



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	Modern World History		Grade:	10
Unit Number:	6	Unit Name:	World War I	
Unit Length	Days: 10		Mins / Day: 55	
Unit Synopsis	This unit will examine the causes and consequences of the first World War.			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>10.5.1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”</p> <p>10.5.3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</p> <p>10.6.1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics.</p>	

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>10.3.6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p> <p>10.4.2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</p> <p>10.5.2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</p> <p>10.5.4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</p> <p>10.5.5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.</p> <p>10.6.2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</p> <p>10.7.1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).</p>	<p>RH 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RW 9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text</p> <p>WH 9-10.7 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.</p> <p>WH 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
Target ELD Standards	<p>Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchange.</p> <p>Interpretive # 8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p> <p>Productive # 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>	

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
10.5.1. Analyze	Arguments for entering into war presented by leaders from all side of the war Roles of the following in mobilizing the civilian population in support of “total war”: <ul style="list-style-type: none"> • political and economic rivalries • ethnic and ideological conflicts • domestic discontent and disorder • propaganda and nationalism 	Level 4: Analyze	Level 3: Strategic Thinking/Reasoning
10.5.3. Explain	How Russian Revolution affected the course and outcome of the war How entry of the United States affected the course and outcome of the war.	Level 4: Analyze	Level 3: Strategic Thinking/Reasoning
10.6.1. Analyze	Aims and negotiating roles of world leaders, Terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points Causes and effects of the United States’ rejection of the League of Nations on world politics.	Level 4 Analyze	Level 3 Strategic Thinking/Reasoning

Learning Progressions of Skills and Concepts

Priority History Standard	10.5.1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”		
Previous Grade	Current Grade	Next Grade	
(none)	10.5.1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”	11.4.5. Analyze the political, economic, and social ramifications of World War I on the home front.	
Priority History Standard	10.5.3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.		
Previous Grade	Current Grade	Next Grade	
(none)	10.5.3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	11.4.5. Analyze the political, economic, and social ramifications of World War I on the home front.	

Priority History Standard	10.6.1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.	
Previous Grade	Current Grade	Next Grade
(none)	10.6.1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.	11.4.5. Analyze the political, economic, and social ramifications of World War I on the home front.

<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<p><i>What were the underlying causes that led to the Great War?</i></p> <p><i>How did the Russian Revolution impact World War I?</i></p> <p><i>What were the resulting peace treaties/organizations and how did they affect the postwar world?</i></p>	<p><i>Overall Big Idea: Global events, economic issues, alliances, and political ideologies ignited tensions between countries that led to war and impacted future country relations, including additional wars.</i></p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<ul style="list-style-type: none"> • Assassinate • Casualty • Civilian • Morale • Neutrality • Propaganda • Stalemate • Treaty • Warfare 	<ul style="list-style-type: none"> • Armistice • Conscription • Disarmament • Front • Mandate • Militarism • Reparations • Self-Determination • Theater • Total War • Trench
Resources for Vocabulary Development (Strategies, Routines and Activities)	
See teacher toolbox	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: Using a map on page 353 of the textbook students will answer four multiple choice questions and write a response to a short answer prompt.</p> <p>Please see www.alvordsschools.org/cfa for the most current EADMS CFA ID numbers.</p>	<p>Test Description: Students write a historical argument answering the prompt “Was World War I inevitable?” Students must be able to give a clear argument and defend that argument using detailed evidence about what they have learned about World War I.</p> <p>Please see www.alvordsschools.org/cfa for the most current EADMS CFA ID numbers.</p>
Scoring Guides and Answer Keys	
<p>Rubric for the short answer can be printed with teacher edition and answer key.</p>	<p>Rubric in EADMS</p>
Assessment Differentiation	
Students with Disabilities	<p>Reference IEP Accommodations Please refer to individual student IEP</p> <p>Modifications Please refer to individual student IEP</p>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<p>Situation: The Great War has just begun and due to the number of men being drafted into the military and women helping out on the home front there is a shortage of newspaper reporters. You've just landed a job at the local newspaper writing articles that will be published! Since World War I has just begun there is going to be plenty to write about!</p> <p>Challenge: Your job is to create a newspaper front page documenting some of the major events happening during the Great War.</p> <p>Role: As a newspaper reporter you must have detailed knowledge of the subjects you write about. You will use a variety of primary and secondary sources to really understand what happened during the different events of the Great War.</p> <p>Audience: As a news reporter you want to represent events which occur throughout the war, and you want to be as truthful as possible, but keep in mind that one of your goals is to sell newspapers! A bit of exaggeration is to be expected and so is propaganda. Eye-catching titles (yellow journalism) can help grab the attention of your readers as well.</p> <p>Product: Create a newspaper front page which includes 5 different types of articles/columns.</p> <p>Performance: (optional) Teachers may choose to have students show off their newspaper front pages to other students either through individual, group, or gallery walk format presentations.</p>		<p>Days:5</p> <p>Minutes/Day:55</p>
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Students will analyze a set of documents from the Causes of World War I DBQ.	Days:2 Minutes/Day: 55
Task 2:	Students will complete a cause and effect chart on the Russian Revolution and how it affected the Great War.	Days:2 Minutes/Day: 55
Task 3:	Students will analyze documents and participate in a thrash out for the Treaty of Versailles DBQ.	Days:4 Minutes/Day:
Interdisciplinary Connections	Language Arts(reading, analyzing, synthesizing, writing news articles, speaking)	
21 st Century Skills		
<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy		<input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____

Authentic Performance Task 1

Task Description	Students will analyze a set of documents from the Causes of World War I DBQ.	Suggested Length	Days:2 Minutes/Day: 55
Standards Addressed	Priority Standard(s)		
	10.5.1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”		
	Supporting Standard(s)		
	10.5.2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).		
	Target ELD Standard(s)		
	Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchange.		
Essential Question(s)	<i>What were the underlying causes that led to the Great War?</i>		
Big Idea(s)	<i>Overall Big Idea: Global events, economic issues, alliances, and political ideologies ignited tensions between countries that led to war and impacted future country relations, including additional wars.</i>		
Bloom’s		DOK	Scoring Rubric
Level 2: Understanding Level 4: Analyzing		Level 2: Skills and Concepts	..\Teacher Toolbox\UPO 6\Rubric for DBQ Document Analysis.docx

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

*Teacher note: For Task 3 students will complete the majority of the DBQ and participate in a thrash out debate about the Treaty of Versailles. Due to the length of this DBQ (6 documents) and time available, teachers can determine if they want students to complete the hook exercise, background essay and questions, pre-bucket and final bucket, and then write the essay. This task is modified to have students only complete the analysis of the six documents over a two day period. Teachers can determine if they would like to use the guided questions provided by the DBQ project or if they would like to use the clean or blank copies so that students will have to generate the questions themselves. If teachers only complete the document analysis lesson below, Day 1 can be modeling and completing two other documents. Day 2 can be completing the other three documents and having students choose a document with evidence to share.

1. Teacher models analysis of one document. Teacher discusses the source of the document (primary or secondary) and the motivation of the person who wrote this document. Teacher models hi-lighting main ideas and annotating on or in the margins of the document. If the copy with the questions are used the teacher can have students help answer the questions using complete sentences. If teachers use the clean or blank copy, the teacher can begin writing in questions they have or have students suggest questions they have. Teacher and students can also provide analysis of the document which can be written in the space below the document.
2. Teacher partners or groups students up. Students go through each document, hi-lighting, annotating, and discussing (or creating their own questions). Teacher goes from group to group providing help and asking questions.
3. After all documents have been hi-lighted, annotated, and questions answered, teacher tells student pairs/groups to choose one of the documents that they feel best explains “What Was the Underlying Cause of World War I?” When they choose their document they must also find one piece of evidence that supports why it was a cause of World War I. Students share their findings with the class.

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

- DBQ Project : What Was the Underlying Cause of World War I?
- Documents A-F
 - Pages 303-323 documents with questions
 - Pages 333-349 clear/blank copy with no questions

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	<p>Reference IEP <i>Accommodations/Modifications</i></p> <p>Please refer to individual student IEP</p>	<p>Emerging/Expanding/Bridging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	<p>In the DBQ Project “Teacher’s Toolkit” there are document analysis sheets on pages 560-561</p>

Scoring Rubric

<..\Teacher Toolbox\UPO 6\Rubric for DBQ Document Analysis.docx>

Authentic Performance Task 2

Task Description	Students will complete a cause and effect chart on the Russian Revolution and how it affected the Great War.	Suggested Length	Days:2 Minutes/Day: 55
Standards Addressed	Priority Standard(s)		
	10.5.3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.		
	Supporting Standard(s)		
	10.7.1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).		
	Target ELD Standard(s)		
Productive # Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.			
Essential Question(s)	<i>How did the Russian Revolution impact World War I?</i>		
Big Idea(s)	<i>Overall Big Idea: Global events, economic issues, alliances, and political ideologies ignited tensions between countries that led to war and impacted future country relations, including additional wars.</i>		
Bloom's		DOK	Scoring Rubric
Level 3: Applying		Level 2: Skills and Concepts	..\Teacher Toolbox\UPO 6\Cause and Effect Graphic Organizer Rubric.docx
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	<p>Students will be completing a graphic organizer on the Causes and Effects of the Russian Revolution. One of the goals is to get students thinking about how the revolution impacted the Great War.</p> <p>Teacher can lecture or discuss the Russian Revolution prior to completing the Cause-Effect chart. Another option is to have students read the textbook in order to complete the graphic organizer. Teacher chooses if students work independently, in pairs, or in groups to complete the Cause-Effect chart.</p> <p>Information in the textbook on Russian history and the Russian Revolution is included on pages 246-251 and 375-381.</p> <p>Teacher Note: The provided graphic organizer is part of the AVID Write Path book. Teacher can choose to use another cause-effect graphic organizer.</p>		

Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>AVID Strategy/Cause & Effect Graphic Organizer:</p> <p>..\Teacher Toolbox\UPO 6\Cause and Effect Graphic Organizer 001.jpg</p> <p>Textbook: Information in the textbook on Russian history and the Russian Revolution is included on pages 246-251 and 375-381.</p>
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Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p style="text-align: center;">Reference IEP</p> <p style="text-align: center;"><i>Accommodations/Modifications</i></p> <p style="text-align: center;">Please refer to individual student IEP</p>	<p>Emerging/Expanding/Bridging</p> <p>See various resources in the Toolbox for differentiation strategies.</p>	

Scoring Rubric	<p>..\Teacher Toolbox\UPO 6\Cause and Effect Graphic Organizer Rubric.docx</p>
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Authentic Performance Task 3

Task Description	Students will analyze documents and participate in a thrash out for the Treaty of Versailles DBQ.	Suggested Length	Days:4 Mins/Day: 55
Standards Addressed	Priority Standard(s)		
	10.6.1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.		
	Supporting Standard(s)		
	10.6.2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.		
	Target ELD Standard(s)		
Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchange.			
Essential Question(s)	<i>What were the resulting peace treaties/organizations and how did they affect the postwar world?</i>		
Big Idea(s)	<i>Overall Big Idea: Global events, economic issues, alliances, and political ideologies ignited tensions between countries that led to war and impacted future country relations, including additional wars.</i>		
Bloom's		DOK	Scoring Rubric
Level 4: Analyzing		Level 3: Strategic Thinking	..\Teacher Toolbox\UPO 6\DBQ Thrash Out Rubric.doc ..\Teacher Toolbox\UPO 6\DBQ Thrash Out Points.docx

(Suggested Instructional Strategies and Tasks)

*Teacher Note: Students will complete the entire DBQ packet during this task. Teacher decides if thrash-out will be a whole class exercise or one that is done in groups. Teacher can choose topics for students or let students go to the topic they feel strongest about defending.

1. Complete the Overview, Hook Exercise (cartoon analysis), Background Essay, Background Essay Questions, Pre-Bucketing,, and Document Analysis (A-D).
2. Tell students they will be participating in a Thrash-out (mini debate). Tell students to choose which of the following four topics they believe led to World War II: territorial losses, military restrictions, economic reparations, or the War Guilt Clause (these are topics given on page 370 of DBQ project book). Teacher can eliminate, modify, or add topics. Select four corners of the classroom and have the students go to the corner of the classroom they most support. Teacher can have all students participate or select a few students to help with the scoring of the thrash-out.
3. Once in their team, students will begin formulating their argument and evidence (they must use the documents) to prove why their reason was the greatest reason why World War II occurred. Students should also know the other documents so that they can disprove their opponents.
4. Suggested Thrash-out time rules:
 - 10 minutes with your team to plan your initial argument
 - Only 1 student can speak at a time
 - No student can speak a second time until all team members have spoken once
 - Students must reference the document and give evidence from the document
 - All students must follow along with their documents
 - Students must acknowledge the last student who spoke and their argument
 - 10 minutes to thrash-out against other teams
 - 5 minutes with your team to discuss arguments so far and reformulate or build upon your argument
 - 8 minutes to thrash-out against other teams
 - 3 minutes with your team to create a final argument
 - 5 minutes to deliver final arguments
5. After completing the Thrash Out, students will complete the Final Bucketing and thesis statement.

Teaching and Learning Sequence

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

DBQ Project: How Did the Versailles Treaty Help Cause World War II?

Resources and Materials

Strategies for Differentiation

	<p>Reference IEP <i>Accommodations</i> Please refer to individual student IEP</p>	<p>Emerging See various resources in the Toolbox for differentiation strategies</p>	
	<p><i>Modifications</i> Please refer to individual student IEP</p>	<p>Expanding See various resources in the Toolbox for differentiation strategies</p>	
		<p>Bridging See various resources in the Toolbox for differentiation strategies</p>	

Scoring Rubric	<p>..\Teacher Toolbox\UPO 6\DBQ Thrash Out Rubric.doc</p> <p>..\Teacher Toolbox\UPO 6\DBQ Thrash Out Points.docx</p>
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Situation: The Great War has just begun and due to the number of men being drafted into the military and women helping out on the home front there is a shortage of newspaper reporters. You've just landed a job at the local newspaper writing articles that will be published! Since World War I has just begun there is going to be plenty to write about!

Challenge: Your job is to create a newspaper front page documenting some of the major events happening during the Great War.

Role: As a newspaper reporter you must have detailed knowledge of the subjects you write about. You will use a variety of primary and secondary sources to really understand what happened during the different events of the Great War.

Audience: As a news reporter you want to represent events which occur throughout the war, and you want to be as truthful as possible, but keep in mind that one of your goals is to sell newspapers! A bit of exaggeration is to be expected and so is propaganda. Eye-catching titles (yellow journalism) can help grab the attention of your readers as well.

Product: Create a newspaper front page which includes 5 different types of articles and which covers five different events.

1. **Headline News Section:** Students will need to write a news article on one major event. This article should remain objective. Students should use primary source documents (secondary if no primary can be found) to emphasize eyewitness accounts of events and they should use multiple sources if possible.
2. **Local News:** This is similar to the style of a headline news article. This article can focus on one particular city, country or region. Article should be objective and should include eyewitness accounts from more than one source.
3. **Photojournalism:** Photojournalism is a particular form of journalism that creates or used images in order to tell a news story. Students will need to locate a photograph (or draw a picture) that represents an event during the war. Students will then base their article on the photo.
4. **Editorial Section:** An editorial is a type of article that is meant to persuade the reader to think a certain way about an issue. Students can create a letter to the editors, where readers are able to get their opinions and viewpoints about an issue published in the paper. Having students create a "Letter From the Trenches" from the perspective of a soldier would be a great way to accomplish this section. Another option is to create an editorial/political cartoon.
5. **Entertainment/Sports/Classified/Teacher or Student Choice:** This would be a great section to include poetry or art from the war, or some other aspect.

A Few Topic Ideas: Assassination, alliances, Schlieffen Plan, war on the home front/jobs/rationing/total war/the draft/women, trench warfare, propaganda, battles, neutral nations, Zimmerman Telegram, weapons/technology, Russian Revolution/communism, U.S. entry into war, Armenian Genocide.

Art & Literature: John McCrae, Otto Dix, Wilfred Owen, Jessie Pope, Charles Sorley,

Technology: Teacher choice. Students can design their project by hand with the use of white copy paper or construction paper. If technology is available students can use it to type articles and scan art or photographs. Teachers have the option of having students create a newsletter format as well.

Performance: (optional) Teachers may choose to have students show off their newspaper front pages to other students either through individual, group, or gallery walk format presentations.

*Note to Teachers – This lesson is one that can be completed throughout the unit, article by article, as your class covers the major events of the war, or it can be completed at the end of the unit as students recall what they learned and further their research. Teachers might also decide to choose one year of the war or a specific day of the war to focus on. Modify or change the types of articles you want your students to focus on. Choose the length or number of words each article must have.

*See scanned AVID lesson ideas on “Letter to the Editor”, “Write an Editorial”, and “Creating Editorial and Political Cartoons”

World War I Newspaper Project Handout

<C:\Users\angela.rodriquez\Desktop\World War I Newspaper Project Handout.docx>

AVID Strategies For Editorials:

<..\Teacher Toolbox\UPO 6\Historical Narrative 001.jpg>

<..\Teacher Toolbox\UPO 6\Newspaper Editorial 001.jpg>

<..\Teacher Toolbox\UPO 6\Newspaper Editorial 2 001.jpg>

Rubric:

<..\Teacher Toolbox\UPO 6\Newspaper Project Rubric.doc>

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	<p>Reference IEP <i>Accommodations</i> Please refer to individual student IEP</p> <p>Modifications Please refer to individual student IEP</p>	<p>Emerging See various resources in the Toolbox for differentiation strategies</p>	See various resources in the Toolbox for differentiation strategies
		<p>Expanding See various resources in the Toolbox for differentiation strategies</p>	
		<p>Bridging See various resources in the Toolbox for differentiation strategies</p>	