**WWI UNIT**

**Lesson #1**

**Neutrality and M.A.I.N.**

**Grade Level: 11th Grade**

**Subject(s) Area: US History**

**Materials Needed:**

* Paper
* Large Classroom Style Post-it Notes
* Markers

**Standards:**

Primary Standard

9–12.2.3 Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., **neutrality**, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)

Secondary Standards

9–12.2.2 Evaluate the impact of various factors that led to the transformation of the nation (e.g., **imperialism**, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment

**Objectives:**

* Students will be able to identify some of the advantages and disadvantages of the concept of neutrality within conflict.
* Students will be able to collaborate with their peers to distinguish examples that relate to Militarism, Imperialism, Nationalism, and Alliances.
* Students will be able to construct a rational prediction of the consequences of implementing Militarism, Imperialism, Nationalism, and Alliances.

**Learning Activities:**

* Introducing the Topic
  + As students enter the room to begin class, inform them that they are to look onto the board for directions while waiting for the bell. Write on the board for students “Please pull out a full piece of a paper and divide the sheet into two halves (hot dog style). Label 1 half *Advantages* and the other half *Disadvantages.”*
  + Once the class period begins and every student has a correctly labeled piece of paper in front of them, instruct them to make a list of the advantages and disadvantages of remaining neutral within a conflict. Use an analogy of staying neutral between two of your friends arguing and what the advantages or disadvantages might be.
    - Then ask student volunteers share some of their ideas on their list to the class. Write down a few of these ideas on the front board.
    - Approx. 2-5 min.
  + Now ask the students to do the same thing and make a list of the advantages and disadvantages of remaining neutral *During a Major War.*
    - Again, call for volunteers and write down key ideas on the front board.
    - Approx. 2-5 min.
  + Present the idea of *Neutrality* (definition:  *the state of not supporting or helping either side in a conflict, disagreement, etc.; impartiality)*
  + Explain to the students that throughout this unit, they will be analyzing the concept of Neutrality of the US in World War I. Lastly, explain to them in order to determine if the US should have entered WWI, they must first know how WWI started, escalated, and what were some of the main causes of the conflict.
* Carousel Brainstorming
  + On the four walls of the classroom, depict the terms (***Nationalism*** *- The strong belief that the interests of a particular nation-state are of primary importance,* ***Imperialism*** *- the policy of extending the rule or authority of an empire or nation over foreign countries, or of acquiring and holding colonies and dependencies,* ***Militarism*** *- philosophy or system that places great importance on military power., and* ***Alliances*** *- a formal agreement or treaty between two or more nations to cooperate for specific purposes.)* with their corresponding definitions on large, classroom style post it notes in preparation for Carousel Brainstorming activity.
  + Arrange the class in groups of 4 of 4-6 students (depending on class size) with heterogeneous members. Instruct them that they can form their own groups but must have an equal ratio of boys and girls.
  + Once groups are formed, assign each group to term that they will start at. Tell the students that they will rotate to the term to their write when instructed to. At the post-it note, the groups will have a few minutes to:
    - Read the definition of the term.
    - Write a few examples of each term.
    - Write how it may connect to or affect one of the other 3 terms.
      * Explain to them that they are to agree on one member to do the writing at each station
      * Instruct them that they are to write legibly so other groups can read what has been written.
        + Approx. 5 minutes at each term.
  + When every group has had enough time at each term, call the students back to their seats.
  + Next, cold call a few students and ask them what are some examples that they came up with and how did their examples connect to other terms around the room.
    - Call on a few other students until some good examples are provided.
* Exit Slip
  + If time allows, instruct the students that they are to pull out a piece of paper and write a brief essay in which they provide some generalizations or predictions about some of the consequences that become possible when establishing each of the four factors described in the class period (Nationalism, Imperialism, Militarism, and Alliances).
  + If short on time, instruct the students that they are to finish the brief essay at a later time that day and bring it for the entrance slip for the next class period.

**Assessment:**

* Students will be assessed on their completion and participation on the notes of advantages and disadvantages as well as Exit/Entrance slip.
* Students will be assessed on participation of collaboration during carousel brainstorming.
* Students will be assessed on the effectiveness and reflective analysis of the predicting essay.

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| --- | --- | --- |
|  | Possible Points | Points Recieved |
| 1. Student completed and turned in Advantages and Disadvantages notes. | 1 |  |
| 1. Student completed and turned in reflection essay. | 1 |  |
| 1. Student wrote in complete sentences with clear and well-constructed sentences. | 3 |  |
| 1. Student participated within the class period activities. Prepared advantages and disadvantage list, aided group in development of examples for coinciding terms, and was engaged and attentive during the class period. | 5 |  |
| 1. Students fully completed a brief prediction essay using well thought out predictions that related back to the terms and examples. Student successfully made an academic prediction of what the consequences may have resulted in by establishing the four given terms. *(Nationalism, Imperialism, Militarism, Alliances)* | 10 |  |

**WWI Unit**

**Lesson #2**

**Causes of WWI**

**Grade Level: 11th Grade**

**Subject(s) Area: US History**

**Materials Needed:**

* Alliances Map Handout
* WWI PP Slides 1-11

**Standards:**

Primary Standard

9–12.2.3 **Trace the causes**, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)

Secondary Standards

9–12.2.2 Evaluate the impact of various factors that led to the transformation of the nation (e.g., imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment

**Objectives:**

* Students will be able to trace the causes of the Great War by distinguishing the factors that contributed. (nationalism, alliances, militarism, imperialism, and the assassination of Franz Ferdinand)
* Students will be able to distinguish between the two sides of the Great War and what countries were involved.
* Students will be able to provide a rationale on how the Great War spiraled out of control so quickly.
* Students will be able to infer and generalize how weapons technology may have looked like during the Great War.

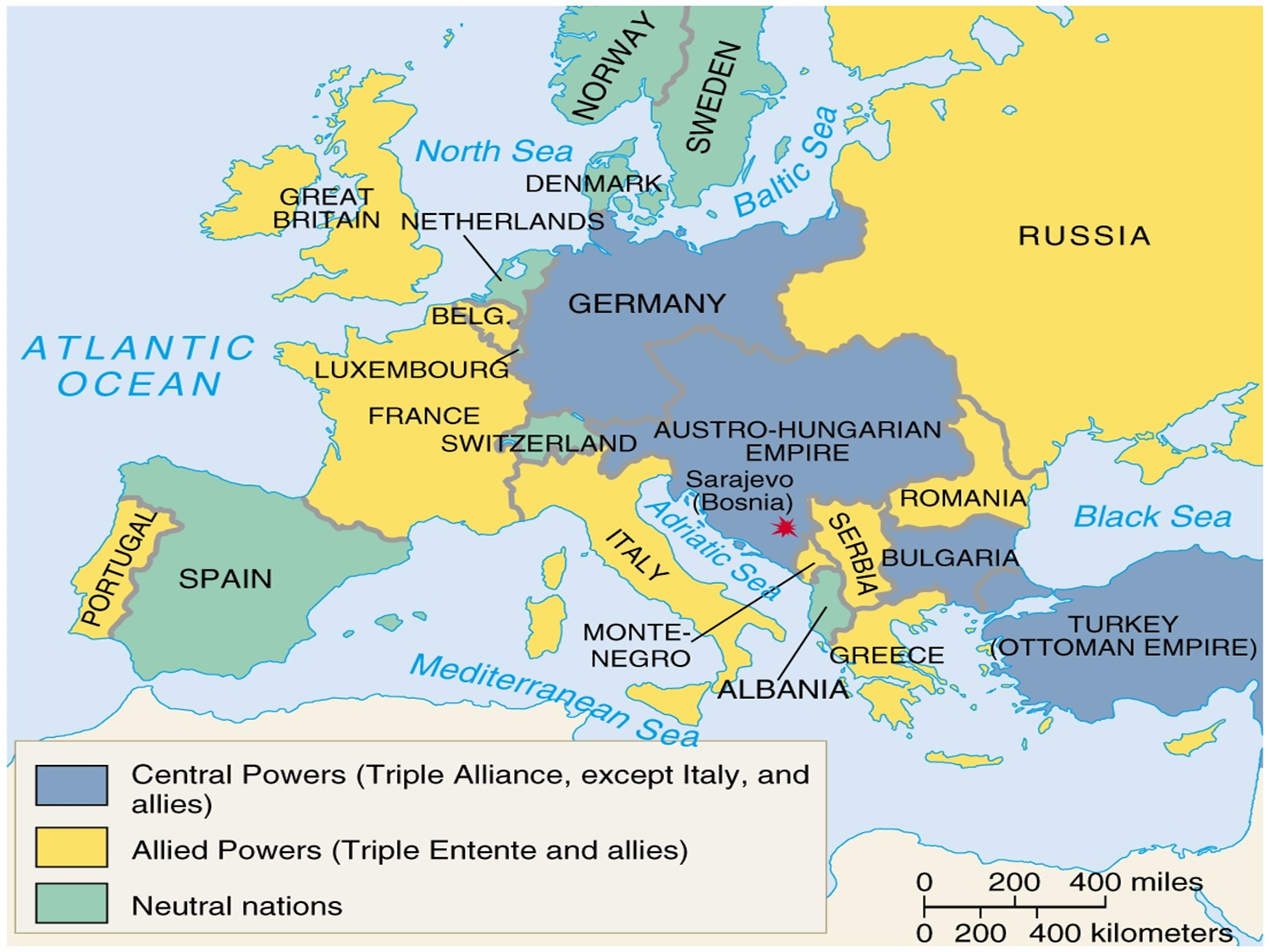
**Learning Activities:**

* Before class, print out enough copies of the alliances map attached to the bottom of the lesson plan for each student.
* Anticipatory Set
  + Exit/Entrance Slip
  + As students enter the room, instruct them to read the directions on the board. Before class write on the front board and layout turned in prediction essays if finished before the end of the precious class:
    - Please bring out your prediction essays that were assigned at the end of class/ Please come to the front and grab your prediction essay from the stack.
    - On the same page, answer the question: What factor (nationalism, imperialism, militarism, and alliances) do you believe was the most important in causing “The Great War” (WWI) and Why?
      * If a student has not finished their essay, explain to them that they are to look over the assignment once more and will have a few minutes to generalize their beliefs of the prompt and will be called upon to report out to the class.
      * In addition, students are to come see you during prep or after school for additional inquiry to receive full credit.
  + When the class period begins, be sure to give ample amount of time for every student to answer the question on the board thoughtfully.
* Causes of WWI “The Great War”
  + As students are finishing the board question, handout the printed alliances map to every student in the classroom
    - While distributing the handout, give a quick check to ensure every student has answered the question and clarify any questions that may arise.
  + When everyone is seemingly finished with the question, describe to the students that WWI can be very confusing to keep track of what nation is on what side. Instruct them that the handout is a visual aid that they can use to keep track of what nations are a part of which alliances.
  + Bring up the WWI PP on the board
    - Slide #1 – explain to the students that although we know it as World War I, during the time period it was knows as the “The Great War”
      * AKA – “The War to End All Wars”
      * Make an inference that WWII made “The Great War” into WWI
    - Slide #2-5 – Recover the four causes of WWI (Nationalism, Imperialism, Alliances, and Militarism) taught in the previous class.
      * Tie the factors together to be seen as one concept
        + Ex. Nationalism led to rivalry which led to Militarism that caused expansion into imperialism which caused Alliances to be formed.
    - Slide #6 and #7
      * Describe how the factors led to strict Alliances
        + Triple Alliance and Triple Entente
      * Describe how these are the preliminary sides and different and separate, but led into the Central and Allied Powers.
        + Remind them they can look on to the visual map handout for clarification.
      * Ask the students, why may some countries be not be in the Triple Alliance or Triple Entente, but are a part of the Central and Allied Powers?
        + Bring the students along to the point that some countries were not a part of the conflict yet and remained neutral and that it will be deciphered later in the unit.
    - Slide #8 and #9
      * Explain that the assassination of Archduke Franz Ferdinand is considered the spark that started WWI. Ask the students why that might be?
        + Pull a few ideas from the class by cold calling students
      * Get the students to the point of understanding that the Assassination of Franz Ferdinand caused Austria’s alliances to get involved, which caused the out stretched imperialistic colonies to get involved, and the other factors described that were built up for decades, came spiraling down with this one incident.
      * Describe what countries declared war on who with slide #9
    - Slide #10
      * Describe the timeline of how quickly War spread throughout Europe as countries declared war forcing other countries to.
  + Lastly, Explain to the students that all of this happened in a short 5 weeks and now most of Europe is at war with the entire world watching.
* Entrance Slip/Handout Prompt
  + Instruct the students that they are to go back to the question that was answered at the beginning of class and respond to their own writing. Were your predictions correct? Why or Why Not?
  + While the students are quickly responding to their own writing, Handout the Attached Prompt for the next activity.
* Classroom Activity – News Report Home
  + For this activity, students will need to be paired in heterogeneous groups of 4-6 depending on class size. Prepare groups with students that were seemingly focused during lecture with those that were seemingly tentative and distracted. This will ensure cooperation within the content.
  + Once students are in groups, advise them that they are to read aloud the prompt to their group and follow the instructions
  + Students are to work in their groups on their newspaper article for the remainder of the class period
  + Be sure to walk around giving clarification on what is expected, answering any questions that may arise, and providing possible answers to help students progress with brainstorming as well as article formation.
  + If time is limited, allow students to briefly finish for the next class periods within their groups.
  + Ask students to turn in their entrance/exit slip developed throughout the class period on their way out the door.

**Assessment:**

* Students will be assessed on their completion and participation on the anticipatory set question for their entrance slip.
* Students will be assessed on participation of collaboration during News Report Home activity.
* Students will be assessed on the effectiveness and reflective analysis of the News Report Home Activity.

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| --- | --- | --- | --- | --- | --- |
|  | Strongly disagree/ No | Disagree | Neutral | Agree | Strongly Agree/ Yes |
| Student completed and turned in Entrance/Exit Slip on time. Student answered the question on the board thoughtfully and responded to their own questions correctly and proficiently | 1 | 2 | 3 | 4 | 5 |
| Student participate and collaborated with their designated group by giving ideas and examples that contributed to the News Report Home activity. | 1 | 2 | 3 | 4 | 5 |
| The group’s News Report Home article was well written with few grammatical errors and provided proficient and thoughtful thinking throughout. | 1 | 2 | 3 | 4 | 5 |
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|  |  |  |  |  |  |
| Possible Points |  |  |  | \_\_\_\_\_\_\_ | 15 |

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News Report Home

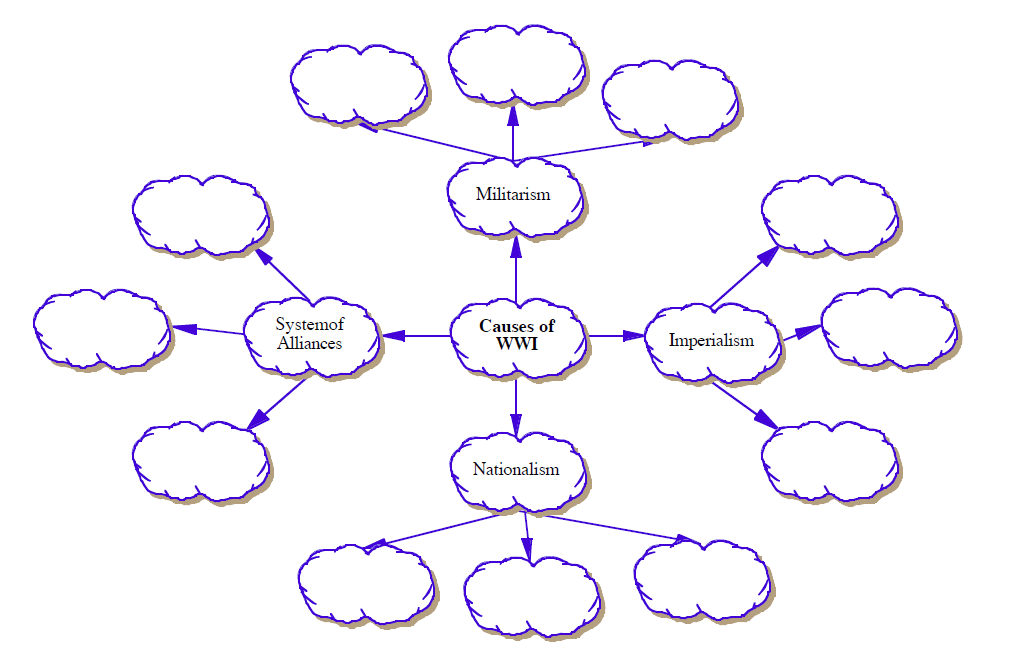
The year is 1914. The model T automobile was created only 6 years ago. The electronic cash register was developed only 3 years ago and the modern zipper was invented last year. You and your group are news reporters from the US asked to document the wars progression. Your boss has asked you to describe what the tension is like in Europe and what this might mean for the US. Your boss as also asked you to describe what the War looks like as far as conflict and weapons technology.

**Directions:** Within your group, brainstorm on what it might have been to be a US citizen during 1914. Were people nervous, scared, or calm? What does Europe engulfed in war mean for the US? Lastly, think about what the war may have looked like in 1914. What weapons or tactics were used? When finished, write a newspaper article based on your ideas.

Distinguish one person to write and one person that will present their article in front of the class during the next class period.

Reminder: Article needs to be in complete sentences with limited grammatical errors. Remember this is a newspaper article. All students must contribute with brainstorming and article formation to gain full credit.

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**WWI Unit**

**Lesson #3**

**Causes of WWI**

**Grade Level: 11th Grade**

**Subject(s) Area: US History**

**Materials Needed:**

* PP Slides
* Weapons Technology Articles (Tank, Chemical Gas, Flamethrowers, Machine Gun

**Standards:**

Primary Standard

9–12.2.3 Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, **military technologies**, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)

Secondary Standards

9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate and synthesize information)

**Objectives:**

* Student will be able to identify the creation, use, and devastation of various military technologies used throughout WWI
* Students will be able to draw conclusions of their researched military weapon in regards of WWI.
* Student will be able to create an informational product based on the military technology chosen.

**Learning Activities:**

* Anticipatory Set
  + Before class, setup the informative articles about weapons technology (Flamethrower, Chemical Gas, Tanks, and Machine Gun) in four separate corners of the room in separate piles.
  + On the front board write:
    - Please bring out your *News Report* *Home* article that was assigned during the last class period. Discuss with your neighbors what your article was about and what you were trying to portray within your article. When finished have a turn and talk with a neighbor and discuss what warfare may have looked like in 1914 (Weapon technology, # of soldiers, etc.)
  + As students walk in to the classroom, instruct them to read the board in begin the activity explained.
  + After all students have entered the room and have had a chance to have a turn and talk, begin the class by cold-calling on a few *students* to see what they believed warfare looked like in 1914.
  + Then, bring up the *WWI PP* and begin on slide #11
  + The slides are simply to offer students visual images of weapons technology, and to give very brief information on the weapons in preparation of class activity.
  + This should take no longer than 5-8 minutes.
    - Slide #11 – Explain to the students that WWI was considered a revolution of warfare technology and that there was several advances in weapons used. It could be used by one soldier and have the effectiveness of a dozen soldiers. Changed modern warfare forever.
    - Slide #12 – Explain how WWI was the first major conflict that the Machine Gun was used
      * Slide #13-14 – Show the pictures of machine gun
      * Slide #14– Explain to the students when the war began Germany had a plan called the *Schlieffen Plan –* Plan was to rush into France and take over as fast as possible – The Machine Gun stopped this plan from working
    - Slide #15-17– Chemical Weapons such as chlorine and mustard gas were used first in WWI. Gas masks had to be worn all the time.
    - Slide #18-19 – U-boat Submarines were Germany’s secret and controlled the oceans
    - Slide #20 – Airplanes were clumsy and unreliable
    - Slide #21-22 – Flamethrowers were destructive and considered inhumane.
    - Slide #23-24 – Tanks were powerful and changed warfare for decades to come.
  + After the slides, instruct the students that they are going to be able to select a WWI weapon or technology that interests them and be able to produce a product in this class activity.
  + Direct the students to the articles scattered in the four corners of the room and they can now grab an article that they feel interested in and return back to their desks
  + Once they have their articles, instruct them that they will need a highlighter or some utensil that they will be able to annotate with.
  + Direct the students to return to the corner in which they got their corresponding article and instruct them that they are going to collaborate with their peers that also selected the same article and group annotate the article. Instruct them they are to find factors throughout the article that are:
    - Informative in:
      * Creation
      * Use
      * Result of Use
    - Interesting
  + Allow around 10-15 minutes
  + While students are annotating, progress around the room handing out the rubric for the formative assessment while answering questions or aiding students.
  + When finished students are to return to their seats in begin reading the direction and rubric for formative assessment. (See Rubric Attachment)
  + Provide exemplar examples if available
  + Allow students to work on their products for the remainder of class and help answer questions when needed.
  + Depending on which day this lesson is taught: Assignment is due 3 days after assigned at the beginning of the class period.
    - Some time to work on product may be available in the next two class period
  + Lastly, inform the students that they are to view their email or any way of online access and watch the short JING video that will be shared with them. The JING URL is: <https://www.screencast.com/t/kpyh3CbB1tIK>

**Assessment:**

* Students will be formatively assessed based on the WWI Weapons Technology project rubric (See attached Rubric)

**WWI Weapons Technology**

**Directions:** From the information you gathered from the selected article, you have the choice to create an informative brochure, informative essay, graphic novel, or prezipresentation that is congruent with your selected WWI weapons technology. Additional research may be needed to successfully provide adequate information. All choices must answer the questions: Who (Which country) created the weapon? Why was it created? How was it used? Was it effective? What destruction did it cause? Is a form of the technology still used in today’s warfare?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **(4) Excellent** | **(3) Good** | **(2) Almost** | **(1) Not Yet** |
| **Attractiveness & Organization**  **(Organization)** | The product has exceptional formatting and well-organized information. | The product has attractive formatting and well-organized information. | The product has well-organized information. | The product's formatting and organization of material are confusing to the reader. |
| **Content - Accuracy**  **(Ideas)** | The product has all of the required information (see checklist of questions) and some additional information | The product has all of the required information (see question checklist). | The product has most of the required information (see question checklist). | The product has little of the required information (see question checklist). |
| **Writing - Mechanics**  **(Conventions)** | Capitalization and punctuation are correct throughout the product. | Most of the capitalization and punctuation are correct throughout the product. | Some of the capitalization and punctuation are correct throughout the product. | Most of the capitalization and punctuation are not correct throughout the product. |
| Only for Brochure/Graphic Novel/Prezi Presentation  **Graphics/Pictures** | The graphics or drawings go well with the informative text and there is a good mix of text and graphics. | The graphics go well with the text, but there are so many that they distract from the text. | The graphics go well with the text, but there are too few. | The graphics do not go with the accompanying text or appear to be randomly chosen. |
| Only for Informative Essay  **Writing Skills** | Writer used descriptive, precise language, and domain-specific vocabulary to inform or explain. | Writer used descriptive, precise language, and domain-specific vocabulary to inform or explain adequately. | Writer used some forms of descriptive, precise language, and domain-specific vocabulary to inform or explain throughout the essay. | Writer failed to use descriptive, precise language, and domain-specific vocabulary to inform or explain. |
| **Assignment Completion** | Assignment was fully completed in turned in on time | Assignment was fully completed but turned in late | Assignment was turned in on time but was not completed | Assignment was turned in late and was not completed |

Possibly Points:\_\_\_\_\_\_\_\_\_\_\_/ 40

**Weapons of War - Flamethrowers**

The flamethrower, which brought terror to French and British soldiers when used by the German army in the early phases of the First World War in 1914 and 1915 (and which was quickly adopted by both) was by no means a particularly innovative weapon.

The basic idea of a flamethrower is to spread fire by launching burning fuel.  The earliest flamethrowers date as far back as the 5th century B.C.  These took the form of lengthy tubes filled with burning solids (such as coal or sulphur), and which were used in the same way as blow-guns: by blowing into one end of the tube the solid material inside would be propelled towards the operator's enemies.

The flamethrower was inevitably refined over the intervening centuries, although the models seen in the early days of World War One were developed at the turn of the 20th century.  The German army tested two models of flamethrower - or *Flammenwerfer* in German - in the early 1900s, one large and one small, both developed by Richard Fiedler.

The smaller, lighter Flammenwerfer (the *Kleinflammenwerfer*) was designed for portable use, carried by a single man.  Using pressurized air and carbon dioxide or nitrogen it belched forth a stream of burning oil for as much as 18 meters.

Fielder's second, larger model (the *Grossflammenwerfer*), worked along the same lines but was not suitable for transport by a single person, but whose maximum range was twice that of the smaller model; it could also sustain flames for a (then) impressive forty seconds, although it was decidedly expensive in its use of fuel.

Having tested the Flammenwerfer in 1900 the German army deployed it for use in three specialist battalions from 1911 onwards.

It was put to initial wartime use against the French in the south-eastern sector of the Western Front from October 1914, although its use was sporadic and went largely unreported.

The first notable use of the Flammenwerfer came in a surprise attack launched by the Germans upon the British at Hooge in Flanders.  Springing forward at 0315 on 30 July 1915 the Germans made effective use of the portable Flammenwerfer, with gas cylinders strapped to the back of the men responsible for using the instrument, a lit nozzle attached to each cylinder.

The effect of the dangerous nature of the surprise attack proved terrifying to the British opposition, although their line, initially pushed back, was stabilized later the same night. In two days of severe fighting the British lost 31 officers and 751 other ranks during the attack.

With the success of the Hooge attack, at least so far as the Flammenwerfer was concerned, the German army adopted the device on a widespread basis across all fronts of battle.  The Flammenwerfers tended to be used in groups of six during battle, each machine worked by two men.  They were used mostly to clear forward defenders during the start of a German attack, preceding their infantry colleagues.

They were undeniably useful when used at short-range, but were of limited wider effectiveness, especially once the British and French had overcome their initial alarm at their use.  The operators of Flammenwerfer equipment also lived a most dangerous existence.

Quite aside from the worries of handling the device - it was entirely feasible that the cylinder carrying the fuel might unexpectedly explode - they were marked men; the British and French poured rifle-fire into the area of attack where Flammenwerfers were used, and their operators could expect no mercy should they be taken prisoner.  Their life expectancy was therefore short.

The British, intrigued by the possibilities offered by flamethrowers, experimented with their own models.  In readiness for the Somme offensive they constructed four sizeable models (weighing two tons each), built directly into a forward trench constructed in No Man's Land a mere 60 yards from the German line.

Each was painstakingly constructed piece by piece, although two were destroyed by shellfire prior to 1 July 1916 (the start of the Somme offensive).  The remaining two, each with a range of 90 yards, were put to use as planned on 1 July.  Again highly effective at clearing trenches at a local level, they were of practically no wider benefit.  Their use was consequently abandoned.

Similarly the French developed their own portable one-man *Schilt* flamethrower, of a superior build to the German model.  It was used in trench attacks during 1917-18.  The Germans produced a lightweight modified version of their Flammenwerfer, the *Wex*, in 1917, which had the benefit of self-igniting.

**Weapons of War - Machine Guns**

The machine gun, which so came to dominate and even to personify the battlefields of World War One, was a fairly primitive device when general war began in August 1914.  Machine guns of all armies were largely of the heavy variety and decidedly ill-suited to portability for use by rapidly advancing infantry troops.  Each weighed somewhere in the 30kg-60kg range - often without their mountings, carriages and supplies.

**The Machine Gun in 1914**

The 1914 machine gun, usually positioned on a flat tripod, would require a gun crew of four to six operators.  In theory they could fire 400-600 small-caliber rounds per minute, a figure that was to more than double by the war's end, with rounds fed via a fabric belt or a metal strip.

The reality however was that these early machine guns would rapidly overheat and become inoperative without the aid of cooling mechanisms; they were consequently fired in short rather than sustained bursts.  Cooling generally took one of two forms: water cooled and, increasingly as the war developed, air cooled.  Water jackets would provide for the former (which held around one gallon of liquid) and air vents would be built into the machine gun for the latter.

Water cooled machine guns would still overheat relatively quickly (sometimes within two minutes), with the consequence that large supplies of water would need to be on hand in the heat of a battle - and, when these ran out, it was not unknown for a machine gun crew to solve the problem by urinating into the jacket.

Whether air or water cooled, machine guns still jammed frequently, especially in hot conditions or when used by inexperienced operators.

Consequently machine guns would often be grouped together to maintain a constant defensive position.

Estimates of their equivalent, accurate, rifle firepower varied, with some estimating a single machine gun to be worth as many as 60-100 rifles: a more consensual figure is around 80, still an impressively high figure.

**Simple Design**

In designing his machine gun, Hiram Maxim utilized a simple concept.

The gas produced by the explosion of powder in each machine gun cartridge created a recoil which served to continuously operate the machine gun mechanism.  No external power was needed.  His initial design, which was water cooled and belt fed, allowed for a theoretical rate of fire of up to 600 rounds per minute (half that number in practice).  It was heavy however, weighing in at 62kg.

Superiority of Defensive Warfare Technology

When established in fixed strong-points sited specifically to cover potential enemy attack routes, the machine gun proved a fearsome defensive weapon.  Enemy infantry assaults upon such positions invariably proved highly costly.

The French in particular found to their cost that the technology of defensive warfare was more advanced than that of offensive warfare.  The French pre-war military blueprint, [Plan XVII](http://www.firstworldwar.com/features/plans.htm), was founded upon a fundamental assumption of an 'offensive spirit', one which envisaged a rapid war of movement.

Early commanders, such as [Charles Lanrezac](http://www.firstworldwar.com/bio/lanrezac.htm), were dismissed for apparent failures in their implementation of the offensive spirit.  Time was to vindicate Lanrezac's doubts.

The British similarly found to their repeated cost the futility of massed infantry attacks against well-entrenched defensive positions protected by machine gun cover.  The first day of the [Somme Offensive](http://www.firstworldwar.com/battles/somme.htm) amply illustrated this, although the lesson appeared to be lost to the British high command.  On the opening day of the offensive the British suffered a record number of single day casualties, 60,000, the great majority lost under withering machine gun fire.

**The Machine Gun as an Offensive Weapon**

Understandably most historical accounts of the First World War have tended to emphasize the defensive strengths of the machine gun.  Throughout the war efforts were made to produce an infantry assault version, such as the [Lewis Light Machine Gun](http://www.firstworldwar.com/atoz/mgun_lewis.htm), although these efforts were generally unsatisfactory.

Although lighter at around 12kg they were still considered too heavy and bulky for rapidly advancing infantry.  Attempts to transport light machine guns by wheeled carriages or pack animals were ultimately unsuccessful: the infantry invariably outpaced such methods.

By 1918 however one-man portable machine guns (including the formidable [Bergmann MP18](http://www.firstworldwar.com/atoz/mgun_mp18.htm)submachine gun) were put to some use (each weighing 9-14kg), although maintaining sufficient ammunition supplies remained a difficulty.

Athough often not truly portable light machine guns were more readily transported on roads or flat ground by armored cars.

As the war developed machine guns were adapted for use on tanks on broken ground, particularly on the Western Front (where the majority of machine guns were deployed).

Light machine guns were adopted too for incorporation into aircraft from 1915 onwards, for example the [Vickers](http://www.firstworldwar.com/atoz/mgun_vickers.htm), particularly with the German adoption of [interrupter equipment](http://www.firstworldwar.com/atoz/interruptergear.htm), which enabled the pilot to fire the gun through the aircraft's propeller blades.

In response to the increasing success of machine guns mounted on aircraft it was perhaps inevitable that machine guns should similarly be developed as anti-aircraft devices (in France and Italy), sometimes mounted on vehicles.  Similarly machine guns began to be added to warships as a useful addition to naval armaments.

**Weapons of War - Poison Gas**

**First Use by the French**

Although it is popularly believed that the German army was the first to use gas it was in fact initially deployed by the French.  In the first month of the war, August 1914, they fired tear-gas grenades (xylyl bromide) against the Germans.  Nevertheless the German army was the first to give serious study to the development of chemical weapons and the first to use it on a large scale.

**Introduction of Poison Gas**

The debut of the first poison gas however - in this instance, chlorine - came on 22 April 1915, at the start of the [Second Battle of Ypres](http://www.firstworldwar.com/battles/ypres2.htm).

At this stage of the war the famed Ypres Salient, held by the British, Canadians and French, ran for some 10 miles and bulged into German occupied territory for five miles.  A combination of French territorials and Algerian troops held the line to the left, with the British and Canadians tending the centre and line to their right.

During the morning of 22 April the Germans poured a heavy bombardment around Ypres, but the line fell silent as the afternoon grew.  Towards evening, at around 5 pm, the bombardment began afresh - except that sentries posted among the French and Algerian troops noticed a curious yellow-green cloud drifting slowly towards their line.

Puzzled but suspicious the French suspected that the cloud masked an advance by German infantry and ordered their men to '[stand to](http://www.firstworldwar.com/atoz/standto.htm)' - that is, to mount the trench [fire step](http://www.firstworldwar.com/atoz/firestep.htm) in readiness for probable attack.

The cloud did not mask an infantry attack however; at least, not yet.  It signalled in fact the first use of chlorine gas on the battlefield.  Ironically its use ought not to have been a surprise to the Allied troops, for captured German soldiers had revealed the imminent use of gas on the Western Front.  Their warnings were not passed on however.

The effects of chlorine gas were severe.  Within seconds of inhaling its vapour it destroyed the victim's respiratory organs, bringing on choking attacks.  (For a memoir of the first gas attack click [here](http://www.firstworldwar.com/diaries/firstgasattack.htm).)

**Condemnation - and Escalation**

The Germans' use of chlorine gas provoked immediate widespread condemnation, and certainly damaged German relations with the neutral powers, including the U.S.  The gas attacks were placed to rapid propaganda use by the British although they planned to respond in kind.

The attack had one clear benefit at home however, for it brought to an end German hesitancy (and disagreement) over its use.  The cat was out of the bag; and the use of poison gas continued to escalate for the remainder of the war.

**Phosgene**

Following on the heels of chlorine gas came the use of phosgene.  Phosgene as a weapon was more potent than chlorine in that while the latter was potentially deadly it caused the victim to violently cough and choke.

Phosgene caused much less coughing with the result that more of it was inhaled; it was consequently adopted by both German and Allied armies.  Phosgene often had a delayed effect; apparently healthy soldiers were taken down with phosgene gas poisoning up to 48 hours after inhalation.

The so-called "white star" mixture of phosgene and chlorine was commonly used on the Somme: the chlorine content supplied the necessary vapour with which to carry the phosgene.

**Mustard Gas**

Remaining consistently ahead in terms of gas warfare development, Germany unveiled an enhanced form of gas weaponry against the Russians at Riga in September 1917: mustard gas (or Yperite) contained in artillery shells.

Mustard gas, an almost odourless chemical, was distinguished by the serious blisters it caused both internally and externally, brought on several hours after exposure.  Protection against mustard gas proved more difficult than against either chlorine or phosgene gas.

The use of mustard gas - sometimes referred to as Yperite - also proved to have mixed benefits.  While inflicting serious injury upon the enemy the chemical remained potent in soil for weeks after release: making capture of infected trenches a dangerous undertaking.

**Protection against Gas**

The types of protection initially handed out to the troops around Ypres following the first use of chlorine in April 1915 were primitive in the extreme.  100,000 wads of cotton pads were quickly manufactured and made available.  These were dipped in a solution of bicarbonate of soda and held over the face.

Soldiers were also advised that holding a urine drenched cloth over their face would serve in an emergency to protect against the effects of chlorine.

By 1918 soldiers on both sides were far better prepared to meet the ever-present threat of a gas attack.  Filter respirators (using charcoal or antidote chemicals) were the norm and proved highly effective, although working in a trench while wearing such respirators generally proved difficult and tiring.

With the [Armistice](http://www.firstworldwar.com/features/armistice.htm), such was the horror and disgust at the wartime use of poison gases that its use was outlawed in 1925 - a ban that is, at least nominally, still in force today.

**Weapons of War - Tanks**

No one individual was responsible for the development of the tank.  Its design can be drawn back to the eighteenth century.

Rather, a number of gradual technological developments brought the development of the tank as we know it closer until its eventual form was unveiled out of necessity by the British army - or rather, navy, since its initial deployment in World War One was, perhaps surprisingly, overseen by the Royal Navy.

**Evolution of the Tank**

A (brief) history lesson is in order.  The caterpillar track, upon which the tank travelled, was designed in its crudest form in 1770 by Richard Edgeworth.  The Crimean War saw a relatively small number of steam powered tractors developed using the caterpillar track to manoeuvre around the battlefield's muddy terrain.  Thus even in the 1850s the development of the tank seemed tantalisingly close - except that its development dimmed until the turn of the century.

With the 1885 development of the internal combustion engine (by Nikolaus August Otto) a tractor was constructed in the U.S. by the [Holt Company](http://www.firstworldwar.com/atoz/holttractor.htm) which utilized Edgeworth's caterpillar tracks, again to facilitate movement over muddy terrain.  It was even suggested at the time that Holt's machine be adapted for military purposes, but the suggestion was never acted upon.

Next up was Frederick Simms.  In 1899 he designed what he termed a 'motor-war car'.  It boasted an engine by Daimler, a bullet-proof casing and armed with two revolving [machine guns](http://www.firstworldwar.com/weaponry/machineguns.htm) developed by [Hiram Maxim](http://www.firstworldwar.com/bio/maxim.htm).  Offered to the British army it was - as had the machine gun before it - dismissed as of little use.  [Lord Kitchener](http://www.firstworldwar.com/bio/kitchener.htm), later Britain's War Minister, regarded it damningly as "a pretty mechanical toy".

Development in related areas continued despite the British War Office's apparent lack of interest in the machine's potential.

Alvin O. Lombard of Penobscot County, Maine, produced and sold the first engine with crawler tracks in May 1901.

A British army officer, Colonel [Ernest Swinton](http://www.firstworldwar.com/bio/swinton.htm), and the Secretary of the Committee for Imperial Defence, [Maurice Hankey](http://www.firstworldwar.com/bio/hankey.htm), remained enthusiastic about what they believed to be the enormous potential of the tank, not least in breaking through enemy trench defences.

While Hankey produced the first official memo concerning the tank (in a memorandum on 'special devices') on 26 December 1914, it was Swinton who organised a demonstration of the Killen-Strait vehicle to senior politicians in June 1915 - almost a year after the war was underway.

**Early Use of the Tank**

Initially the Royal Navy supplied the crews for the tank.  History was made on 15 September 1916 when Captain H. W. Mortimore guided a D1 tank into action at the notorious [Delville Wood](http://www.firstworldwar.com/today/delvillewood.htm).

Shortly afterwards thirty-six tanks led the way in an attack at [Flers](http://www.firstworldwar.com/battles/flers.htm).  Although the attack was itself successful - the sudden appearance of the new weapon stunned their German opponents - these early tanks proved notoriously unreliable.

In part this was because the British, under Commander in Chief [Sir Douglas Haig](http://www.firstworldwar.com/bio/haig.htm), deployed them before they were truly battle ready in an attempt to break the trench stalemate.  They often broke down and became ditched - i.e. stuck in a muddy trench - more often than anticipated.

Conditions for the tank crews were also far from ideal.  The heat generated inside the tank was tremendous and fumes often nearly choked the men inside.  Nevertheless the first tank operators proved their mettle by operating under what amounted to appalling conditions.

The first battle honour awarded to a tank operator went to Private A. Smith, awarded the [Military Medal](http://www.firstworldwar.com/atoz/militarymedal.htm) for his actions at Delville Wood on 15 September 1916.

In April 1917 the French deployed 128 tanks in their [Aisne Offensive](http://www.firstworldwar.com/battles/aisne2.htm) along the Chemin-des-Dames; unfortunately however they did not distinguish themselves in this battle, once again proving highly unreliable (more so than the early British models).  Similarly, at Bullecourt in April/May 1917 the Australians pronounced great dissatisfaction with the tank's performance.

Tanks were even deployed during the notorious, almost swampy, conditions of the [Third Battle of Ypres](http://www.firstworldwar.com/battles/ypres1.htm) (more commonly known as 'Passchendaele').  They promptly sank in the mire and were entirely without benefit.

**Tank Successes**

In what many regard as the first truly successful demonstration of the potential of the tank, the entire British Tank Corps (consisting of 474 tanks) saw action at the [Battle of Cambrai](http://www.firstworldwar.com/battles/cambrai.htm) on 20 November 1917 (although the French can lay claim to its earlier successful use at Malmaison).

In a sweepingly successful start to the battle twelve miles of the German front was breached, with the capture of 10,000 German prisoners, 123 guns and 281 machine guns.

Unfortunately for the British this enormous initial success was effectively cancelled out in German counter-attacks because the British did not possess sufficient infantry troops to exploit the breach they had created.

Nevertheless the successful use of tanks at Cambrai restored dwindling faith in tank development.  The U.S. army took note and undertook development of its own tank series.

It also acted as a stimulus to the curiously hesitant German army, who had expressed continuing doubts as to the battlefield value of the tank.

They too began to hasten production of their own models, although they never pretended enthusiasm for their cause.

The U.S. Tank Corps adopted the use of French Renault tanks, light six-ton vehicles designed for close infantry support.  Around 200 of these were used in action at St. Mihiel and again at the Battle of Meuse-Argonne during late September/early October (although losses were high in the latter action).

**Tank Versus Tank**

The first successful display of German tanks came on 24 April 1918, when thirteen German models, chiefly A7V's, engaged British and Australian infantry at Villers Bretonneux.

Successful in driving back the British and Australians this encounter was to become famous as the site of the first tank versus tank engagement.  Three British Mark IVs fought three German A7Vs south of Villers Bretonneux, the British succeeding in driving off the German tanks.  (Click [here](http://www.firstworldwar.com/diaries/whentankfoughttank.htm) for a memoir of that encounter.)

Both the U.S. and Italy produced their own tank designs which were based on the French Renault model, a testament to its design strengths.  The Italians produced the Fiat 3000 and the U.S. the M1917.

Tank design continued to improve beyond the war and the tank, which helped to make trench warfare redundant, restored movement to the battlefield.  Its widespread use continues to the present day.

**WWI Unit**

**Lesson #4**

**Causes of WWI**

**Grade Level: 11th Grade**

**Subject(s) Area: US History**

**Materials Needed:**

**WWI PP**

**Warfare Music**

**Standards:**

Primary Standard

9–12.2.3 Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, **military technologies**, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)

**Objectives:**

* Students will be able to answer the question “How might have trench warfare been for WWI soldiers?”
* Students will be able to depict how trench warfare effect soldiers during WWI
* Students will be able to rationalize their thinking of how WWI’s military technology and tactics resulted in changes to modern warfare.

**Learning Activities:**

* Class Setup: This lesson plan requires extensive reformation of the classroom and may require help from additional teacher or custodian
  + The desks will be aligned in 2 separate columns. If stable enough, desks can be stacked on top of each other, but for student safety be sure of stability before beginning the lesson.
  + There should be a large area in the middle that will be considered *No Man’s Land*
  + Small stack of paper should be divided into each side. (This will be their “Artillery”)
* As students enter class, divide them into two groups, one representing WWI’s Allied powers and the other the Central powers.
  + Send them to sit with their group between one of the two rows of desks. Allied powers on one end of the room and Central Powers on the other end of the room.
* Once every one is assigned a side, start the class period by assuming a position in the middle of the class.
  + Instruct the students to think about the JING video they were assigned to watch the night prior to class and everything else they have learned about WWI thus far.
    - Handout reflection assignment that students can follow throughout the lesson
    - Project Images of WWI on a moving slide show that will progress through the entire lesson. Images will be provided on slides #25-34
    - Turn off the lights
    - Play war sounds that can be found on YouTube or downloadable content
  + Explain to their students that they are now in the middle of trench warfare during WWI and must sit behind their desks (trench)
* As students are crouched, cover the following about trench warfare in WWI:
  + Throughout WWI over 40 million casualties occurred, many coming from your current position. In the trenches.
  + You are now a WWI soldier and your predicament is rough.
    - You are risking your life in battle
    - You are stressed and terrified
    - You become depressed and incredibly bored waiting for possible battles.
    - Its dirty, nasty, and completely unsanitary
    - You are starving and it is below freezing out.
* Explain to the students that you are assuming the position of commander, anything you say shall be followed and acted upon or the soldiers have the risk of being executed.
  + Explain to the students that in minute a battle could ensue
    - Pull one student from each side and explain that they are to ball up a piece of paper and come into “no man’s land”
    - Explain they have one throw to hit the opposition, however, neither person can move their feet when attempting to not be hit.
    - When member gets hit. Announce to everyone which side one that battle (Allied Powers vs. Central Powers)
    - Play this for a few rounds
    - In between each battle, call on a students to read aloud primary testimonies of WWI soldiers. (See Attached Document)
    - Students that were “killed” will sit in a group together
* Once again, rephrase the conditions of the trenches.
  + Ask several students to stand up. You will then inform them they are going to be killed because of:
    - Gangrene Amputation – infection of bodily tissue decaying because of infective bacteria
    - Dysentery and Cholera (both involve severe diarrhea and stomach ache)
    - Parasites – Worms living inside the body
    - Freeze to death
* Have everyone notice all the people that were “killed” compared to how many soldiers are left.
* Now have the students (Still sitting behind the “trench”) have a turn and talk to discuss one of the questions on the reflection worksheet given to them at the beginning of the class
* Inform the students that they can now get up and help return the room to normal form.
* Instruct the students they are now to complete the reflection worksheet handed out to them
  + If they finish with more spare time left in the class, they can work on their Weapons Technology projects assigned last class period.
* Turn in worksheet at the end of the period for an exit slip.

**Assessment:**

* Students will be assessed on their completion of the trench warfare reflection worksheet.
* Students will be assessed on their participation and attentiveness during trench simulation

|  |  |  |
| --- | --- | --- |
|  | **Possible Points** | **Points Received** |
| Student completed and turned in Trench Warfare Reflection worksheet. Reflection was authentic and student answered questions completely. | **5** |  |
| Student was attentive and participated in trench simulation | **5** |  |
|  | **Total Points** |  |

Trench Warfare Reflection

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- What did the class experience feel like?  Imagine that the paper was real weapons and you had been in the trenches for weeks. What would the experience be like then?

-What aspect of trench warfare do you believe was the worst for soldiers during WWI and why?

- How did the letters from the trenches affect how you imagined trench warfare?

-Was this trench simulation in class effective in your understanding trench warfare? Why or why not?

*The soldiers at the front need more rest. While in the trenches the water is over our knees most of the time. The war is going to last some time yet, and might be another twelve months before it is over. The war has only just begun and its going to be a war of exhaustion. After the regular armies have done their work it means that all the young lads at home being trained and disciplined and will take our place in the field. The sooner people understand this, the better, it will be for the nation.*

*Private H. F. Leppard in a letter to his mother on December 19th, 1914*

*We have just come out of the trenches after being in for six days and up to our waists in water. While we were in the trenches one of the Germans came over to our trench for a cigarette and then back again, and he was not fired at. We and the Germans started walking about in the open between the two trenches, repairing them, and there was no firing at all. I think they are all getting fed up with it.*

*Private Stanley Terry in a letter to his family in November, 1915*

*We started away just after dawn from our camp and I think it was about an hour later that we encountered the enemy. They were on the opposite side of the valley and as we came over the brow of the hill they opened on us with rifle fire and shrapnel from about 900 yards. We lost three officers and about 100 men killed and wounded in that half hour. I do not want any more days like that one. (this section censored) Anyway we drove the Germans back and held them there for eight days. I cannot tell you all I should like to, as it would never reach you.*

*Private James Mitchell in a letter to his father on October 17th, 1914.*

*I have not written to you for a long time, but I have thought of you … It is, indeed, not so simple a matter to write from the war, really from the war; and what you read … in the papers usually lack of understanding that does not allow a man to get hold of the war, to breathe it in although he is living in the midst of it. The further I penetrate its true inwardness the more I see the hopelessness of making it comprehensive for those who only understand life in the terms of peacetime, and apply these same ideas to war in spite of themselves. They only think that they understand it. It is as if fishes living in water would have a clear conception of what living in the air is like. When one is hauled out on to dry land and dies in the air, then he will know something about it. So it is with the war. Feeling deeply about it, one becomes less able to talk about it every day. Not because one understands it less each day, but because one grasps it better. But it is a silent teacher, and he who learns becomes silent too.*

*Rudolf Binding, letter (April, 1915)*

**WWI Unit**

**Lesson #5**

**Causes of WWI**

**Grade Level: 11th Grade**

**Subject(s) Area: US History**

**Materials Needed:**

* **WWI PP**
* **Why Countries Go to War Worksheet**

**Standards:**

Primary Standard

9–12.2.3 Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., **neutrality**, military technologies, **isolationism,** Zimmerman Note, **Lusitania**, home front, Wilson’s Fourteen Points)

**Objectives:**

* Students will be able to understand the United States’ role in remaining neutral in WWI
* Students will be able to identify the term isolationism
* Students will be able to determine their beliefs of neutrality within a conflict.
* Students will be able to analyze different aspects that led the US to debate entry into WWI

**Learning Activities:**

Anticipatory Set:

* On the front board write the question: “What are some techniques to remain neutral if two of your friends are in an argument?”
  + As students enter the class, instruct them to write down a few techniques they feel fitting to the question before class starts.
* Cold call on a few students and ask them for their opinions
  + For deeper thinking, responds to each student and ask them if the technique they offered could be used within a country during a war period.
* Lastly, explain the term *neutrality* and how it applied to the US during WWI

Lesson Plan

* Begin the lesson plan by pulling up WWI PowerPoint and begin on slide #35
  + Instruct the students to think about all of the prior knowledge they have learned up to this point and how they are going to use that information to transition into the status of the USA during WWI
* Slide #36
  + Explain how America was Isolationists
    - Conduct a turn and talk with the class (2-3 min.)
  + Ask students for their definition
  + Present “Monroe Doctrine”
    - Make note of political cartoon for clarification of Isolationism
* Slide #37
  + Ask the students to form groups of 4 ask them to form groups based on proximity
  + Pose the questions on this slide and ask the students to discuss these within their groups
    - After a few minutes ask groups to report out.
      * After each group reports out, ask for any groups that may disagree with what they said (Hopefully, a couple groups will speak up and disagree. If not, contradict a group for educational purposes)
        + The effort of this it to inadvertently get students to debate a stance.
* Slide #38
  + Note the several attempts made by the US to remain neutral during WWI
    - Ask students after all of this going on in the world, should the US remain neutral or enter the war
      * Conduct a discussion within their groups and report out after a few minutes
        + Again the purpose is to inadvertently get students to debate their stances.
* Slide #39
  + Explain how the sinking of the Lusitania sparked a debate for the US entry into WWI
  + Explain why the ship was sunk and the reaction of the US
* Slide #40
  + Before presenting this slide, explain to the students that Woodrow Wilson was re-elected as presidents, turn and talk with their groups and discuss what factors may have led to his re-election.
  + Explain that one of the biggest factors was his ability to keep the US out of the war.
* Debate Preparation
  + Before explaining the debate, handout the attached document “Why Do Countries Go to War?”
  + Allow several minutes for students to answer the worksheet and explain their beliefs.
  + As the students are finishing, put up the four corner debate signifying. “Enter the war”, “enter, but not sure”, “remain neutral, but not sure”, and “remain out of the war”.
  + Ask the students to stand up with their worksheets
  + Read off the 5 war questions and ask the students to enter the corner that they feel most comfortable with.
    - After each question, cold call on a few students and ask them to explain their beliefs on that particular question
  + Lastly, instruct the students to think about everything they have learned about WWI up to this point and answer the question, should the US enter WWI?
    - Explain to the students this was a very heavily debated topic during the time period and that is exactly what that class will be doing the next 3 class periods.
    - Hopefully, the class has been divided up generally equally between the four corners.
      * If not, ask for volunteers to help divide the class up semi-equally among the debate positions.
      * Inform the students that this is their debate group and their debate position.
  + Inform the groups that on top of their stance worksheet, they are to write the names of their group members.
* Exit Slip
  + As an exit slip, instruct the students to write what they believe their strongest argument for their position of the debate may be.
  + Have the students hand in the exit slip at the end of the class period.

**Assessment:**

* In Debate
  + Students will be assessed on their understanding of the US position in entering WWI
  + Students will be assessed on their utilization of Isolationism in their Debate
* Students will be assessed on their individual completion of the causes of war worksheet
* Students will be assessed on their contemporary thought of debate position.

|  |  |  |
| --- | --- | --- |
|  | **Possible Points** | **Points Received** |
| Student completed the *Why Do Countries Go to War?* Worksheet by portraying their stance and offering a brief explanation of their beliefs. | **5** |  |
| Student answered the Exit Slip question by offering a possible factor that supports their debate postion. | **5** |  |
|  | **Total Points** |  |

Why Do Countries Go to War?

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** For each of the following situations, consider whether you agree or disagree that it is a valid reason to go to war. Explain your stance with a brief statement.

1. Our country is attacked by another country’s army.

Agree /Disagree

Explain:

1. One of our allies is attacked by another country.

Agree /Disagree

Explain:

1. A terrorist from another country assassinates our President.

Agree /Disagree

Explain:

1. One of our Navy’s ships is intentionally sunk while in a foreign country’s harbor.

Agree /Disagree

Explain:

1. A territory under our control rebels against our rule.

Agree /Disagree

Explain:

**WWI Unit**

**Lesson #6**

**Causes of WWI**

**Grade Level: 11th Grade**

**Subject(s) Area: US History**

**Materials Needed:**

* **Classroom Laptops**
* **Rubric Handout**
* **Debate Structure Handout**
* **Primary Source Handout**
  + **#1**
  + **#2**
  + **#3**
  + **#4**

**Standards:**

Primary Standard

9–12.2.3 Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)

Secondary Standards

9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate and synthesize information)

9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).

**Objectives:**

* Students will be able to collect, organize, and synthesize information that relates to their group positional stance on the US entry into WWI
* Students will be able to form main points and from support for their position chosen in the US entry into WWI

**Learning Activities:**

* Class Setup:
  + This lesson plan is primarily a work day with their debate groups where the instructor offers a ton of information that they are to build their debates upon by researching and analyzing information
  + Lay out the attached documents in piles in front of the class.
  + Arrange the desks in 4 pods that will correlate with their groups in the proper corner
* As students enter the room, instruct them to grab each handout in the front of the room and to sit in a pod with the debate group.
* When the class begins, tell the students the next two class periods they will be preparing for the class debate.
* Go through the rubric and structure for the debate documents and signify what will be expected of them throughout their preparation for the debate. Then, explain what the debate will look like and how it should be handled. (all of this is find within the handouts)
* Instruct them that their group will have to turn in a main point that supports their stance within the debate at the end of the class.
* After explanation of the debate, allow students to get room computers and they may start researching and forming their points for the debate
* For the rest of the class period, move around the room answering questions or assisting in starting ideas within groups
* Be sure to answer questions to the entire class as similar questions may be needed for everybody.
* With a few minutes remaining in the class, instruct the students to turn in their main positional points and put away all their materials.
* Inform that the next class period they will be continuing their research and formation of their debate preparation.

**Assessment:**

* Students will be assessed on their debate presentation and information provided after the debate concludes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exemplary  10-8 Points | Effective  7-5 Points | Proficient  5-3 Points | Needed Improvement  2-0 Points |
| Preparation | **Exemplary**  Strong to excellent preparation for the debate. | **Effective**  Moderate preparation for the debate. Could have been slightly stronger in some sections. | **Proficient**  Sufficient preparation for the debate. | **Needed Improvement**  Little to no preparation for the debate. |
| Organization | **Exemplary**  Information and arguments are organized and follow a logical sequence. Effective and respectful refutation of opponent arguments. | **Effective**  Presentation is mostly organized. All information and arguments make sense. Attempts to refute the opponent arguments were generally effective and respectful. | **Proficient**  Presentation of information is somewhat disorganized, not all arguments logically follow information and refutations were not properly or respectfully addressed. | **Needed Improvement**  Information was obviously disorganized and information was not addressed properly. Refutations were addressed disrespectfully with little to no logic behind support. |
| Analysis of Issues | **Exemplary**  Stance position is well demonstrated. Clear analysis of the argument is complete with details and examples that support. | **Effective**  Stance position is clearly analyzed and several examples are presented that build the overall case. Strong working knowledge of the main arguments. | **Proficient**  Stance position is sometimes demonstrated, however, limited subject matter is used. Argument analysis uses some details and examples to build a base of support. | **Needed Improvement**  Stance position is rarely or never demonstrated without the use of subject matter. Argument does not include details that support the stance. |
| Delivery Skills | **Exemplary**  Speaker uses strong communication skills by making eye contact and adequate use of tone when speaking to deliver their message. | **Effective**  Speaker establishes communication skills with the class and uses proper tone and eye contact to deliver their position. | **Proficient**  Speaker shows signs of delivery skills, but fails to use proper tone or eye contact when delivering their message. | **Needed Improvement**  Speaker shows limited to no effort to use proper delivery skills. Fails to deliver message to the class. |
| Crossfire Q & A | **Exemplary**  Outstanding participation. Asks thoughtful and important questions. Answers questions comfortably and respectfully throughout debate. | **Effective**  Effective participation. Able to ask questions and answer confidently. Uses evidence to ask & answer questions. Keeps calm & does not get upset. | **Proficient**  Limited participation. Does ask at least one questions and attempts to answer questions. Shows signs of disrespect towards other classmates’ opinions. | **Needed Improvement**  Little to no participation. Does not ask any questions and/or fails to be respectful throughout debate. |

***WWI US Entry Debate Rubric***

Total Points:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/50

**Structure for Entry into the War Debate**

1. Each group is to develop 2-3 significant points that they can build their debate stance upon.
2. All 4 groups will designate a speaker that will provide their overall beliefs on their position by portraying information researched in a 2-3 minute speech to start the debate in an opening statement. Each group member may choose to help elaborate on information provided by their speaker. It would be beneficial to write down notes on other group’s arguments to refute later in the debate during question and answer crossfire.
3. Each speech must include sufficient creditable information that supports their information. (Must include one reference to a primary source provided by the instructor)
4. After each group has given their 2-3 minute opening speech, a Question and Answer session will begin. Each group must ask questions that are directed to the other groups in order to help refute or support the position chosen.
5. After Crossfire session, the instructor will call for closing remarks of each group. Each group will provide a closing remark statement that reiterates their stance and support for their position. They must also relate information discovered and/or refuted in crossfire session.

**Total Time Allowance for Opening Remarks: 12 minutes**

**Total Time Allowance for Crossfire Question and Answer: 25 minute**

**Total Time Allowance for Closing Remarks: 12 minutes**

**Debate Etiquette**

1. Team members must work together in preparation for the debate, so they can work together as an effective team. Practice will help prepare a great debate team.

1. All members of each side must participate in the debate.

1. You must bring brief notes and refer to them throughout the debate.
2. Maintain good eye contact with the oppositional teams when explaining your views.
3. Use proper language and be polite in referring to your opposing team.

Primary Source #1

Monroe Doctrine

The **Monroe Doctrine** is the best known U.S. policy toward the Western Hemisphere. Buried in a routine annual message delivered to Congress by President James **Monroe** in December 1823, the **doctrine**warns European nations that the United States would not tolerate further colonization or puppet monarchs.

…At the proposal of the Russian Imperial Government, made through the minister of the Emperor residing here, a full power and instructions have been transmitted to the minister of the United States at St. Petersburg to arrange by amicable negotiation the respective rights and interests of the two nations on the northwest coast of this continent. A similar proposal has been made by His Imperial Majesty to the Government of Great Britain, which has likewise been acceded to. The Government of the United States has been desirous by this friendly proceeding of manifesting the great value which they have invariably attached to the friendship of the Emperor and their solicitude to cultivate the best understanding with his Government. In the discussions to which this interest has given rise and in the arrangements by which they may terminate the occasion has been judged proper for asserting, as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers. . .

It was stated at the commencement of the last session that a great effort was then making in Spain and Portugal to improve the condition of the people of those countries, and that it appeared to be conducted with extraordinary moderation. It need scarcely be remarked that the results have been so far very different from what was then anticipated. Of events in that quarter of the globe, with which we have so much intercourse and from which we derive our origin, we have always been anxious and interested spectators. The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective Governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity, this whole nation is devoted. We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintain it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. In the war between those new Governments and Spain we declared our neutrality at the time of their recognition, and to this we have adhered, and shall continue to adhere, provided no change shall occur which, in the judgement of the competent authorities of this Government, shall make a corresponding change on the part of the United States indispensable to their security.

The late events in Spain and Portugal shew that Europe is still unsettled. Of this important fact no stronger proof can be adduced than that the allied powers should have thought it proper, on any principle satisfactory to themselves, to have interposed by force in the internal concerns of Spain. To what extent such interposition may be carried, on the same principle, is a question in which all independent powers whose governments differ from theirs are interested, even those most remote, and surely none of them more so than the United States. Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers; to consider the government de facto as the legitimate government for us; to cultivate friendly relations with it, and to preserve those relations by a frank, firm, and manly policy, meeting in all instances the just claims of every power, submitting to injuries from none. But in regard to those continents circumstances are eminently and conspicuously different.

It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should behold such interposition in any form with indifference. If we look to the comparative strength and resources of Spain and those new Governments, and their distance from each other, it must be obvious that she can never subdue them. It is still the true policy of the United States to leave the parties to themselves, in hope that other powers will pursue the same course. . . .

Primary Source #2

Zimmerman Note

The Zimmerman Note was a secret diplomatic communication issued from the German Foreign Office in January 1917 that proposed a military alliance between Germany and Mexico in the event of the United States' entering World War I against Germany.

"We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal or alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona. The settlement in detail is left to you. You will inform the President of the above most secretly as soon as the outbreak of war with the United States of America is certain and add the suggestion that he should, on his own initiative, invite Japan to immediate adherence and at the same time mediate between Japan and ourselves. Please call the President's attention to the fact that the ruthless employment of our submarines now offers the prospect of compelling England in a few months to make peace." Signed, ZIMMERMANN.

Primary Source #3

Woodrow Wilson’s Speech Before Congress, April 2, 1917

On February 3, 1917, the Imperial German Government announced that German submarines would attack all ships approaching Great Britain, Ireland, and other ports controlled by enemies of Germany. Below are excerpts of President Wilson’s speech before Congress on April 2, 1917.

. . . The new policy [of the Imperial German Government] has swept every restriction aside. Vessels of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom without warning and without thought of help or mercy for those on board, the vessels of friendly neutrals along with those of belligerents. . .

. . . The present German submarine warfare against commerce is a warfare against mankind.

It is a war against all nations. American ships have been sunk, American lives taken . . . but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination. . .

. . . Neutrality is no longer feasible or desirable where the peace of the world is involved and the freedom of its peoples, and the menace to that peace and freedom lies in the existence of autocratic governments backed by organized force which is controlled wholly by their will, not by the will of their people. . .

. . . The world must be made safe for democracy . . . We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but I of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

Primary Source #4

Senator George W. Norris’ Speech before the Senate, April 4, 1917

Following President Wilson’s speech before Congress requesting a declaration of War against Germany, Senator George W. Norris gave the following response on April 4, 1917

. . . . The resolution now before the Senate is a declaration of war. Before taking this momentous step, and while standing on the brink of this terrible vortex, we out to pause and calmly and judiciously consider the terrible consequences of the step we are about to take. We ought to consider likewise the route we have recently traveled and ascertain whether we have reached our present position in a way that is compatible with the neutral position which we claimed to occupy at the beginning and through the various stages of this unholy and unrighteous war. . .

. . . There are a great many American citizens who feel that we owe it as a duty to humanity to take part in the war. Many instances of cruelty and inhumanity can be found on both sides. Men are often biased in their judgment on account of their sympathy and their interests. To my mind, what we ought to have maintained from the beginning was the strictest neutrality. If we had done this, I do not believe we would have been on the verge of war at the present time . . .

. . . We have loaned many hundreds of millions of dollars to the Allies in this controversy. While such action was legal and countenanced by international law, there is no doubt in my mind but the enormous amount of mIy loaned to the Allies in this country has been instrumental in bringing about a public sentiment in favor of our country taking a course that would make every bond worth a hundred cents on the dollar and making the payment of every debt certain and sure. Through this instrumentality and also through the instrumentality of others who have not only made millions out of the war in the manufacture of munitions, etc., and who would expect to make millions more if our country can be drawn into the catastrophe, a large number of the great newspapers and news agencies of the country have been controlled and enlisted in the greatest propaganda that the world has ever known, to manufacture sentiment in favor of war.

It is now demanded that the American citizens shall be used as insurance policies to guarantee the safe delivery of munitions of war to belligerent nations. The enormous profits of munition manufacturers, stockbrokers, and bond dealers must be still further increased by our entrance into the war. This has brought us to the present moment, when Congress, urged by the President and backed by the artificial sentiment, is about to declare war and engulf our country in the greatest holocaust that the world has ever known. . .

**WWI Unit**

**Lesson #7**

**Causes of WWI**

**Grade Level: 11th Grade**

**Subject(s) Area: US History**

**Materials Needed:**

* **Classroom Laptops**
* **Rubric Handout**
* **Debate Structure Handout**
* **Primary Source Handout**
  + **#1**
  + **#2**
  + **#3**
  + **#4**
* **Presenters Handout**

**Standards:**

Primary Standard

9–12.2.3 Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)

Secondary Standards

9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate and synthesize information)

9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).

**Objectives:**

* Students will be able to collect, organize, and synthesize information that relates to their group positional stance on the US entry into WWI
* Students will be able to form main points and from support for their position chosen in the US entry into WWI

**Learning Activities:**

* When students enter the room to begin the class, inform them that they are to grab the resources they need to continue their research and formation of arguments for the debate
* Instruct the students to again sit with their group
* Inform the students that they will have this class period and part of the next to finish their opening statements, rebuttals, and closing remarks for their debate.
* Handout the presenters handout that is attached
  + Inform the students that their group needs to fill out the presenters information sheet and signify which group members will be in charge of which portions of the debate
  + Instruct the students that they will turn in the presenters sheet at the end of the period
* Be prepared to walk around the room answering questions and offering aid to the students as they create their arguments by offering possible points or sources to look into.
* Be sure to spend ample time with each group throughout the class period
* With a few minutes left, ask the students to put their resources away and hand in the presenter’s sheet.
* Inform the students that they will have half of the following class period to finish up their arguments in preparation for the debate.
  + Inform them they should finish anything they need to for the next class period.

**Assessment:**

* Students will be assessed on their debate presentation and information provided after the debate concludes.

|  |
| --- |
| Group Position for Entry into the War:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Opening Statement Presenter:   Gathers the main arguments into an opening statement.  Provides a generalization for their group’s positional points.  1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |
| Rebuttal Presenters:   These presenters have the job of answering the arguments of the other team.  These presenters must take notes as the other team is presenting their arguments and will respond to their argument, using specific information to disprove them by asking questions and responses.    1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Closing Statement Presenter:   Presents the closing arguments for the team.  Repeats the main idea for this and this and this reasons by refuting other groups position  1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**WWI Unit**

**Lesson #8**

**Causes of WWI**

**Grade Level: 11th Grade**

**Subject(s) Area: US History**

**Materials Needed:**

* **Classroom Laptops**

**Standards:**

Primary Standard

9–12.2.3 Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)

Secondary Standards

9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate and synthesize information)

9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).

**Objectives:**

* Students will be able to collect, organize, and synthesize information that relates to their group positional stance on the US entry into WWI
* Students will be able to form main points and from support for their position chosen in the US entry into WWI
* Students will be able to put themselves in the time period and position of a congressional hearing about the decision to enter WWI

**Learning Activities:**

* This is the last class period that students will be able to work on their debates in class.
* When the students come into the classroom inform them that they can go ahead and finish up their debate preparation
  + Inform them that they will have roughly 30 minutes of this class period to put the finishing touches onto their debate format.
* Within those 30 minutes discuss with each group and make sure that each student will be assigned certain areas of the debate for full participation
  + Ask each group if they need anything that will aid them in their debate, such as the projector, poster board, etc.
  + Ask each group what their biggest point that they will be trying to persuade onto other groups.
    - Make sure each group has a clear and concise point for the preparation of the debate and to ensure the debate is forming correctly
* With 20 minutes left in the class, write the questions on the board:
  + What is your stance in the debate?
  + Why did you choose this stance?
  + Why do you believe you will win this debate?
* Instruct the class to bring their attention to the front board
* Ask the students to take the next 10 minutes to think about the questions and discuss them within their group.
  + Inform them that they will have ten minutes to think about the questions and they will report their answers to the class
    - Remind them to be respectful and thoughtful when addressing the class
    - Remind them they will designate one person to respond to the questions to the class
      * This will engage the students and prepare the students for the debate during the next class period and hopefully raise some tension that was apparent during the WWI time period.
* Inform the students that they can meet before school in your classroom to finalize their preparation
* Remind the students to review the rubric and debate format handouts and to be ready to debate for the next class period

**Assessment:**

* Students will be assessed on their debate presentation and information provided after the debate concludes.

**WWI Unit**

**Lesson #9**

**Causes of WWI**

**Grade Level: 11th Grade**

**Subject(s) Area: US History**

**Materials Needed:**

* Materials students requested
  + Projector
  + Poster Boards
  + Etc.
* Group presenters worksheet
* Debate format form

**Standards:**

Primary Standard

9–12.2.3 Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)

Secondary Standards

9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate and synthesize information)

9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).

**Objectives:**

* Students will be able to put themselves in the time period and position of a congressional hearing about the decision to enter WWI
* Students will be actively involved in WWI entry debate.
* Students will be able to argue their researched position with points contrary to their opposition
* Students will learn how to develop affirmative and negative positions.

**Learning Activities:**

* Class setup
  + From desks in four separate groups that will all be facing the middle of the room. This will allow the debate to be engaging in interaction will flow easier throughout.
  + Place desk chair in the middle of the room. Going to want a chair that swivels 360 degrees so that each group can be assessed and managed equally.
* When the class begins, remind the students that they need to bring out their debate structure forms and that they should follow the debate structure and etiquettes.
* To start the debate, begin by opening up the debate by putting the students in the setting by saying:
  + **“**Welcome to the congressional hearing of April 1st, 1917. This hearing is in regards to the US decision to enter WWI. I will be your moderator throughout the debate and be the ultimate decision of the US should do moving forward. You and your group are trying to persuade me and my fellow senate members to see your way of thinking by using key points that aid in your stance. So let us begin with the opening statements of group #1 (group that is agreeing to enter the war).”
  + Give each group 2-3 minutes to make their opening statements. For time restrictions, be sure to cut them off if the exceed 3 minutes
    - On a legal pad, take notes of the major points of each group for grading after the debate
* After each group presents their opening statements, say to the students “We will now proceed into the crossfire examination. Group #1 do you have any questions for the other groups?”
  + Move through each group by asking them if they have questions and give sufficient time for the oppositions to respond to the questions.
    - Generally allow 2-3 questions per group.
      * Can always go around to each group and ask for questions once every group has gone.
  + Be sure to manage the classroom and restrain the debate from getting out of control. Refer back to the debate etiquette form.
  + If the class, is slow on providing questions for others, provide some additional questions to spark engagement and debate.
  + The crossfire examination portion of the debate should take up a majority of the class period.
* Depending on time, call for closing statements with approximately 10-12 minutes left in class.
  + Again allow each group 2-3 minutes for closing statements.
* Once every group has provided their closing statements, say “Thank you for all of you projecting your opinions during this debate. Me and my fellow senate members will take the rest of the night to deliberate and we will meet together to report what we have decided.”

**Assessment:**

* Students will be assessed on their debate presentation and information provided after the debate concludes. (See Debate Rubric)

**Structure for Entry into the War Debate**

1. Each group is to develop 2-3 significant points that they can build their debate stance upon.
2. All 4 groups will designate a speaker that will provide their overall beliefs on their position by portraying information researched in a 2-3 minute speech to start the debate in an opening statement. Each group member may choose to help elaborate on information provided by their speaker. It would be beneficial to write down notes on other group’s arguments to refute later in the debate during question and answer crossfire.
3. Each speech must include sufficient creditable information that supports their information. (Must include one reference to a primary source provided by the instructor)
4. After each group has given their 2-3 minute opening speech, a Question and Answer session will begin. Each group must ask questions that are directed to the other groups in order to help refute or support the position chosen.
5. After Crossfire session, the instructor will call for closing remarks of each group. Each group will provide a closing remark statement that reiterates their stance and support for their position. They must also relate information discovered and/or refuted in crossfire session.

**Total Time Allowance for Opening Remarks: 12 minutes**

**Total Time Allowance for Crossfire Question and Answer: 25 minute**

**Total Time Allowance for Closing Remarks: 12 minutes**

**Debate Etiquette**

1. Team members must work together in preparation for the debate, so they can work together as an effective team. Practice will help prepare a great debate team.

1. All members of each side must participate in the debate.

1. You must bring brief notes and refer to them throughout the debate.
2. Maintain good eye contact with the oppositional teams when explaining your views.
3. Use proper language and be polite in referring to your opposing team.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exemplary  10-8 Points | Effective  7-5 Points | Proficient  5-3 Points | Needed Improvement  2-0 Points |
| Preparation | **Exemplary**  Strong to excellent preparation for the debate. | **Effective**  Moderate preparation for the debate. Could have been slightly stronger in some sections. | **Proficient**  Sufficient preparation for the debate. | **Needed Improvement**  Little to no preparation for the debate. |
| Organization | **Exemplary**  Information and arguments are organized and follow a logical sequence. Effective and respectful refutation of opponent arguments. | **Effective**  Presentation is mostly organized. All information and arguments make sense. Attempts to refute the opponent arguments were generally effective and respectful. | **Proficient**  Presentation of information is somewhat disorganized, not all arguments logically follow information and refutations were not properly or respectfully addressed. | **Needed Improvement**  Information was obviously disorganized and information was not addressed properly. Refutations were addressed disrespectfully with little to no logic behind support. |
| Analysis of Issues | **Exemplary**  Stance position is well demonstrated. Clear analysis of the argument is complete with details and examples that support. | **Effective**  Stance position is clearly analyzed and several examples are presented that build the overall case. Strong working knowledge of the main arguments. | **Proficient**  Stance position is sometimes demonstrated, however, limited subject matter is used. Argument analysis uses some details and examples to build a base of support. | **Needed Improvement**  Stance position is rarely or never demonstrated without the use of subject matter. Argument does not include details that support the stance. |
| Delivery Skills | **Exemplary**  Speaker uses strong communication skills by making eye contact and adequate use of tone when speaking to deliver their message. | **Effective**  Speaker establishes communication skills with the class and uses proper tone and eye contact to deliver their position. | **Proficient**  Speaker shows signs of delivery skills, but fails to use proper tone or eye contact when delivering their message. | **Needed Improvement**  Speaker shows limited to no effort to use proper delivery skills. Fails to deliver message to the class. |
| Crossfire Q & A | **Exemplary**  Outstanding participation. Asks thoughtful and important questions. Answers questions comfortably and respectfully throughout debate. | **Effective**  Effective participation. Able to ask questions and answer confidently. Uses evidence to ask & answer questions. Keeps calm & does not get upset. | **Proficient**  Limited participation. Does ask at least one questions and attempts to answer questions. Shows signs of disrespect towards other classmates’ opinions. | **Needed Improvement**  Little to no participation. Does not ask any questions and/or fails to be respectful throughout debate. |

***WWI US Entry Debate Rubric***

Total Points:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/50

**WWI Unit**

**Lesson #10**

**Causes of WWI**

**Grade Level: 11th Grade**

**Subject(s) Area: US History**

**Materials Needed:**

* WWI PP
* US Declares War YouTube Video
  + <https://www.youtube.com/watch?v=rP_zPq7N4_c>
* Response letter handout

**Standards:**

Primary Standard

9–12.2.3 Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)

Secondary Standard

9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).

**Objectives:**

* Students will be able to understand the decision of US entry into WWI
* Students will be able to draw conclusions from their debate of entry into WWI
* Students will be able to form generalizations of the different aspects that coincided with the US’ decision to enter WWI

**Learning Activities:**

* Class setup
  + To start the class, project slide #41 on the WWI PowerPoint to engage the student on the decision of the debate
* When students enter the room, as them to grab the debate reaction worksheet and last words to congress form in the front of the room.
* When class starts, instruct the students that they are to look at the board to find out the decision congress has made on entering WWI
  + With a dramatic setting (and possible drum roll.) Present slide #42. The US will declare war.
* Let the students know that they all did great in the debate, but for historical purposes and moving forward the US had to declare war.
  + Show the video <https://www.youtube.com/watch?v=rP_zPq7N4_c>
  + Tell the students that this is a video portraying the reaction of the decision that the US took in declaring war into WWI
* Then inform the students to look at the debate reflection worksheet and last words to congress form they grabbed at the beginning of class.
  + Read through the directions of the assignment to the class and clarify what is asked of them.
  + Depict the conflicting views of the time period and how they will assume that roll in this assignment
  + Allow students to work on the assignment and answer questions as they arise.
* Towards the end of the class period, ask for students to hand in their reflections.
* Inform the students that the US is in an all-out war and that the next class periods they will be deciphering what that meant for US history

**Assessment:**

* Students will be assessed on their thoughtful reflection about the debate and be asked how they could have been better as well as areas they excelled at.
* Students will be assessed on their letter to congress assignment by using content based terminology and prior researched information.

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|  | Strongly disagree/ No | Disagree | Neutral | Agree | Strongly Agree/ Yes |
| Student completed and turned in the debate reflection by using several examples that related to the debate. Answered questions in complete sentences with 3-5 sentences per questions | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
| Student completed and turned in Last Words to Congress worksheet. Student used complete sentences with correct grammar and sentence structure. The student used several examples that related to their research and the debate. | 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
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| Possible Points |  |  |  | \_\_\_\_\_\_\_ | 15 |

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Debate Reflection

Directions: Now that the debate is over, take some time to thoughtfully answer the questions below regarding your experience in the debate. When answering the questions, be sure to include specific information relative to the debate. Answer the questions in 3-5 sentences using complete sentences with correct grammar.

Do you think you won the debate? Why or why not? (Be sure to use examples from the debate)

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How do you think you and your group handled the debate? Were you prepared? What might have helped you become more prepared? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What would you have done differently in the debate and why?

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Last Words to Congress

Directions: Now that you have heard the news of the USA’s decision to enter WWI, what is your reaction? Use the all of the information and research you have learned to write your last comment to congress in response to their declaration of war. Are you upset? Are you glad? What does this mean for the US moving forward and what might be some of the consequences?

In your writing, be sure to write in complete sentences using correct grammar and effective sentence structure. In your writing, be sure to include examples from your research and examples from the debate.

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