

Northwest History Consortium

1915: The United States in Turmoil

Robert H. McKay
5th Grade

National Standard

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

Standard 2C: The student understands the impact at home and abroad of the United States' involvement in World War I.

Explain how the American Expeditionary Force contributed to the allied victory.

BACKGROUND

Reference:

Duffy, Michael. "U.S. Declaration of Neutrality." 17 Aug. 1914. First World War. ©2000-2010 Michael Duffy. [location unknown]. 25 Dec. 2010 <<http://www.firstworldwar.com/source/usneutrality.htm>>.

PROBLEM (FOR TEACHER'S EYES ONLY)

Will the students be able to understand the impact of a world war on the home front?

SCENARIO

"With Britain's entry declaration of war with Germany on 4 August 1914, a general European war - soon to become a world war - was underway.

On 19 August 1914 U.S. President Woodrow Wilson addressed Congress and made public the U.S. policy of neutrality. During his address he warned U.S. citizens against taking sides in the war for fear of endangering the wider U.S. policy."

Duffy, Michael. "U.S. Declaration of Neutrality." 17 Aug. 1914. First World War. ©2000-2010 Michael Duffy. [location unknown]. 25 Dec. 2010 <<http://www.firstworldwar.com>>.

President Wilson's Address to Congress

"The effect of the war upon the United States will depend upon what American citizens say and do. Every man who really loves America will act and speak in the true spirit of neutrality, which is the spirit of impartiality and fairness and friendliness to all concerned.

The spirit of the nation in this critical matter will be determined largely by what individuals and society and those gathered in public meetings do and say, upon what newspapers and magazines contain, upon what ministers utter in their pulpits, and men proclaim as their opinions upon the street.

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The people of the United States are drawn from many nations, and chiefly from the nations now at war. It is natural and inevitable that there should be the utmost variety of sympathy and desire among them with regard to the issues and circumstances of the conflict.

Some will wish one nation, others another, to succeed in the momentous struggle. It will be easy to excite passion and difficult to allay it. Those responsible for exciting it will assume a heavy responsibility, responsibility for no less a thing than that the people of the United States, whose love of their country and whose loyalty to its government should unite them as Americans all, bound in honor and affection to think first of her and her interests, may be divided in camps of hostile opinion, hot against each other, involved in the war itself in impulse and opinion if not in action.

Such divisions amongst us would be fatal to our peace of mind and might seriously stand in the way of the proper performance of our duty as the one great nation at peace, the one people holding itself ready to play a part of impartial mediation and speak the counsels of peace and accommodation, not as a partisan, but as a friend.

I venture, therefore, my fellow countrymen, to speak a solemn word of warning to you against that deepest, most subtle, most essential breach of neutrality which may spring out of partisanship, out of passionately taking sides.

The United States must be neutral in fact, as well as in name, during these days that are to try men's souls. We must be impartial in thought, as well as action, must put a curb upon our sentiments, as well as upon every transaction that might be construed as a preference of one party to the struggle before another."

Wilson, Woodrow, President. "Address to Congress." 19 Aug. 1914. First World War. ©2000-2010. [location unknown]. 25 Dec. 2010 <<http://www.firstworldwar.com/source/usneutrality.htm>>.

TASK

You are on a committee to form the fighting expeditionary force that for the first time in history will send United States' soldiers abroad. How do you choose which men or women would go to fight?

Key Points to address:

- State populations?
- Economic status?
- Age?
- Race?
- Ethnicity?
- Ability?

Your panel will present your finding, addressing the key points, to the US President.

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RESOURCES

Internet

"American Expeditionary Forces in World War I." USAWWI.Com. ©2008-2010. [location unknown]. 25 Dec. 2010 <<http://www.usaww1.com/American-Expeditionary-Force/>>.

"First Army History and Operations of the AEF." The Great War Society (The Doughboy Center: The Story of the American Expeditionary Forces.). ©The Great War Society. San Pablo, CA. 25 Dec. 2010 <<http://www.worldwar1.com/dbc/ghq1arm.htm>>.

Hendrickson, Raquel. "Lafayette, We are Here!: The Yanks Arrive in Europe." The Great War Society (The Doughboy Center: The Story of the American Expeditionary Forces.). ©The Great War Society. San Pablo, CA. 25 Dec. 2010 <<http://www.worldwar1.com/dbc/arrival.htm>>.

"How Did a European War Turn Into the First World War?" The Great War Society. ©The Great War Society. San Pablo, CA. 25 Dec. 2010 <<http://www.the-great-war-society.org/wwtheme.html>>.

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ASSESSMENT

PowerPoint Rubric

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Research and Note taking	<p>6 points</p> <p>Note cards indicate you accurately researched a variety of information sources, recorded and interpreted significant facts, meaningful graphics, accurate sounds and evaluated alternative points of view.</p>	<p>4 points</p> <p>Note cards show you recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.</p>	<p>2 points</p> <p>Note cards show you misinterpreted statements, graphics and questions and failed to identify relevant arguments.</p>	<p>0 points</p> <p>Note cards show you recorded information from four or less resources, did not find graphics or sounds, and ignored alternative points of view.</p>	
Preproduction Plan - Storyboard	<p>6 points</p> <p>The storyboard illustrates the slide presentation structure with thumbnail sketches of each slide including: title of slide, text, background color, placement & size of graphic, fonts - color, size, type for text and headings, hyperlinks (list URLs of any site linked from the slide), narration text, and audio files (if any). All slides are numbered, and there is a logical sequence to the presentation.</p>	<p>4 points</p> <p>The thumbnail sketches on the storyboard include titles and text for each slide and are in sequential order.</p>	<p>2 points</p> <p>The thumbnail sketches on the storyboard are not in a logical sequence and have incomplete information.</p>	<p>0 points</p> <p>There a very few thumbnail sketches on the storyboard and do not provide an overview of the presentation.</p>	

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Introduction	<p>3 points</p> <p>The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.</p>	<p>2 points</p> <p>The introduction is clear and coherent and relates to the topic.</p>	<p>1 point</p> <p>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.</p>	<p>0 points</p> <p>The introduction does not orient the audience to what will follow.</p> <p>The sequencing is unclear and does not appear interesting or relevant to the audience.</p>	
Content	<p>8 points</p> <p>The content is written clearly and concisely with a logical progression of ideas and supporting information.</p> <p>The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea.</p> <p>Information is accurate, current and comes mainly from * primary sources.</p>	<p>6 points</p> <p>The content is written with a logical progression of ideas and supporting information.</p> <p>Includes persuasive information from reliable sources.</p>	<p>4 points</p> <p>The content is vague in conveying a point of view and does not create a strong sense of purpose.</p> <p>Includes some persuasive information with few facts. Some of the information may not seem to fit.</p> <p>Sources used appear unreliable.</p>	<p>0 points</p> <p>The content lacks a clear point of view and logical sequence of information.</p> <p>Includes little persuasive information and only one or two facts about the topic.</p> <p>Information is incomplete, out of date and/or incorrect.</p> <p>Sequencing of ideas is unclear.</p>	
Text Elements	<p>3 points</p> <p>The fonts are easy-to-read and point size varies appropriately for headings and text.</p> <p>Use of italics, bold, and indentations</p>	<p>2 points</p> <p>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does</p>	<p>1 point</p> <p>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of</p>	<p>0 points</p> <p>The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use</p>	

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	<p>enhances readability.</p> <p>Text is appropriate in length for the target audience and to the point.</p> <p>The background and colors enhance the readability of text.</p>	not enhance readability.	text.	of headings, subheadings, indentations, or bold formatting.	
Layout	<p>3 points</p> <p>The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.</p>	<p>2 points</p> <p>The layout uses horizontal and vertical white space appropriately.</p>	<p>1 point</p> <p>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.</p>	<p>0 points</p> <p>The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.</p>	
Citations	<p>6 points</p> <p>Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented.</p> <p>All sources of information are clearly identified and credited using MLA citations throughout the project.</p>	<p>4 points</p> <p>Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.</p>	<p>2 points</p> <p>Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper MLA citations.</p>	<p>0 points</p> <p>No way to check validity of information.</p>	
Graphics, Sound and/or Animation	<p>3 points</p> <p>The graphics, sound and/or animation assist in presenting an overall theme and enhance</p>	<p>2 points</p> <p>The graphics, sound/and or animation visually depict material and assist the</p>	<p>1 point</p> <p>Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance</p>	<p>0 points</p> <p>The graphics, sounds, and/or animations are unrelated to the content.</p>	

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	<p>understanding of concept, ideas and relationships.</p> <p>Original images are created using proper size and resolution, and all images enhance the content.</p> <p>There is a consistent visual theme.</p>	<p>audience in understanding the flow of information or content.</p> <p>Original images are used.</p> <p>Images are proper size, resolution.</p>	<p>the overall concepts.</p> <p>Most images are clipart or recycled from the WWW.</p> <p>Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy.</p>	<p>Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.</p>	
Writing Mechanics	<p>6 points</p> <p>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</p>	<p>4 points</p> <p>The text is clearly written with little or no editing required for grammar, punctuation, and spelling.</p>	<p>2 points</p> <p>Spelling, punctuation, and grammar errors distract or impair readability.</p> <p>(3 or more errors)</p>	<p>0 points</p> <p>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required.</p> <p>(more than 5 errors)</p>	
TOTAL POINTS					/44

* Primary sources can include original letters and diaries, personal observations, interviews, first-hand accounts, newspaper articles, magazine articles, journal articles, Web pages, audio recordings, video productions, and photography.

Vandervelde, Joan. "PowerPoint Rubric." 29 July 2010. [University of Wisconsin \(Stout\)](http://www2.uwstout.edu/content/profdev/rubrics/pptrubric.html). ©2001 - 2010 Joan Vandervelde. Stout, WI. 26 Dec. 2010 <<http://www2.uwstout.edu/content/profdev/rubrics/pptrubric.html>>. Reprinted with permission.

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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. 2005. Los Angeles, CA. 6 April 2010 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

McKay, Robert H. "1915: The United States in Turmoil." NWESD Organization. 2008 - 2010. Anacortes, WA. 26 Dec. 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/7.2C_WWI_Neutrality.McKay.5>.

Vandervelde, Joan. "PowerPoint Rubric." 29 July 2010. University of Wisconsin (Stout). ©2001 - 2010 Joan Vandervelde. Stout, WI. 26 Dec. 2010 <<http://www2.uwstout.edu/content/profdev/rubrics/pptrubric.html>>. Reprinted with permission.

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