

### Lesson Plan

<b>Unit:</b> 19 <sup>th</sup> Century/ World War I		<b>Designer:</b> Hampton Roads Naval Museum	
<b>Lesson</b> _1_ of _3_	<b>Topic:</b> Reasons for US Involvement, WWI	Teaching Date:	
<b>Subject/ Course:</b> US II: 1865 to Present	<b>Grade Level:</b> Middle School	<b>Time Frame:</b> Approx. 90 min	

Context: This is the first of a three-lesson set designed to completely cover SOL USII.5c. This lesson’s content focuses on the reasons why the US abandoned neutrality to join the Allies in WWI, and the skill focus is on analysis of maps and charts, using the 3TC map analysis strategy.

<p style="text-align: center;"><b>SOL Objectives</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>USII.1a: Analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history</li> <li>USII.1f: Determining relationships with multiple causes or effects in United States history</li> </ul>	<p style="text-align: center;"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Given primary and secondary source maps and charts, students will use map analysis strategy in order to correctly explain reasons for US’ involvement in World War I in 3 of 4 maps/ charts.</li> </ul>
<p style="text-align: center;"><b>Materials and Resources</b></p> <ul style="list-style-type: none"> <li>Warm-up</li> <li>WWI video (YouTube links given)</li> <li>Isolationism images</li> <li>3TC source sets</li> <li>CLOZE notes paragraph</li> <li>Exit ticket/ closure map</li> </ul>	<p style="text-align: center;"><b>Essential Question(s)/ Understandings</b></p> <ul style="list-style-type: none"> <li>The United States’ involvement in World War I set the stage for it to emerge as a global superpower later in the twentieth century.</li> <li>Why did the United States join World War I?</li> </ul>

Time Breakdown:

Warm-up: 5-7 min

A-set/ hook: 7-10 min

Isolationism/ neutrality discussion: 7-10 min

3TC Strategy model/ whole group practice: 7-10 min

3TC guided/ group practice: 35-45 min

Notes summary: 5-7 min

Exit ticket/closure: 5-7 min

Instructional Procedures:

**Warm-up:** Students will analyze cartoon from previous section, SOL USII.5b, on the Roosevelt Corollary to the Monroe Doctrine. Teacher may choose to collect warm-up or debrief answers with students.

**A-set/ hook:** Teacher should summarize the situation in Europe at the outbreak of WWI for students. Several suggested videos are listed below, but teacher may choose an alternate method to introduce students to the alliances and major events (e.g., assassination of Archduke Ferdinand) of 1914. (If time/ student ability permits, there is an excellent simulation for students, called the “7 causes game,” that challenges them to try and find a way to avoid the outbreak of war. (Simulation can be found online at [www.johndclare.net/Games/CausesWWI Game.doc](http://www.johndclare.net/Games/CausesWWI_Game.doc)).

**Isolationism/ Neutrality Discussion:** Present and have students analyze the two neutrality images; have students discuss what the vocabulary (isolationism, neutrality) means, and note how the ideas are very different from the Roosevelt Corollary idea of foreign policy shown in the day’s warm-up.

**Model- 3TC map/ graph analysis:** Use alliance map from WWI to introduce students to 3TC map analysis strategy. (Another map/ graph analysis strategy may be used if you already have one). 3TC stands for Title, Text, Trends, Conclusions, and is a systematic way of looking at tables, graphs, charts, and maps to analyze elements and draw useful conclusions from them. The first thing students should look for on the map is a title, from which they extrapolate the kinds of information that they are likely to find in the source, the time period it covers, etc. It is essentially a way of orienting them to the source. Next is “Text,” where students focus on keys, pull-outs, sidebars, and other labels on the source. This gives students a surface-level understanding of the facts shown in the source. The third “T,” “Trends,” gets students looking for patterns, trends, or overall themes in the data. These types of questions usually get students to begin making connections between the data and the topic at hand, and require some application-level thinking. Finally, students make or evaluate conclusions based on the data from the source. These are the ‘big-picture’ ideas and require more thought to answer. As an alternative, you could also present students with a short list of conclusions, and ask them to select the ones that are supported by the source.

**Guided/ group practice:** This activity may be adjusted based on teacher preference, time, and student ability. There are four source sets for students to analyze using the 3TC strategy (or another strategy of your choice). If students are struggling, some or all of these sources can be analyzed as a whole group; alternatively, students can be divided into pairs/ small groups to work through the sources together. If time is particularly short, this activity can be turned into a modified jigsaw, where each group analyzes one source and shares with members of the other groups or the whole class. Teacher should monitor/ debrief with the class to ensure that they have correctly identified the reasons that the US joined WWI, as presented in the sources. However, the teacher may use any method preferred for this.

**Notes summary:** Students are given a CLOZE passage of the key ideas from the day’s lesson. An optional word bank for the paragraph is provided. Passage may be debriefed or collected to grade, as desired.

**Exit ticket/closure:** Students will use provided map and information from the previously analyzed sources to answer the given questions. Teacher may adapt the closure/ exit ticket questions to whatever format best suits the class (written on index cards, post-its, shared orally, etc.).

Assessment	
Formative <ul style="list-style-type: none"><li>• Warm-up (previous learning)</li><li>• <b>3TC analysis of given sources- Daily objective</b></li><li>• CLOZE notes passage</li><li>• Exit ticket/ closure</li></ul>	Summative <ul style="list-style-type: none"><li>• <i>Found in lesson 3 of this section</i></li></ul>

Attachments:

- Warm up (Roosevelt Corollary)
- YouTube links, suggested WWI videos
- Isolationism/ neutrality images
- 3TC source sets (model map + 4 additional source sets)
- CLOZE notes paragraph & word bank
- Exit ticket/ closure map and questions

Warm-Up:



image source: [http://diazsocialstudies.org/ahistory\\_units\\_2.htm](http://diazsocialstudies.org/ahistory_units_2.htm)

<p>1. Who is pictured in this political cartoon?</p> <p>What is he holding?</p> <p>What is he pulling?</p>	<p>2. What type of foreign policy is shown in this cartoon? How do you know?</p>
<p>3. Explain what this type of foreign policy means. What did the US say it would/ could do?</p>	<p>4. Do you think that this cartoonist supports or disapproves of this type of foreign policy? Use evidence from the cartoon to support 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>

Discussion Questions: Do you think the US wanted to join this war? (Think about the Roosevelt Corollary to the Monroe Doctrine/ Big Stick Diplomacy).

**Intro/ discussion section-** contrast the Roosevelt Corollary to ideas of isolationism/ neutrality prevalent at the beginning of WWI.

Images to show students to introduce idea of isolationism/ neutrality—images are technically related to WWII, but can be used for WWI as well. You may wish to highlight the visual similarities between the warm-up and the “All out aid to our allies” cartoon below, and discuss the different meanings behind them.



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



image source: <https://www.mtholyoke.edu/~le20j/images/neutrality1.jpg>

Discussion Questions: What has changed in how the US wanted to deal with foreign countries between the Spanish-American War and the beginning of WWI? Did the US want to join in World War I?

## Skill Introduction & Modeling: Map/Chart Analysis (3TC)

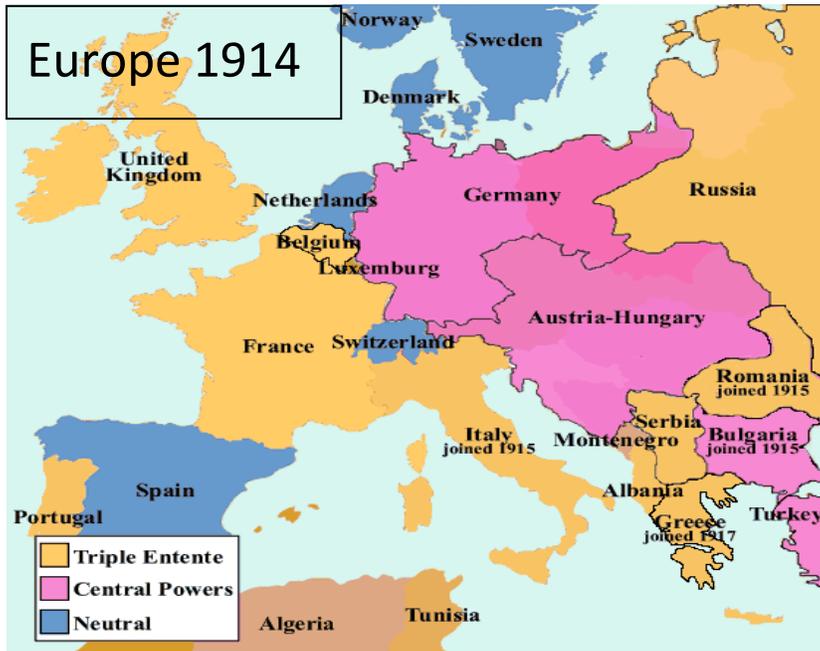


Image source: <http://www.nationalarchives.gov.uk>

Title: What is the title of this map?

What kind of information will this map give us?

Text: Which countries were part of the Triple Entente?

Which countries made up the Central Powers?

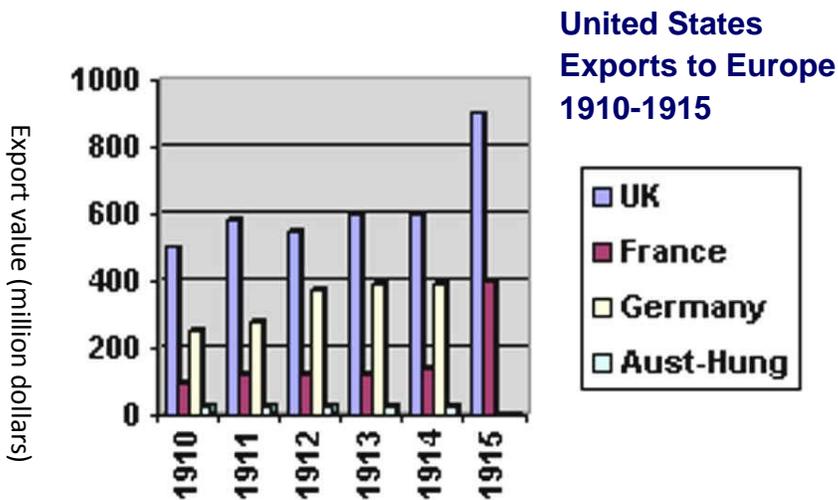
Trends: Why might Austria-Hungary and Germany have been allies in this conflict?

Which group has the most member countries? The fewest?

Conclusions: Do you think the Triple Entente or the Central Powers were more likely to win this war? Why?

Which group might the US be most likely to join? Why?

**Source 1: US-European Trade Graph**



Title: What is the title of this chart?

What type of information will this graph give us?

Text: How many million dollars worth of exports did the US send to the UK (Britain) in 1910? In 1915?

How many million dollars worth of exports did the US send to Germany in 1910? In 1915?

Trends: World War I began in the fall of 1914. What changes do you notice in US exports to Europe after that date?

Conclusions: Was the US helping the Triple Entente or the Central Powers?

According to the information in this graph, why didn't the US stay neutral in World War I?

Image source:

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

## Source 2: Map of German Blockade Zone, 1915

Title: What is the title of this map?

What type of information will this map tell us?

Text: What does the shaded region on the map represent?

What do the crosses/ plus signs indicate?

What happened to the *Lusitania*?

Trends: How many American ships (Am.) were attacked by German submarines?

Which countries were affected by the Germans' blockade?

Conclusions: Why did the Germans choose to blockade England and France but not Norway and Denmark?

According to the information in this map, why didn't the US stay neutral in WWI?



Image source: <http://ww1blog.osborneink.com/?p=5580>

Source 3- Sinking of the RMS Lusitania (Newspaper and Data Table)



1. What type of source is this?  
Where did it come from?
2. What was the Lusitania?
3. What happened to it?
4. Where did this event occur?
5. Why would the US be worried about this event?

Image source: [http://diazsocialstudies.org/ahistory\\_units\\_2.htm](http://diazsocialstudies.org/ahistory_units_2.htm)

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.rmslusitania.info/people/lusitania-victims/>

Title: What is the title of this chart?

What type of information will this chart give us?

Text: How many countries had citizens on board the *Lusitania*?

How many Germans died on the *Lusitania*?

How many Americans died?

Trends: Which countries from the Central Powers lost citizens when the *Lusitania* sank?

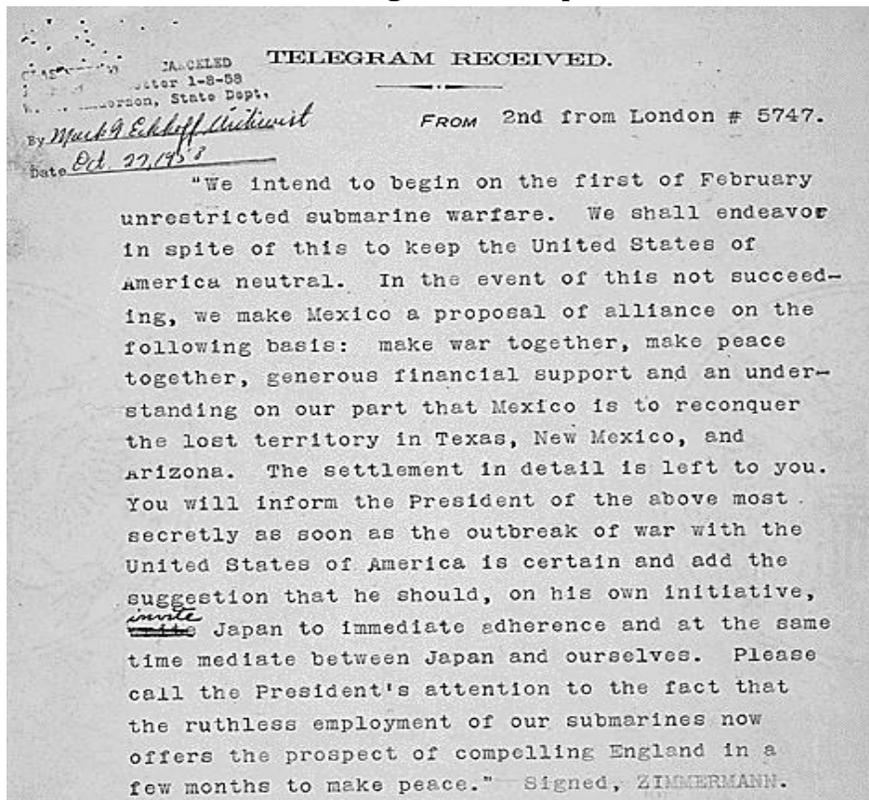
Which neutral powers lost citizens on the *Lusitania*?

What about the Triple Entente/ Allied powers?

Conclusions: Which countries did the sinking of the *Lusitania* affect the most? Why?

According to this information, why didn't the US stay neutral in World War I?

## Source 4- Zimmermann Telegram and Map



1. During the beginning of World War I, what country had been conducting submarine warfare?
2. Which country is likely sending this telegram?
3. Where is this telegram being sent?
4. What is Mexico being asked to do?
5. What is this country promising to give Mexico in return?
6. Why would the US be worried about the content of this telegram?
7. Why is this called the Zimmermann telegram?

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



- Title: What is the title of this map?
- What type of information will this map give us?
- Text: What time period does this map show? (How many years before World War I is this?)
- What does the tan shaded region show?
- Trends: What areas did the US win from Mexico in this war?
- Conclusions: Why might Mexico want to consider the conditions of the Zimmermann telegram?
- According to the information in this telegram and map, why didn't the US stay neutral in WWI?

## Summary/ notes:

World War I began in \_\_\_\_\_ in \_\_\_\_\_. In this conflict, Serbia was joined by \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ in the fight against \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (Ottoman Empire). Serbia and her allies were known as the \_\_\_\_\_ Powers, and Austria-Hungary and her allies were called the \_\_\_\_\_ Powers. At the beginning of the war, the United States remained \_\_\_\_\_, but did not stay that way.

The United States had close \_\_\_\_\_ and political ties to Great Britain, and \_\_\_\_\_ with Britain much more than Germany once the war began. Also, the Germans were using their \_\_\_\_\_ to set up a \_\_\_\_\_ around Britain and France. These submarines \_\_\_\_\_ American, British, and other countries' ships, causing many casualties. The most famous example was the sinking of the \_\_\_\_\_, a British ship that had many Americans on board. Finally, the United States could not stay neutral in the war because of the \_\_\_\_\_ sent to Mexico. In the telegram, Germany promised Mexico that they could have \_\_\_\_\_ back if Mexico promised to be their \_\_\_\_\_. For all of these reasons, the United States finally joined the \_\_\_\_\_ Powers in \_\_\_\_\_.

### Optional Word Bank for summary:

1914	1917	Allied/ Entente	Allied/ Entente	Ally	Attacked	
Austria-Hungary	Belgium	Blockade	Britain	Bulgaria	Central	
Economic	Europe	France	Germany	Lusitania	Neutral	Russia
Submarines	Texas	Traded	Turkey	Zimmermann Telegram		

### Source for Exit Ticket/Closure:

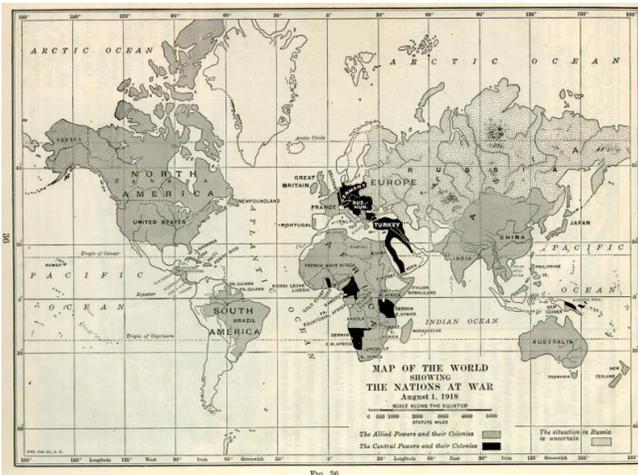


Image source: <http://edsitement.neh.gov/lesson-plan/united-states-entry-world-war-i-documentary-chronology-world-war-i#sect-introduction>

Question for Students: Which alliance did the United States join when they decided they could no longer stay neutral during World War I? Why did they join that particular alliance? Give at least 3 reasons.

Do you think that these were good reasons for the US to fight? Explain your answers. Why or why not?

