



UNIT TITLE: World War I

**GRADE LEVEL: MS/HS
COURSE: Unit Coherence**

Unit Summary Description:

This unit is being used to evaluate coherence within a unit

Stage 1: Goals (Standards and Benchmarks)

Standards and Benchmarks

DP: Group 3: Individuals and Societies, Children aged 16-18 , History
Standard and Higher Level Objectives

- demonstrate historical understanding of 20th century world history through the acquisition, selection, effective use and synthesis of knowledge
- explain different approaches to, and interpretations of, historical events and topics
- place events in their historical context
- explain the causes and effects of historical continuity and change
- present arguments that are clear, coherent, relevant and well substantiated
- present historical explanations from an international perspective

DP: Group 3: Individuals and Societies, Children aged 16-18 , History
Higher Level (exclusively) Objectives

- demonstrate an in-depth historical understanding of approximately 100 years of history (from between circa 1750 to 1995) of one region, through the acquisition, selection, effective use and synthesis of knowledge.

Understandings

Students will understand that

- War often changes the balance of power in the international system.
- Modern warfare gives rise to the concept of 'total warfare'.
- Peace treaties, if perceived to be unjust, can lead to further conflict.
- War can change the political institutions or systems of a country.

Essential Questions:

- What are the causes and outcomes of diplomatic failure?
- What, if anything, makes a war just?
- What makes a peace settlement fair?
- To what extent does war settle disputes?
- How does war impact and change societies?

<i>Students will know (knowledge content)</i>	<i>Students will be able to.....(skills)</i>
<ul style="list-style-type: none"> • The role of the alliance system, militarism, nationalism, and imperialism in the outbreak of WWI. • The role of Weltpolitik in challenging the balance of power. • Military techniques/strategies: Schlieffen Plan, Plan XVII, Trench Warfare, War of Attrition, Stalemate, U-boat campaigns, Economic Warfare, British Blockade, Infantry charges, etc. • The nature of warfare on the different fronts. • The reasons behind the defeat of the Central Powers. • The outcomes and consequences of the Paris Peace Conference. • The consequences of the Russian Revolution on the outcome of the war (Brest-Litovsk Treaty). • The different historical interpretations on the causes of WWI and the impact of the Paris Peace Conference. 	<ul style="list-style-type: none"> • Effectively answer an IB test question demonstrating accurate knowledge of World War One in a persuasive essay with a clear thesis, historical context, an awareness of different historical interpretations, and a coherent structure. • Analyze the long and short-term causes of the World War One. • Account for the collapse of the Central Powers at the end of World War One. • To what extent can it be said that the First World War was caused by the alliance system? • Evaluate the relative importance of imperialism, the arms race and the failure of diplomacy in causing the First World War. • “In 1914 Europe arrived at a point when every country was afraid of the present and Germany was afraid of the future.” What do you understand by this comment and how far do you agree with it? • To what extent was the Paris Peace Conference a failure?

Stage 2: Assessment (Evidence of Learning)

Required Contextual Product/Perf Task(s) & Rubrics

- Expository Essay
- IB History Essay Test
- Other oral assessments
- Watson Institute: The War to End All Wars - Paris Peace Conference Simulation (modified)

Other Suggested Evidence

(forced choice, short answer, essay, school-related product/performance, observation):

- *Socratic Seminar – Who was to blame for the outbreak of WWI?*
- *Fishbowl discussion - The ethics of military strategies during WWI.*
- *Class discussions*
- *Short objective quizzes*
- *Time Line quiz*

- *Observation*
- *Notebook collection*
- *In class IB essay*
- *Take home essay*
- *Document analysis*

Stage 3: The Learning Plan

Required Instructional Strategies

- Cornell notes
- Direct lecture
- Mind Mapping on the causes of WWI
- Diagramming the various fronts
- Guided reading
- Videos on WWI with viewing guides
- Document analysis practice
- Group research and presentations on the following:
- the changing role of women, the Arab Revolt, Nationalism in colonies, the role of African-Americans, Wilson's 14 Points, Media/censorship/propaganda, Armenia
- Research at the library
- Group work on constructing history through the use primary documents

Resources:

- Europe - Terry Morris
- The First World War - Hew Strachan
- The Origins of the First and Second World Wars - Frank McDonough
- The Origins of the Second World War Reconsidered - Gordon Martel
- Modern World History – Ben Walsh
- 20th Century video series, short video on WWI
- The First World War - The Complete Series video
- Library
- Internet

Unit Reflections