

Title: **WWI's Impact at Home**

Subject: U.S. History

Topic: **WWI and Its Affect on Life in the US**

Grade: **5**

School: J.T. Reddick

Wiregrass History Consortium Unit Plan			
GPS Standard:	SS5G2 c. map and explain how the dispersion of global economic activities contributed to the United States emerging from WWI as a world power SS5H6 e. describe the effects of rationing and the changing role of women and African-Americans		
Concept:	WWI changed life in the US and helped the economy grow.		
Essential questions (2-5 questions) (What you want the students to know.)	<p>How did life at home change for US citizens during WWI?</p> <p>What is propoganda and rationing, and how did it affect US citizens during WWI?</p> <p>How did the US economy change during WWI, and how did President Wilson's administration help the economy?</p>		
Elements (What you want the students to understand.)	The students will understand that the government sometimes involves itself in US citizens' lives. During WWI, the Wilson administration proposed and implemented a large number of programs that affected the lives of Americans in their everyday activities. Students will analyze primary documents to gain an understanding of propoganda and rationing and how these documents affected US citizens at home during WWI. Students will learn that the economy changed due the vast number of people that were participating in "wheatless Mondays," "meatless Tuesdays," etc. By the year 1918, the US was exporting 3 times as much bread, wheat, meat, and sugar as compared to a year before WWI.		
Launch Activity (Hook)	Students will be given copies of poster that were used in the early 1900's to persuade American citizens to buy war bonds, ration food, and plant gardens at home. Students will discover that the government was trying to persuade American citizens to help out by rationing food, planting their own vegetable gardens, and by loaning the government money through war bonds. The teacher will explain that US citizens at home were helping US soldiers and our Allies in war by doing what the President and our government asked of us. Students will complete a Poster Analysis Worksheet at the end of the lesson.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge Woodrow Wilson Rationing Propaganda Allies Primary Sources Victory Gardens Economy War Bonds		Skills Problem Solving and Analyzing Primary Sources
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Students will complete an ESL Summary Quiz for this lesson.			

Portfolio Assessment
Students will complete a Poster Analysis Worksheet where they analyze the message conveyed in the WWI poster.
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)
Writing – Students will answer this question....How would you feel if the government asked you to have “Meatless Mondays” or “Gasless Sundays”? How would it affect your life today?
Student Self-Assessment
Students will read “Changes at Home” from their textbook and will complete a problem/solution graphic organizer. Students will share their writing with their peers.
Differentiation Associated with this unit
Resources and instructional tools: www.archives.gov , www.loc.gov , Harcourt Horizons textbook, copies of primary sources, Poster Analysis Worksheet