

Course/Grade: World Studies (9th Grade)

Unit Title: Achievement and Crises

Content Elaborations:

During the 20th century, advances in technology improved lives through an increase in the availability and variety of consumer goods, communication, and technology both for individuals and in the military.

Advances in technology, communication, and transportation also had negative impacts for both individuals and the military. As wars are fought new technologies are created and war becomes impersonal, industrialized, and efficient resulting in total war.

Time Frame:

20 - 47 Minute Periods

Standards:

12. Advances in technology, communication, and transportation improved lives, but also had negative consequences.

13. The causes of World War I included militarism, imperialism, nationalism, and alliances.

14. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion, and the policy of appeasement which in turn led to World War II.

15. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.

16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

Evidence of Understanding (Expectations for Learning)

Objectives: The students will

1. Explain how advancements in technology, communication, and transportation improved lives and had negative consequences.
2. Identify and explain the causes of World War I.
3. Explain how the consequences of World War I set the stage for World War II.
4. Analyze how oppression and discrimination led to genocides of the Armenians during World War I and Jews during World War II.
5. Describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.

Assessment Practices:

Pre-Assessment: There is no pre-assessment for the unit, although individual lessons may have pre-assessments

Post-Assessment: Notebook check

Instructional Strategies:

See individual lessons

NETS Profiles for Technology Literate Students:

See individual lessons

Technology Strategies:

See individual lessons

Instructional Resources:

See individual lessons

Strategies for Diverse Learners:

Instruction is differentiated according to the needs of the individual learner, as well as to provide all learners achieve the goal of meeting or exceeding the specific indicator. The following will be done to accommodate all learners:

- Extended time on assignments, including completion of worksheets
- Students could define words using images if desired
- Graphic organizers will be provided (ex: mini-book and Venn diagram)
- Notes can be provided, including printed power point
- Extended time on assessments, as well as small group

Interdisciplinary Connections:

See individual lessons

Reading: Students will be provided multiple reading opportunities, both individually and together with reading comprehension activities

Writing: Students will be required to write summaries and various exit ticket activities to check for understanding

Lesson One Causes of WWI

Summary:

In this lesson students will be introduced and understand the causes of WWI, the global scope of the war, and new technologies of modern warfare. Students will participate in a murder investigation, a war game simulation, and an escape room.

Time Frame:

13 - 47 minute periods

Procedures:

Days One and Two WWI Assassination

Objectives:

1. Students will collect data and analyze the murder of two people in Bosnia and determine how the event led to WWI
2. Students will be introduced to the the vocabulary words of the unit

Plan:

1. Warmup - Background to War
2. Forensic Report distributed
3. Keynote Presentation, Introduction page and BINGO sheets

Days Three and Four - Introduction Reading

Objectives: Students will link previous knowledge and the MAIN causes of WWI

1. Discuss the standards and expectations
2. Warm up Reading - Students will put a BOX around the parts of the passage that have to do with MILITARISM. Underline the parts of the passage that have to do with ALLIANCES. Highlight the parts of the passage that have to do with NATIONALISM. Put a * at the beginning and end of parts of the passage that have to do with IMPERIALISM. Circle the parts of the passage that have to do with ASSASSINATION.
3. TCi Chapter 20 Section 1 Reading Student will read and complete the questions in the digital TCi textbook. Students will receive extra credit for reading aloud

Day Five- The Spark

Objectives: Students will complete a reading comprehension sheet and Key Terms Worksheet

1. Warm Up - The Spark
2. Distribute worksheet Unit World War I Lesson: Causes of the War with Key Terms worksheet
3. Read together and complete, homework if not done in class
4. Submit for grade

Day Six - Escape Room

Objectives: Students will work together to solve a digital escape room - <http://digitalescapegames.com/world-war-1/>

Days Seven and Eight - Causes of World War I Stations

Objectives: Students will travel to various stations and complete a guided note sheet that covers the MAIN causes of WWI

1. Display posters around room (or place them in Google Classroom as materials)
2. Distribute the Causes of WWI Activity Worksheet
3. Students work in pairs to complete the stations.

Days Nine - Thirteen The War Game

Objectives: Students will participate in a simulation that reinforces their knowledge of the causes of WWI - M.A.I.N. The simulation requires students to build their countries and alliances in order to survive the possibility of a world war. This activity is a multiple day activity and will be graded on participation.

1. Students are placed in pre-determined groups and assigned countries
2. Countries will read the background information
3. Discussion of rules and expectations
4. At the end of the war, students are debriefed and complete a google form.

Lesson Two Weapons of War

Time Frame:

4 - 47 minute periods

Days Fourteen and Fifteen - New Weapons of War/Auction

Objectives: Students will understand that WWI was a new type of warfare - modern war. In this type of war there are new technologies that produce new effects and students should understand how this would change warfare from this point forward.

1. Warm Up - Poison Gas and Dogfights
2. Discussion - Students will create a quick list of items/technologies that they believe were created during World War I.
3. Part 1" (<https://www.youtube.com/watch?v=NNf8ave7P3k>) and "5 WWI inventions you use every day!
4. Auction with Keynote

Day Sixteen: Weapons Advancements of WWI Station Activity

Objective: Students will travel to various stations and complete a guided note sheet that covers the new weapons of WWI

1. Display posters around room (or place them in Google Classroom as materials)
2. Distribute the Weapons of WWI Activity Worksheet
3. Students work in pairs to complete the stations.

Alternate Lesson - Trench Warfare

Objectives: Students will understand how the new weapons forced the war into a stalemate and the brutality of Trench Warfare

1. Trench Day - Students will enter the room and journal during the Trench experience
2. Students write a Poem about the Trenches

Day Seventeen - Trench Warfare Dice Game

Objectives: A dice game, of chance, and math skills

1. Students will be placed into groups of two and roll a pair of dice 100 times, following the rules provided, to see the extent of the carnage during the war

Lesson Three A Flawed Peace

Time Frame:

3 - 47 minute periods

Days Eighteen - Twenty The End of the War and Treaty of Versailles

Objective: Students will learn what brought the war to an end, and understand how the Treaty of Versailles led to the outbreak of WWII

1. Warm Ups - The Armistice and The Treaty of Versailles

2. Keynote with Guided Notes - World War I Comes to an End
3. Distribute Map work and colored pencils, students complete the notes
4. Reading (TCi Lesson 20 Sections 4 and 5) and Station Work

Differentiate Instruction Support:

- Extended time if student need help with vocabulary, examples or research, Help with definition of words • Small group work • Graphic organizers with Notes provided • TCi - Main ideas bolded, text read aloud
- **Conduct a Prereading Activity** As a reading adaptation, prior to having students complete the Reading Notes for Sections 2 to 5, conduct this short pre-reading activity:
 - Read the section title.
 - Read the boldfaced subsection titles and the first (topic) sentence in each of the subsections.
 - Analyze the images in the section and read the captions.
 - Based on this information, have students identify at least three important things they think they will learn in the section they are about to read.
- **Complete the Processing as a Group** Complete the Processing assignment with students. Work with students to come up with three details from the audio slideshow that they could use in their letters. Working together, have students compose a rough draft of a letter.