



Unit Planner: 2015 Gibson - The Great War: World War I Global 4

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High School > 2018-2019 > Grade 10 > Social Studies > Global
4 (C) > Week 1

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2015 Gibson - The Great War: World War I
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Big Ideas / Enduring Understandings

- Throughout history conflicts between differing groups of people regularly occur. Historians continue to argue about the nature of inevitability in the narrative of history.
- World War I destabilized Europe by way of mass-destruction, collapsing empires, and harsh peace treaties. This destabilization led to the rise of new governments to fill the power vacuum and eventually WWII.
- Strong evidence from reliable sources helps give credence to historical theses and builds strong historical arguments.

Essential Questions

- Is conflict between different groups of people inevitable?
- How did World War I lay the groundwork for years of future conflict?
- How does well-researched reliable evidence strengthen historical claims?

Common Core Standards and Indicators

NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

They value evidence.

They use technology and digital media strategically and capably.

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1. Write arguments focused on discipline-specific content.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- Map of WWI Europe
- MAIN Causes
- Archduke Ferdinand Assassination
- MAIN Causes research
- Trench Warfare/Technology - Biological (chemical) weapons/Unrestricted Submarine Warfare
- Stalemate
- Bolshevik Revolution
- Treaty of Versailles
 - Impacts of Treaty on Germany/Europe
- Fourteen Points/League of Nations

Skills / Strategies

Students will be able to:

- Use reliable internet sources to support a viewpoint.
- Integrate diverse forms of media while addressing a brief research question.
- Create a unique presentation format for their research findings.
- Draw a connection between geography and the alliances of Europe.
- Infer as to how each of the MAIN causes led to conflict in Europe.
- Infer as to how the Treaty of Versailles will impact Europe.

Key Terms / Vocabulary

- Nationalism
- Alliances
- Imperialism
- Militarism
- Allied Powers
- Neutral
- Central Powers
- Stalemate
- Triple Entente
- Technological Change
- Trench Warfare
- Unrestricted Submarine Warfare
- Chemical Warfare
- Fourteen Points
- League of Nations
- Total War
- Treaty of Versailles
- Russian Revolution
- U-Boat
- Balance of Power

- Ottoman Empire

Learning Plan & Activities

Please include Theatre Modalities when appropriate

- WWI Map Activity depicting alliances
- MAIN causes worksheet/organizer
- Assassination of Archduke Ferdinand Role Play?
- Group research/persuasive project on the MAIN causes of WWI (Each group assigned a topic - 3 days).
- Trench Warfare/Technology

Modifications:

- Students will be grouped heterogeneously based on their learning modalities (VARK scores) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.
- Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.
- Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board to explore google earth).
- Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.
- Pacing and duration of lessons will be adjusted to ensure student comprehension of content.
- Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.
- Short videos are used to supplement instruction.
- Students are given the option to use their class notes, textbooks, or internet to gather information for enlightenment thinker project.
- Regular use of mind maps and graphic organizers (for do-now share outs).
- Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.)
- Translated copies of reading materials are made available to students who require this modification.
- Theatrical education techniques are incorporated into final project in order to assess learners of all learning modalities.
- Review sheet provided for final exam in which students may work with pairs/groups to complete. Double time provided for test completion to periods 6 and 8 (ICT classes).

Assessments

Depth of Knowledge (DOK) Levels

MAIN Causes Small Group Project

Summative: DOK 3 Strategic Thinking: Oral: Presentation

Students are placed into groups and assigned one of the MAIN causes for WWI. Students must research their cause and try to persuade the audience that their assigned cause most directly led to the start of WWI. Students will use laptops to gather information from reliable sources to serve as evidence for their presentation. Student presentation methods are left up to each individual group but must include listed criteria chosen by students.

Resources

Materials Used

Smartboard/Google Earth/Videos/Pictures/Maps.

Websites and Web-tools used

Laptop Cart
Focus

- Small group
- Research

Texts Used (fiction, non-fiction, on-line, media, etc...)

Textbook
Focus

- Small group
- Guided reading



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