

# Northwest History Consortium

## The United States and World War I

Alyssa Vis

10<sup>th</sup> - 12<sup>th</sup> Grade

National Standard

**Era 7: The Emergence of Modern America (1890-1930) / Standard 2**

*Standard 2: The changing role of the United States in world affairs through World War I*

### PROBLEM

Should the United States get involved in a European War?

### SCENARIO

It is April of 1917 and almost all of Europe is involved in a war. Both sides have asked the United States and President Wilson to join the war on their side. Up to this point, Wilson has maintained the United States' neutrality, including much of the country, many of his own advisors, his Secretary of State William Jennings Bryan, and also most of Congress want to stay out of the war. Wilson himself campaigned on the fact that "he kept us out of war," and he went so far as to state in his 2<sup>nd</sup> Inaugural Address that:

"We have been deeply wronged upon the seas, but we have not wished to wrong or injure in return; have retained throughout the consciousness of standing in some sort apart, intent upon an interest that transcended the immediate issues of the war itself.

As some of the injuries done us have become intolerable we have still been clear that we wished nothing for ourselves that we were not ready to demand for all mankind—fair dealing, justice, the freedom to live and to be at ease against organized wrong.

It is in this spirit and with this thought that we have grown more and more aware, more and more certain that the part we wished to play was the part of those who mean to vindicate and fortify peace. We have been obliged to arm ourselves and to make good our claim to a certain minimum of right and of freedom of action. We stand firm in armed neutrality since it seems that in no other way can we demonstrate what it is we insist upon and cannot forget."

Wilson, Woodrow. "Second Inaugural Address" 15 March 1917 from Inaugural Addresses of the Presidents of the United States. Washington, DC: U.S. G.P.O., 1989.

### TASK

In spite of this speech and the opinions of his advisors and Congress, Wilson is not ruling out the possibility of becoming involved and has asked you, members of his cabinet, to make a recommendation about whether or not the United States should become involved in the war.

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### Objectives:

- Origins of the War
- How the alliances work – who is on which side and why
- Impact of European Alliances – both sides – on the United States
  - Which side should we be with?
- Why the United States should get involved in the Great War
- Why the United States would be best served by staying out of the Great War

### RESOURCES

#### Book

Keese, Timothy and Mark Sidwell. United States History for Christian Schools. Second ed. Greenville, SC: Bob Jones University Press, 1991, pp. 510-35.

#### Internet

“World War I.” 4 April 2007. Internet Modern History Sourcebook (Fordham University). ©1997 – 2010. Bronx, NY. 23 April 2010 <<http://www.fordham.edu/halsall/mod/modsbook38.html>>.

➤ This site has a large number of primary source documents on World War I.

#### Primary Sources

“Archduke Franz Ferdinand in Sarajevo [vintage video].” 1914. FirstWorldWar.com. ©2000 – 2010. 23 April 2010 <<http://www.firstworldwar.com/video/ferdinand.htm>>.

➤ Assassination of Archduke Franz Ferdinand

“The Crime of the Ages—Who Did It? [political cartoon]” from John McCutcheon, *The Chicago Tribune*. Boise State University (Educational Technology). 2010. Boise, ID. 23 April 2010 <<http://edtech2.boisestate.edu/lockwoodm/Practice/images/WWI.gif>>.

“Destroy This Mad Brute: Enlist U. S. Army [poster/propaganda].” WordPress.com. 2003 – 2010. San Francisco, CA. 23 April 2010 <[http://fashionforwardpr.files.wordpress.com/2008/04/destroy\\_this\\_mad\\_brute\\_wwi\\_propaganda\\_poster\\_us\\_version.jpg](http://fashionforwardpr.files.wordpress.com/2008/04/destroy_this_mad_brute_wwi_propaganda_poster_us_version.jpg)>.

Field, A. J. “Map [pertinent to World War I].” SchoolHistory.co.uk. 2010. United Kingdom. 23 April 2010 <[http://www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/images/map\\_plan.gif](http://www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/images/map_plan.gif)>.

“German Plot Against U. S. Is Revealed.” 8 March 1917. Alabama Department of Archives and History. 2010. Montgomery, AL. 23 April 2010 <<http://www.archives.state.al.us/teacher/ww1/lesson1/doc07p1.html>>.

“German Poster [propaganda].” World War Pictures. 2007 – 2010. Paris, France. 23 April 2010 <<http://www.world-war-pictures.com/images/german-world-war-posters/warger007.jpg>>.

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“German Poster [propaganda].” GraphiteFurnace.blogs.com. 2010. 23 April 2010 <[http://graphitefurnace.blogs.com/main/images/2007/10/28/german\\_christ\\_propaganda\\_wwi.jpg](http://graphitefurnace.blogs.com/main/images/2007/10/28/german_christ_propaganda_wwi.jpg)>.

“Germany Stirs By Proposing Tripple [*sic*] Attack on U. S. With Mexico And Japan.” 1 March 1917. Alabama Department of Archives and History. 2010. Montgomery, AL. 23 April 2010 <<http://www.archives.state.al.us/teacher/ww1/lesson1/doc07p1.html>>.

“L’Entente Cordiale [poster/propaganda].” Digger History. 2010. Australia. 23 April 2010 <<http://www.diggerhistory.info/images/posters3/uk-spider.jpg>>.

“Maps (pertinent to World War I).” The Student Education Forum. ©2010. <<http://studenteducationforum.ipbhost.com/index.php?act=Print&client=printer&f=40&t=214>>.

“Political Cartoon [pertinent to World War I].” About.com (New York Times Company). ©1996 – 2010. New York, NY. <<http://z.about.com/d/history1900s/1/0/O/wwi4.gif>>.

“Poster [propaganda].” International Poster Gallery. ©1997 – 2010. Boston, MA. 23 April 2010 <<http://www.internationalposter.com/pimages/RUL10687.jpg>>.

“Poster [propaganda].” Timegun.org. 2010. United Kingdom. 23 April 2010 <<http://www.timegun.org/hun3.jpg>>.

“Some Promise! [political cartoon].” © Press Publishing Co. University of Maine. ©2007 – 2010. Farmington, ME. <<http://faculty.umf.maine.edu/~walters/web%201014/ww1%20zimmerman%20cartoon.jpeg>>.

“The Submarine in World War I” from *TOC*, v. 1.0.5, 1 Aug. 2008. Greg Goebel/Public Domain (vectorsite.net). 2010. 23 April 2010 <<http://www.vectorsite.net/twsub2.html>>.

“Will you fight now or wait for **This** [image/propaganda].” DSL Extreme. ©2003. Chatsworth, CA. 23 April 2010 <<http://members.dslextreme.com/users/markpoyser/uggabugga/2002/waitforthis.jpg>>.

Wilson, Woodrow. “Second Inaugural Address of Woodrow Wilson.” 15 March 1917. Yale University (Yale Law School and Library). ©2008 – 2010. New Haven, CT. 23 April 2010 <[http://avalon.law.yale.edu/20th\\_century/wilson2.asp](http://avalon.law.yale.edu/20th_century/wilson2.asp)>.

“Zimmerman Telegram.” 19 Jan. 1917. The National Archives. 2010. College Park, MD. 23 April 2010 <<http://www.archives.gov/education/lessons/zimmermann/#documents>>.

#### Other Research for Opinion at Home

“Women Fighting for Liberty”

“Without Negro Labor”

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#### ASSESSMENT

##### Evaluation:

- Presentation to Wilson
  - ◆ Oral presentation in front of class and written presentation
- Grade based on rubric for oral presentation – speaking skills and oral speaking abilities (example included)
- Grade based on rubric for written presentation – writing skills and support and evidence for positions
- Grade based on peer evaluations – evaluating how much work each member of the group did – did each person do what they were supposed to do

Your group is responsible for the following components (ONE PER GROUP):

- List of hypothesis, ideas, or hunches
- Original brainstorm – What you know (or think you know)
- List of what you don't know and want to find out (or things that you are unsure of)
- List of the tasks you create and who is responsible for each task
- Problem Statement
- Oral presentation to President Wilson
- Written report which includes your argument to Wilson and all of your evidence. Include citations in MLA format
- Works Cited page (MLA format)

Each group member is responsible for evaluating their group. You must give a grade (out of 100) for each of the following items and explain why you feel that it is an appropriate grade for that component.

- Your group presentation
- Your written presentation
- Your group's use of in class work time
- Group Member 1:
- Group Member 2:
- Group Member 3:
- Group Member 4:
- Yourself:

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### Oral Presentation Rubric

<b>Organization and Coherence (15)</b>	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized	Most information presented in logical sequence; generally very well organized by better transitions from idea to idea and medium to medium needed	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy	Presentation is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentation
<b>Content (25)</b>	An abundance of material clearly related to thesis; points are clearly made and all evidence supports thesis; varied use of material	Sufficient information that relates to thesis; many good points made but there is an uneven balance and little variation	There is a great deal of information that is not clearly connected to the thesis	Thesis is not clear; information included that does not support thesis in any way
<b>Creativity (15)</b>	Very original presentation of material; uses the unexpected to full advantage; captures the audience's attention	Some originality apparent; good variety and blending of materials/media	Little or no variation; material presented with little originality or interpretation	Repetitive with little or no variety; insufficient use of multimedia
<b>Material (10)</b>	Balanced use of multimedia material; properly used to develop thesis; use of media is varied and appropriate	Use of multimedia not as varied and not as well connected to thesis	Choppy use of multimedia materials; lacks smooth transitions from one medium to another; multimedia not clearly connected to thesis	Little or no multimedia used or ineffective use of multimedia; imbalance in use of materials—too much of one, not enough of another
<b>Speaking Skills (10)</b>	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence	Clear articulation but not as polished	Some mumbling; little eye contact; uneven rate; little or no expression	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone
<b>Audience Response (15)</b>	Involved the audience in the presentation; points made in creative way; held audience's attention throughout	Presented facts with some interesting "twists"; held the audience's attention most of the time	Some related facts but went off topic and lost audience; mostly presented facts with little or no imagination	Incoherent; audience lost interest and could not determine the point of the presentation
<b>Length of Presentation (10)</b>	Within allotted time	Between 0-2 minutes from allotted time	Between 2-4 minutes of allotted time	More than 4 minutes away from allotted time

Braendle, Stacey. "Oral Presentation Rubric." 26 Jan. 2010. [SuccessLink.org](http://www.successlink.org). ©2004 – 2010. Jefferson City, MO. 23 April 2010 <[http://www.successlink.org/GTI/lesson\\_unit-viewer.asp?lid=8271](http://www.successlink.org/GTI/lesson_unit-viewer.asp?lid=8271)>. Adapted by Alyssa Vis for the Northwest History Consortium.

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### Paper Rubric

Content (50)				
<b>Introduction (5)</b>	Attitude is defined; thesis is clearly focused; subject is significant	Thesis is clear; provides direction for essay	Unclear; formulaic; not creative	Introduction is incomplete, ineffective, or missing
<b>Idea Development (10)</b>	Interesting; sophisticated; insightful	Clear and thoughtful	Simplistic; uneven in quality; lacking in relevance	Absent or ineffective
<b>Support or Evidence (25)</b>	Detailed; accurate; convincing	Sufficient and accurate	Uneven	Vague, missing, or inaccurate
<b>Word Choice (5)</b>	Engaging and powerful choice of words	Appropriate to task	Uneven	Limited, monotonous, inappropriate
<b>Conclusion (5)</b>	Extends; connects; comments on topics	Purposeful and perceptive	Summarizes previously stated information	Absent, incomplete, or unfocused
Organization (25)				
<b>Topic Sentences (10)</b>	Clearly related to thesis; comprehensive; incorporates effective transitions	Comprehensive and logical	Provides bland restatement of thesis; narrow or inaccurate	Absent
<b>Paragraph Order (10)</b>	Contributes to an effective argument; reinforces the content	Demonstrates a clear plan	Ineffective or inconsistent	Random
<b>Transitions (5)</b>	Effective and varied	Clear and functional	Mechanical	Absent
Mechanics (25)				
<b>Sentence Structure (10)</b>	Complete; varied; interesting	Complete and correct	Variety is present; some errors are evident	Repetitious; fragments and run-ons are frequent
<b>Punctuation/ Spelling (10)</b>	Error-free	Errors present but do not interfere with meaning	Careless or distracting	Block meaning
<b>Voice (5)</b>	Distinctive; appropriate to task and audience	Clear and authentic	Mechanical, formulaic	Unclear
Basics (50)				
<b>Length (15)</b>	5-8 Complete Pages	Within 1 page	Within 2 pages	Within 3 Pages
<b>Citations in Paper (10)</b>	Consistently present and correct	Consistently present or correct	Occasionally present or correct	Not present
<b>Formal Language (5)</b>	Always	Present with few lapses	Multiple instance of informal language	Formal language not used
<b>Validated Sources (10)</b>	Sources always qualified and validated	Sources sometimes qualified and validated	Sources seldom qualified or validated	Sources never qualified or validated
<b>Change from Rough Draft (10)</b>	Significant change evident from rough draft	Some change evident from rough draft	Little change evident from rough draft	No change evident from rough draft

“Writing Assignment Rubric.” Holy Cross High School 2010. Delran, NJ. 23 April 2010 <[http://sp.holycrosshighschool.org/gowanactsh/Power % 20Points/D. % 20Writing % 20assignment % 20rubric.pdf](http://sp.holycrosshighschool.org/gowanactsh/Power%20Points/D.%20Writing%20assignment%20rubric.pdf)>. Adapted and revised by Alyssa Vis for the Northwest History Consortium.

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### REFERENCES/CITATIONS

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"History Standards for Grades 5-12 United States." [UCLA National Center for History in the Schools](http://nchs.ucla.edu/standards/us-standards5-12.html). 2005. Los Angeles, CA. 6 April 2010 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

Vis, Alyssa. "The United States and World War I." [NWESD Organization](http://www.nwesd.org). 2008. Anacortes, WA. 12 July 2009 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/7.2\\_US.WorldWarI.Vis.10-12](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/7.2_US.WorldWarI.Vis.10-12)>.

Wilson, Woodrow. "Second Inaugural Address" 15 March 1917 from [Inaugural Addresses of the Presidents of the United States](#). Washington, DC: U.S. G.P.O., 1989.

"Writing Assignment Rubric." [Holy Cross High School](http://sp.holycrosshighschool.org/gowanactsh/Power%20Points/D.%20Writing%20assignment%20rubric.pdf) 2010. Delran, NJ. 23 April 2010 <<http://sp.holycrosshighschool.org/gowanactsh/Power%20Points/D.%20Writing%20assignment%20rubric.pdf>>. Adapted and revised by Alyssa Vis for the Northwest History Consortium.