibrary.org/educ/warposters.pdf>

Debrief: Review essential questions.

Essential Questions

1. What changed and why?
2. What remained the same and why?

Activity:

Have students create a Venn diagram comparing and contrasting what were some main ideas of propaganda posters during WWI and what might be some similarities and differences used today.

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

Essay Questions

- 1) How did government based propaganda unite the county in the war effort?

- 2) Where do you see propaganda used in everyday life today?
- 3) How did war propaganda fuel prejudice?
- 4) What were the positive and negative consequences of wartime propaganda?

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

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TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

1. What text/print/media/kit/web resources best support this unit?

<http://www.trumanlibrary.org/educ/warposters.pdf>

<http://americanhistory.pppst.com/index.html> (free power points on WWI)

<http://www.digitalhistory.uh.edu>

<http://www.pbs.org/weta/reportingamericaatwar/teacher/pdf/propaganda.pdf>

www.firstworldwar.com/posters/index.htm

United States History - Holt, Rinehart and Winston

2. What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.

Students may have difficulty with the definition of propaganda and its purpose.

<http://www.pbs.org/weta/reportingamericaatwar/teacher/pdf/propaganda.pdf>

Lesson # 5
Final Effects - The World Changes?

Author(s)

Lisa A. Nothstein and Frank Singles

Lesson Description: During this lesson students will examine the final effects of the war. This lesson will also trace the role the United States played in the aftermath of the war, most significantly President Wilson's Fourteen Points. Finally students will compare post-war and pre-war maps of Europe.

Time Required: Approximately two class periods.

Essential Question Addressed:

1. What changed and why?
2. What remained the same and why?

Enduring Understanding:

Students will understand that World War I broke up European empires and left lasting geographic and social changes in the United States and the world.

Materials:

1. Middle school level U.S. History text.
2. Fourteen Points - can be found in most U.S. History text books, and the following web-sites
http://wwi.lib.byu.edu/index.php/President_Wilson%27s_Fourteen_Points
<http://web.jjay.cuny.edu/~jobrien/reference/ob34.html>
http://avalon.law.yale.edu/20th_century/wilson.14asp
3. Post-war map of Europe (handout 10)

Procedures:

1. Have students read about President Wilson's Fourteen Points, the League of Nations and the Treaty of Versailles from a U.S. History text and answer the following questions.
 - 1) How were the Central Powers punished by the Treaty of Versailles?
 - 2) Why did Germany resent the Treaty of Versailles?
2. Have students write a newspaper articles about the Treaty of Versailles. Half the class should write from the perspective of a European allied nation and the other half of the class from the perspective of Germany. Have students share their articles with the class and discuss the difference in bias.
3. Have students read and analyze President Wilson's Fourteen Points and answer the

following questions.

- 1) What freedoms does President Wilson want to guarantee?
- 2) What countries does Wilson want to be created or restored?
- 3) Do you think the Fourteen Points were fair to all of the countries involved?

Explain your answer.

4. Have students complete a post-war map of Europe (handout 11) and compare with the pre-war map they completed in Lesson 1.

- 1) What new nations were created after the war?
- 2) In what part of Europe were most of the new nations located?

Debrief: Review essential questions.

1. What changed and why?

2. What remained the same and why?

Create a chart using notes and completed questions from previous lessons displaying the effects of WWI on the U.S and the world.

World War I - Effects

Effects on the World	Effects on the United States

Discussion Question: Which effects were positive and which effects were negative?

Optional : (short-term, long-term or both)

Formative Assessment (“Check for Understanding”): How will you measure student understanding of the targeted benchmark or essential question? This “Check for Understanding” must assess *individual* student achievement and involve *written* responses.

Essay Question:

1. How did President Wilson's view of the role the United States should play in world affairs at the conclusion of WWI compare with modern day presidents?
2. Why would other countries located on other continents resent the United States involvement in their affairs or relationships with their neighbors?

* note to teacher - this question could be answered as 1918, today or both.

Did you consider the following unit design principles?

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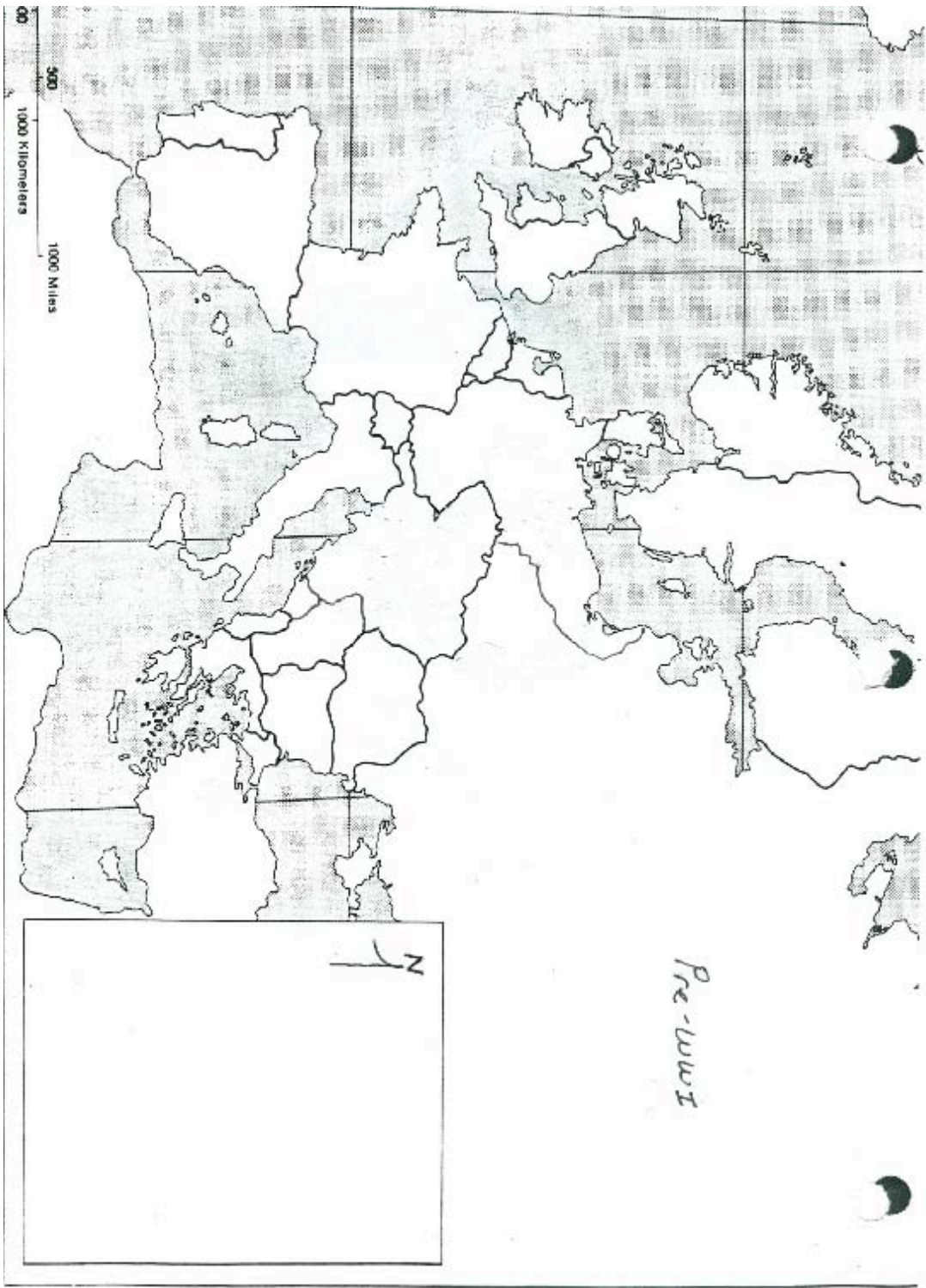
Resources and Teaching Tips (Consider the two questions below when completing this section.)

1. What text/print/media/kit/web resources best support this unit?

United States History - Holt, Rinehart and Winston
<http://www.digitalhistory.uh.edu>
<http://www.firstworldwar.com/source/fourteenpoints.htm>
<http://web.jjay.cuny.edu/~jobrien/reference/ob34.html>
http://avalon.law.yale.edu/20th_century/wilson.14asp
http://wwi.lib.byu.edu/index.php/President_Wilson%27s_Fourteen_Points

2. What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.

Students should be familiar with current events and contemporary issues.



Handout 1

World War I - Pre-War Timeline

Directions: Using the completed 1914 map of Europe, plot the following events 1-8 on the geographic locations on which they took place.

- 1. June 28 - Archduke Franz Ferdinand heir to the throne of Austria-Hungary is assassinated by a Serbian in Sarajevo.**
- 2. July 28 - Austria-Hungary declares war on Serbia.**
- 3. July 30 - Russia (Serbia's ally) mobilizes armed forces.**
- 4. August 1 - Germany (Austria-Hungary's ally) declares war on Russia.**
- 5. August 3 - Germany declares war on France (Russia's ally) prepares to invade Belgium.**
- 6. August 4 - Britain, having pledged to protect Belgium, declares war on Germany.**
- 7. August 6 - Austria-Hungary declares war on Russia.**
- 8. August 12 - France and Britain declare war on Austria- Hungary.**

Handout 2

RMS Lusitania: The Fateful Voyage

On May 1, 1915, the *RMS Lusitiana* was scheduled to sail from New York to Liverpool, England. The German Embassy placed an advertisement in the New York Herald to warn Americans about traveling in European waters.

Notice!

Travellers intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

Imperial German Embassy Washington D.C., April 22, 1915

1. What is the main purpose of this advertisement?
2. Why do you think the German government ran this advertisement in the newspaper?
3. The *Lusitania* was sunk by a German U-boat on May 7, 1915; 1,198 people were killed including 128 Americans. Why did the sinking of the *Lusitania* turn Americans against Germany?

Handout 3

Following the German submarine attack on the unarmed French passenger ship *Sussex* in March of 1916, the German government had complied to the terms of the Sussex Pledge. This agreement forced Germany to limit submarine warfare.

In August of 1916 an agreement made at the Pless Conference between the civil government and the German military gave the German high command the final decision on U-boat (submarine) attacks. The German military leaders had concluded by November 1916 that these attacks were unavoidable if peace could not be achieved by January 1917.

A second conference was held on January 8 and 9, 1917 at Pless. General Paul von Hindenburg and his aid General Erich von Ludendorff, joined the admirals of the High Seas Fleet in requesting unlimited submarine warfare. Civilian leaders, Chancellor Theodore von Bethmann-Hollweg and Foreign Minister Alfred Zimmermann, reluctantly agreed. Although the German's wanted to keep the United States out of the war, they believed that Great Britain was so near collapse that the submarine attacks would deliver he final blow.

The German Ambassador Count von Bernstorff informed the United States government on January 31, 1917 that unlimited U-boat attacks would resume the next day. On February 13, 1917 the United States broke relations with Germany when the U.S.S. *Housatonic* was sunk. When more sinking followed, President Wilson was forced to act.

In April 1917 German submarines had sunk approximately 900,000 tons of allied shipping, which signaled a clear escalation of war on the part of Germany. On April 2, 1917, President Wilson requested a declaration of war against Germany and on April 6, Congress provided the declaration.

Consider: What if the Pless conferences had not taken place? Is it possible that the United States might never had entered the war?

1. Identify the following men and describe their role in the decision to resume unlimited U-boat warfare.
2. Explain the Sussex Pledge.
3. What important decisions were made at the Pless conferences?
4. How much warning did Germany give the United States about the decision to resume U-boat attacks?
5. What reasons finally prompted President Wilson to declare war on Germany?
6. Why was it difficult for the United States to remain neutral?

Between January 16 and 19, 1917, a top secret coded telegram was sent from German Foreign Minister Arthur Zimmermann to Count Johann von Bernstorff, the Imperial Ambassador to the United States. The telegram was discovered by the British and passed on to the Americans.

- January 16-19 - telegram intercepted
- January 31 - Bernstorff informed the U.S. that the German government intended to resume unlimited submarine warfare on February 1, 1917
- February 3 - the U.S. breaks diplomatic relations with Germany
- February 23-24 - the decoded message was turned over to the United States
- March 1 - American newspapers broke the story (a “war scare” quickly spread across the U.S.)
- April 6 - President Wilson asked for, and received a declaration of war against Germany.

The Zimmermann Telegram

“We intend to begin unrestricted submarine warfare on the first of February. We shall endeavor in spite of this to keep the United States neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis : Make war together, make peace together, generous financial support, and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico and Arizona. The settlement in details is left to you.

You will inform the President (of Mexico) of the above most secretly and as soon as the outbreak of war with the United States is certain and add the suggestion that he should, on his own initiative, invite Japan to immediate adherence and at the same time mediate between Japan and ourselves.

Please call the president’s attention to the fact that the unrestricted employment of our submarines now offers the prospect of compelling England to make peace within a few months. Acknowledge receipt.”

1. For what reason was this telegram meant?
2. How much warning did Germany give the United States before resuming unlimited submarine attacks?
3. According to the passage, what will Germany give Mexico in return for Mexico’s support in war against the United States?
4. Do you believe Germany really wanted to go to war with the United States? Use words or phrases from the passage to support your answer.
5. List several reasons why the Zimmermann Telegram caused a war scare in the United States?

Handout 5

Alvin C. “Sergeant” York - World War I Hero

Alvin C. York, or “Sergeant” York was known as the greatest American hero of World War I, his exceptional skill as a marksman enabled him to force the surrender of a German machine-gun outpost.

York was born in Pall Mall, Tennessee, in 1887 and was the third of 11 children. He came from a family of poor farmers and stopped attending school after the third grade to work on the family farm and his father’s blacksmith shop. He became an excellent marksman by an early age and after his father’s death in 1911, York became a day laborer on local railroad crews.

York had a reputation as a wild young man, but in 1915 he experienced a religious conversion and changed his lifestyle. The church he had joined, the Church of Christ in Christian Union, did not allow its members to drink alcohol or gamble. The church also condemned violence and opposed warfare.

York faced a difficult decision when he received his draft notice in the summer of 1917, because he believed that participating in the war would violate his religious beliefs. He applied for conscientious objector (a person who refuses to fight for moral or religious reasons) status. When his request was denied he joined the U.S. Army and after months of training and numerous discussions and debates with his company commander about biblical references to warfare, York decided that it was morally acceptable to join the fight against Germany.

York’s army unit was sent to the western front in June 1918 and in early October became involved in intense fighting in the Argonne Forest of France. On the morning of October 8, York’s commanding officer ordered him and 16 other soldiers to take out a German machine-gun outpost that was firing on their battalion. They slipped behind enemy lines, and came upon about 20 German soldiers having breakfast. The surprised Germans surrendered, but the commotion alerted the nearby machine-gunners, who began firing on York and his comrades, leaving 9 of the 17 Americans killed or wounded.

York, the exceptional sharp-shooter, left his unharmed companions to guard the prisoners and found a spot downhill from the machine guns. This vantage point allowed York to shoot at least a dozen machine-gunners who had stood up in their bunkers to look for him. York then gunned down a group of six German soldiers who charged him with bayonets. This incredible display of skill prompted the German commander of the machine guns to surrender the rest of his men. York and the other surviving American soldiers marched their prisoners into allied territory, apprehending more German soldiers along the way, and reached battalion headquarters with 132 prisoners.

York’s actions in the Argonne Forest made him famous; he was promoted to sergeant, received a congressional medal of honor and when he returned to the United States in May 1919, “Sergeant York” was greeted with a ticker-tape parade in New York and a standing ovation from the House of Representatives. Many magazine articles highlighted his bravery and advertisers asked him to endorse their products. York

was troubled by the fact that he had killed people and did not want to use his fame to become rich. He returned to Tennessee and married his hometown sweetheart, Gracie Williams.

After the war, York ran a small farm and started a large family. He also raised money to build a vocational and agricultural school for rural youth in Tennessee. The Alvin C. York Institute opened in 1929 and is still in operation today and York often remarked that the school was his proudest achievement.

Warner Brothers studio released *Sergeant York*, a movie in 1941, hoping that dramatizing York's heroism during World War I would spark public support to oppose Germany in World War II. York used his share of the profits from the movie to help open a small Bible school. York suffered a stroke in 1954 and left bedridden until his death 10 years later. He was buried in Pall Mall with full military honors.

1. What dilemmas did Alvin C. York face when he received a draft notice in 1917?
2. Where did York's army unit serve in 1918?
3. How did York force the German commander of a machine-gun outpost to surrender his men?
4. What was heroic about Sergeant York?
5. Imagine you are Alvin York on the evening of October 8, 1918. Write a journal or diary entry describing the morning's events and your thoughts about them.

Handout 6

Life in the Trenches

Imagine what it was like for the soldiers fighting in the trenches that zigzagged along the western front. Read the following descriptions given by British soldiers who fought near Loos in northern France. What advice do you think these soldiers would have given to troops just arriving to fight in the trenches.

Trench Facts

- **Trenches covered about 450 miles between the North Sea and the Swiss border.**
- **In France, ten foot deep trenches were dug into the ground and topped with sandbag parapets.**
- **Inside was a fire step, a ledge two or three feet up from bottom of the trench, used by sentries or troops firing.**
- **The sides were held up by sandbags and timber.**

Private Carson Stewart, 7th Battalion, Queen's Own Cameron Highlanders

My first listening party (patrol) there I'll never forget. We were out there in No Man's Land, crawling out among the dead boys, because the idea was that if we lay close to the dead boys you would think we were dead. We spaced ourselves out, so you would be on your own among these corpses and we had to be quiet, no noise, no speaking. After a while, if we couldn't see or hear anything it was time to come in, the NCO (a low-ranking officer) in charge would crawl around and give your foot a kick. That was the only way he could see if you were one of the Laos dead or one of the listening party. If you responded to his kick he gave you a sign to come into the trench again and if there was no response he knew it was one of the poor boys killed at Laos. The officer in charge of the listening party was a very fine chap. We just called him 'Algy', because he always wore a monocle. He was a great guy....After we got back into our trench we found that our officer 'Algy' was missing and they called for volunteers to go out again into NO Man's Land to get him in. Everyone wanted to go. I wasn't chosen for the rescue party, but the boys did get 'Algy' in and he was badly wounded. We sent him down the line a bit, and maybe he got the length of the big hospital at Etaples, but I am so sorry to say he died. At least he would get a burial. There was nothing you could do for the boys lying out in front at Laos. They were a terrible sight. We used to talk about it afterwards...for the rest of the war, we would say something or somebody was 'as quite as the Laos dead.'

Trooper W. Clarke

When it was quiet, it was so boring. Awake all night. Stand-to just before dawn, which

meant that you got up on the fire platform, ready for old Jerry (the Germans) in case he would make a surprise attack, and then at dawn stand-down, hoping you'd get a mug of tea or something to eat, which as often as not we didn't get because being so close to the German lines we couldn't make fires to brew tea. We had to rely on boys in the back making tea down in the deep quarry and bringing it up. It got very boring during the stand-down too nothing was doing. Funny that, you were bored if there was no danger. Well, there really wasn't anything to do except read, that is, if you were lucky enough to have something. You could write letters if you felt like it, or sometimes you dozed.

Lieutenant R.E. Smith, 7th Battalion, Royal Scots Fusiliers

We had three officers in the Company at the time, which meant three hours on duty and six off... Suppose that (you) go on duty at 2am. From 11pm to 2am you have been making desperate efforts to get to sleep. You are sitting in a dug-out, which our fellows have captured. In there are a couple of chairs, from goodness knows where, and a kind of table, and there are two compartments leading out of it. In one are the company signallers with all their telephone apparatus and the other is used by the gunners as an artillery observation station and is provided with special observation loopholes. The whole place leaks...and you have to keep your oilskins (rain gear) on all the time, but the main thing that strikes you about the place is its smell which is reminiscent (reminds you) of a pantry, a stable loft, a coal cellar and the hold of a ship. However there is a brazier (pan holding burning coals) and it is warm, All the light is from a pair of candles, stuck in bottles.

At two a'clock very punctually, the man you are to relieve comes in and kicks you out of a sort of doze, you get up, swear, and put on some extra wraps, your revolver, electric torch, gas-helmet. The other man, who is now wriggling onto your late place on the floor gives you a report which is something of this sort:

**All quite. We've got a working party repairing the parapet (ridge to protect soldiers) in Bay 6, and another pumping all along the main trench from Bay 5 to Bay 9. One sentry in Bay 4 is complaining of frostbite, but I think he is skrimshanking. Good luck... You walk out into the trench. The air is refreshing after the dug-out, but it is beastly cold and there's a bit of a drizzle.*

Handout 7

World War I The Espionage and Sabotage Act

In his war message to Congress, President Wilson had warned that the war had required a

redefinition of national loyalty. There were “millions of men and women of German birth and native sympathy who live amongst us,” he said. “If there should be disloyalty, it will be dealt with a firm hand of repression.”

Congress passed the *Espionage Act* in June, 1917. This piece of legislation gave postal officials the authority to ban newspapers and magazines from the mails and threatened individuals convicted of obstructing the draft with \$10,000 in fines and 20 years in jail. Congress passed the *Sedition Act of 1918*, which made it a federal offense to use “disloyal, profane, scurrilous, or abusive language” about the Constitution, the government, the American uniform, or the flag. The government prosecuted over 2,100 people under these acts.

Political dissenters bore the brunt of the repression. Eugene V. Debs, who urged socialists to resist militarism, went to prison for nearly three years. Socialist, Kate Richards O’Hare, served a year in prison for stating that the women of the United States were “nothing more nor less than brood sows, to raise children to get into the army and be made into fertilizer.”

In July 1917, labor radicals offered another ready target for attack. In Cochise County, Arizona, armed men, under the direction of a local sheriff, rounded up 1,186 strikers at the Phelps Dodge copper mine. They placed these workers, many of Mexican descent, on railroad cattle cars without food or water and left them in the New Mexico desert 180 miles away. *The Los Angeles Times* editorialized: “The citizens of Cochise County have written a lesson that the whole of America would do well to copy.”

The radical labor organization, the International Workers of the World (IWW), never recovered from government attacks during World War I. In September 1917, the Justice Department staged massive raids on IWW officers, arresting 169 of its veteran leaders. The administration’s purpose was, as one attorney put it, “very largely to put the IWW out of business.” Many observers thought the judicial system would protect dissenters, but the courts handed down stiff prison sentences to the radical labor organization’s leaders.

Radicals were not the only one to suffer harassment. Robert Goldstein, a motion picture producer, had made a movie about the American Revolution called *The Spirit of 1776*, before the United States entered the war. When he released the picture after the declaration of war, he was accused of undermining American morale. A judge told him that his depiction of heartless British redcoats caused Americans to question their British allies. He was sentenced to a 10 year prison term and fined \$5,000.

Handout 8

Sedition Act 1918

Synopsis: In the midst of World War I, a small but vocal resistance movement gained ground. Congress passed the Sedition Act of 1918. This law, aimed at silencing criticism of the United States during World War I, restricted freedom of speech in the interest of national security. It was not the first time that speech had been restricted for this reason, nor would it be the last. This eLesson explores the Sedition Act of 1918 and one of the individuals found guilty of violating it, Charles Schenck.

Resources

<http://citizenbee.org/user/StudentGuide.aspx?id=697>

http://www.firstamendmentcenter.org/fac/library/case.aspx?case=Schenck_v_US

http://www.pbs.org/wgbh/amex/wilson/filmmore/fm_act.html

Historical Narrative

The United States instituted a military draft during World War I. More than 24 million men registered for the draft, and over 2.5 million men were actually drafted into the military. Not all Americans supported the war. A significant pacifist movement developed in opposition to the military draft. In 1917, Congress passed the Espionage Act, which made it a crime to, among other things, "obstruct the recruiting or enlistment service." The next year, Congress amended the Espionage Act by passing the Sedition Act of 1918. The law was designed to silence opposition to the War, which Congress and President Woodrow Wilson believed threatened the nation's chances of victory. The Sedition Act read, in part: "Whoever, when the United States is at war, shall willfully utter, print, write or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States or the Constitution of the United States... shall be punished by a fine of not more than \$10,000 or the imprisonment for not more than twenty years, or both." The government justified the restrictions on speech by claiming that the government's interest in fighting World War I outweighed individuals' rights to free speech. Socialist Party member Charles Schenck opposed the war as well as the military draft. Schenck distributed leaflets urging recently drafted men to resist the draft. He condemned the federal government, the war and the draft with very strong language, but he advocated only peaceful resistance. Schenck was charged with violating the Sedition Act of 1918. Schenck challenged his conviction on First Amendment grounds. His case went to the Supreme Court. The Court had to consider if freedom of speech is an absolute right and, if not, under what circumstances it may be limited. The Court unanimously upheld Schenck's conviction, ruling that certain kinds of expression, which would be protected in peacetime, can be punishable when the nation is at war. The Court ruled in *Schenck v. United States* (1919): "The character of every act depends upon the circumstances in which it is done... The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight and that no Court could regard them as protected by any constitutional right." Because Schenck had advocated resisting the draft, his words had the "effect of force" and were not protected by the First Amendment. In later World War I cases,

the Court upheld the convictions of individuals who had criticized the US and the War, saying the speech created a "dangerous tendency." Since 1919, the question of whether and how free speech can be limited in wartime has continued to challenge American society.

Comprehension and Discussion Questions

- What did Sedition Act of 1918 criminalize?
- How did the government justify the law?
- Why was Charles Schenck charged with violating the Espionage Act of 1917, as amended by the Sedition Act of 1918?
- How did the Supreme Court rule in Schenck's case?
- Do if you were a Supreme Court Justice, would you have voted to uphold Schenck's conviction? Why or why not?

Extensions

- Have students compare and contrast the Sedition Act of 1798 with the Sedition Act of 1918 or with the recent Patriot Act
 - How were these two laws similar?, different?
 - How do the historical contexts of the laws compare?
 - Do the differences in historical context affect how you weigh the laws' constitutionality?
- Ask students to respond to the following question in a 1-2 page essay: Do you think Congress would pass a "Sedition Act of 2007" as a war measure during the Iraq War and the War on Terror? Why or why not? Would it be constitutional? Why or why not?
- Have students listen to Professor Robert McDonald of United States Military Academy discuss the Sedition Act of 1918 and its implications for the Bill of Rights in [this](#) podcast.

Answers

- The Sedition Act of 1918 made it a crime to "willfully utter, print, write or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States or the Constitution of the United States."
- The government justified the restrictions on speech by claiming that the government's interest in fighting World War I outweighed individuals' right to free speech. Schenck distributed leaflets urging recently drafted men to resist the draft.
- The Court unanimously upheld Schenck's conviction, agreeing that certain kinds of expression, which would be constitutionally protected in peacetime, can be punishable when the nation is at war.
- Some students will agree with the Court, saying that a necessary price of freedom is the curtailment of some liberties during wartime. Schenck had gone beyond merely opposing the war, and had advocated resistance to military recruitment—an interference with national security. Others will disagree, saying that even during wartime, citizens have an unqualified right to free speech. They may say that laws such as the Espionage Act of 1917 and Sedition Act of 1918 become "slippery slopes" leading to more and more restrictions on types of speech.

