



### Lesson Plan

<b>Unit:</b> US Role, 19 <sup>th</sup> / 20 <sup>th</sup> Century		<b>Designer:</b> Hampton Roads Naval Museum
<b>Lesson</b> <u>  1  </u> of <u>  2  </u>	<b>Topic:</b> US Involvement in WWI	Teaching Date:
<b>Subject/ Course:</b> Virginia/ US History	<b>Grade Level:</b> High School	<b>Time Frame:</b> Approx. 90 min

Context: This is the first of two lessons designed to completely cover SOL VUS 9b, the United States’ role/ involvement in World War I. Lesson 1 has students analyzing multiple documents in a DBQ, and synthesizing that information with speech excerpts to examine the reasons why the US moved from neutrality to involvement between 1914-1917. The lesson ends with a guided writing response. Lesson 2 builds on the practice of analyzing and synthesizing documents, this time looking at the US’ role during and after WWI, and culminates in a capstone writing assignment.

<b>SOL</b>	<b>Objectives</b>
<ul style="list-style-type: none"> <li>• VUS.9b- Evaluating the United States’ involvement in WWI, including Wilson’s Fourteen Points</li> <li>• VUS.1a- Synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history</li> <li>• VUS.1d- Constructing arguments, using evidence from multiple sources</li> </ul>	<ul style="list-style-type: none"> <li>• Students will synthesize information from various primary sources, given in a DBQ, in order to explain reasons for the US’ change in position (neutrality to involvement) during WWI, in order to score “satisfactory/green” on the content-skill rubric.</li> </ul>
<b>Materials and Resources</b>	<b>Essential Question(s)/ Understandings</b>
<ul style="list-style-type: none"> <li>• Warm-up (cartoon)</li> <li>• YouTube video (links provided)</li> <li>• Document analysis tool/ organizer</li> <li>• Model DBQ documents</li> <li>• Group DBQ documents</li> <li>• Writing prompts</li> <li>• Optional technology for written responses</li> <li>• Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>• The United States fought in World War I in defense of democratic and humanitarian principles</li> <li>• Why did the US enter into WWI?</li> <li>• Why did the US’ attitude to fighting in WWI change over time?</li> </ul>

Time Breakdown:

Warm-up: 5-7 min

A-set/ Hook: 7-10 min

Model/ Guided DBQ & Document annotation: 15-20 min

Group DBQ & document annotation: 35-40 min

**Instructional Procedures:**

**Warm-up:** Students will analyze cartoon on the Roosevelt Corollary/ foreign policy (previous unit). Teacher may debrief with students or collect warm-up.

**A-set/ hook:** Teacher will summarize the situation at the beginning of WWI, including the assassination of Archduke Ferdinand, alliances, beginning of the fighting, etc. Several YouTube video suggestions are given; video 1 is significantly shorter than video 2 (~3 minutes versus ~10 minutes).

**Model DBQ:** Three documents are provided for a guided/ modeled DBQ examining the US’ position at the beginning of WWI. A few possible analysis tools are given, though you should feel free to use any analysis tool or strategy that works with multiple source types for your students. Students are also given an excerpt from Wilson’s ‘Declaration of Neutrality’ speech and provided space in which to annotate the document to make note of major ideas—while modeling, teacher should emphasize making connections between the ideas/ statements in the speech and the three previous source documents.

**Group DBQ:** Students are given seven documents to analyze as they work to answer the question, “why did America change its position on neutrality during WWI?” Depending on time and student ability, students may analyze the documents in groups, pairs, or individually, with each student/ group analyzing all of or only a selection of the documents. After looking at the document set, students read and annotate a longer excerpt from Wilson’s “Make the World Safe for Democracy” speech, again highlighting the ideas and events shown in the DBQ documents.

**Written response:** Students use specific examples from the documents to write full answers to the DBQ questions, as well as gathering some information (Wilson’s stated goals of US involvement) that will be used in lesson 2 of this sequence. The writing may be modified to fit student needs (providing sentence frame, for example) or classroom standards. If technology is available, this is an excellent assignment to be completed digitally. A sample rubric for assessing this writing is provided.

**Exit ticket:** Students complete a very basic content knowledge check from the day’s lesson. Exit ticket/ closure may take whatever form is normally or best used in your classroom.

Assessment	
<p>Formative</p> <ul style="list-style-type: none"> <li>• Warm-up (previous learning)</li> <li>• Participation in discussions</li> <li>• Group DBQ document analysis/ annotation</li> <li>• <b>Written response—daily objective</b></li> <li>• Exit ticket/ closure</li> </ul>	<p>Summative</p> <ul style="list-style-type: none"> <li>• <i>No summative assessments (tests, quizzes) are included in this two-lesson arc, though student writing from Lesson 2 may be used as a section assessment if desired</i></li> </ul>

**Attachments:**

- Warm-up cartoon
- YouTube links
- Suggested document analysis tools (National Archives, History Project)

- Modeled DBQ documents (3)
- Modeled DBQ speech excerpt (Declaration of Neutrality)
- Group DBQ documents (7)
- Group DBQ speech excerpt (Make the World Safe for Democracy)
- Writing response prompts
- Exit ticket questions
- Skill/ content rubric sample

Warm-up:



Image source: <http://hti.osu.edu/opper/lesson-plans/american-imperialism/images/president-roosevelts-forthcoming-feast>

<p>1. What do you see in this cartoon? What do the images/ symbols stand for?</p>	<p>2. Give at least two examples of the US' foreign policy/ actions in Latin American discussed in class.</p>
<p>3. How would this cartoonist view the United States' actions in the Spanish-American war? Explain your answer.</p>	<p>4. How would this cartoonist define the "Roosevelt Corollary?" Explain your answer.</p>

## Hook/ A-set:

Example videos to summarize the beginning of WWI, if desired:

1. World War I- How did it Start? By Watchmojo.com, link <https://www.youtube.com/watch?v=njINCi9iIrA>
2. HOW World War I started: Crash Course World History 209, by Crash Course, link <https://www.youtube.com/watch?v=Cd2ch4XV84s>

Suggested Document Analysis Tools:

1. National Archives—electronic copy available at <https://www.archives.gov/education/lessons/worksheets/>

Reset Form		Written Document Analysis Worksheet	Print Form
1.	TYPE OF DOCUMENT (Check one): <input type="radio"/> Newspaper <input type="radio"/> Map <input type="radio"/> Advertisement <input type="radio"/> Letter <input type="radio"/> Telegram <input type="radio"/> Congressional Record <input type="radio"/> Patent <input type="radio"/> Press Release <input type="radio"/> Census Report <input type="radio"/> Memorandum <input type="radio"/> Report <input type="radio"/> Other		
2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): <input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Notations <input type="checkbox"/> Handwritten <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Typed <input type="checkbox"/> Other <input type="checkbox"/> Seals		
3.	DATE(S) OF DOCUMENT:		
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT:  POSITION (TITLE):		
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?		
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.) <span style="border: 1px solid black; padding: 2px;">Limit response for each question to 3 lines of text</span> A. List three things the author said that you think are important:  B. Why do you think this document was written?  C. What evidence in the document helps you know why it was written? Quote from the document.  D. List two things the document tells you about life in the United States at the time it was written.  E. Write a question to the author that is left unanswered by the document:		
Reset Form		Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408	Print Form

2. University of California's 6 C's of Primary source analysis – available at [http://www.calisphere.universityofcalifornia.edu/themed\\_collections/pdf/6cs\\_primary\\_source.pdf](http://www.calisphere.universityofcalifornia.edu/themed_collections/pdf/6cs_primary_source.pdf)

THE 6 C'S of PRIMARY SOURCE ANALYSIS	
<p><b>CONTENT</b> Main Idea <i>Describe in detail what you see.</i></p>	<p><b>CITATION</b> Author/Creator <i>When was this created?</i></p>
<p><b>CONTEXT</b> What is going on in the world, the country, the region, or the locality when this was created?</p>	<p><b>CONNECTIONS</b> Prior Knowledge <i>Link the primary source to other things that you already know or have learned about.</i></p>
<p><b>COMMUNICATION</b> Point-of-view or bias <i>Is this source reliable?</i></p>	<p><b>CONCLUSIONS</b> How does the primary source contribute to our understanding of history?</p>

What questions do you have about this source?  
What other source might you need to gain a deeper understanding of the topic?

## Model/ Whole Group DBQ: American Neutrality During WWI

Question: What was the United States' position for the first part of World War I?

Document A: Wilson Campaign Button, 1916



Image source: <http://faculty.polytechnic.org/gfeldmeth/1314117a.html>

Document B: "I Didn't Raise My Boy to Be a Soldier," Hit Song from 1915

Ten million soldiers to the war have gone,  
Who may never return again.  
Ten million mothers' hearts must break,  
For the ones who died in vain.  
Head bowed down in sorrow in her lonely years,  
I heard a mother murmur thro' her tears:

*Chorus:*

I didn't raise my boy to be a soldier,  
I brought him up to be my pride and joy,  
Who dares to put a musket on his shoulder,  
To shoot some other mother's darling boy?  
Let nations arbitrate their future troubles,  
It's time to lay the sword and gun away,  
There'd be no war today,  
If mothers all would say,  
I didn't raise my boy to be a soldier.

*(Chorus)*

What victory can cheer a mother's heart,  
When she looks at her blighted home?  
What victory can bring her back,  
All she cared to call her own?  
Let each mother answer in the year to be,  
Remember that my boy belongs to me!

*(Chorus)*

Source: Library of Congress, via <http://historymatters.gmu.edu/d/4942>

Document C: Neutrality Poster



Image source: <http://americanfreedomunion.com/wp-content/uploads/2015/03/1-american-empire-neutrality.jpg>



**Annotate President Wilson’s Address to Congress, explaining what he means and noting where and how his address reflects the ideas shown in the previous documents.**

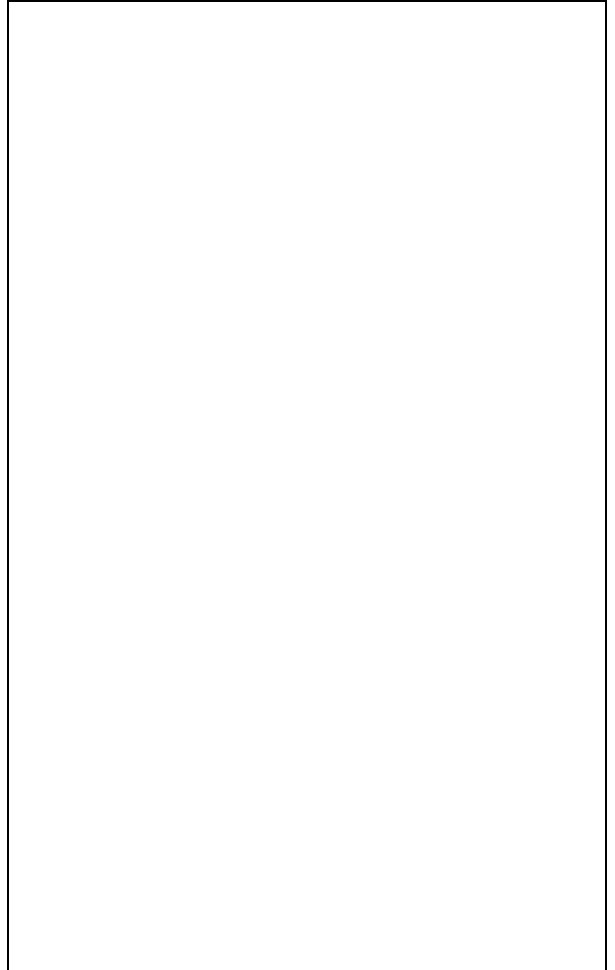
From Woodrow Wilson’s *Message to Congress*, 1914 (“Declaration of Neutrality”)

The effect of the war upon the United States will depend upon what American citizens say and do. Every man who really loves America will act and speak in the true spirit of neutrality, which is the spirit of impartiality and fairness and friendliness to all concerned. The spirit of the nation in this critical matter will be determined largely by what individuals and society and those gathered in public meetings do and say, upon what newspapers and magazines contain, upon what ministers utter in their pulpits, and men proclaim as their opinions upon the street...

I venture, therefore, my fellow countrymen, to speak a solemn word of warning to you against that deepest, most subtle, most essential breach of neutrality which may spring out of partisanship, out of passionately taking sides. The United States must be neutral in fact, as well as in name, during these days that are to try men's souls. We must be impartial in thought, as well as action, must put a curb upon our sentiments, as well as upon every transaction that might be construed as a preference of one party to the struggle before another.

Source:

[https://wwi.lib.byu.edu/index.php/President\\_Wilson's\\_Declaration\\_of\\_Neutrality](https://wwi.lib.byu.edu/index.php/President_Wilson's_Declaration_of_Neutrality)



### Group/ Guided Practice DBQ

Question: Why did America change its position on neutrality during WWI?

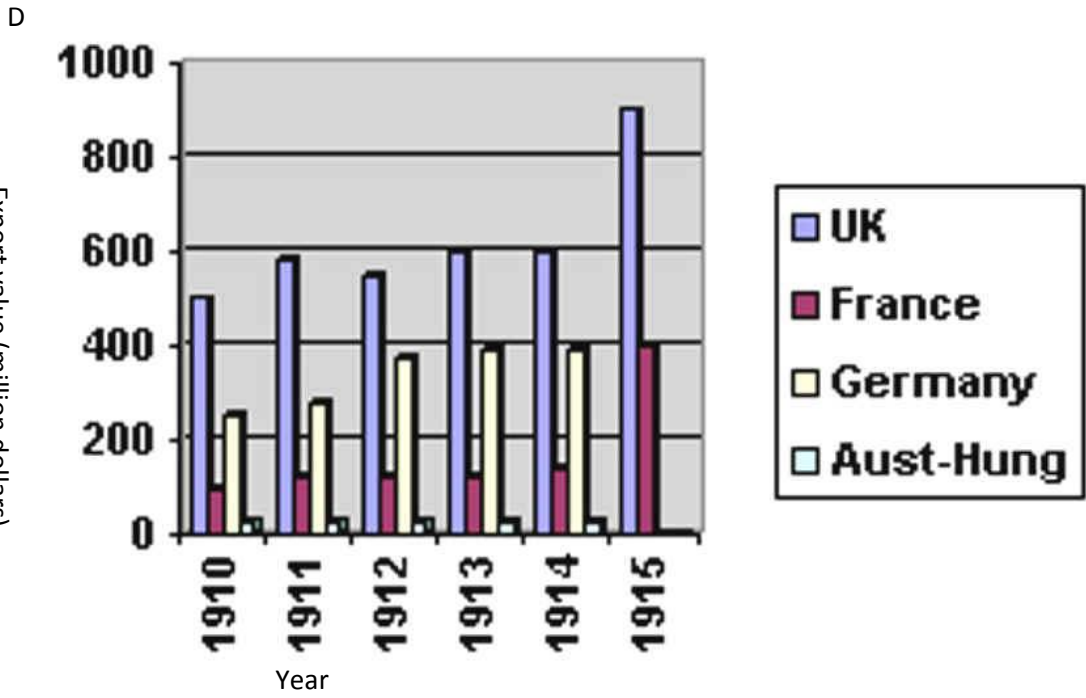


Image source: <http://www.historyteacher.net/USProjects/DBQs2000/HerbMeserve-Sean.htm>

### Document B: German Blockade Zone and Selected Submarine Attacks

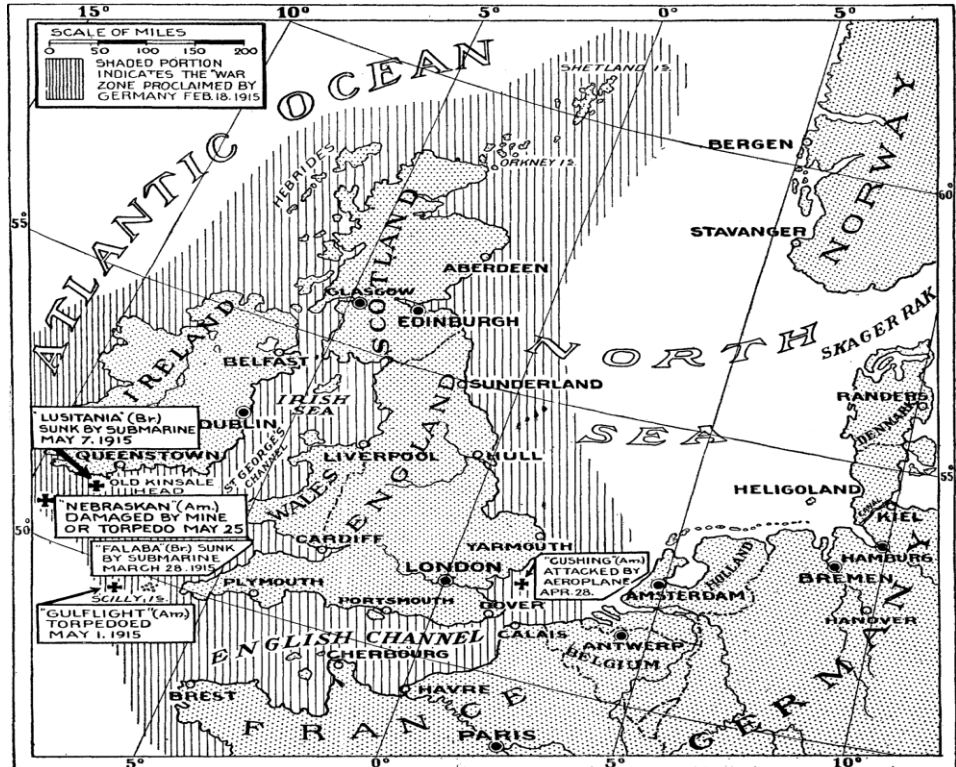


Image source: <http://ww1blog.osborneink.com>

**Document C: Sinking of the *Lusitania*, Casualties by Country**

Country	Number Passengers	Percent of Total Passengers	Number Casualties	Percent Casualties-Country	Percent Casualties- Total
Argentina	1	0.1%	1	100%	0.1%
Belgium	4	0.2%	2	50%	0.2%
Brazil	1	0.1%	1	100%	0.1%
Britain	1487	76.1%	886	60%	74.1%
Ireland	105	5.4%	74	70%	6.2%
Netherlands	7	0.4%	6	86%	0.5%
Malta	1	0.1%	0	0%	0.0%
Jamaica	1	0.1%	1	100%	0.1%
Cuba	1	0.1%	0	0%	0.0%
Denmark	2	0.1%	2	100%	0.2%
France	9	0.5%	3	33%	0.3%
Germany	4	0.2%	4	100%	0.3%
Greece	6	0.3%	4	67%	0.3%
Italy	2	0.1%	1	50%	0.1%
Mexico	2	0.1%	2	100%	0.2%
Norway	3	0.2%	3	100%	0.3%
Persia/ Iran	14	0.7%	8	57%	0.7%
Russia	71	3.6%	44	62%	3.7%
Spain	2	0.1%	1	50%	0.1%
Sweden	5	0.3%	5	100%	0.4%
Switzerland	2	0.1%	2	100%	0.2%
USA	225	11.5%	146	65%	12.2%
Totals	1955		1196		

Table compiled from data from <http://www.rmsslusitania.info/people/lusitania-victims/>

## Document D: Zimmermann Telegram

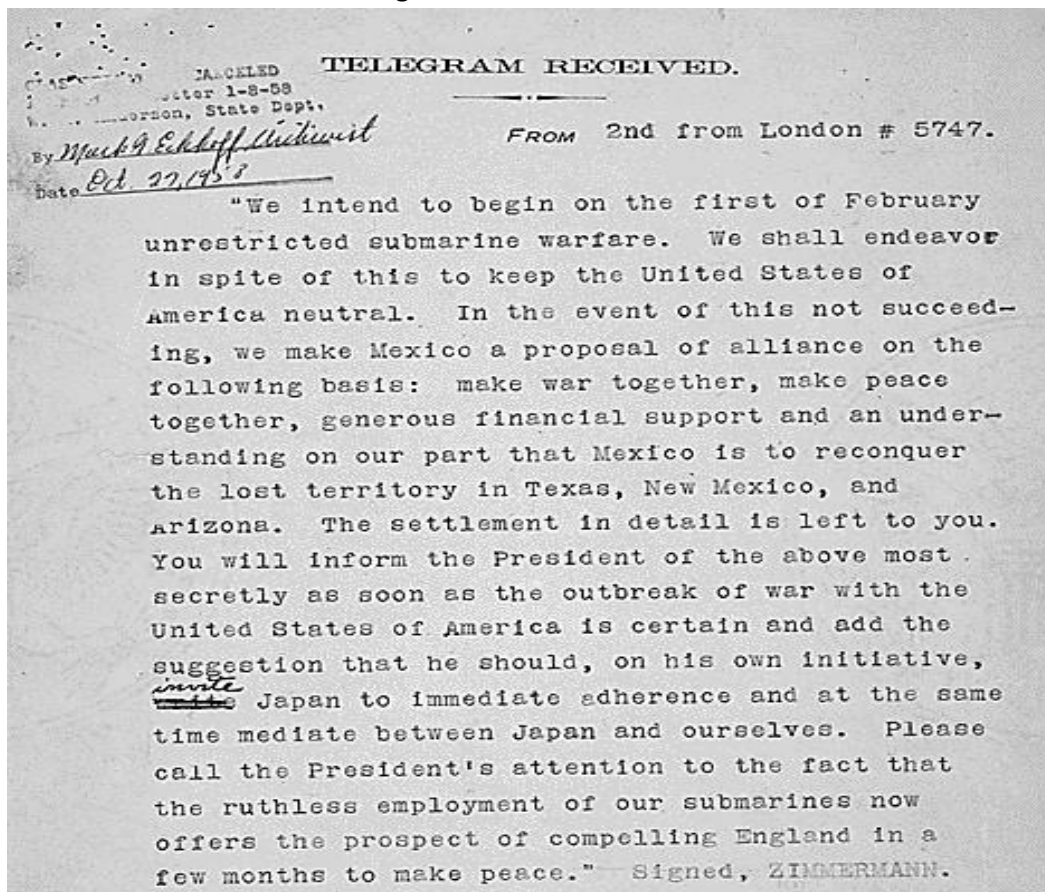


Image source: <http://www.archives.gov/global-pages/larger-image.html?i=/education/lessons/zimmermann/images/decoded-message-1.jpg&c=/education/lessons/zimmermann/images/decoded-message.caption.html>

## Document E: Zimmermann Telegram Cartoon



Image source: <https://www.loc.gov/exhibits/mexican-revolution-and-the-united-states/us-mexico-relations-post-columbus-nm.html>



**Document F: Austro-Hungarian Soldiers Executing Serbian Civilians During the Occupation of Serbia, c. 1915**



Image source: <http://www.theatlantic.com/static/infocus/wwi/introduction/>

**Document G: Cartoon, “Young Belgium Asserting its Rights” against Germany**



Image source: <http://ww1centenary.oucs.ox.ac.uk/memoryofwar/the-rape-of-belgium-revisited/>

**Annotate President Wilson’s Address to Congress, explaining what he means and noting where and how his address reflects the ideas shown in the previous documents.**

From President Wilson’s Address to Congress, 1917 (“Make the World Safe for Democracy”)

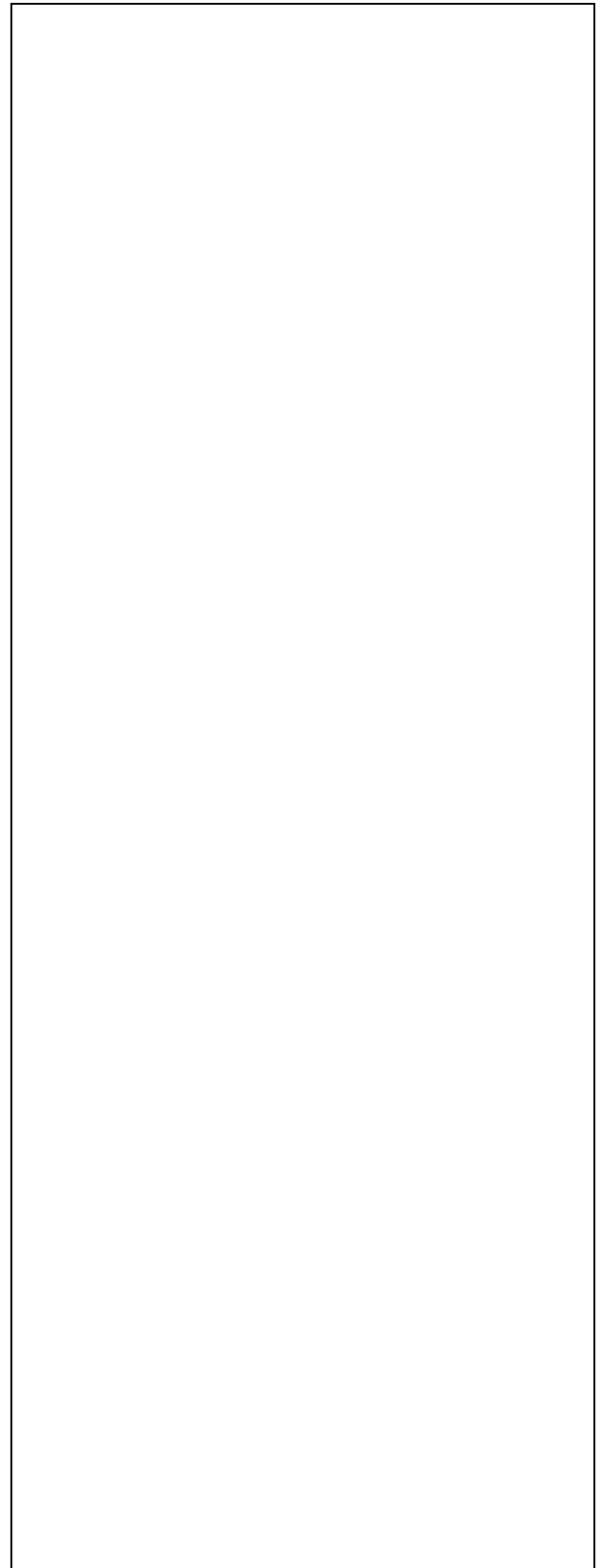
I have called the Congress into extraordinary session because there are serious, very serious, choices of policy to be made... the Imperial German government [has announced] that on and after the 1st day of February it was its purpose to put aside all restraints of law or of humanity and use its submarines to sink every vessel that sought to approach either the ports of Great Britain and Ireland or the western coasts of Europe or any of the ports controlled by the enemies of Germany within the Mediterranean...

The new policy has swept every restriction aside. Vessels of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom without warning and without thought of help or mercy for those on board, the vessels of friendly neutrals along with those of belligerents. Even hospital ships and ships carrying relief to the sorely bereaved and stricken people of Belgium, though the latter were provided with safe conduct through the proscribed areas by the German government itself and were distinguished by unmistakable marks of identity, have been sunk with the same reckless lack of compassion or of principle.

I was for a little while unable to believe that such things would in fact be done by any government that had hitherto subscribed to the humane practices of civilized nations. International law had its origin in the attempt to set up some law which would be respected and observed upon the seas, where no nation had right of dominion and where lay the free highways of the world...

The present German submarine warfare against commerce is a warfare against mankind. It is a war against all nations. American ships have been sunk, American lives taken in ways which it has stirred us very deeply to learn of; but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. ...

Each nation must decide for itself how it will meet it... Our motive will not be revenge or the victorious assertion of the physical might of the nation, but only the vindication of right, of human right, of which we are only a single champion...



Because submarines are in effect outlaws when used as the German submarines have been used against merchant shipping, it is impossible to defend ships against their attacks as the law of nations has assumed that merchantmen would defend themselves against privateers or cruisers, visible craft giving chase upon the open sea...

... We will not choose the path of submission and suffer the most sacred rights of our nation and our people to be ignored or violated...

I advise that the Congress declare the recent course of the Imperial German government to be in fact nothing less than war against the government and people of the United States; that it formally accept the status of belligerent which has thus been thrust upon it; and that it take immediate steps... to exert all its power and employ all its resources to bring the government of the German Empire to terms and end the war.

What this will involve is clear. It will involve the immediate full equipment of the Navy in all respects but particularly in supplying it with the best means of dealing with the enemy's submarines. It will involve the utmost practicable cooperation in counsel and action with the governments now at war with Germany ... supplying the nations already at war with Germany with the materials which they can obtain only from us or by our assistance. They are in the field and we should help them in every way to be effective there...

While we do these things, these deeply momentous things, let us be very clear, and make very clear to all the world, what our motives and our objects are. ...

Our object now, as then, is to vindicate the principles of peace and justice in the life of the world as against selfish and autocratic power ... We are at the beginning of an age in which it will be insisted that the same standards of conduct and of responsibility for wrong done shall be observed among nations and their governments that are observed among the individual citizens of civilized states.

A steadfast concert for peace can never be maintained except by a partnership of democratic nations. No autocratic government could be trusted to keep faith within it or observe its covenants. It must be a league of honor, a partnership of opinion... Only free peoples can hold their purpose and their honor steady to a common end and prefer the interests of mankind to any narrow interest of their own...

We have no quarrel with the German people. We have no feeling toward them but one of sympathy and friendship. It was not upon their impulse that their government acted in entering this war...but only in the selfish designs of a government that did what it pleased and told its people nothing. But they have played

their part in serving to convince us at last that that government entertains no real friendship for us and

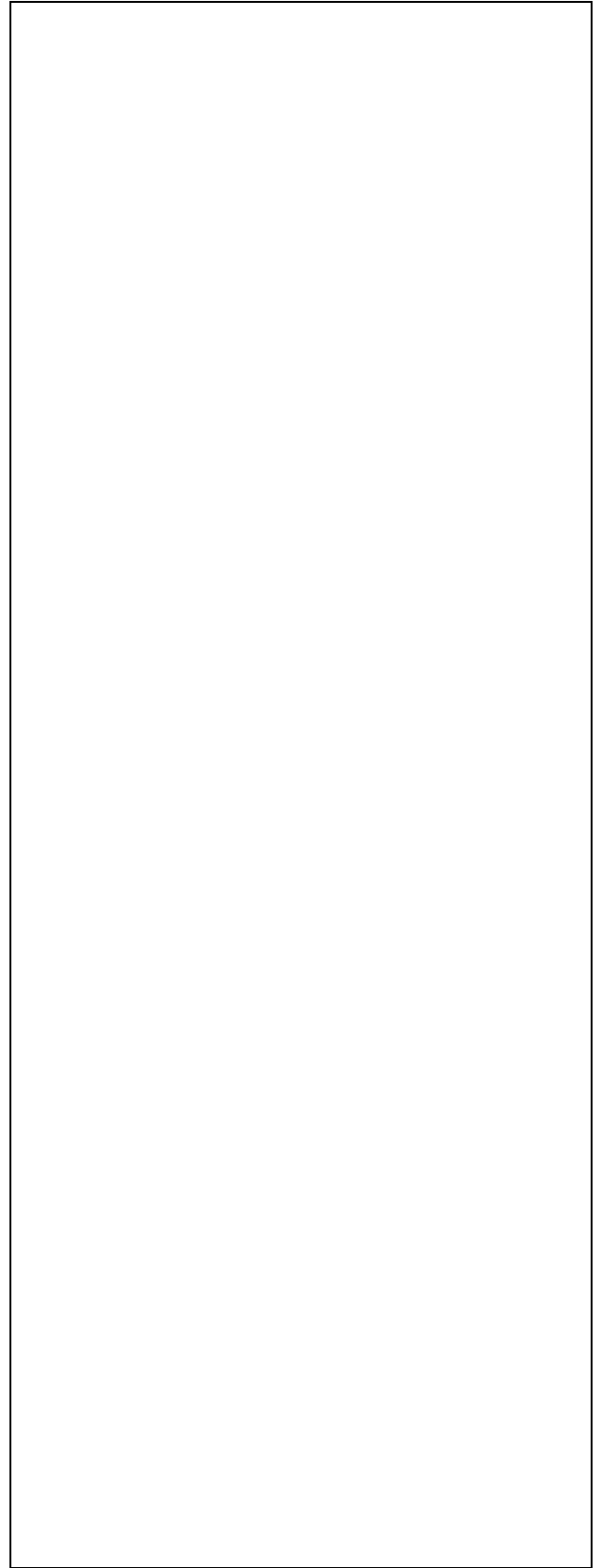
means to act against our peace and security at its convenience. That it means to stir up enemies against us at our very doors the intercepted note to the German minister at Mexico City is eloquent evidence.

We are accepting this challenge of hostile purpose because we know that in such a government, following such methods, we can never have a friend; and that in the presence of its organized power ... there can be no assured security for the democratic governments of the world. We are now about to accept [the challenge] of battle with this natural foe to liberty and shall... spend the whole force of the nation to check and nullify its pretensions and its power. We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience.

The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them....

There are, it may be, many months of fiery trial and sacrifice ahead of us. It is a fearful thing to lead this great peaceful people into war... But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free.

Source: Sixty-Fifth Congress, 1 Session, Senate Document No. 5.









**Content/ Skill Rubric for Writing Response (Question #1)**

	Blue (Advanced)	Green (Satisfactory)	Yellow (Developing)
Content Knowledge	At least 85% of examples/ details used in response are appropriate/ target WWI events leading to US involvement	At least 70% of examples/ details used in response are appropriate/ target WWI events leading to US involvement	Fewer than 70% of examples/ details used in response are appropriate/ target WWI events leading to US involvement
Content Knowledge	At least 85% of reasons/ events leading from neutrality to US involvement are correctly and thoroughly explained.	At least 70% of reasons/ events leading from neutrality to US involvement are correctly and thoroughly explained.	Fewer than 70% of reasons/ events leading from neutrality to US involvement are correctly and/or thoroughly explained.
Skill Application	Information from sources is synthesized clearly and skillfully. Student weaves details from multiple sources together to support and/or explain all of their response. No evidence of 'list-making' is present.	Information from sources is synthesized appropriately. Student may exhibit some 'list-making' of details to support their conclusions, but most of the response is directly related to or supported by the combination of details from sources.	Information from sources is not synthesized appropriately. Student relies entirely on 'list-making' of details from sources to support their response or creates their arguments from only one piece of evidence.
Skill Application	At least 85% of the response shows evidence of document synthesis to support or explain the response. This means that 85% of the points, events, or examples used to explain US position/ involvement are based on evidence from the combination of more than one DBQ document, quote from speech, etc.	At least 70% of the response shows evidence of document synthesis to support or explain the response. This means that 85% of the points, events, or examples used to explain US position/ involvement are based on evidence from the combination of more than one DBQ document, quote from speech, etc.	Fewer than 70% of the response shows evidence of document synthesis to support or explain the response. This means that 85% of the points, events, or examples used to explain US position/ involvement are based on evidence from the combination of more than one DBQ document, quote from speech, etc.
Work Habits	Student response is totally completed and submitted on time with clear evidence of thorough, thoughtful effort. There is evidence of creative and/or higher levels of thinking present.	Student has achieved 3 of the following: <ol style="list-style-type: none"> <li>1. Response is totally completed</li> <li>2. Submitted on time</li> <li>3. Clear evidence of thorough, thoughtful completion</li> <li>4. Evidence of creative/ complex thinking</li> </ol>	Student has achieved fewer than 3 of the following: <ol style="list-style-type: none"> <li>1. Response is totally completed</li> <li>2. Submitted on time</li> <li>3. Clear evidence of thorough, thoughtful completion</li> <li>4. Evidence of creative/ complex thinking</li> </ol>
Totals for each category:			
Overall rating:			