



**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>  2  </u> <b>of</b> <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 mins

Context: This is the second of two lessons covering WWI (SOL VUS 9b). Lesson 1 gave students practice with analyzing documents and applying and synthesizing the information from those documents with excerpted speeches. Lesson 2 continues with document analysis and synthesis with speech excerpts/ other documents, but focuses on the US' role during WWI and its leadership role at the end of the war (Wilson's Fourteen Points, Treaty of Versailles, League of Nations).

<p align="center"><b>SOLs</b></p> <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>	<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Given a writing guide, students will use evidence from primary and/or secondary source documents to argue the effect of the US' involvement in WWI, in order to score "satisfactory/ green" on the related skill/ content rubric.</li> </ul>
<p align="center"><b>Materials and Resources</b></p> <ul style="list-style-type: none"> <li>• Warm-up cartoon</li> <li>• Hook/ a-set song lyrics</li> <li>• Document evidence log #1</li> <li>• "Tipped the balance" documents</li> <li>• Sentence frames</li> <li>• Post-war leadership documents</li> <li>• Reflection questions</li> <li>• Document evidence Log #2</li> <li>• Rubric</li> </ul>	<p align="center"><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li>• The United States fought in World War I in defense of democratic and humanitarian principles</li> <li>• How did US involvement influence WWI and its aftermath?</li> </ul>

Time Breakdown:

Warm-up: 5-10 mins

A-set/ Hook: 5 min

Whole group/ guided practice: 20-25 min

Document analysis- group/ independent: 15-20 min

Instructional Procedures:

**Warm-up:** Students will analyze cartoon based on previous learning (reasons for US involvement in WWI). Teacher may debrief with students or collect warm-up.

**A-set/ hook:** Students will listen to recording of song “Johnnie Get Your Gun” and analyze/ discuss the changes in US attitude toward the war between yesterday’s a-set/ hook song, (“I Didn’t Raise My Boy to Be a Soldier”) and predict the effect of the US involvement in the war.

**Guided Practice:** Teacher will introduce document evidence log and guide students through analysis of document set (6 documents) in order to find evidence to support the claim that the US’ involvement in WWI “tipped the balance” in favor of the allies. Sample sentence frames are provided to help scaffold students in transferring their analysis of the documents into writing.

**Document analysis:** Students will work individually, in groups, or, if needed, as a class to analyze two political cartoons and three primary source document excerpts (Fourteen Points, Speech in Support of the League of Nations, Treaty of Versailles). Optional secondary source documents are also provided for use if desired. Students will analyze the documents, answering guided questions, and then answer several “big picture” questions on the overall effectiveness of Wilson’s vision.

**Group/ Independent practice- document chart:** Students will work in desired groups or individually to find evidence in documents from Lesson 1 and Lesson 2 that support their argument for the question, “was the United States’ involvement in WWI effective?” Students will develop their own claim and source the evidence accordingly. If time is short, the assignment can be ended with the chart; however, if time allows, students may be asked to produce an essay using their argument/ evidence. The writing may be completed in class or for homework, depending on teacher preference. If the entire writing assignment is completed, a sample rubric for scoring is attached.

Assessment	
<p>Formative</p> <ul style="list-style-type: none"> <li>• Warm-up (previous learning)</li> <li>• Participation in group discussion</li> <li>• Document analysis/ evidence log—whole group</li> <li>• Document analysis/ evidence log—group/ independent</li> <li>• <b>Writing assignment—daily objective</b></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 this lesson may be used as a section assessment if desired</i></li> </ul>

Attachments:

Warm-up cartoon

A-set/ hook song lyrics, “Johnnie Get your Gun”

Argument 1 Evidence Log

Argument 1 Documents (6)—US “tipped the balance”

Example sentence frames

Argument 2 Documents (2 cartoons, 3 document excerpts & optional secondary sources)— postwar leadership

Argument 2 review/ reflection questions

Argument 2 Evidence Log

Warm-up:

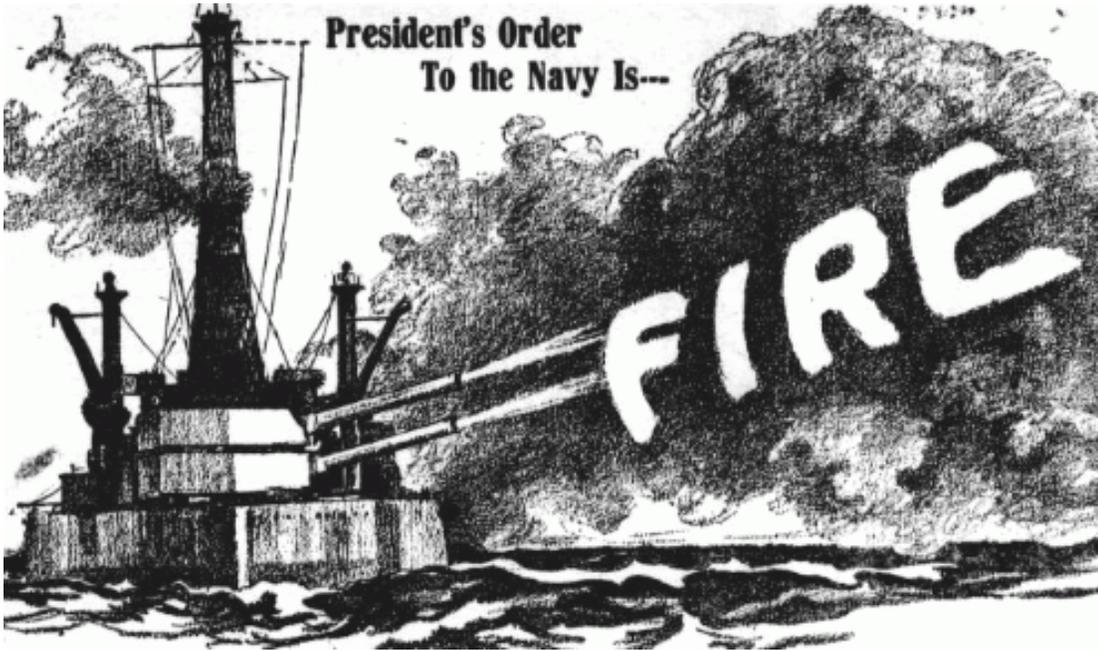


Image source: <https://www.loc.gov/rr/news/topics/ww1declarations.html>

<p>1. What is occurring in this cartoon?</p>	<p>2. Who is the President that is referred to?</p> <p>3. When is this event taking place?</p>
<p>4. Why is the President issuing this order? Give at least 3 reasons.</p>	<p>5. Do you think that this cartoonist is in favor of isolationism or involvement in WWI? Explain your answer.</p>

**Hook/ A-set:**

Play or show students lyrics to “Johnnie, Get Your Gun” from 1917

Recordings can be found at:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/songs/song2.php>

Lyrics:

Verse

Johnnie get your gun, get your gun, get your gun,  
Take it on the run, on the run, on the run,  
Hear them calling you and me,  
Ev'ry son of liberty.  
Hurry right away, no delay, go today,  
Make your daddy glad to have had such a lad,  
Tell your sweetheart not to pine,  
To be proud her boy's in line.

Chorus

Over there over there  
Send the word, send the word over there  
That the Yanks are coming, the Yanks are coming,  
The drums rum-tumming ev'rywhere  
So prepare say a pray'r  
Send the word, send the word to beware  
We'll be over, we're coming over,  
And we won't come back till it's over over there!

Verse

Johnnie get your gun, get your gun, get your gun,  
Johnnie show the Hun you're a son of a gun,  
Hoist the flag and let her fly,  
Yankee Doodle do or die.  
Pack your little kit, show your grit, do your bit,  
Yankees to the ranks from the towns and the tanks,  
Make your mother proud of you  
And the old Red White and Blue.

Possible questions for students:

How does this song reflect the change in US attitudes since the outbreak of the war? (Recall “I Didn’t Raise My Boy to Be a Soldier” from 1915)

What evidence is there of propaganda in this song?

How do you think that the United States’ involvement will influence the war?



Source #1: British Army (B.E.F) and American Expeditionary Forces on the Western front

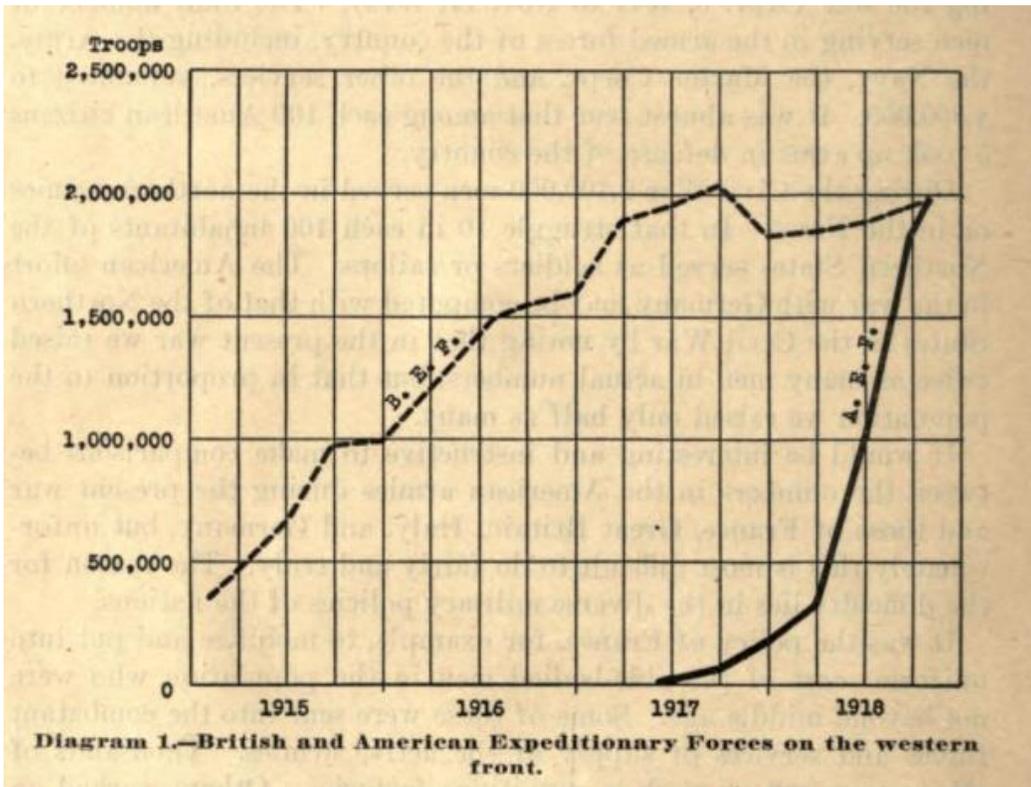


Image source: <https://archive.org/stream/warwithgermanyst00ayreuoft#page/104/mode/1up>

Source #2: Rifle Strength of Allied and German Armies on the Western front, 1918

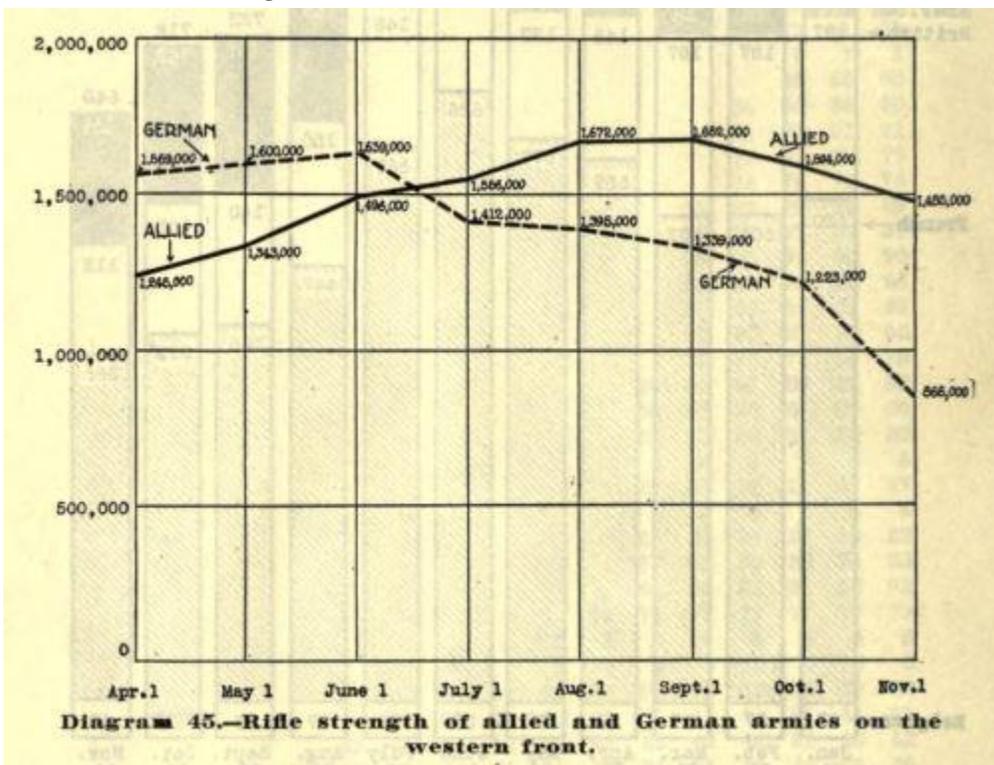


Image source: <https://archive.org/stream/warwithgermanyst00ayreuoft#page/104/mode/1up>

Source #3: Diagram Showing the Overlapping Lines of Mines Laid in the North Sea

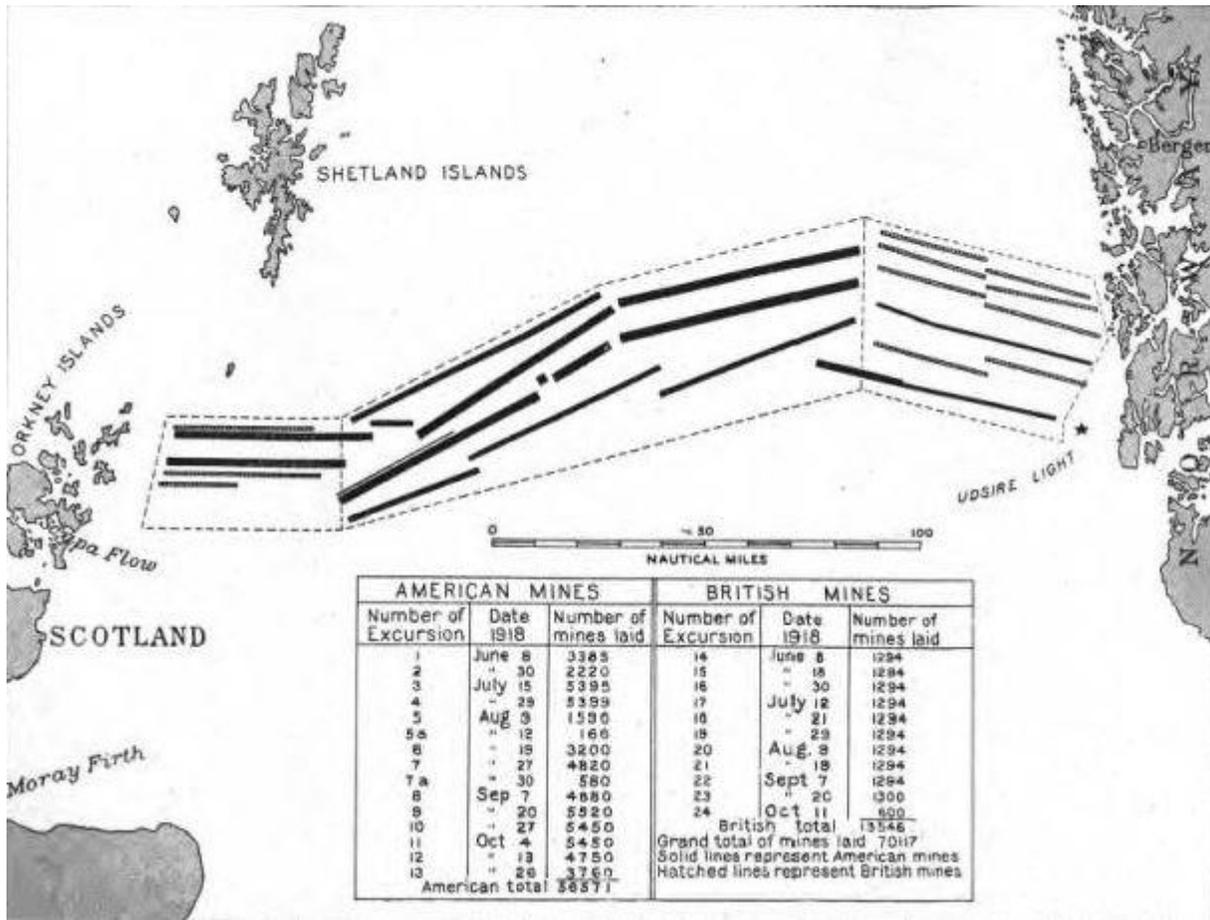


Image source: <http://digital.library.yale.edu/cdm/ref/collection/rebooks/id/82187>

Source #4: American Telephone and Telegraph Lines on the Western Front

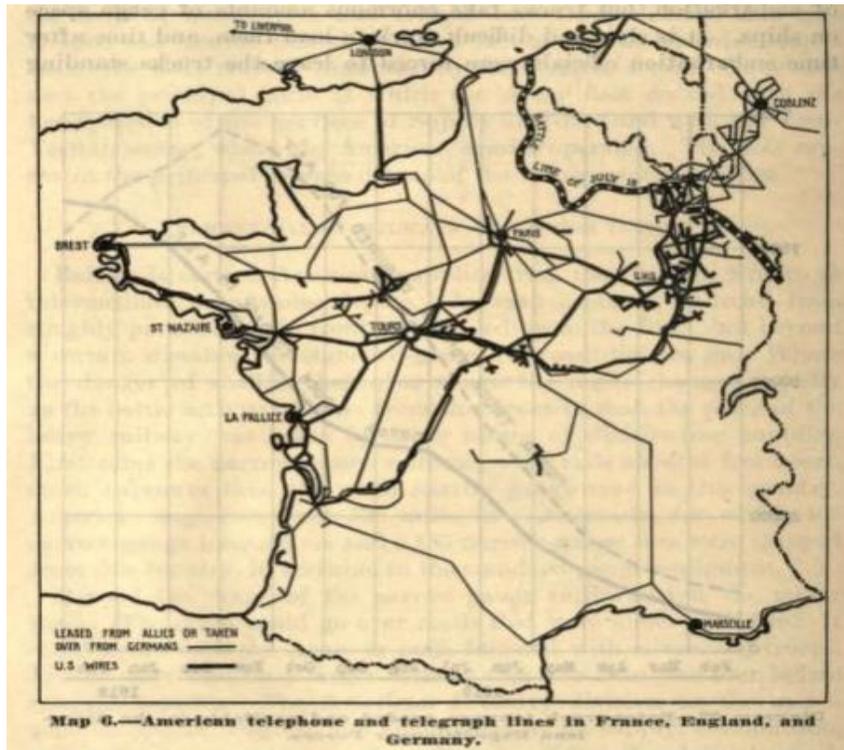


Image source: <https://archive.org/stream/warwithgermanyst00ayreuoft#page/104/mode/1up>

Source #5: "Graph Showing Losses to Enemy Action & Marine Risks: Shipbuilding Output of the World: Aug 1914-Sept 1918"

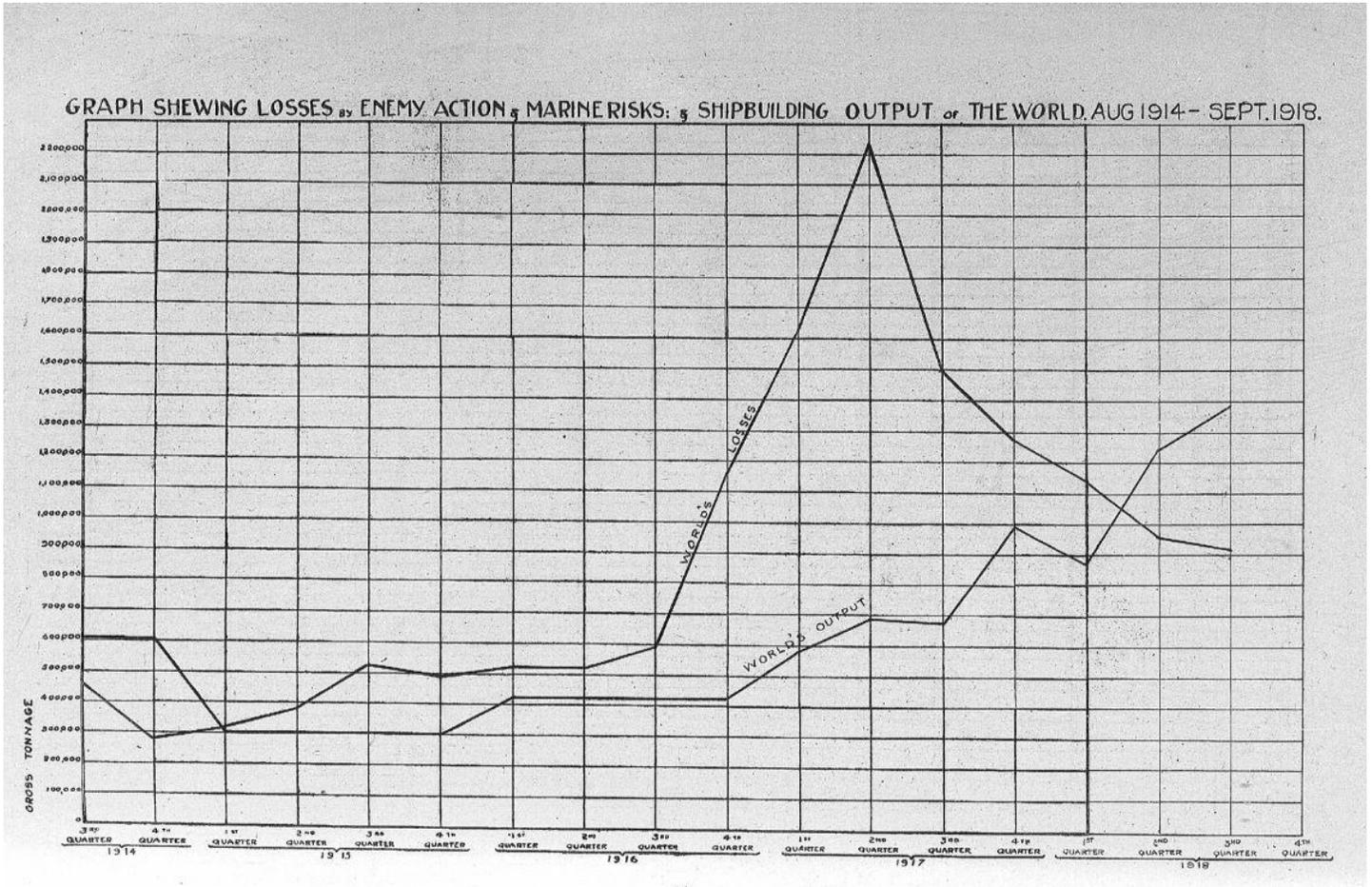


Image source: <http://www.bl.uk/world-war-one/articles/the-war-at-sea#>

Source #6: American and British Artillery and Artillery Shell Production

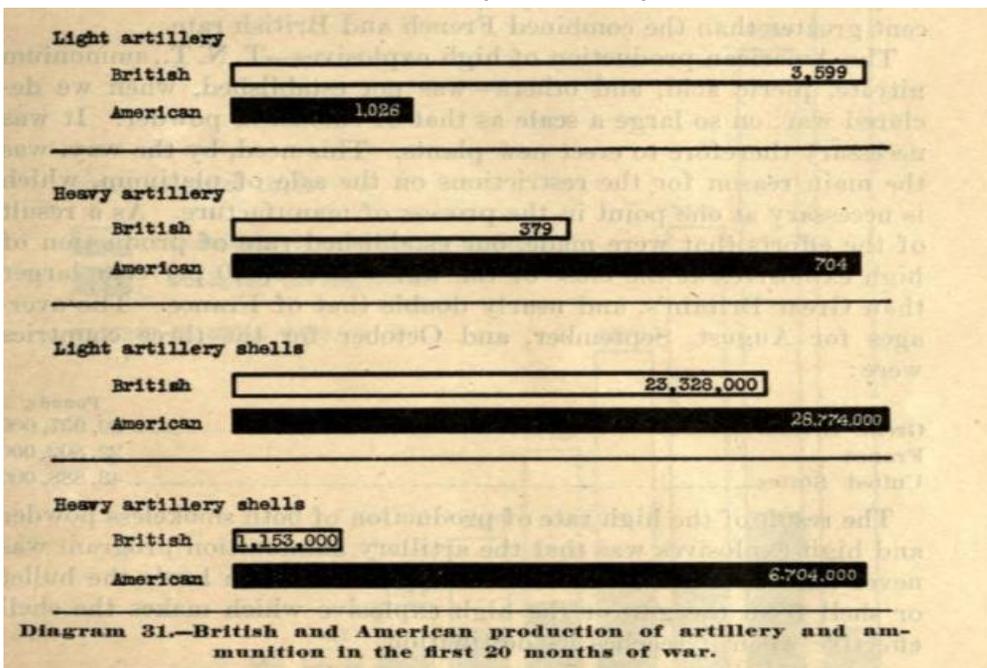


Image source: <https://archive.org/stream/warwithgermanyst00ayreuoft#page/104/mode/1up>

Example sentence frames:

- Given the evidence about the United States' involvement in WWI, it is obvious that \_\_\_\_\_.
- After the US entered the war, \_\_\_\_\_, which means that \_\_\_\_\_ . This was documented in \_\_\_\_\_.
- \_\_\_\_\_ showed that \_\_\_\_\_. This means that the US "tipped the balance" in favor of the allies because \_\_\_\_\_.
- A highly important piece of evidence for \_\_\_\_\_ is \_\_\_\_\_ . This is important because \_\_\_\_\_ was necessary to winning the war, and the document shows \_\_\_\_\_.
- The evidence from \_\_\_\_\_ shows that the US \_\_\_\_\_; this helped bring the war to an end because \_\_\_\_\_.
- \_\_\_\_\_ provides the clearest evidence that \_\_\_\_\_ because \_\_\_\_\_.

Document Analysis: United States Involvement in the end of WWI

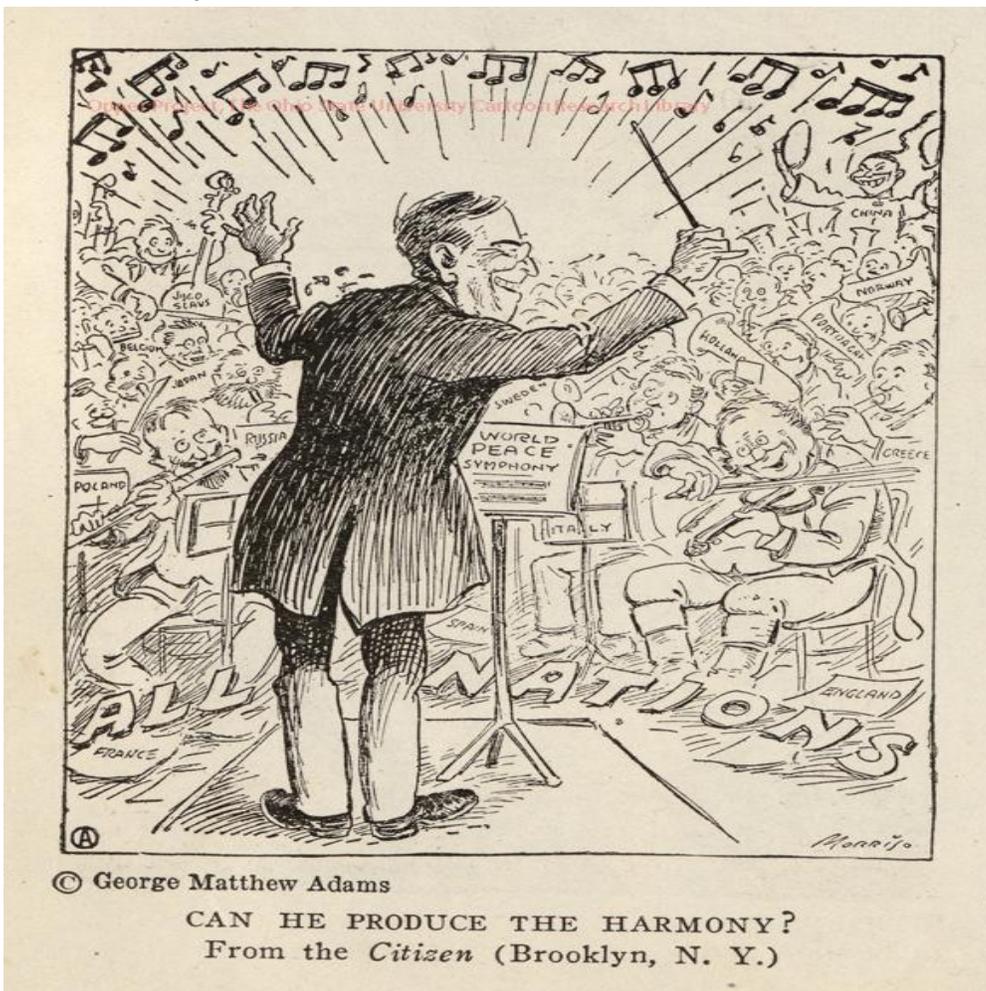


Image source: <http://hti.osu.edu/opper/lesson-plans/wilsons-14-points/images/can-he-produce-the-harmony>

Who is shown in this cartoon?

What is happening?

What is this supposed to symbolize?

What is the argument for being involved in world affairs?

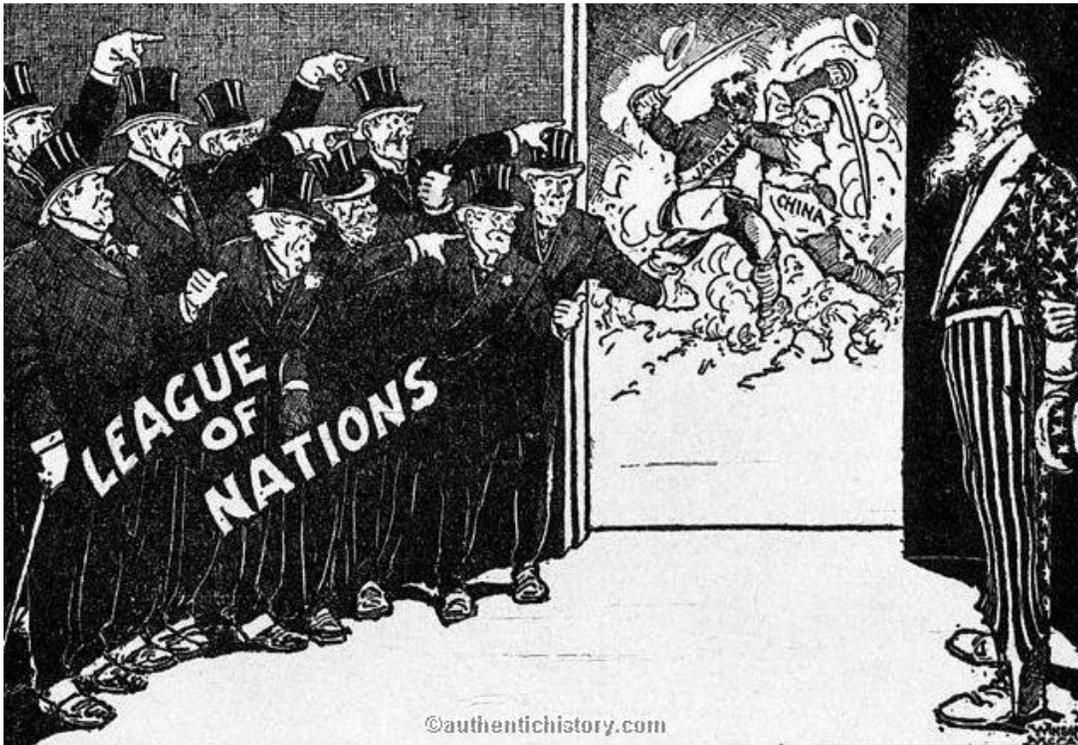


Image source: <http://www.asfotech.org/16richardson5183/2013/04/12/cartoon-response/>

Who is shown in this cartoon?

What is happening?

What does it mean?

What is the argument being made to stay out of world affairs?

## Primary Source Excerpt: President Wilson's Fourteen Points

### Woodrow Wilson's 14 Points

**8 January, 1918:**

We entered this war because violations of right had occurred ... What we demand in this war, therefore, ... is that the world be made fit and safe ... for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. ...

**I.** Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

**II.** Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war...

**III.** The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations...

**IV.** Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

**VII.** Belgium ... must be evacuated and restored [to complete]...sovereignty.

**VIII.** All French territory should be freed and the invaded portions restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine... should be righted...

**XI.** Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded ... territorial integrity....

**XIII.** An independent Polish state should be erected ...

**XIV.** A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

...We cannot be separated in interest or divided in purpose. We stand together until the end.

...We do not wish to injure [Germany] or to block in any way her legitimate influence or power.

When was this document written? Was it before or after the end of World War I?

Why does President Wilson say the US fought in this war?

Why might President Wilson have wanted to prevent secret peace treaties?

Why would the US insist on freedom of the seas? (Think back to previous classes!)

What is point III (3) promoting?

What is an armament? What does this point mean?

Which countries does President Wilson say should be created or returned to their prewar independence?

What does point XIV (14) say is needed to help protect independence for all countries?

What does Wilson want to happen to Germany?

League of Nations  
Woodrow Wilson, Final Speech in Support of the  
League of Nations

...Unless you get the united, concerted purpose and power of the great Governments of the world behind this settlement (Treaty of Versailles), it will fall down like a house of cards. There is only one power to put behind the liberation of mankind, and that is the power of mankind. It is the power of the united moral forces of the world, and in the Covenant of the League of Nations the moral forces of the world are mobilized.

For what purpose? Reflect, my fellow citizens, that the membership of this great League is going to include all the great fighting nations of the world, as well as the weak ones. It is not for the present going to include Germany, but for the time being Germany is not a great fighting country. All the nations that have power that can be mobilized are going to be members of this League, including the United States.

And what do they unite for? They enter into a solemn promise to one another they will never use their power against one another for aggression; that they never will interfere with the political independence of a neighbor; and that no matter what differences arise amongst them they will never resort to war without first having done one or other of two things -- either submitted the matter of controversy to arbitration, or submitted it to the consideration of the council of the League of Nations.

In other words, they consent, no matter what happens, to submit every matter of difference between them to the judgment of mankind, and just so certainly as they do that, my fellow citizens, war will be in the far background, war will be pushed out of that foreground of terror in which it has kept the world for generation after generation, and men will know that there will be a calm time of deliberate counsel.

What does Wilson mean by "the power of mankind?"

Is Wilson correct? Why might it be a problem that Germany isn't included?

What does Wilson say the League of Nations will stop?

What are the goals of the League of Nations?

## Secondary Source (Optional)

### League of Nations

The League of Nations came into being after the end of World War One. The League of Nation's task was simple - to ensure that war never broke out again. The only way to avoid a repeat of such a disaster was to create an international body whose purpose was to maintain world peace and which would sort out international disputes when they occurred. This would be the task of the League of Nations.

If a dispute did occur, the League, under its Covenant, could do three things - these were known as its sanctions:

It could call on the states in dispute to sit down and discuss the problem in an orderly and peaceful manner.

If one nation was seen to be the offender, the League could introduce *verbal sanctions* - warning an aggressor nation that she would need to leave another nation's territory or face the consequences.

If the states in dispute failed to listen to the Assembly's decision, the League could introduce *economic sanctions*. The League could order League members not to do any trade with an aggressor nation in an effort to bring that aggressor nation to heel.

If this failed, the League could introduce *physical sanctions*. This meant that military force would be used to put into place the League's decision. However, the League did not have a military force. Therefore, it could not carry out any threats.

Also, three of the world's most powerful nations (America, Russia, and Germany) played no part in supporting the League. The two most powerful members were Britain and France - both had suffered financially and militarily during the war - and neither was enthusiastic to get involved in disputes that did not affect Western Europe.

What was the goal of the League of Nations? Why was it formed?

Do you think this is an effective way to solve problems? Why or why not?

What were the three things that the League could do to solve arguments?

What do you think a *sanction* is?

Why might the League of Nations have not been successful in preventing wars?

## Primary Source Excerpts

### Treaty of Versailles

#### ARTICLE 42

Germany is forbidden to maintain or construct any fortifications either on the left bank of the Rhine or on the right bank to the west of a line drawn 50 kilometres to the East of the Rhine.

#### ARTICLE 43

In the area defined above the maintenance and the assembly of armed forces, either permanently or temporarily, and military maneuvers of any kind, as well as the upkeep of all permanent works for mobilization, are in the same way forbidden.

#### ARTICLE 44

In case Germany violates in any manner whatever the provisions of Articles 42 and 43, she shall be regarded as committing a hostile act against the Powers signatory of the present Treaty and as calculated to disturb the peace of the world.

#### ARTICLE 50 SECTION V: ALSACE-LORRAINE

The HIGH CONTRACTING PARTIES, recognizing the moral obligation to redress the wrong done by Germany in 1871 both to the rights of France and to the wishes of the population of Alsace-Lorraine, restored this territory to French sovereignty as from the date of the Armistice of November 11, 1918.

#### ARTICLE 231

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.



What do Articles 42-44 prevent Germany from doing? What happens if they violate this article?

Why do you think these rules were included?

What did Article 50 do? What words does it use to describe Germany's actions?

This Article is called the "War Guilt Clause." Why is this a good name for this article?



## Secondary Sources (Optional)

### Treaty of Versailles

Signed on June 28th 1919 as an end to the First World War, The Treaty of Versailles was supposed to ensure a lasting peace by punishing Germany and setting up a League of Nations to solve diplomatic problems.

The First World War has been fought for four years when Germany and the Allies signed an armistice. The Allies soon gathered to discuss the peace treaty they would sign, but Germany and Austria-Hungary weren't invited. Instead terms were drawn up mainly by the 'Big Three': Great Britain, France, and the United States  
Each had different desires:

- US: Wanted a 'fair and lasting peace'
- France and Great Britain: Wanted Germany to pay dearly for the war.

#### **Selected Terms of the Treaty of Versailles:**

##### Territory:

- Alsace Lorraine, on the French-German border, was returned to France.
- The Saar, an important German coalfield, was to be given to France for 15 years
- Poland became an independent country
- Austria-Hungary was split up and Yugoslavia was created.

##### Arms:

- The left bank of the Rhine was to be occupied by Allied forces and the right bank demilitarized.
- The German army and navy were cut
- Germany was banned from having an Air Force

##### Reparations and Guilt:

- In the 'war guilt' clause Germany has to accept total blame for the war.
- Germany had to pay millions in compensation.

##### **Reactions:**

Germany lost 13% of its land, 12% of its people, 48% of its iron resources, 15% of its agricultural production and 10% of its coal. Britain and France felt the treaty was fair – they actually wanted harsher terms– but the Germans felt it was unfair. The United States refused to ratify it because they didn't want to be part of the League of Nations.

Why do you think they thought punishing Germany would keep peace?

How was what the US and France/ Great Britain wanted different? Why do you think they wanted different things?

What happened to Germany because of the treaty?

How do you think Germans felt about the terms of the treaty?

Do you think that the treaty was fair? Why or why not?

## Secondary Sources (Optional)

### Treaty of Versailles



What does this map show?

What happened to Germany because of the Treaty of Versailles?

Do you think Germany was treated unfairly? Why or why not? (Use the map to explain your answer!)



What ideas from Wilson's 14 points were kept or actually implemented after World War I?

What ideas from Wilson's 14 points were either left out or negated (the opposite of what Wilson wanted)?

According to the map, did the United States join the League of Nations?

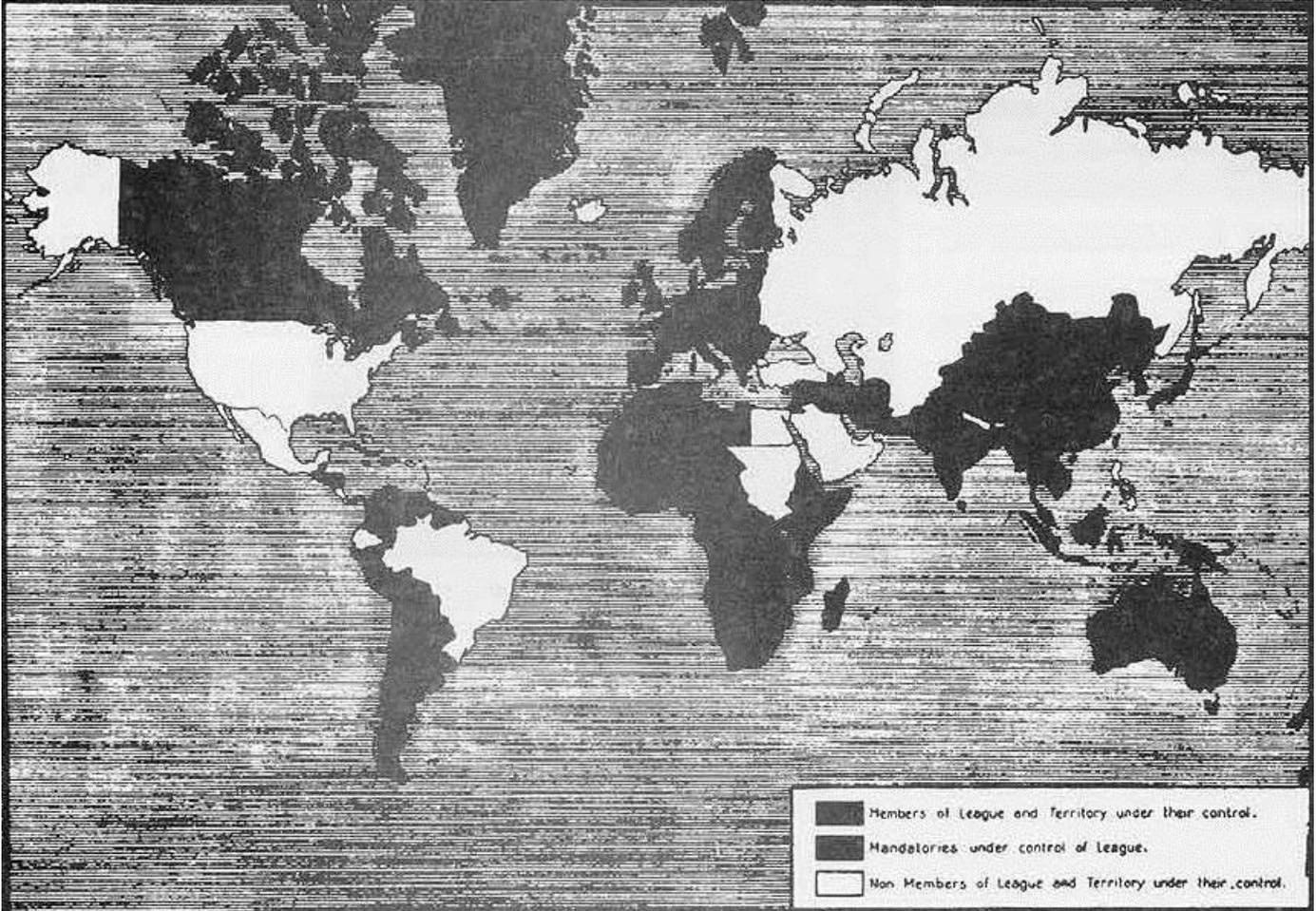


Image source: <https://www.nps.gov/nr/twhp/wwwlps/lessons/14wilson/14images/14ill2bh.jpg>

Which cartoon best reflects President Wilson's ideas about the United States' role in world affairs after WWI?



**Skill/ Content Rubric for Argument #2 Writing**

	Blue (Advanced)	Green (Satisfactory)	Yellow (Developing)
Content Knowledge	At least 85% of examples/ details used in response are appropriate/ target WWI events and documents (information comes from documents used in class)	At least 70% of examples/ details used in response are appropriate/ target WWI events and documents (information comes from documents used in class)	Fewer than 70% of examples/ details used in response are appropriate/ target WWI events and documents (information comes from documents used in class)
Content Knowledge	At least 85% of evidence selected/ used is correctly and thoroughly interpreted and explained (documents are analyzed correctly)	At least 70% of evidence selected/ used is correctly and thoroughly interpreted and explained (documents are analyzed correctly)	Fewer than 70% of evidence selected/ used is correctly and thoroughly interpreted and explained (documents are analyzed correctly)
Skill Application	Both position and argument are clear, well argued and supported by appropriate evidence. Any evidence cited that does not support the argument is used in the context of refuting counterarguments (information actually supports the argument)	Position is clear, argument is mostly clear and well-organized. Students may use one- two documents/ pieces of evidence, maximum, that do not directly support their argument (information actually supports the argument)	No clear position and/or unclear, rambling argument. Substantial section of evidence used does not directly support argument. (information actually supports the argument)
Skill Application	Substantial portion (at least 85%) of the argument is reliant on and supported by multiple sources or source types. (Reference many different documents as evidence)	Most of (at least 70%) of the argument is reliant on and supported by multiple sources or source types. (Reference many different documents as evidence)	A minimal amount (less than 70%) of the argument is reliant on and supported by multiple sources or source types. (Reference many different documents as evidence)
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:			