

## UNIT FIVE

<b>Title:</b> The Great War	<b>Subject/Course:</b> Social Studies	<b>Length:</b> 2 weeks
<b>Topic:</b> World War I	<b>Grade:</b> 6 <sup>th</sup>	<b>Designer:</b> Tina Bufford
<b>UNIT GOALS AND EXPECTATIONS</b>		
<p><b>IMPORTANT CONCEPTS:</b>            There is rarely a single, obvious cause to a complex historical event.</p> <p>Technological advances affected society.</p> <p>The effects of war reach beyond the country or countries involved.</p> <p>Resolutions of war can often lead to more complications.</p>	<p><b>ESSENTIAL QUESTIONS:</b>            What were the causes of WWI?</p> <p>How did technology change the way wars are fought?</p> <p>How does war change a world, nation, community, individual?</p> <p>Should there be consequences for starting a war? Why or why not?</p>	
<p><b>STUDENT LEARNING EXPECTATIONS:</b></p> <p>H.6.6.7 Analyze the impact of World War I on daily life in the United States.</p> <p>H.6.6.16 Explain the events that led to the United States involvement in WWI.</p> <p>H.6.6.17 Examine the Treaty of Versailles that ended World War I and the creation of the League of Nations.</p>	<p>H.6.6.11 Analyze the scientific and technological innovations that affected society in the mid to late 20<sup>th</sup> century.</p> <p>G.1.6.9 Compare the location of specific <i>places</i> on both maps and globes</p> <p>C.5.6.6 Analyze significant examples of music from various periods of United States history</p>	
<p><b>SPECIFIC DECLARATIVE KNOWLEDGE-What I know</b></p> <p>Identify the causes of World War I.</p> <p>Understand the causes and effects of the United States becoming involved in World War I.</p> <p>Understand the purpose of the Treaty of Versailles.</p> <p>Understand the impact of technology in war and at home.</p>	<p><b>SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do</b></p> <p>Interpret maps and globes</p> <p>Interpret propaganda</p> <p>Compare/contrast information using a T-chart</p> <p>Summarize information</p>	
<b>UNIT ASSESSMENTS</b> (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)		
<ol style="list-style-type: none"> <li>1. Create WWI foldable</li> <li>2. Complete WWI map worksheet</li> <li>3. Complete and present RAFT assignment</li> <li>4. Complete propaganda analysis</li> <li>4. Complete WWI writing prompt</li> </ol>		

<b>Traditional Assessments:</b> WWI Multiple Choice/Open Response Quiz WWI Assessment	<b>Other Evidence of Learning:</b> Oral questioning Daily reflection Bellringers
---	---

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p><b>Unit Information:</b>            This is a 2-week unit of instruction in which students will examine the causes and effects of World War I. Students will learn why the United States had to abandon their policy of isolationism and become involved in this war. Students will learn how new technologies developed during WWI changed how wars were fought and the impact of this war on the United States and other countries. The students will understand the importance of the Treaty of Versailles and the role it played leading to WWII.</p> <ol style="list-style-type: none"> <li>We will discuss as a class the term "ally" and what it means to the students.</li> <li>Students will create a foldable to be used throughout this unit.</li> <li>Students will view a PowerPoint on WWI and complete a tab in their foldable.</li> <li>Students will work in pairs to locate the countries discussed in the PowerPoint and listed in their foldable on their globes and maps.</li> <li>Students will review the MAIN causes of WWI.</li> <li>Students will view a PowerPoint on WWI and complete a tab in their foldable.</li> <li>Students will work in cooperative groups to complete a RAFT assignment</li> <li>Students will present their RAFT assignment to the class.</li> <li>Students will view a video on WWI weapons and technology and complete a tab in their foldable.</li> <li>The students will listen to and analyze the WWI song "Over There"</li> <li>The students will listen to "The Christmas Truce Story".</li> <li>The students will complete a WWI quiz.</li> <li>Students will view a PowerPoint and complete a T-chart on their foldable comparing and contrasting America before and during WWI.</li> <li>After modeling a propaganda analysis, students will work in cooperative groups to analyze different propaganda posters.</li> <li>Students will complete a 3 X 3 on their knowledge of WWI and use that information to write a paragraph.</li> <li>Students will pairs read textbook pages 279 &amp; 280 and summarize the ending of WWI.</li> <li>Students will complete their foldable to be used as a study guide.</li> <li>The students will complete an assessment demonstrating their knowledge of WWI.</li> </ol>	<p>Colored paper, sharpies</p> <p>PowerPoint "WWI: The Beginning"</p> <p>Globes</p> <p>Map worksheet</p> <p>PowerPoint "WWI: America Enters"</p> <p>RAFT assignment and rubric</p> <p>United Streaming Video, "Weapons and Technology of WWI"</p> <p>"Over There" song and lyrics</p> <p>Christmas Truce story</p> <p>WWI quiz</p> <p>PowerPoint "Americans and World War I"</p> <p>Propaganda posters, analysis sheets, rubric</p> <p>Writing rubric for WWI paragraph</p> <p>Scott Foresman textbook</p> <p>WWI assessment</p>
<b>Career Connections</b>	
<p>Soldier, cartoonist, writer, historian</p>	