

## Causes of World War I Lesson

**Unit:** World War I

**Lesson:** Causes of World War I

**Cognitive Objective:** The student will

- identify the causes of World War I.

**Language Objective:** The student will

- Use vocabulary related to the causes of World War I.

**Megacognitive Objective:** The student will

- Develop a mnemonic and create a product for remembering the causes of World War I.

**Materials:**

- Handout: Causes of World War I
- Colored paper
- Scissors
- Markers

**Procedure:**

Allow approximately 70-minutes for instruction and 5 minutes for assessment.

Day One

1. As a warm-up have students define on paper the following vocabulary words – imperialism, nationalism, militarism, alliance. Review the definitions of these four words. [5-10 minutes]
2. Have students read the excerpt and look for the four major causes of World War I. [10-15 minutes]
3. Review, using student input, the four causes of World War I. [5 minutes]
4. Assign students to small groups of 4-5 and ask each group to develop a body-kinesthetic movement or gesture for one of the four causes of World War I. Have the groups share with the whole class. Simplify the body-kinesthetic movements/gestures as needed. [10-15 minutes]
5. Ask each group to develop a mnemonic for the four causes of World War I using the first letter of each cause. MAIN (militarism, alliance, imperialism, nationalism) is an obvious possibility. [5 minutes]
6. Review, using the word wall, the four causes of World War I. [5 minutes]

Day Two

7. Ask students to write down on paper the four causes of World War I. [5 minutes]
8. Have students do a hands-on activity on the causes of World War I. Pass out a sheet of colored paper to each student. Have each one fold the sheet of colored paper using a hotdog fold, leaving an inch or less strip on the right-hand side of the fold.. Have students write “Causes of World War I” long-way along this strip. Then have each student divide the front

of the foldable equally into four parts and write four causes of World War I (militarism, alliances, imperialism, and nationalism). Have students cut to the fold between each of these sections. Have them open the foldable and on the inside on the left-hand side of the fold draw a picture of each cause. On the right-hand side of the fold have them write an explanation of each cause in their own words. [15-20 minutes]

9. Have student review their foldable in preparation for a short quiz over the causes of World War I. [2 minutes]

**Assessment:**

Have students complete a multiple causes graphic organizer to list the four causes of World War I. [5 minutes]

**Technology Application:**

Students using Google.com search the Internet for websites and information on World War I. They can gather information for a short essay on the causes of World War I.

**Extensions**

Students can write a short essay on the four causes of World War I. Use a similar process with students to explain the main consequences, results, and effects of World War I.

**Causes of World War I**  
**Vocabulary and Word Wall**

**Imperialism**

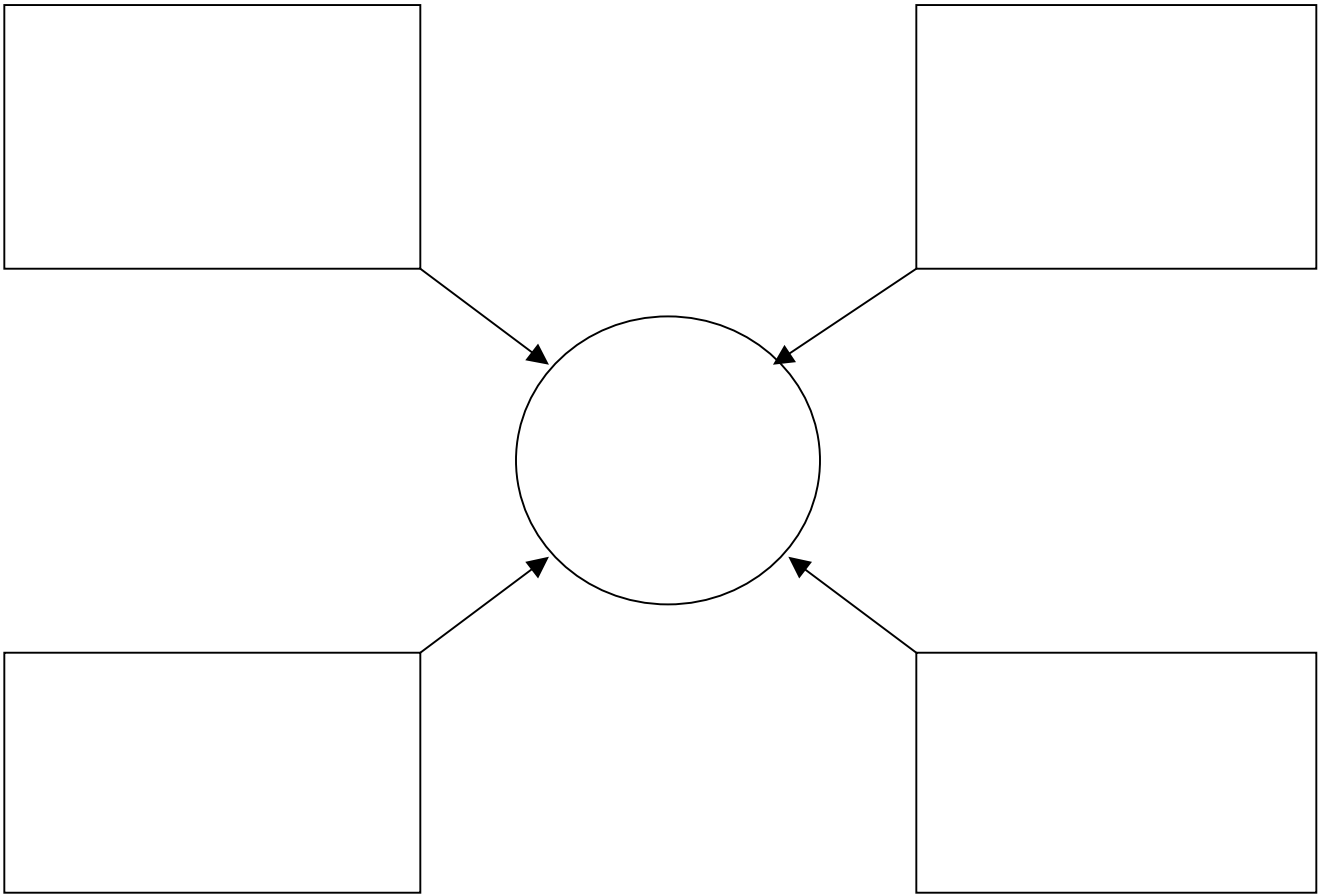
**Nationalism**

**Militarism**

**Alliance system**

Date \_\_\_\_\_ Period \_\_\_\_\_ Name \_\_\_\_\_

### Multiple Causes



**Harry Baker**  
**TEFB 404**  
**Teaching Critical Thinking Skills Using World War I As A Case Study**

**Subject: United States History**

**Date: October 19, 2004**

**Grade Level: 11**

**Rationale or Purpose:** The United States reluctantly entered World War I after German submarines violated American neutrality. After the war ended President Woodrow Wilson supported the Treaty of Versailles, believing its terms would prevent another war. After a bitter battle, the US Senate rejected the treaty because they did not want the US embroiled in Europe's problems. The experience of World War I continues to impact America's involvement in European affairs and the horrors of the war reshaped many people's thinking about warfare.

**Materials and Equipment:**

- Overhead projector with blank transparency and transparency of each political cartoon or power point presentation with each cartoon
- Flip chart or access to a chalk board
- Definition cards for vocabulary of the lesson: point of view, frame of reference, bias, and propaganda.
- Copies of World War I political cartoons for each group and questions.
- Copies of chart to analyze cartoons
- Compare and contrast chart for summary of all cartoons
- Interactive notebook

**Objectives: The student will**

- Identify the reasons for United States involvement in World War I including unrestricted submarine warfare.
- Analyze major issues raised by United States involvement in World War I, the League of Nations, and the Treaty of Versailles.
- Analyze information by using some of the following critical thinking strategies: identifying the main idea, categorizing, comparing and contrasting, determining cause and effect, summarizing, making generalizations, making inferences and drawing conclusions.
- Interpret visual sources, how to identify different points of view that people in the past expressed about historical events in the past.
- Detect bias in written and visual sources.

**Procedure:**

**5 minutes 1. Focus or intro- Ask students this inquiry question: Under what circumstances should the United States go to war? Stop and jot your ideas in an interactive notebook.**

**3 minutes 2. Review the vocabulary on the word wall** making sure that students understand the difference between **point of view, frame of reference, bias, and propoganda.** Have students work in pairs (pair-share) to match the correct answer to the definitions.

**25 minutes 3. Hands-on activity-Distribute the political cartoons from the World War I era,** the questions, and a graphic organizer for categorizing the concepts presented to groups of students. As the small group examines their political cartoon, and discusses their questions, have the students then summarize their ideas on their graphic organizer. (Circulate among groups to check for student understanding) Have students discuss in their groups the application of their vocabulary/concept to the political cartoon. Is this political cartoon biased? What is the point of view of the artist? What might the frame of reference expressed be? Is this political cartoon a type of propoganda?

**10 minutes 4.** Show an overhead transparency of each political cartoon and ask each **group to summarize their findings** to the rest of the class. Record on a transparency, flip chart, or LCD projector the students' responses.

**5 minutes 5.** Closure- After viewing all of the political cartoons, students will complete their **compare and contrast graphic organizer** using critical thinking skills to complete the assignment.

**6.** (My back-up plan)- have students complete a foldable on the vocabulary terms: point of view, frame of reference, bias, and propoganda. Illustrating examples of each term.

**Student Product:** The students will have a **compare and contrast chart** summarizing, comparing, contrasting, categorizing, and analyzing some of the causes and effects of World War I and an analysis of some of the evidence.

**Assessment:** Students will

- refer back to their writing at the beginning of the class period
- reflect- now that you have reviewed political cartoons, what were the circumstances that caused the United States to enter World War I?
- stop and jot your ideas after examining the political cartoons. Have your ideas changed? Why or why not?

**Assignment or Homework:** Students will read an excerpt from *All Quiet on the Western Front* and will discuss the German perspective of the war compared to a reader's theater reading of an American doughboy's perception of trench warfare from the *Diary of Bugler Wayne Desilvey*.

**Extension:** Examine World War I websites to learn more about the World War I era or view the film *Sergeant York* starring Gary Cooper. Discuss the conflict Alvin York faced as a conscientious objector and then Medal of Honor winner.

**My reflection on this lesson including suggestions for revision:** (To be completed after the lesson and included with this lesson in your portfolio.)

*Write in after the assignment is graded and returned will then be added into the I-folio.*

## **Prosperity, Cultural, and Social Change**

**Unit:** The 1920s – The Jazz Age

**Lesson:** Prosperity, Cultural, and Social Change

**Authors:** Tere Ferrell, Andraya Young, and Cathy Bridge from Fox Tech High School

**Amount of Time:** Two class periods

### **Objectives**

#### **Content:**

The students will identify the cultural and social changes that occurred as a result of increased prosperity following World War I.

#### **Language:**

The students will use vocabulary related to prosperity in the 1920s leading to cultural and social change.

#### **Metacognitive:**

The students will create a product for remembering the major cultural and social changes that occurred as a result of increased prosperity following World War I.

#### **Materials:**

Textbook  
Credit cards  
Jazz music  
Pictures of San Antonio in 1800s, early 1900s, and 2000  
File folders  
Markers  
Rulers  
Glue  
Key Fact papers

#### **Procedures and Activities:**

##### ***Day One:***

- Have an example of a credit card faced down on student desks as students come into class.
- Play jazz music as a warm up for students. Place following questions on overhead for students to think about as they listen to the music:

1. How is this music similar to the music you listen to? What does this music remind you of?
  2. What instruments do you hear/recognize in this music?
  3. Why is this music special?
- Have three pictures of San Antonio from 1800s, early 1900s, and now blown up and placed on classroom wall. Ask students the following questions:
    1. What do you know about San Antonio?
    2. What changes do you see?
    3. Was San Antonio a city in the 1800s
 Have students see how much San Antonio has grown since the 1960s (during their parents' lives)
    - 1960 – Loop 410 was outskirts of San Antonio
    - 1990s – Loop 1604 was outskirts of the city
    - Today – outskirts of San Antonio is outside of Loop 1604
 All this *urban sprawl* leads to economic issues such as promotion of the automobile industry.
  - Ask students how people bought automobiles in the 1920s. Begin with the questions, “How do people buy large items today?” , “Can they use their credit cards?”, and “How do credit cards work?” After students understand the concept of buying on credit, have them turn over the sample credit card and write the definition of installment plan.

**Day Two:**

- Place students in groups of 3-4 students. Give out a set of key facts on economic, artistic, and social events and changes in the 1920s to each student in the group. Each group will also need one folder per student, glue, markers, and rulers.
- Have students open the folder and divide the folder lengthwise into six equal sections. Write across the top, one letter per section, PERSIA. Have students cut out and place each of the key facts under either E, S, or A (economic, social, or artistic). After checking for accuracy, have students paste the key facts in place. Under each key fact, have students illustrate their understanding of each area. Have students decorate the front cover as “Jazz Age – 1920s” with their names.

**Assessment:**

Completion of the file folder is the assessment, especially the illustrations.

**Technology Application:**

none

**Extension:**

Complete the P, R, and I (political, religion, and intellectual) sections of the file folder at a later date.

## Harlem Renaissance

**Unit:** The 1920s – The Jazz Age

**Lesson:** Harlem Renaissance

**Authors:** William Helmick and Yolanda Moran from Edison High School

**Amount of Time:** Two class periods

### Objectives

#### Content:

The student will be able to identify jazz as a unique musical form.

The student will be able to identify characteristics of literature with African American literature of the 1920s

#### Language:

The student will be able to identify the words jazz and Harlem Renaissance.

#### Metacognitive:

The student will be able to compare and contrast jazz to other forms of music from the 1920s and from today.

The student will be able to compare and contrast African American excerpts from the 1920s and from today.

#### Materials:

CD player

Jazz music

Current music

Literature excerpts from the 1920s and from today

#### Procedures and Activities:

##### *Day One: Music*

- Listen to musical selections – first, modern piece of music (rap); second, pop music from 1920s; third, jazz from 1920s
- Have students discuss the different selections of music – feelings and understanding of the music
- Have students write a short paper comparing and contrasting the musical selections.

### ***Day Two: Literature***

- Have excerpts read (either teacher or students) of African American literature from the 1920s and from contemporary sources (including rap lyrics if necessary)
- Have class discussion on themes and ideas contained in the literature.
- Have students write a short critique of African American literature of the 1920s. Either answer a question on African American literature or set up a scenario which forces students to take a position.

#### **Assessment:**

Have students write an essay that either compares and contrasts the musical pieces or interprets the literature excerpts.

#### **Technology Application:**

CD player with music

#### **Extension:**

none

## SIOP Lesson Plan

**Unit:** The 1920s – The Jazz Age

**Lesson:** Who's Who in the Harlem Renaissance

**Authors:** David Burdick, James Humphrey, and Kathy Severyns from Fox Tech High School

**Amount of Time:** 52 minutes

### Objectives

#### Content:

Identify and examine the impact of cultural movements in art, music, and literature during the Harlem Renaissance on society.

Describe the prolific African American artistic activity that became known as the Harlem Renaissance.

#### Language:

Identify vocabulary words related to the Harlem Renaissance.

#### Metacognitive:

Create trading cards of famous African Americans during the Harlem Renaissance

#### Materials:

3x5 note cards

Markers

#### Procedures and Activities:

- Before the lesson, the teacher will develop three copies of nine individual biographical sheets on the key people of the Harlem Renaissance (see textbook, chapter 13, section 4, pp. 452-459 for information).
- Pass out nine blank 3x5 index cards to each student. Give each student a biographical sheet on a Harlem Renaissance artist.
- Each student will read the biographic card and create a trading card. Rotate the biographic cards two times so each student will create three different trading cards.
- Each student then makes two more copies of his/her three trading cards.
- Students will then trade cards with one another, thus collecting trading cards on nine different people.
- Have students staple or paste their cards into their interactive student notebooks.

**Assessment:**

Nine trading cards in the interactive student notebook. Matching quiz between performers and their accomplishments.

**Technology Application:**

Have students use [images.google.com](https://images.google.com) to find pictures or photographs of each performer. Reduce size of picture so it will fit on the 3x5 trading card. Then print out, cut out, and paste the picture of the performer on the card.

**Extension:**

Create a Harlem Renaissance acrostic poem.

## **Prohibition**

**Unit:** The 1920s – The Jazz Age

**Lesson:** Prohibition

**Authors:** Michelle LaFontain and Angelica Gutierrez from Edison High School

**Amount of Time:** 50 minutes

### **Objectives**

#### **Content:**

The student will analyze the causes and effects of prohibition.

#### **Language:**

The student will acquire the following vocabulary – prohibition, bootlegger, and speakeasy.  
The student will practice oral and written communication skills.

#### **Metacognitive:**

The student will analyze political cartoons to determine the causes of prohibition.  
The student will complete a graphic organizer on the causes and effects of prohibition.

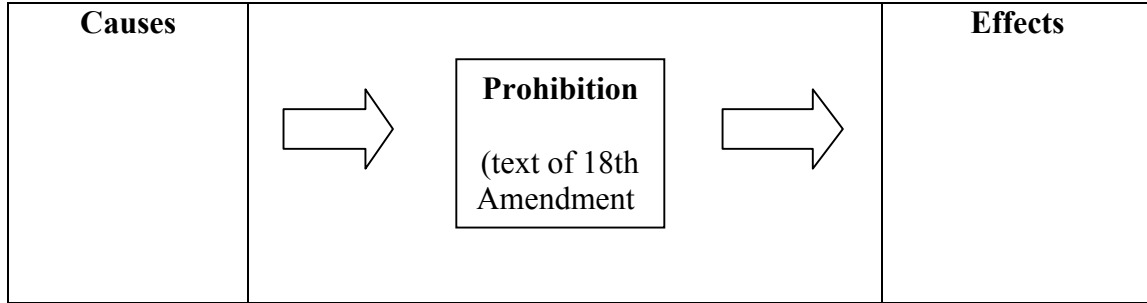
#### **Materials:**

Handout with political cartoons showing the arguments used in favor of prohibition – economic reasons, patriotic reasons, emotional reasons, and scientific reasons  
Jackdaw pictures on prohibition  
Handout of Graphic Organizer on Causes and Effects of Prohibition

#### **Procedures and Activities:**

- Have students work in small groups of 3-4 students.
- Give the students four political cartoons to analyze. Ask them to identify the type of argument each cartoon is making. (emotional, patriotic, scientific, and economic)
- Have students predict the actual effects of prohibition.
  - Will the drinking rate go up or down?
  - Will the crime rate go up or down?
  - What effect did prohibition have on home life?
  - List three ways you think people could get alcohol if they still wanted to drink.
- Examine Jackdaw pictures on prohibition. How did the student predictions compare to the reality of the effects of prohibition?

- Student complete the graphic organizer for their notebook:



**Assessment:**

Participation in group and class discussion  
Completion of graphic organizer  
Letter to the Editor

**Technology Application:**

Use the Internet to find information on prohibition and on illegal drugs and drug use in America today for the letter to the Editor.

**Extension:**

Write a letter to the Editor arguing for the legality of drugs in the United States today, using the lessons learned from the prohibition era to support your argument.

## **Changing Role of Women in the 1920s**

**Unit:** The 1920s – The Jazz Age

**Lesson:** Changing Role of Women in the 1920s

**Authors:** Dixie Andersen and Lillian Ozuna from Navarro Academy  
Rose Mary Castro and Mary Barrera from Lanier High School

**Amount of Time:** 50 minutes

### **Objectives**

#### **Content:**

The students will analyze the causes and effects of the changing role of women

#### **Language:**

The students will use vocabulary related to the changes in the role of women

#### **Metacognitive:**

The student will produce a foldable depicting the changing role of women in the 1920s

### **Materials:**

Construction paper

Markers

Scissors

Computer

Database link

Projector

### **Procedures and Activities:**

- Use digital video and discussion of women's role prior to the 1920s and compare this role to the role of women today.
- Have students do additional research on role of women on Internet and databases like Britannica, Newsbank, Ebsco, Facts on File, and Digital Curriculum.
- Have students do FANS foldable (Flapper, Anthony Susan B., Nineteenth Amendment, Suffrage). Pass out a sheet of colored paper for each student. Have students do a hamburger foldable, leaving about a half-inch strip along the right-hand side. On this strip have students write "Women's Right to Vote" lengthwise. Divide the fold into four sections and write FANS (one letter per section) on the four sections. The F stands for

flapper, the A for Anthony Susan B., the N for Nineteenth Amendment, and the S for suffrage. On the inside of the fold, have students write an explanation and illustrate each of the terms. After completing this information, have students cut each section so the terms can be reviewed and related to the women's rights movement.

<b>F</b> - flapper	<b>Women's Right to Vote</b>
<b>A</b> – Anthony, Susan B.	
<b>N</b> – Nineteenth Amendment	
<b>S</b> – Suffrage	

**Assessment:**

Have student develop and complete a cause and effect graphic organizer (a Multi-Flow Thinking map) depicting the cause and effect of the 19th Amendment.

**Technology Application:**

Have students research the lifestyles of the 1920s using the following Internet databases – Britannica, Newsbank, Ebsco, Facts on File, and Digital Curriculum.

**Extension:**

Bring a Susan B. Anthony coin to show her influence in American history.  
 Pass out voter registration cards so students can see how to register to vote.