HAMPTON ROADS NAVAL MUSEUM
Local History. World Events.

Lesson Plan

Unit: 19th Century/ World War I		**Designer**: Hampton Roads Naval Museum
Lesson _2__ of __3__	**Topic**: US Involvement in WWI	Teaching Date:
Subject/ Course: US II: 1865 to Present	**Grade Level**: Middle School	**Time Frame**: Approx. 90 mins

Context: This is the second of three lessons on the United States' entrance, involvement, and leadership at the end of World War I. The previous lesson used the 3TC analysis strategy to have students determine the reasons why the US joined the Allies in the war. This lesson also uses the 3TC strategy, as students analyze the effect the United States' involvement had on the course of the war. This lesson also focuses heavily on skill USII.1f, identifying cause and effect relationships. Students produce a storyboard or cartoon panel that explains multiple causes and effects of the United States' involvement in WWI.

SOL/ NCSS Objectives	Objectives
• USII.5c: Evaluating and explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war. • USII.1a: Analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history • USII.1f: Determining relationships with multiple causes or effects in United States history	• Given graphic organizer or template, students will create a cartoon/ storyboard that explains multiple causes and effects of United States involvement in World War I in order to score "green" on the skill/ content assessment rubric.
Materials and Resources	**Essential Question(s)/ Understandings**
• Warm-up cartoon • "Silent Watcher" cartoon/ postcard • 3TC source sets (4 sources) • Cause/ effect graphic organizer • Storyboard panels • Optional online resource: Storyboardthat.com • Exit ticket/ closure	• The United States' involvement in World War I set the stage for it to emerge as a global superpower later in the twentieth century. • What happened once the US joined the war?

Time Breakdown:

Warm-up: 5-7 min
A-set/ hook: 5-7 min
3TC group/ independent practice: 25-30 min
Graphic organizer: 5-7 min
Storyboard activity: 40-45 min
Closure/ exit ticket: 5 min

Instructional Procedures:

Warm-up: Students will analyze cartoon for previous day's learning (reasons for US involvement in WWI). Teacher may choose to collect warm-up or debrief answers with students.

A-set/ hook: Students should analyze and discuss the cartoon "The Silent Watcher," connecting the battleships pictured with the German submarine threat from the previous class and predicting the United States' influence on the war.

3TC independent/ group practice: Students will independently analyze and draw conclusions from the four presented maps/ graphs, using the 3TC analysis strategy introduced and practiced in the previous lesson. If students are still struggling with the skill, teacher may choose to modify the assignment by placing students in mixed-ability groups, approaching the activity as a jigsaw, continuing with whole-group, guided practice, etc. Teacher should ensure students can explain how the US influenced the course of the war.

Graphic organizer: Students will draw on information from previous day's documents to fill in the graphic organizer on causes/ effects of US entry into the war. This will serve as organizer for the storyboard cause/ effect activity.

Storyboard activity: Using provided templates, students will create in-depth storyboard panels that illustrate and connect causes/ effects of American involvement in WWI, as discussed in lessons 1 and 2 of this mini-unit. If time/ resources allow, students may create a 'final copy' comic strip of their project. Additionally, an online resource, such as storyboardthat.com, may be used. A grading rubric has been provided that assesses students on their content knowledge, application of skills, and general work habits.

Exit ticket/ closure: Approximately 53,000 Americans died in battle during WWI. In whatever form is best suited for your classroom, have students explain if they believe that the positive effects of US involvement were worth the costs.

Assessment	
Formative • Warm-up (previous learning) • Participation in group discussion (a-set, e.g) • 3TC independent practice • Graphic organizer completion • **Storyboard activity- *daily objective***	Summative • *Found in lesson 3 of this mini-unit*

• Exit ticket/ closure	

Attachments:
-Warm up (Zimmermann cartoon)
-A-set/ hook ("The Silent Watcher" cartoon)
-3TC sources (4 documents)
-Graphic organizer
-Storyboard templates
-Storyboard project rubric

Warm-up:

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

1. What country is most likely represented by the man with the gloves and knife? What is he doing?	2. What event is this cartoon referring to?
3. Which alliance did the country from question #1 belong to? What other countries were parts of that alliance?	4. What is the message of this cartoon? According to this cartoon, why did the US join WWI?

Hook/ A-set:

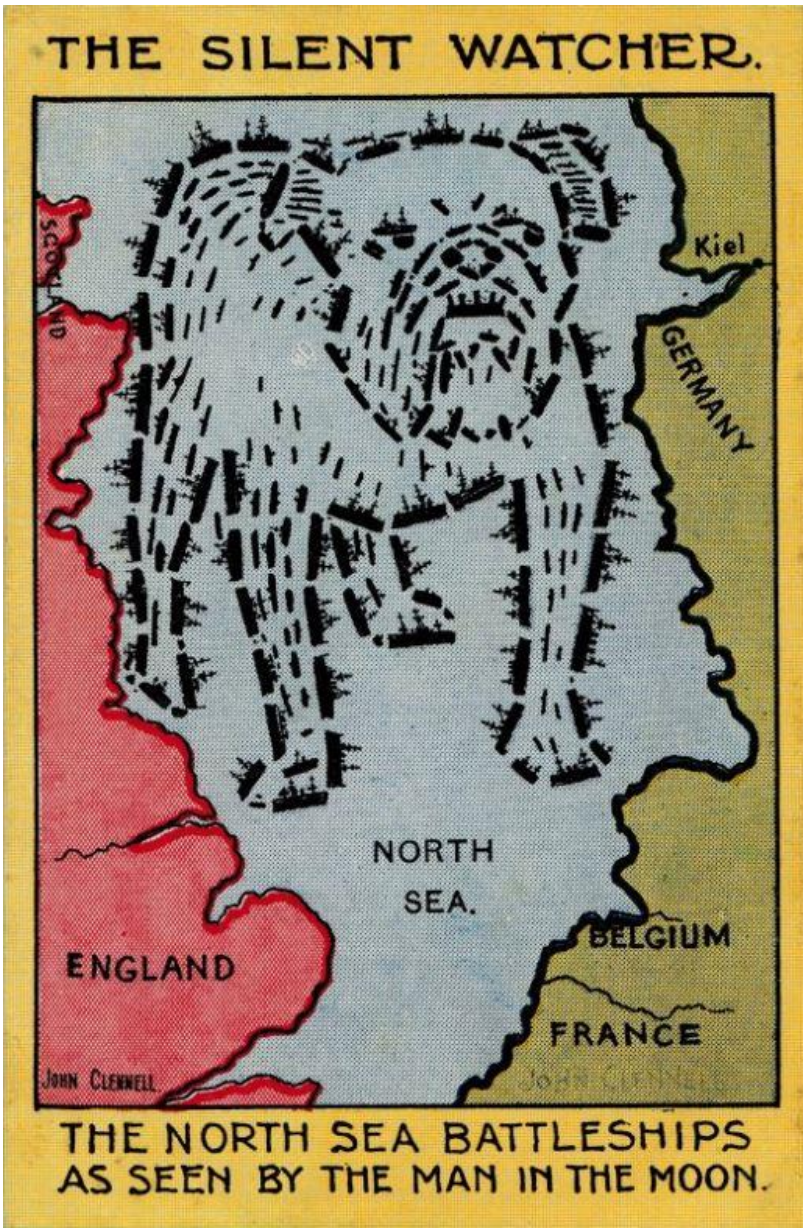


Image source: http://barronmaps.com/products/the-silent-watcher/

Questions for discussion: What do you see in this cartoon?

Whose battleships do you think those might be? Why?

Why would all those battleships be in the North Sea? (Think about why you learned the US joined the war.)

What is the message of this cartoon? What is it saying is happening in the war?

What happened once the US joined the war?

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

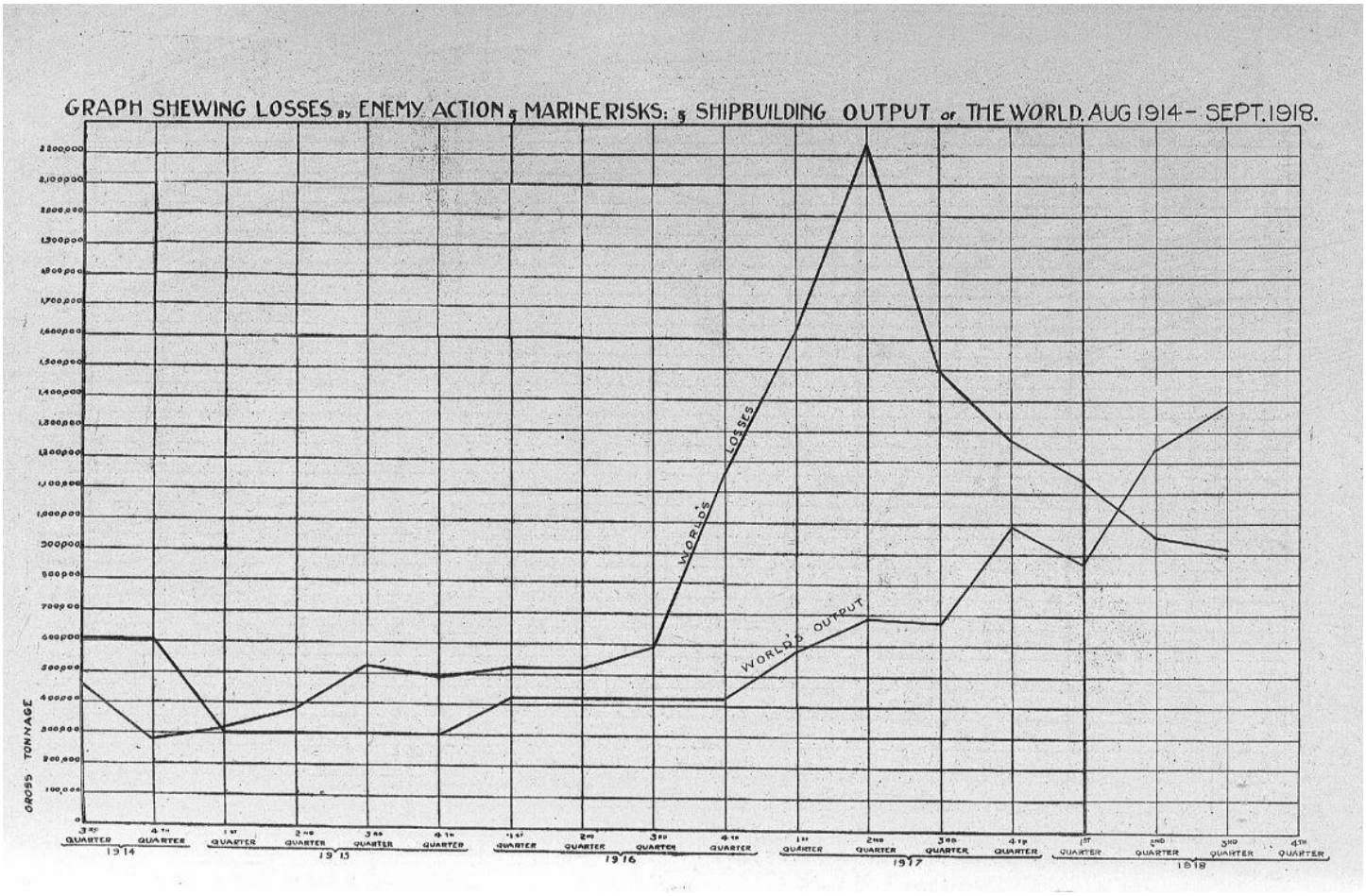


Image source: http://www.bl.uk/world-war-one/articles/the-war-at-sea#

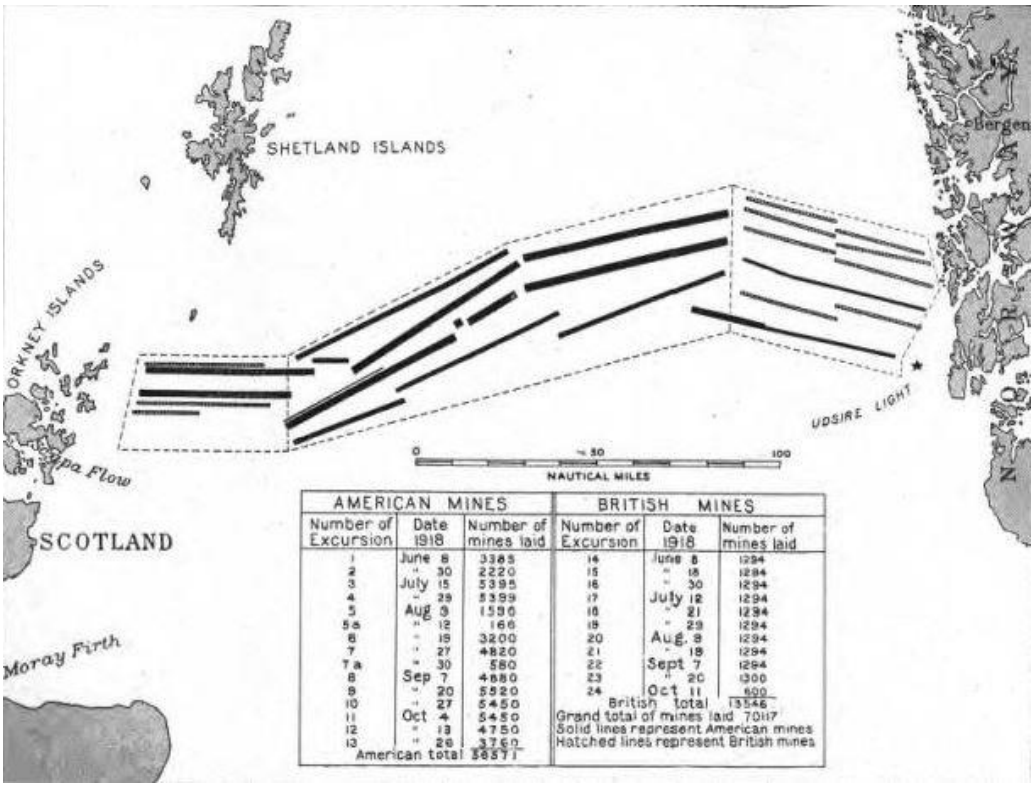
Title: What is the title of this graph?
What kind of information will it show?

Text: What do the two lines on the graph represent?
What do the x-axis and y-axis show?

Trends: When did the amount of ships lost/ sunk suddenly increase?
When did the world finally begin making more ships than were lost?

Conclusions: Based on this graph, approximately when did the US join the war? How can you tell?
What effect did the US appear to have on the war? Why might this be?

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



AMERICAN MINES			BRITISH MINES		
Number of Excursion	Date 1918	Number of mines laid	Number of Excursion	Date 1918	Number of mines laid
1	June 8	3385	14	June 8	1294
2	" 30	2220	15	" 18	1294
3	July 15	5395	16	" 30	1294
4	" 29	3399	17	July 12	1294
5	Aug 9	1536	18	" 21	1294
5a	" 12	166	19	" 29	1294
6	" 18	3200	20	Aug. 8	1294
7	" 27	4820	21	" 18	1294
7a	" 30	580	22	Sept 7	1294
8	Sep 7	4880	23	" 20	1300
9	" 20	5520	24	Oct 11	600
10	" 27	5450	British total		13546
11	Oct 4	5450	Grand total of mines laid 70117		
12	" 13	4750			
13	" 26	3760			
American total		38571			

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

Title: What is the title of this map/ chart?
What kind of information is it giving you?

Text: When were these minefields laid?
What do the dark, solid lines on the map represent?

Trends: Which country put more mines in the North Sea? How many more?
Why did the US and Britain place their minefield there? (Consult larger area map if needed).

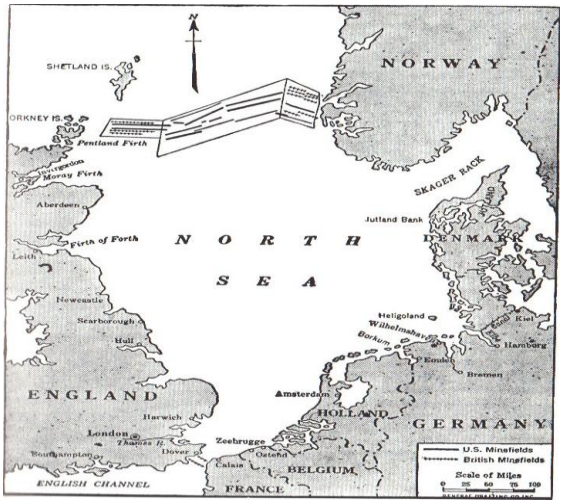


Image source:
http://www.navweaps.com/Weapons/WAMUS_Mines.php

Conclusions: Why did the US and Britain mine large parts of the North Sea?
What effect did the US appear to have on the war?

Source C: Battles During 1918 (8th August- 11 November 1918)

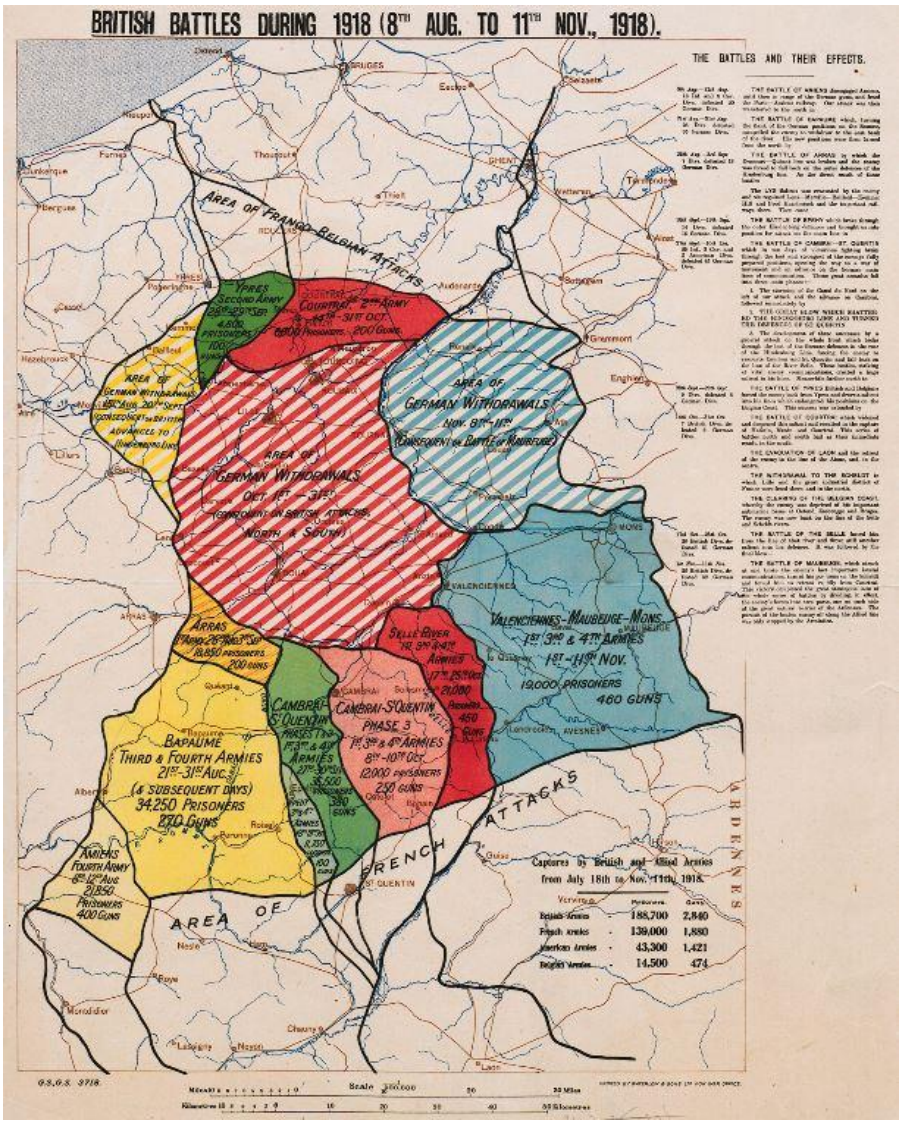


Image source: http://www.bl.uk/collection-items/british-battles-during-1918-aug-to-nov

Title: What is the title of this map?

What kind of information will it give us?

Text: Which color stripes represent the German retreat during August 18th- September 20th, 1918?

How many guns (artillery) did Americans capture from July 18th to November 11th, 1918?

Trends: During which dates did the Germans retreat the farthest?

Were more guns captured on the Northern or Southern part of this front?

Conclusions: How was the war going for the Allies in 1918? Explain your answer.

What effect does the US appear to have had on the war?

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

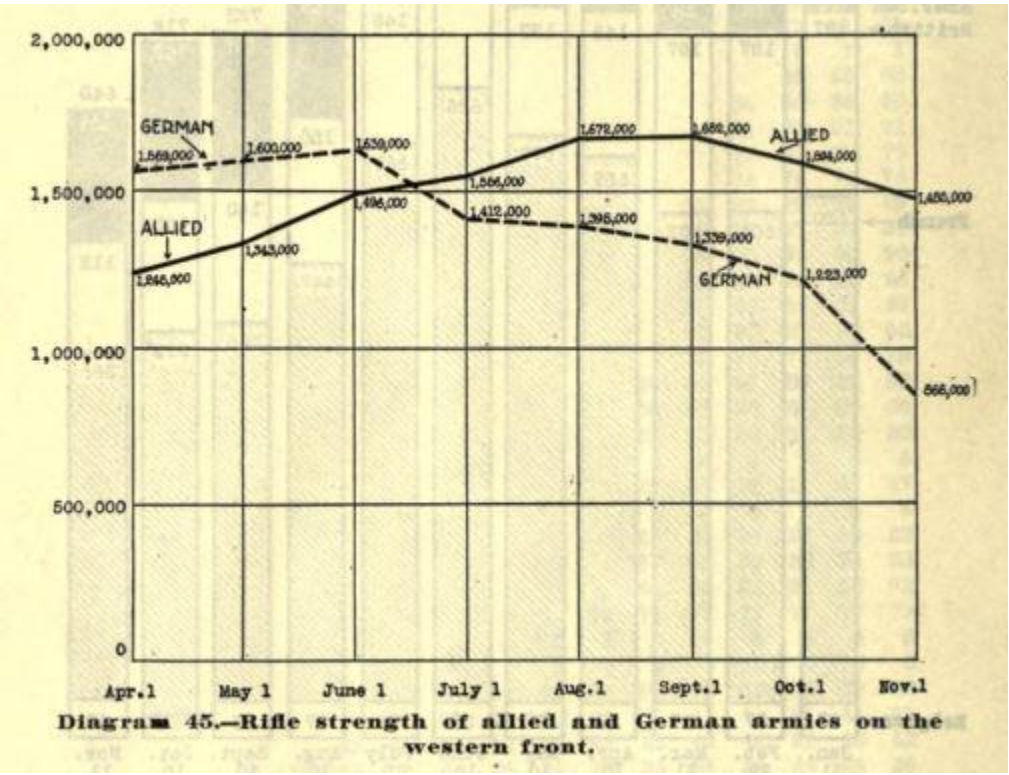


Diagram 45.—Rifle strength of allied and German armies on the western front.

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

Title: What is the title of this graph?

What kind of information will this graph show?

Text: What does the dotted line on the graph represent?

On June 1, 1918, approximately how much more "firepower" did the Germans have than the Allies?

Trends: What happened to German rifle strength between April and November 1918?

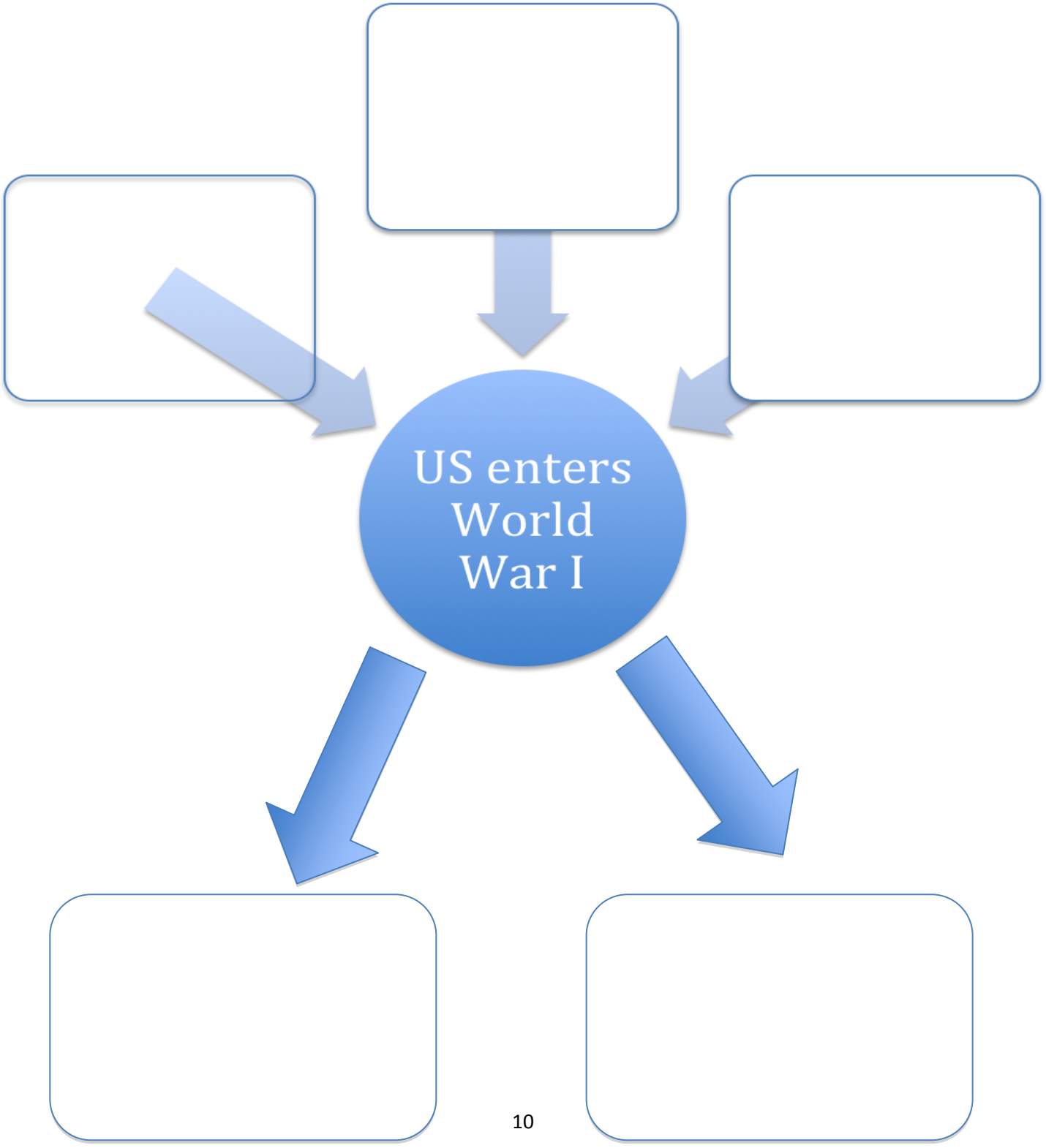
What happened to Allied rifle strength over the same period?

Conclusions: Why might Allied rifle strength have increased during 1918?

What effect does the US appear to have had on the war?

Graphic Organizer

Complete the graphic organizer with several different reasons why the US entered into World War I, and effects that action had on the war.



Create a 6-9 panel storyboard/ cartoon that shows AT LEAST 2 reasons why the US fought in World War I, and AT LEAST 2 effects that action had on the war. Each storyboard/ cartoon frame should have dialogue (what people are saying) AND a description of what's happening. Be sure to explain **how** the event affected the United States' involvement in the war.

Image	Dialogue
	Action/ What's Happening
	Explanation- How is this a cause or effect?

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Image	Dialogue

	Action/ What's Happening
	Explanation- How is this a cause or effect?

Rubric Skill/ Content Assessment

	Blue (Advanced)	Green (Satisfactory)	Yellow (Developing)
Content Knowledge	At least 85% of events identified are causes/ effects of war.	At least 70% of events depicted are causes/ effects of war.	Fewer than 70% of events depicted are causes/ effects of war.
Content Knowledge	At least 85% of events are correctly and thoroughly explained.	At least 70% of events depicted are correctly and thoroughly explained.	Fewer than 70% of events depicted are correctly and/or thoroughly explained.
Skill Application	No 'miscategorizations'-- causes incorrectly identified as effects; no effects incorrectly identified as causes.	At most one event is placed in the wrong category.	More than one cause/ effect is incorrectly categorized.
Skill Application	At least 85% of "how" explanations are clearly and correctly tied to US involvement in the war.	At least 70% of "how" explanations are clearly and correctly tied to US involvement in the war.	Fewer than 70% of "how" explanations are clearly and correctly tied to US involvement in the war.
Work Habits	Storyboard 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: 1. Storyboard is totally completed 2. Submitted on time 3. Clear evidence of thorough, thoughtful completion 4. Evidence of creative/ complex thinking	Student has achieved fewer than 3 of the following: 1. Storyboard is totally completed 2. Submitted on time 3. Clear evidence of thorough, thoughtful completion 4. Evidence of creative/ complex thinking
Totals for each category:			
Overall rating:			