

# SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #1 WORLD WAR I

## North Smithfield School Department

**TITLE OF UNIT #1:** World War I  
**DATE PRESENTED:** \_\_\_\_\_

**DATE DUE:** \_\_\_\_\_

**COURSE U.S. History, GRADE 11**  
**LENGTH OF TIME:** Several weeks, quarter, semester

### OVERVIEW OF UNIT:

Students will analyze the causes of the World War I in Europe and evaluate the U.S. role. Emphasis will be placed on U.S. neutrality during the European Conflict and reasons why the U.S. enters the war. Students will also examine the war on the home front and the impact the conflict had on the nation. The unit will end with a close examination on the potential plans for a post-war world. Students will debate whether or not the peace plan envisioned by President Wilson should have been accepted by the U.S.

### ESSENTIAL QUESTIONS

- What factors contributed to the cause of World War I?*
- Why did the U.S. maintain neutrality? Were they truly neutral?*
- How was the U.S. impacted by World War I?*
- Is it acceptable to suspend civil liberties during war?*
- Why did the U.S. enter the war in Europe? Was it the right decision?*
- Evaluate the role of the economy and propaganda in this decision?*
- What strategies did the U.S. implement to wage a successful war?*
- What was Wilson's vision for post-war world?*
- Was World War I truly "the war to end all wars"?*

### STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The Constitution of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Craft and Structure Integration of Knowledge	Production and Distribution Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

### FOCUS GSEs:

#### Civics and Government

- Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12)- 1a**
- Explaining how a political ideology is reflected in the form and structure of a government. **C&G 1 (11-12)- 1c**
- Distinguishing between the rule of law and the "rule of men." **C&G 1 (11-12)- 1d**
- Analyzing the scope and limits of personal, cultural, economic, or political rights. **C&G 3 (11-12)- 1d**
- Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. **C&G 4(9-10)- 1c**
- Analyzing multiple perspectives on an historical or current controversial issue. **C&G 4(9-10)- 1e**
- Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. **C&G 5(9-10)- 1a**
- Organizing information to show relationships between and among various individuals, systems, and structures. **C&G 5(9-10)- 1b**
- Describing the interconnected nature of a contemporary or historical issue. **C&G 5(9-10)- 2a**
- Analyzing and evaluating a contemporary or historical issue. **C&G 5(9-10)- 2b**
- Predicting outcomes and possible consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3a**
- Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3b**
- Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. **C&G**

#### Economics

- Differentiating between subsistence, traditional, mixed, command, and market economies. **E 1 (11-12)- 3a**
- Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship. **E 1 (9-10)-3b**

#### Geography

- Analyzing spatial patterns and synthesizing with other primary and secondary sources. **G 1 (11-12)- 1a**
- Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). **G 1 (11-12)- 1c**
- Analyzing these relationships in a given historical or current example. **G 3 ( 7-8)-3a**

#### Reading

- Key Ideas and Details (RH)**
  - Cite specific textual evidence to support analysis of primary and secondary sources. **RH.9-10 .1**
  - Determine the central ideas or information of a primary or secondary source. **RH.9-10 .2**
  - Identify key steps in a text's description of a process related to history/social studies **RH.9-10 .3**
- Craft and Structure (RH)**
  - Determine the meaning of words and phrases as they are used in a text, including vocabulary **RH.9-10 .4**
  - Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.9-10 .5**
  - Identify aspects of a text that reveal an author's point of view or purpose. **RH.9-10 .6**

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5(9-10)- 3c

### Historical Perspective

- Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. **HP 1 (11-12)- 1a**
- Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12)- 1c**
- Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. **HP1(9-10)- 2a**
- Interpreting and constructing visual data in order to explain historical continuity and change **HP 1 (11-12)- 2b**
- Explaining origins of major historical events. **HP 2 (11-12)- 1a**
- Creating narratives based on a particular historical point of view. **HP 2 (11-12)- 2a**
- Synthesizing information from multiple sources to formulate an historical interpretation. **HP2(9-10)- 2b**
- Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. **HP 4 (11-12)- 1a**
- Analyzing conflict that is based on unresolved historical-geographical differences. **HP 4 (11-12)- 1b**
- Citing historical evidence that geographic factors affected decision-making by policy-makers. **HP 4 (11-12)- 1c**
- Utilizing sources to identify different historical narratives and perspectives about the same events. **HP 5 (11-12)- 3a**
- Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. **HP 5 (11-12)- 3b ?????**

### Integration of Knowledge and Ideas (RH)

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **RH.9-10 .7**
- Distinguish among fact, opinion, and reasoned judgment in a text. **RH.9-10 .8**
- Analyze the relationship between a primary and secondary source on the same topic. **RH.9-10 .9**

### Range of Reading (RH)

- Read and comprehend history/social studies texts in the grades 6–8 text complexity band **RH.9-10 .10**

### Writing

- Text Types and Purposes: argument and informational **(WHST)**
- Production and Distribution **(WHST)**
- Research**
- Range of Writing **(WHST)**

### **Applied Learning Standards:**

problem solving                      communication                      critical thinking                      research                      reflection/ evaluation

### **Expectations for Student Learning (High School only):**

#### **ENDURING UNDERSTANDING: Big Ideas**

- Causes of World War I
- Initial U.S. policy towards the Central Powers
- Factors that led to the U.S. entering the war
- Importance of and impact of the Russian Revolution
- World War I on the home front
- Fourteen Points
- Versailles Treaty and League of Nations
- Debate in the Senate
- Implications of the Versailles Treaty
- Changing map of Europe

#### **PRIOR KNOWLEDGE:**

- Students prior knowledge on the age of imperialism will help with their understanding on the causes of World War I.

#### **STUDENT OBJECTIVES and/or NEW KNOWLEDGE:**

### **Civics and Government**

**Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12)- 1a****

#### **Essential knowledge and skills**

- Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties **ERA 7, 2C, 2**
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7, 2C, 2**

#### **Academic vocabulary**

- Analyze
- Civil liberties
- Compare
- Contrast
- League of Nations
- Public opinion
- Versailles treaty

**Explaining how a political ideology is reflected in the form and structure of a government. **C&G 1 (11-12)- 1c****

#### **Essential knowledge and skills**

- Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. **ERA 7,2C,4**

#### **Academic vocabulary**

- Communism
- Evaluate

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- Russian Revolution
- Ideology

**Distinguishing between the rule of law and the “rule of men.” C&G 1 (11-12)- 1d**

**Essential knowledge and skills**

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7,2C,5

**Websites**

**Academic vocabulary**

- Evaluate
- Fourteen Points
- League of Nations
- Public Opinion
- Rule of Law
- Rule of Man
- Versailles Treaty

**Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. C&G 4(9-10)- 1c**

**Essential knowledge and skills**

- Analyze propaganda strategies during World War I and II
- Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. ERA 7, 2B, 3
- Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. ERA 7, 2B, 4

**Websites**

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**Academic vocabulary**

- Analyzing
- Evaluate
- Foreign policy
- Interpreting
- Intervention
- Neutrality
- Propaganda

**Analyzing multiple perspectives on an historical or current controversial issue. C&G 4(9-10) - 1e**

**Essential knowledge and skills**

- Analyze propaganda strategies during World War I and II
- Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. ERA 7, 2B, 3
- Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. ERA 7, 2B, 4

**Websites**

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**Academic vocabulary**

- Analyze
- Evaluate
- Foreign policy
- Neutrality
- Perspectives
- Propaganda
- Public opinion

**Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. C&G 5(9-10) - 1a**

**Essential knowledge and skills**

- Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. ERA 7, 2C, 4
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5

**Academic vocabulary**

- Evaluate
- Examine
- Explore
- Fascism
- Final solution
- Final solution
- Foreign policy
- Fourteen Points
- League of Nations
- Russian Revolution

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- Versailles Treaty

**Describing the interconnected nature of a contemporary or historical issue. C&G 5(9-10) - 2a**

**Essential knowledge and skills**

- Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. ERA 7, 2C, 4
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5

**Academic vocabulary**

- Allied powers
- Evaluate
- Foreign policy
- Fourteen Points
- Implementation
- League of Nations
- Russian Revolution
- Versailles Treaty

**Analyzing and evaluating a contemporary or historical issue. C&G 5 (9-10) - 2b**

**Essential knowledge and skills**

- Analyze propaganda strategies during World War I and II
- Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. ERA 7, 2B, 3
- Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. ERA 7, 2B, 4

**Academic vocabulary**

- Analyzing
- Evaluating
- Foreign policy
- Neutrality
- Propaganda
- Public opinion

**Predicting outcomes and possible consequences of a conflict, event, or course of action. C&G 5(9-10) - 3a**

**Essential knowledge and skills**

- Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. ERA 7, 2C, 2
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5

**Academic vocabulary**

- Analyze
- Civil liberties
- Evaluate
- Fourteen points
- League of Nations
- Public opinion
- Ratification
- Versailles Treaty

**Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&G 5(9-10) - 3b**

**Essential knowledge and skills**

- Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. ERA 7, 2C, 2
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5

**Academic vocabulary**

- Analyze
- Civil liberties
- Constitutional interpretation
- Evaluate
- Fourteen Points
- League of Nations
- Public opinion

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- Ratification
- Summarizing
- Versailles Treaty

Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. **C&G 5(9-10) - 3c**

### Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7, 2C, 5**

### Websites

- [www.bbc.co.uk](http://www.bbc.co.uk) <<http://www.bbc.co.uk>> (WW I)

### Academic vocabulary

- Deliberation
- Fourteen Points
- League of Nations
- Ratification
- Versailles Treaty

## Historical Perspective

Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. **HP 1 (11-12) - 1a**

### Essential knowledge and skills

- Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. **ERA 7, 2B, 1**

### Websites

- [www.dhr.history.vt.edu/index.html](http://www.dhr.history.vt.edu/index.html) <<http://www.dhr.history.vt.edu/index.html>> (different perspectives)
- [www.choices.edu](http://www.choices.edu) <<http://www.choices.edu>> (choices)

### Academic vocabulary

- Neutrality
- Primary source
- Secondary source
- World War I

Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12) - 1c**

### Essential knowledge and skills

- Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. **ERA 7, 2B, 1**

### Academic vocabulary

- Explain
- Analyze
- Neutrality
- Perspectives

Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. **HP1 (9-10) - 2a**

### Essential knowledge and skills

- Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. **ERA 7, 2B, 1**
- Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. **ERA 7, 2C, 1**
- Explain how the American Expeditionary Force contributed to the allied victory. **ERA 7, 2C, 3**
- Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. **ERA 7, 2C, 4**
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7, 2C, 5**

### Academic vocabulary

- American Expeditionary Force
- Cause-effect
- Evaluate
- Fourteen Points
- League of Nations
- Mobilization
- Neutrality
- Russian Revolution
- Versailles Treaty
- World War I

### Websites

# SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #1 WORLD WAR I

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- [www.dhr.history.vt.edu/index.html](http://www.dhr.history.vt.edu/index.html)<<http://www.dhr.history.vt.edu/index.html>> (women and minorities in WW II)

Interpreting and constructing visual data in order to explain historical continuity and change **HP 1 (11-12) - 2b**

### Essential knowledge and skills

- Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. **ERA 7, 2B, 1**

### Websites

- [www.discoveryeducation.com](http://www.discoveryeducation.com)<<http://www.discoveryeducation.com>> (videos)
- <http://www.nationalgeographic.com/xpeditions/atlas/> (maps)

### Academic vocabulary

- Change
- Historical continuity
- Neutrality
- World War I

Explaining origins of major historical events. **HP 2 (11-12) - 1a**

### Essential knowledge and skills

- Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. **ERA 7, 2B, 1**

### Websites

### Academic vocabulary

- Causes world War I
- Neutrality
- Origins

Creating narratives based on a particular historical point of view. **HP 2 (11-12) - 2a**

### Essential knowledge and skills

- Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. **ERA 7, 2C, 1**
- Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. **ERA 7, 2C, 2**

### Websites

- <http://www.fordham.edu/Halsall/mod/modsbook.asp> (Harlem Renaissance)

### Academic vocabulary

- Analyze
- Civil liberties
- Mobilization
- Narrative
- Point of view

Synthesizing information from multiple sources to formulate an historical interpretation. **HP2 (9-10) - 2b**

### Essential knowledge and skills

- Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. **ERA 7, 2B, 1**

### Websites

- [www.choices.edu](http://www.choices.edu)<<http://www.choices.edu>>

### Academic vocabulary

- Causes World War I
- Interpretation
- Neutrality
- Synthesizing

Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. **HP 4 (11-12) - 1a**

### Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7, 2C, 5**

### Academic vocabulary

- Evaluate
- Foreign policy
- Fourteen Points

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### Websites

- <http://www.nationalgeographic.com/xpeditions/atlas/> (maps)

- League of Nations
- Versailles Treaty

Analyzing conflict that is based on unresolved historical-geographical differences. **HP 4 (11-12) - 1b**

### Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7, 2C, 5**

### Websites

- <http://www.nationalgeographic.com/xpeditions/atlas/> (maps)
- 

### Academic vocabulary

- Analyze
- Evaluate
- Foreign policy
- Fourteen Points
- Versailles Treaty

Citing historical evidence that geographic factors affected decision-making by policy-makers. **HP 4 (11-12) - 1c**

### Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7, 2C, 5**

### Websites

- <http://www.nationalgeographic.com/xpeditions/atlas/> (maps)

### Academic vocabulary

- Evaluate
- Fourteen Points
- Versailles Treaty

Utilizing sources to identify different historical narratives and perspectives about the same events. **HP 5 (11-12) - 3a**

### Essential knowledge and skills

- Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. **ERA 7, 2C, 1**
- Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. **ERA 7, 2C, 4**
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### Academic vocabulary

- Evaluate
- Mobilization
- Narratives
- Perspectives
- Russian Revolution
- 

### Economics

Differentiating between subsistence, traditional, mixed, command, and market economies. **E 1 (11-12) - 3a**

### Essential knowledge and skills

- Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. **ERA 7, 2C, 4**

### Academic vocabulary

- Communist
- Eastern European
- Evaluate
- Market economics
- Russian revolution
- Subsistence
- Traditional; mixed command

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Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship). **E 1 (9-10)-3b**

### Essential knowledge and skills

- Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. **ERA 7,2C, 4**

### Academic vocabulary

- Evaluate
- Factors of production
- Russian Revolution
- Significance

### Geography

Analyzing spatial patterns and synthesizing with other primary and secondary sources. **G 1 (11-12) - 1a**

### Essential knowledge and skills

- Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. **ERA 7,2B, 1**
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. (Versailles) **ERA 7,2C, 5**

### Academic vocabulary

- Fourteen Points
- League of Nations
- Neutrality
- Primary sources
- Secondary sources
- Versailles Treaty

Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). **G 1 (11-12) - 1c**

### Essential knowledge and skills

- Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. **ERA 7,2B, 1**
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. (Versailles) **ERA 7,2C, 5**

### Academic vocabulary

- Analyze
- Evaluate Fourteen Points
- League of Nations
- Neutrality
- Ratification
- Versailles Treaty

Analyzing these relationships in a given historical or current example. **G 3 (7-8) -3a**

### Essential knowledge and skills

- Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. **ERA 7,2B, 1**

### Academic vocabulary

- Analyze
- Central powers
- Imperialism
- League of nations
- Neutrality

### Reading

Key Ideas and Details (**RH**)

- Cite specific textual evidence to support analysis of primary and secondary sources. **RH.9-10 .1**
- Determine the central ideas or information of a primary or secondary source. **RH.9-10 .2**
- Identify key steps in a text's description of a process related to history/social studies **RH.9-10 .3**

### Essential knowledge and skills

- Understands and applies \_\_\_\_\_ strategies, e.g.

### Academic vocabulary

- Analysis



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- T-charts
- Graphic organizers
- Debate (podium, tap-in, tap-out)
- Primary source analysis (context, content, Common Core)
- Common Core based questions
- Think-pair-share/speed dating
- Carousel activity
- Text message activity
- Wordle

- Central ideas
- Events
- Primary and secondary sources
- Textual evidence

### Websites

[www.corestandards.org](http://www.corestandards.org)

### **Craft and Structure (RH)**

- Determine the meaning of words and phrases as they are used in a text, including vocabulary **RH.9-10 .4**
- Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.9-10 .5**
- Identify aspects of a text that reveal an author's point of view or purpose . **RH.9-10 .6**

#### Essential knowledge and skills

- Understands and applies \_\_\_\_\_ strategies, e.g.
  - T-charts
  - Venn Diagrams
  - Graphic organizers
  - Debate (podium, tap-in, tap-out)
  - Primary source analysis (context, content, Common Core)
  - Outlining, paraphrasing and summarizing
  - Choices DBQ

### Academic vocabulary

- Compare
- Point of view

### Websites

### **Integration of Knowledge and Ideas (RH)**

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **RH.9-10 .7**
- Distinguish among fact, opinion, and reasoned judgment in a text. **RH.9-10 .8**
- Analyze the relationship between a primary and secondary source on the same topic. **RH.9-10 .9**

#### Essential knowledge and skills

- Understands and applies \_\_\_\_\_ strategies, e.g.
  - Claims and counter claims
  - Debate (evaluate claims)
  - Choices DBQ
  - Rating arguments and authors
  - Making a collage
  - Scoop-it

### Academic vocabulary

- Compare
- Contrast
- Event
- Primary and secondary sources

### **Range of Reading (RH)**

- Read and comprehend history/social studies texts in the grades 6–8 text complexity band **RH.9-10 .10**

#### Essential knowledge and skills

- Understands and uses
  - Document based questions

### Academic vocabulary

## Writing

### **Text Types and Purposes: argument and informational (WHST)**

**WHST. 11-12.1** Write **arguments** focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

### **Essential knowledge and skills**

- Understands and applies \_\_\_\_\_ strategies, e.g.
  - Graphic organizer
  - Debate
  - Argument writing
  - DBQ
  - Outlining
  - Thesis development
  - Research

### **Websites**

[www.corestandards.org](http://www.corestandards.org) Appendix C

### **Academic vocabulary**

- Claim
- Cohesion
- Concluding statement
- Counter claim
- Domain-specific vocabulary
- Evidence
- Formal style
- Objective tone
- Transition and sentence structure

**WHST. 11-12.2** Write **informative/explanatory texts**, including the narration of historical events

- b. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

### **Essential knowledge and skills**

- Understands and applies \_\_\_\_\_ strategies, e.g.
  - Timeline creation
  - Outlining
  - Transitional word activity
  - Peer-editing
  - Graphic organizer
  - Highlighting

### **Websites**

[www.corestandards.org](http://www.corestandards.org) Appendix C

### **Academic vocabulary**

- Claim
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### **Production and Distribution (WHST)**

**WHST. 11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST. 11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST. 11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

# SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #1 WORLD WAR I

## North Smithfield School Department

### Essential knowledge and skills

- Understands and applies \_\_\_\_\_ strategies, e.g.
  - Peer editing
  - Yes test
  - Revision
  - Research project
  - Google docs
  - Graphic organizers

### Academic vocabulary

- Coherent [writing](#)

### Research

**WHST. 11-12.7** 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 subject under investigation.

**WHST. 11-12.8** 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..

**WHST. 11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

### Essential knowledge and skills

- Understands and applies \_\_\_\_\_ strategies, e.g.
  - DBQ choices
  - Words cited page
  - Research projects
  - Source evaluation tool
  - Debate
  - Outlining graphic organizers

### Academic vocabulary

### Websites

**WHST. 11-12.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Essential knowledge and skills

- Understands and applies \_\_\_\_\_ strategies, e.g.
  - Outlining
  - Graphic organizer
  - Revision
  - Rough drafts

### Academic vocabulary

### Websites

## SUGGESTED WORKS:

### LITERARY TEXTS

STORIES

POETRY

DRAMA

OTHER

### INFORMATIONAL TEXT

NONFICTION

BIOGRAPHIES

MEMOIRS

SPEECHES, PUBLIC DOCUMENTS

### Textbook

- TBD
- Choices: Should the U.S. have ratified the Versailles Treaty?  
"Securing the Peace."

### Primary Sources :

- American and German letters regarding the sinking of the Lusitania

# SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #1 WORLD WAR I

## North Smithfield School Department

- Woodrow Wilson's Declaration of War Speech
- George Norris' speech in opposition to war
- Propaganda Posters
- Woodrow Wilson's 14 Points

### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- |                               |                                |                                     |  |
|-------------------------------|--------------------------------|-------------------------------------|--|
| 1. Argument writing           | 6. Informational text response | 11. Multi-media/technology          | 16. Research project                     |
| 2. Class discussion           | 7. Informative writing         | 12. Narrative writing               | 17. Vocabulary word wall                 |
| 3. Dramatization/role playing | 8. Journal                     | 13. Non- linguistic representations | 18. Writer's notebook                    |
| 4. Grammar and usage          | 9. Literature response         | 14. Note taking and summarizing     | 19. Word Study                           |
| 5. Graphic organizers         | 10. Media appreciation         | 15. Oral presentation               | 20. Mini-Debates                         |
|                               |                                |                                     | 21. Tickets to Enter and Tickets to Exit |
|                               |                                |                                     | 20. Post-card activity on Home front     |

#### Develop and convey understanding:

- Tickets to enter and tickets to exit
- *Causes of World War I*
- *Would you have enlisted in WWI?*
- Common Core Questions and Debate:
- *Was the sinking of the Lusitania justified?*
- Create a T-chart regarding the different perspectives on the on the sinking of the Lusitania.
- Primary Source Analysis: Woodrow Wilson's speech
- Analysis of Propaganda Posters
- Analysis of Political Cartoons
- Utilize data to evaluate U.S. neutrality
- Quizzes
- Debate

#### Focus on arguments:

- Should the U.S. have entered World War I?
- Should the U.S. ratified the Versailles Treaty

#### Focus on informational:

- How were different groups of individuals living within America impacted by World War I?

### HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

#### **Web's Depth of Knowledge**

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

#### **Bloom's Taxonomy**

- apply
- analyze
- synthesize/create
- evaluate
- 

### ADDITIONAL RESOURCES:

# SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #1 WORLD WAR I

## North Smithfield School Department

### Textbook

TBD

### Supplementary books/material

- Choices Units
- DBQ Binder in U.S. History

### Technology

- Computers
- LCD projectors
- Interactive boards
- T.V.

### Videos and DVDs

### Materials

- Maps

### Community

### Websites

- [www.commoncore.org/maps](http://www.commoncore.org/maps)
- [www.corestandards.org](http://www.corestandards.org)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- [www.gilderlehrman.org](http://www.gilderlehrman.org)
- [www.loc.gov/teacher/](http://www.loc.gov/teacher/)
- <http://docsteach.org>
- [www.readwritethink.org](http://www.readwritethink.org)
- [http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons\\_List.asp](http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp)
- [http://edsitement.neh.gov/special\\_features\\_view.asp?id=1](http://edsitement.neh.gov/special_features_view.asp?id=1)
- <http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards>
- <http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards>
- <http://www.besthistorysites.net/>
- <http://www.teachushistory.org>
- [www.choices.edu](http://www.choices.edu)<<http://www.choices.edu>> (col<http://www.fordham.edu/Halsall/mod/moc>)
- <http://avalon.law.yale.edu/>
- [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)<<http://www.digitalhistory.uh.edu/>>
- [www.jfklibrary.org](http://www.jfklibrary.org)<<http://www.jfklibrary.org/>>

## VOCABULARY

- |                                   |                           |                                |                                       |
|-----------------------------------|---------------------------|--------------------------------|---------------------------------------|
| 1. American Expeditionary Force   | 18. Factors of production | 35. Primary source             | <u>English Language Arts</u>          |
| 2. Analyze                        | 19. Foreign policy        | 36. Propaganda                 | 1. Analysis                           |
| 3. Cause-effect                   | 20. Fourteen Points       | 37. Public opinion             | 2. Central ideas                      |
| 4. Causes World War I             | 21. Historical continuity | 38. Ratification               | 3. Claim                              |
| 5. Central powers                 | 22. Ideology              | 39. Rule of Law                | 4. Cohesion                           |
| 6. Change                         | 23. Imperialism           | 40. Russian Revolution         | 5. Cohesion                           |
| 7. Civil liberties                | 24. Interpretation        | 41. Secondary source           | 6. Compare                            |
| 8. Communism                      | 25. Interpreting          | 42. Significance               | 7. Concluding statement               |
| 9. Compare                        | 26. Intervention          | 43. Subsistence                | 8. Contrast                           |
| 10. Constitutional interpretation | 27. League of Nations     | 44. Summarizing                | 9. Counter claim                      |
| 11. Contrast                      | 28. Market economics      | 45. Synthesizing               | 10. Domain-specific vocabulary        |
| 12. Deliberation                  | 29. Mobilization          | 46. Traditional; mixed command | 11. Event(s)                          |
| 13. Eastern European              | 30. Narrative             | 47. Versailles Treaty          | 12. Evidence                          |
| 14. Evaluate                      | 31. Neutrality            | 48. World War I                | 13. Formal style                      |
| 15. Examine                       | 32. Origins               |                                | 14. Objective tone                    |
| 16. Explain                       | 33. Perspectives          |                                | 15. Point of view                     |
| 17. Explore                       | 34. Point of view         |                                | 16. Primary and secondary sources     |
|                                   |                           |                                | 17. Textual evidence                  |
|                                   |                           |                                | 18. Transition and sentence structure |

**SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #1 WORLD WAR I**  
**North Smithfield School Department**

**LESSON PLAN for UNIT \_\_\_\_\_**

**LESSONS**

- Lesson # 1 Summary:**
  
  - Lesson #2 Summary:**
  
  - Lesson #3 Summary:**
- 

**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  
- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  - **Formative**
  
  
  - **Summative**