

Title: World War I

Subject: World History

Topic: World War

Grade: 10

School: Brooks County

<b>Wiregrass History Consortium Unit Plan</b>		
<b>GPS Standard:</b>	<b>SSWH 16 the Student will demonstrate an understanding of long-term causes of World War I and its global impact.</b> <b>a. Identify the causes of the war; include Balkan nationalism, entangling alliances, and militarism.</b> <b>b. Describe conditions on the war front for soldiers; include the Battle of Verdun.</b>	
<b>Concept:</b>	Causes of WW I and its impact	
<b>Essential questions (2-5 questions) (What you want the students to know.)</b>	<ol style="list-style-type: none"> <li>1. What were the four factors that led to WW I?</li> <li>2. What events led to the start of WW I?</li> <li>3. What were the effects of WW I?</li> <li>4. What led the US into WW I?</li> <li>5. What was the advantages and disadvantages of both the Central and Allied Powers?</li> </ol>	
<b>Elements (What you want the students to understand.)</b>	The students will: <ul style="list-style-type: none"> <li>• Be able to identify both Central and Allied Power nations and give advantages of each.</li> <li>• Be able to give the effects the nations suffered from the war.</li> <li>• Discuss in what ways WWI was a different kind of war from wars previously fought</li> </ul>	
<b>Launch Activity (Hook)</b>	Activating strategy is interesting trivia on WWI. Given in the form of True/False statements.	
<b>Knowledge &amp; Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</b>	<b>Knowledge</b> <b>4 factors that led to the start of WWI</b> <b>Central Powers</b> <b>Allied Powers</b> <b>Lusitania</b> <b>Zimmerman telegram</b> <b>Freedom of the seas</b> <b>Battle of Verdun</b> <b>Russian Revolution</b> <b>Trench Warfare</b>	<b>Skills</b> <b>Map Skills</b> <b>Comparing Europe before and after WWI</b>
<b>Assessment Evidence: What evidence will show that students met the learning goal?</b>		
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>		
KWL, class participation, quiz on video, Chapter test		
<b>Portfolio Assessment</b>		
Students will create a portfolio that contains: A foldable flip chart of the 4 factors of production, maps that show Europe before WWI with the Allied, Central and Neutral Powers all labeled and color coded. Advantages and disadvantages are listed on the back.		

A map of Europe after WWI and all the new changes is done to compare the new changes and the new countries are color codes to high light all the changes in Europe after WWI.  
Venn Diagram comparing the Likeness/Differences of Allies and Central powers.  
Letter written home from a soldier on the front lines  
Graphic organizer comparing Central and Allied powers.

**Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)**

Rubric of the group assignment (time line) timelines done in groups where they sequence the important events leading up to WW I and including WWI and put in a time line.

**Student Self-Assessment**

Rubric for students to check off in notebook

**Differentiation Associated with this unit**

**Resources and instructional tools:**

Vcr, tv, video, color pencils, markers, handouts, rubrics, textbooks, tests