This lesson explains why the United States became involved in World War I and how this involvement has had a long-term effect on American history.

**SC Standards and Indicators**

- **USHC-5.3** – Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson’s leadership in the Treaty of Versailles and the creation of the League of Nations.

**Common Core Strategy(ies) addressed**

- **Reading Standards for Information Text**
  - Key Ideas and Details #’s 2-3
  - Craft and Structure #’s 5-6
  - Integration of Knowledge and Ideas #7 & 9
- **Reading Standards for Literacy in History/Social Studies**
  - Key Ideas and Details #’s 1-3
  - Craft and Structure #’s 5-6
  - Integration of Knowledge and Ideas #7-9

**Academic Vocabulary**

- Guerrilla, nationalism, self-determination, propaganda, contraband, U-boat, conscription, victory garden, espionage, armistice, reparations, Archduke Ferdinand, League of Nation, Woodrow Wilson, the Balkans, powder keg

**Lesson Materials Needed (attached at end of lesson)**

- Smart board, computer lab, primary source analysis sheet, blank map, political cartoon
- Teachers can download copies of these documents from the web sites that follow:
  1. **Lusitania**
  2. **Zimmermann Note**
  3. **World War 1 Political Cartoon**
  4. **World War 1 Blank Map**
     - [http://faculty.unlv.edu/pwerth/Blankmap-Europe-1908.jpg](http://faculty.unlv.edu/pwerth/Blankmap-Europe-1908.jpg)
  5. **Primary Source Analysis sheet**
In the early 1900s, economic opportunities convinced the United States to compete for new markets. As a result of the Spanish-American War, the United States acquired new territories that they heavily influenced politically and economically. These territories were not always happy about this influence. Some wanted their independence instead of having a new colonial mother telling them what to do. However, because the United States began to spread their influence over other countries, it increased its political and economic power. Various presidents, such as Roosevelt, Taft and Wilson, created foreign policies that increased America’s role in world affairs. One of President Roosevelt’s major actions was to ensure the building of the Panama Canal. The canal was valuable in linking the Atlantic and Pacific Oceans. Roosevelt warned European nations to keep their hands off Latin America. He said the United States would intervene if necessary. Taft chose to substitute money for bullets by encouraging American investment in Latin America. Wilson took a moral tone in Latin American policy. He said the United States should refuse to recognize any Latin American oppressive regime. United States’ involvement in a war with a Mexican revolt revealed America’s willingness to assert their power in the western hemisphere.

Long-term tensions erupted into a devastating war in Europe, while the United States tried to remain neutral. The events of the sinking of the Lusitania and the Zimmermann telegram forced the United States to join World War I.

| Content Narrative | Students will be able to:  
1. Identify the four long-term causes of World War I.  
2. Explain the circumstances that led to World War I.  
3. Analyze why the United States entered the war.  
4. Describe the Treaty of Versailles and international and domestic reaction to it.  

| Literacy Objective(s) | Read, analyze and infer various primary sources and a political cartoon that identify why the United States joined World War I.  

| Lesson Importance | This lesson explores the causes and effects of the United States joining World War I.  

| Connections to prior and future learning | Indicator 5.3 summarizes United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt’s “big stick diplomacy,” William Taft’s “dollar diplomacy,” and Woodrow Wilson’s “moral diplomacy” and changing worldwide perceptions of the United States. Indicator 5.5 analyzes the United States rejection of internationalism, including postwar disillusionment, the Senate’s refusal to ratify the Versailles Treaty, the election of 1920, and the role of the United States in international affairs in the 1920s.  

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<tr>
<th>Anticipatory Set/ Hook (Engage)</th>
<th>Ask students what they do when someone insults their friends. Do they defend them? How? Then ask them what a country should do when one of its allies is attacked.</th>
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<td><strong>Skill Development</strong></td>
<td>Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components. The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.</td>
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| Introduce content components  | 1. Students label blank map.  
   2. Presentation and/or discussion that explains the following:  
   1. Causes of WW1  
   2. Reasons U.S. joined WW1  
   3. WW1 propaganda posters  

   *Use iPad app “American history timeline” to show the progression of these events. Also, students can look up information about the Lusitania, the Zimmerman note and propaganda posters.* |
| “I do” Skill from objective introduce/explain/model | Teacher will explain how propaganda affected Americans’ view about WW1. Teacher and students will then create a non-discriminatory propaganda poster promoting the war effort using the Smartboard. Examples of WW1 propaganda can be found at [http://firstworldwar.com/posters/usa.htm](http://firstworldwar.com/posters/usa.htm) |
| **Guided Practice**           | This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as **Explore**. |
| “We do” Activity Description  | Working in groups, students will be assigned a country to create a WWI poster for. It should include the following...  
   1. why your assigned country was involved in WWI  
   2. the effects of WWI on your assigned country  
   3. illustrations  

   Students will explain their poster. |
| Checking for Understanding- “Informal” Assessment | Teacher will review and clarify content by conducting a question/answer drill to check for understanding and comprehension. |
| **Closure**                   | Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives. |
| Content Solidified            | Students will work in pairs to create five potential multiple-choice or short answer test questions. Students will then switch papers with each other and answer their questions. |
Independent Practice

“You Do”

You are a White House journalist. Write a press release explaining Woodrow Wilson’s leadership in the writing of the Treaty of Versailles and the establishment of the League of Nations.

*If iPads are available, students can use them to create their press release.*

Summative/ “Formal” Assessment

| Assessment | A standardized test will be used as a formal assessment. Questions will include teacher created multiple-choice and short answer questions. The teacher can also include the questions developed by the students from the closure activity and the independent practice. |

Differentiation

| During Lesson | For struggling students, the press release assignment can be replaced with a cause-and-effect graphic organizer on World War I. For advanced students, students can act out a press conference from the White House. |
| Assessment | Struggling students could answer discussion questions to pre-selected questions about the primary sources. Advanced students could create a multimedia presentation on World War I. |

Reflection

Lesson Reflection (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson)

Students had great prior knowledge of World War I, especially the acronym M.A.I.N. They were familiar with the purpose of propaganda posters, but had difficulty in understanding the symbolism of some of them. When doing this lesson again, I would also explain more about how they are to do their propaganda posters. Some of their posters were too broad and did not reach the goal of this assignment. Overall, I would not change much about this lesson because students were successful.

Materials Needed for Lesson
| Lesson Materials and Handouts | Smart board, colored pencils/markers, poster board, computer lab, primary source analysis sheet, copies of primary sources, iPads |