

Friday, January 5th, 2018

World War I Curriculum

Lesson 2: Naval Warfare and the Lusitania

Standards

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. *Common Core State Standards*

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. *Common Core State Standards*

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. *Common Core State Standards*

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. *Common Core State Standards*

SL.11-12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. *Common Core State Standards*

SL.11-12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. *Common Core State Standards*

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. *Common Core State Standards*

SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. *Common Core State Standards*

SL.11-12.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Common Core State Standards

CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *Common Core State Standards*

CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. *Common Core State Standards*

Objective

Students will be introduced to the concept of European naval blockades and German submarine warfare as a cause of U.S. entry into WWI by examining the sinking of the RMS Lusitania in 1915.

Engage

How will you capture the students' interest? What questions should students ask themselves?

- I will visualize the trading routes of European countries and how naval warfare played a role in disrupting those trade lines, leading to war.
- I will explore how the sinking of a passenger ship carrying 128 Americans off the coast of England in 1915 caused the United States to enter WWI.
- I will analyze why it took the United States two additional years to go to war against Germany after the U-Boat attack that sank the Lusitania.

- I will examine the role of music and advertisements played in military recruitment leading up to the U.S. entry into WWI.
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Explore

Describe what kinds of hands-on/minds-on activities students will be doing.

- Students will view a **Presentation** on naval warfare and the Sinking of the Lusitania which will help students understand the background for President Wilson's standpoint on remaining neutral in the European War between the Allies and the Central Powers.
- Students will then complete the following activities:
 - **Activity 1: KWL Chart**
 - Directions: Before the lesson, ask students to write what they think they know about the naval warfare during WWI. Then during the lesson, ask students to write what they wonder about the use of naval warfare during WWI or what they want to know more about. After the lesson, ask students to reflect on what what they have learned and if their perspective or ideas on the topic have changed since the beginning of the lesson.
 - **Activity 2: Think, Pair, Share**
 - Directions: Ask students to select a topic from the presentation and note it on the topic line. Then ask students to list the required information in the following areas as indicated (write a question that the pair have, discuss and take notes on the question, compose an answer to share with the class). After students have completed the assignment in pairs, go around the room and have each pair share their question and answer about the topic they selected with the class.
 - **Activity 3: Problem Analysis**
 - Directions: Analyze how the sinking of the RMS Lusitania played a pivotal role in America entering WWI by dissecting the problem. Describe the people and/or agencies involved, the setting, and the key events that produced a certain solution/outcome. Then reflect on the consequences of this solution/outcome. Students may work individually or in pairs on this assignment.
 - **Activity 4: Post Lesson Quiz**
 - Directions: Print copies of quiz and distribute to students. Allow students 10 minutes to complete quiz then collect.

📎 WWI- Lesson 2, Activity 1- KWL Chart.pdf

📎 WWI- Lesson 2, Activity 2- Think, Pair, Share.pdf

📎 WWI- Lesson 2, Activity 3- Problem Analysis.pdf

📎 WWI Lesson 2- Quiz.pdf

Explain

List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.

- Question 1: Analyze how the sinking of the Lusitania challenged President Wilson's foreign policy of Cautious Neutrality.
 - Question 2: Trace the escalation of Naval force between warring Germany and Britain to understand how the United States became involved in WWI.
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Extend- The Military Lens

Describe how students will develop a more sophisticated understanding of the concept

- Students will examine the use of music and the media as propaganda for war during WWI.
- Students will view the **Extension Activity: The Military Lens Presentation**
- **Activity: The War Machine: Examining WWI Propaganda**

📎 WWI- Lesson 2, Project- Propaganda Production.pdf

Evaluate

How will students demonstrate that they have achieved the lesson objective?

- Students will submit **Activity 1: KWL Chart**, **Activity 2: Think, Pair, Share**, and **Activity 3: Problem Analysis** to their teacher for review.
 - Students will complete **Activity 4: Post Lesson Quiz**
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Homework

Students may view the PDF at home and complete the assigned activities.

Students may conduct a research project on the sinking of the Lusitania.

Accommodations & Modifications

Allow students to view and explore Lesson 2 **Presentation** on their own in class or as homework.

- **Activity 1: KWL Chart**
 - *DIRECTIONS:* Before the lesson, ask students to write what they think they know about the naval warfare during WWI. Then during the lesson, ask students to write what they wonder about the use of naval warfare during WWI or what they want to know more about. After the lesson, ask students to reflect on what what they have learned and if their perspective or ideas on the topic have changed since the beginning of the lesson.
 - *MODIFICATIONS:* After students have completed the KWL Chart ask them to create a 3 fold brochure on the "History of naval warfare During WWI."
 - *ACCOMMODATIONS:* Sit individually with students or discuss as a class the meaning of the terms naval warfare, blockades, U-Boats, and provocations. Additionally, during the presentation, the teacher may instruct students to note certain big idea topics that may appear on the quiz.
 - **Activity 2: Think, Pair, Share**
 - *DIRECTIONS:* Ask students to select a topic from the presentation and note it on the Topic Line. Then ask students to list the required information in the following areas as indicated (write a question that the pair have, discuss and take notes on the question, compose an answer to share with the class). After students have completed the assignment in pairs, go around the room and have each pair share their question and answer about the topic they selected with the class.
 - *MODIFICATIONS:* Ask students to re-pair with new partners and complete the activity again. Next ask students to complete a meta-cognition activity by writing a 1 page summary for each of their questions and how they came to the conclusions they reached. This activity is designed to get students thinking about their own thinking patters and increases their abilities to analyze and problem solve independently.
 - *ACCOMMODATIONS:* After students have paired the teacher may walk around the room and assist any pairs that may have trouble deciding on a topic or completing the steps of the assignment. The teacher may suggest a topic, then guide students through the question creation and response section of the activity.
 - **Activity 3: Problem Analysis**
 - *DIRECTIONS:* Analyze how the sinking of the RMS Lusitania played a pivotal role in America entering WWI by dissecting the problem. Describe the people and/or agencies involved, the setting, and the key events that produced a certain solution/outcome. Then reflect on the consequences of this solution/outcome. Students may work individually or in pairs on this assignment.
 - *MODIFICATIONS:* After students complete this activity, they may work together in pairs to create a poster board with visuals analyzing the problem of the sinking of the Lusitania. This may be done as a timeline with graphic representation.
 - *ACCOMMODATIONS:* Post the activity via an overhead projector or write the prompts to the activity on a whiteboard and allow students to take turns at the board answering the different aspects of analyzing the problem of the sinking of the Lusitania.
 - **Activity 4: Post Lesson Quiz**
 - *DIRECTIONS:* Print copies of quiz and distribute to students. Allow students 10 minutes to complete quiz then collect.
 - *MODIFICATIONS:* When finished with the quiz students may turn it over to the back side and complete a bonus activity of the teachers choosing. Examples are: a 1–2 paragraph student reflection on what they would have done if they were President Wilson regarding the sinking of the Lusitania, a 1–2 paragraph reflection on how why civilian passengers would have disregarded the German Embassy warning on ships entering waters declared as active war zones , or a one paragraph reflection on how Wilson's foreign policy view of cautious neutrality was tested by the sinking of the Lusitania.
 - *ACCOMMODATIONS:* Allow students additional time to complete the quiz.
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Reflections