

UNIT 4 part 1: 8.4 WWI and The United States between Wars –1914- 1940  
**START A NEW PAGE IN YOUR NOTEBOOK!**

**8.4 WORLD WAR I:** Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.

**1-LT-I can examine a general summary of The Great War? SB Unit 4 P3**

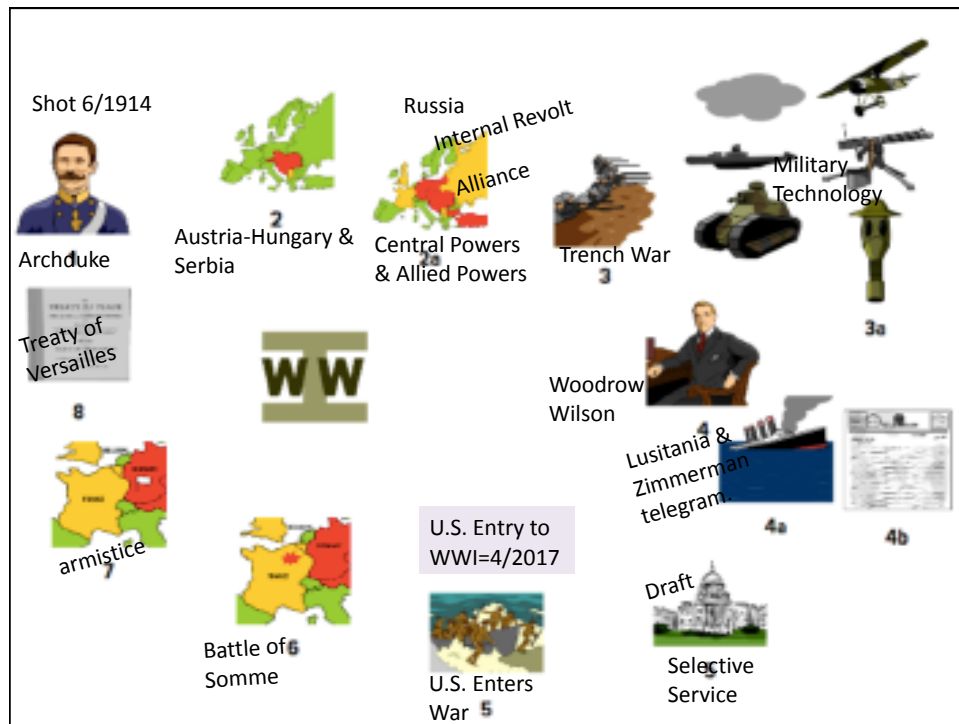
**Agenda:**

- 1- Brainpop video- WWI
- 2- Match up words with pictures  
match up words w/ vocabulary top p4

**Homework:**

Create a vocabulary foldables for all words after you match words f/pg3 to definitions/term p4.

Go to Brainpop.com, play WWI video and define other words not included on pg 4.



## 2-LT- I can explain why World War I, The Great War, began in 1914.

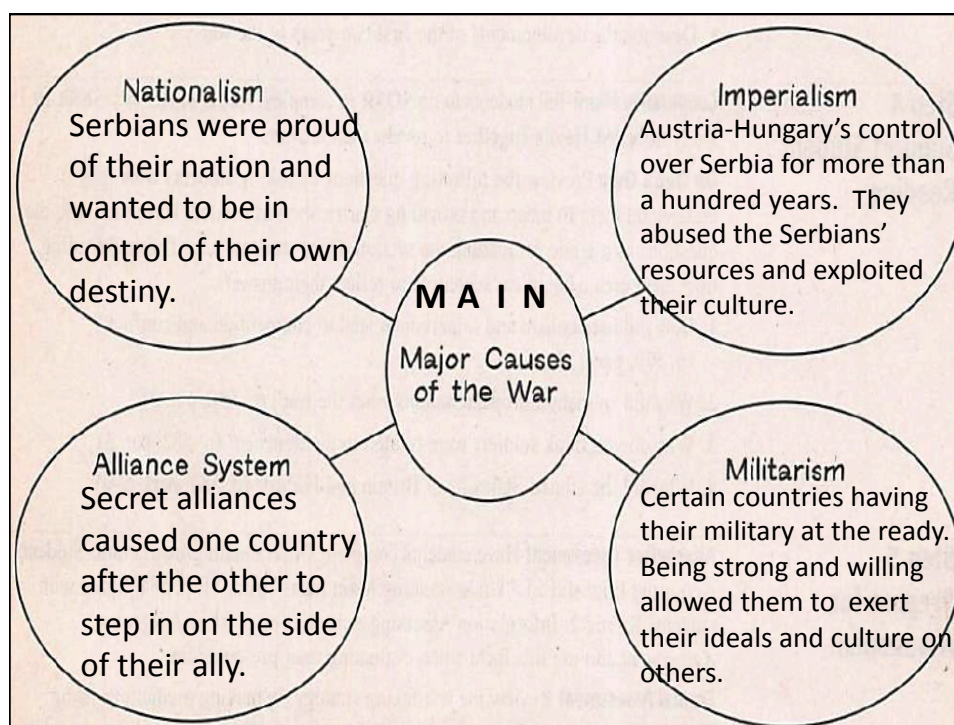
*Why do you think there are there two names for the war above?*

Agenda:

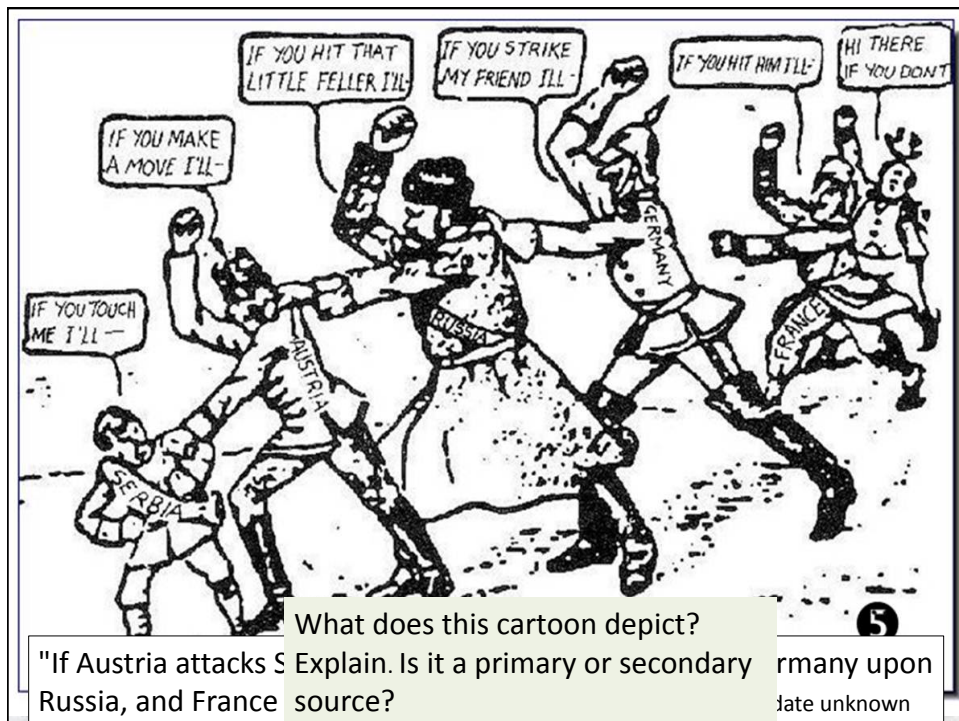
- 1- Read excerpt, focused annotations in symbols, abbreviations, words, & declarative statement(s).
- 2- Read excerpt, answer questions
- 3- Teams complete graphic organizers in pencil.



World War I			
Term	Cause	Alliance	Features of Warfare
nationalism	+	—	—
militarism			
Allies			
Central Powers			
Archduke Franz Ferdinand			
no man's land			
trench warfare			
<i>Lusitania</i>			
Zimmermann note			



<https://videohive.net/item/dominoes-falling-down-in-a-row/10378493>



3 Learning Target: : I can explain Trench Warfare during WWI in Europe. 1m I can reflect on my lesson during home study.

Homework: Read notes, relive our class in your mind's eye to help remember our class discussions about Trench Warfare. 3m

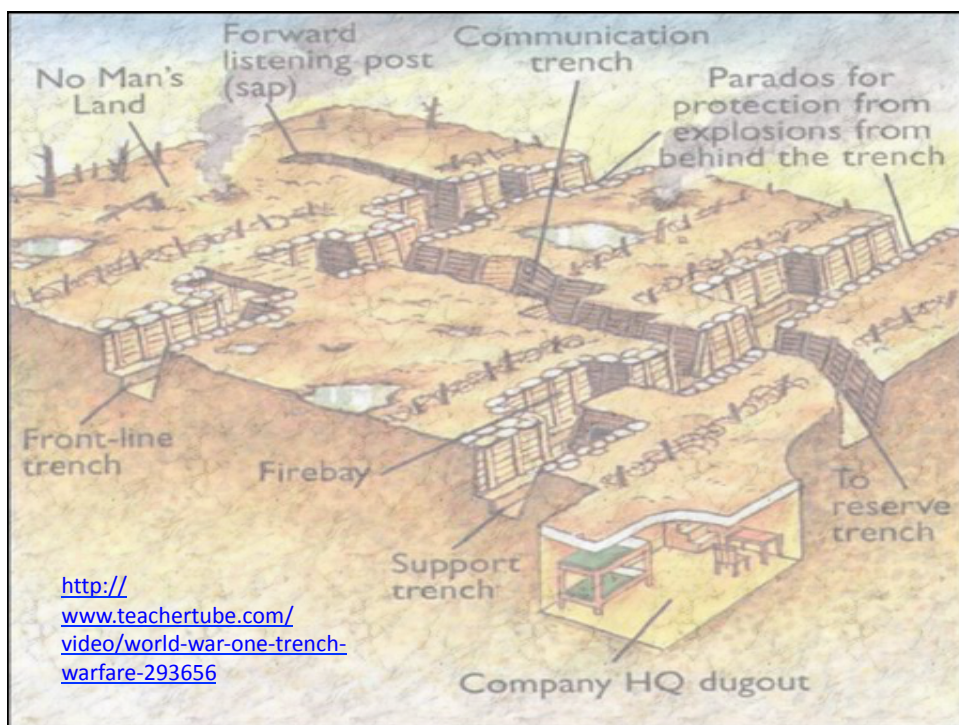
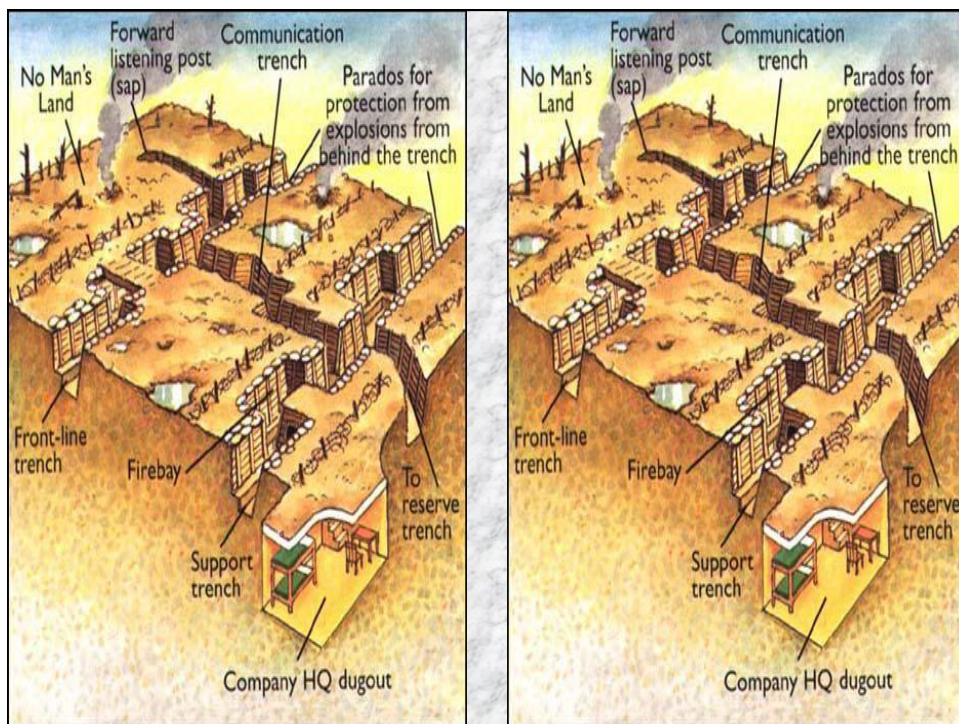
#### Agenda:

- 1- Review beginnings of WWI through a political cartoon. 4m
- 2- Army gear for a WWI Soldier 2m
- 3- Discover intricacies' of Trench War discussion-3m
  - Trench Warfare Video with discussion 7m
- 4- Trench Warfare effects- 10



The gear that they had to carry weighed from 55 to 65 pounds!







## B. New Technologies and Strategies of WAR

1. Trench Warfare! Created a **consistent** stalemate [neither side can gain an edge].
2. Tanks **T**, Flamethrowers **F**,  
Poison gas **PG** ,  
**Tracer bullets TB**,  
**Mounted airplane machine guns!**,  
**Depth charges in the ocean**,  
Aircraft carriers in the ocean **ACP**

Go to the next page in your support booklet and fill in the map with names of the countries.





### 3. New Problems of War

- a) • New weapons and tactics lead to horrific injuries, hazards





b) • Troops amidst filth, pests, polluted water, poison gas, dead bodies-40sec



c) • Constant bombardment, battle fatigue produce "shell shock" BF/SS 36sec

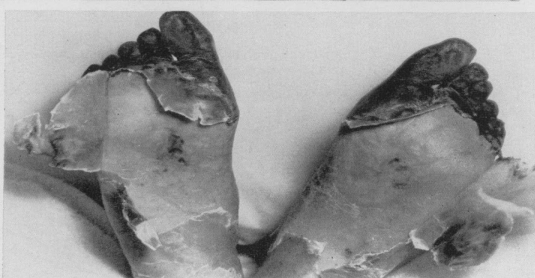
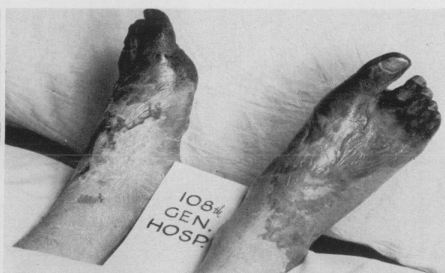




d) • Physical problems include dysentery-spread by poor sanitation esp. unwashed hands! As well as Trench foot TF & Trench Mouth TM 36sec

3-A

3-B







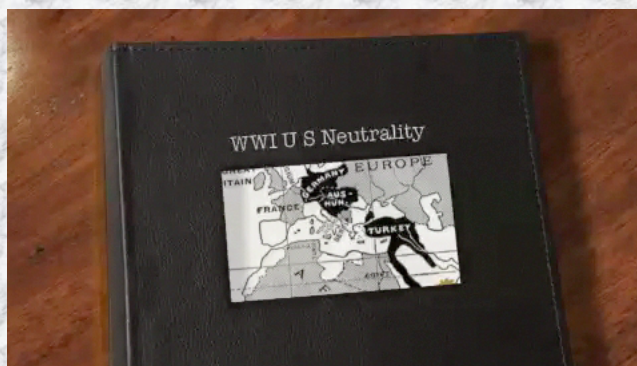


## Writing Revolution

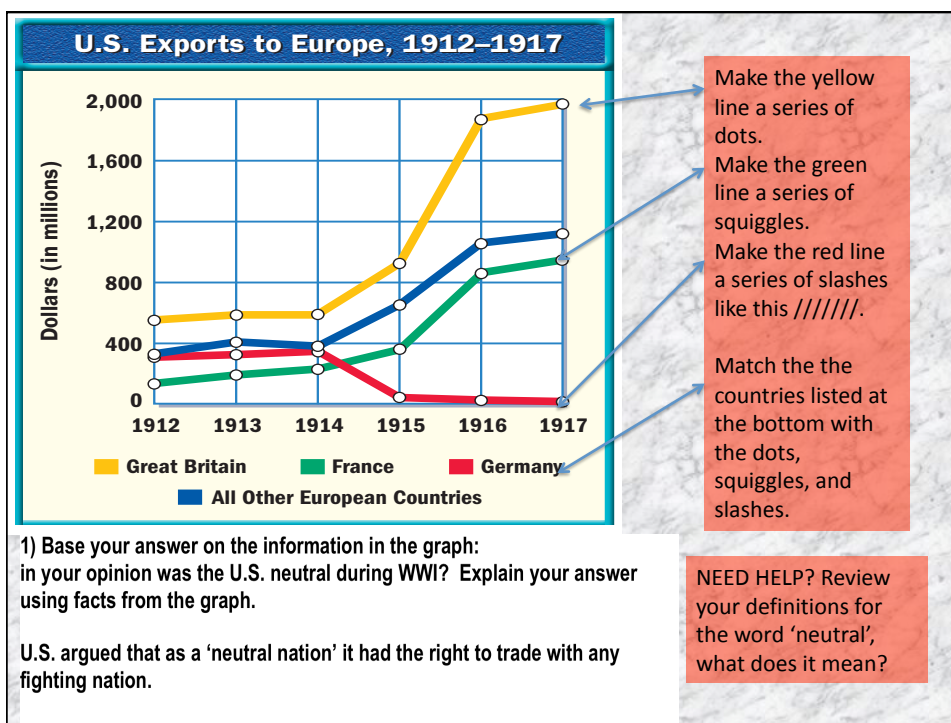
Based on your learning and prior knowledge:

- Some countries want war because\_\_\_\_\_
- Some countries want war, but\_\_\_\_\_
- Some countries want war, so\_\_\_\_\_

## 4-LT- I can determine Americans feelings about The Great War.



What do you think it means to be 'neutral' during a fight?



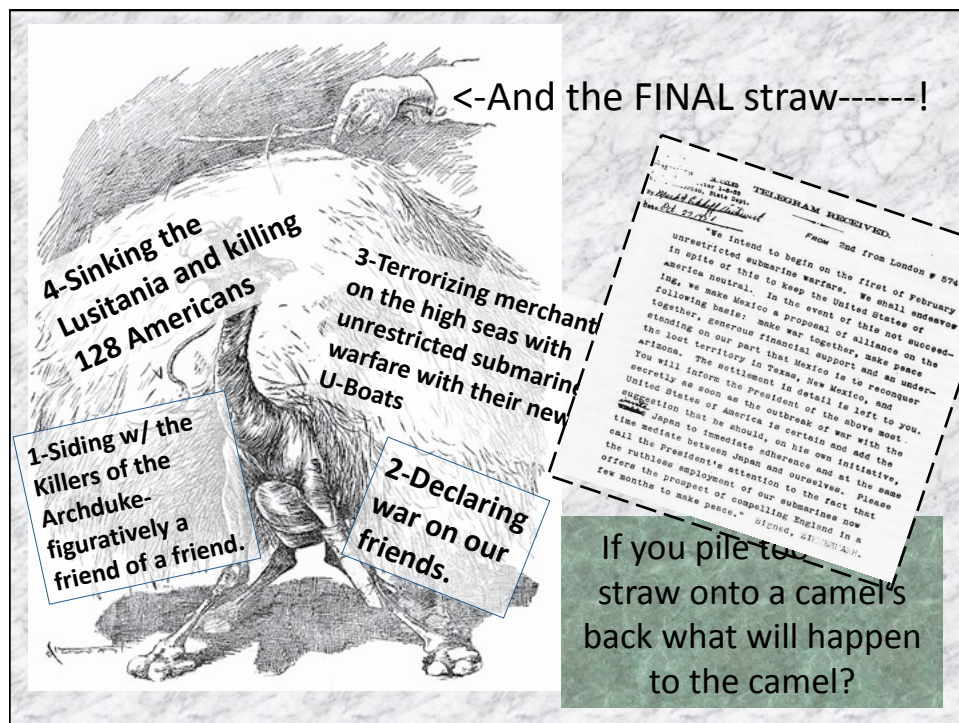


## DO YOU THINK IT is *possible* for Wilson to keep the U.S. out of the war?

5-LT- I can examine the reasons for U.S. entry into World War I.

Agenda:

- 1- review HW last night
- 2- The U.S. Declares War
- 3- Propaganda – what it was, what it turned into..



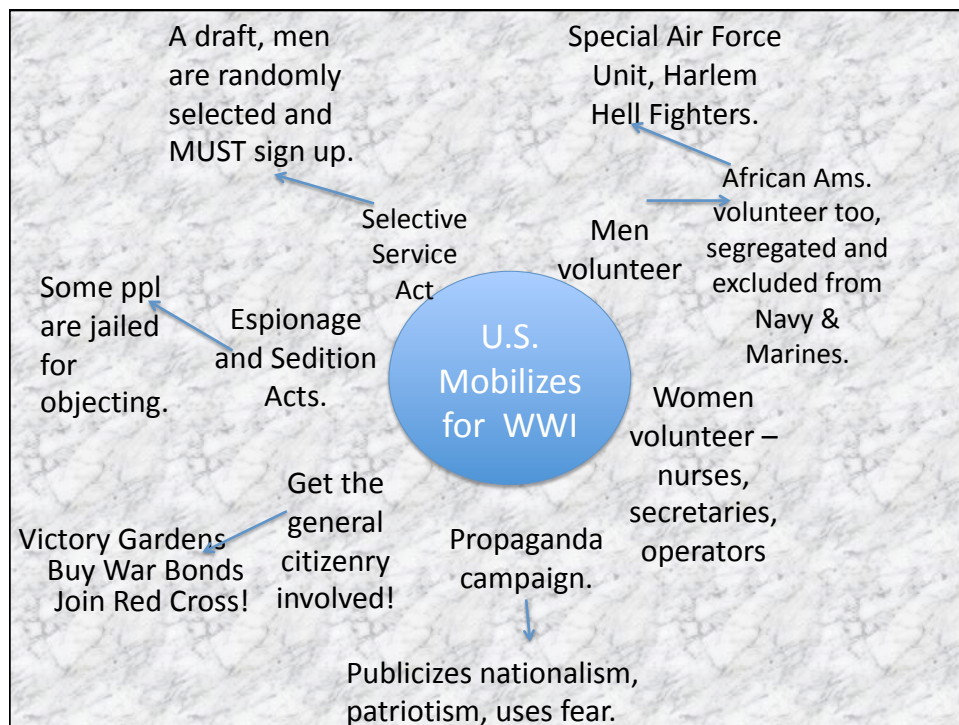


## 6-LT I can determine how the U.S. mobilized for war in 1917.

*What do you think 'mobilize for war' means?*

Agenda:

- 1- Mobilizing for war-COMPLETE reading before next slide, next slide stud make in nb.
- 2- Use of propaganda, a new media for the gov't
- 3- What do you think propaganda turned into?

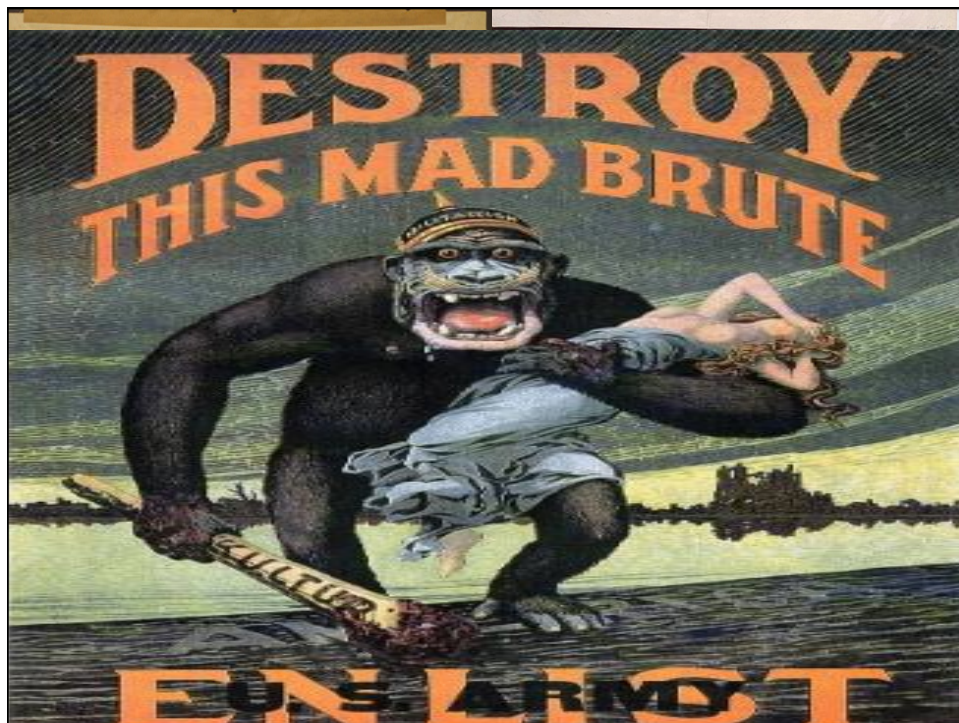


## Propaganda



"A propaganda war, the battle for the hearts and minds of the American people"

"Modern public relations (advertisements)... by these early experiments in persuading people to a specific point of view."









## Writing Revolution

Sentence or Fragment? Correct it either way!!

\_\_\_ propaganda was used to persuade citizens of the united states to help the war effort

\_\_\_ harlem hell fighters were

\_\_\_ the united states became involved after

----**BECAUSE, BUT, SO.....**

The U.S. needed to mobilize an army because

The U.S. needed to mobilize an army, but

The U.S. needed to mobilize an army, so

*-TONIGHT- Think about what type of propaganda poster you would like to make tomorrow in your group.*



## 7-LT I can illustrate the use of propaganda in WWI and connect it to today!

### Agenda:

- 1- Make a propaganda poster.
- 2- Compare propaganda to advertising today.
- 3- What is the point of advertisement?

## Criteria for success 1 period!:

- 1- Whole group -2minutes- pick a topic for your poster.  
Victory garden, bias of the enemy, join the armed forces, join Red Cross (women), buy war bonds.
- 2- 2 students/5minutes make a slogan/title for the poster that relates to its topic AND set up the wording of persuasion for the public.  
The 2 other students begin drawing out the poster-leaving room for the title and words of persuasion.
- 3- As students draw out the poster, word writers begin inserting the words.
- 4- As students finish their tasks they can then beautify the poster with color.
- 5- How do today's advertisements mimic to some degree the propaganda posters of yesteryear?

8-LT I can determine how the end of  
WWI impacted the U.S. and Europe.

## P12

### Agenda:

- 1- Read excerpt top half of page, complete WR
- 2- Read excerpt- recognize where/were and annotate using words, abbreviations, and symbols. Answer question in notebook.
- 3- Read Treaty's Weaknesses recognize there/their and answer questions.

HOMEWORK: P12 Skillbuilder and Legacy of the War.

Writing Revolution- change the  
fragments to complete sentences, fix  
ELA mistakes.

- the u s energized
- on november 11 1918

Make a question for each answer below and fix ELA mistakes.

Q>

Answer: u s, france, italy, and britain

R:

Q>

Answer: league of nations

## ELA basics- Where/were/was & There/their

The Treaty of Versailles created nine new nations-including Poland, Czechoslovakia, and Yugoslavia [two **were/where** formally held by Austria-Hungary]- and shifted the boundaries of other nations. It carved five areas out of the Ottoman Empire in the southeast Europe and the Middle East and gave them to France and Great Britain as temporary colonies. Those two Allies were to rule over these areas until they **were/where** ready for self-rule and then independence.

The treaty disallowed Germany from developing and maintaining an army. It also required Germany to return a specific region of land to France and for Germany to pay war damages amounting to over \$33 billion to the Allies.

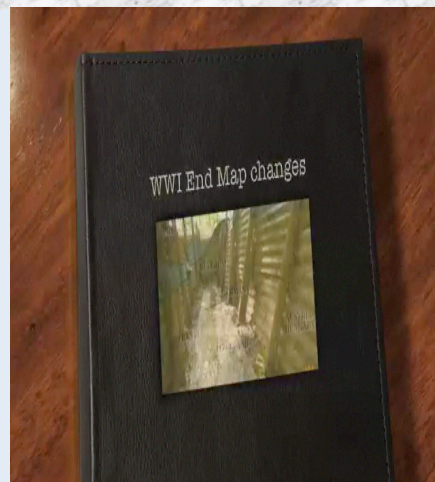
This treatment of Germany weakened the ability of the Treaty of Versailles to provide a lasting peace in Europe. **There/Their were/where** basic flaws in the treaty that planted the seeds for future international problems, some say they led to the Second World War.

First, the treaty humiliated Germany. It contained a war-guilt clause forcing Germany to admit sole responsibility for starting WWI. Even though, German militarism played a major role in igniting the war, other European nations had been guilty of provoking the crisis before the war. Furthermore, there **was/were** no way Germany could pay the huge financial debt. Germany was stripped of its colonial possessions in the Pacific, which might have helped pay its bill. It also had to rebuild their own infrastructure that was damaged during the war.

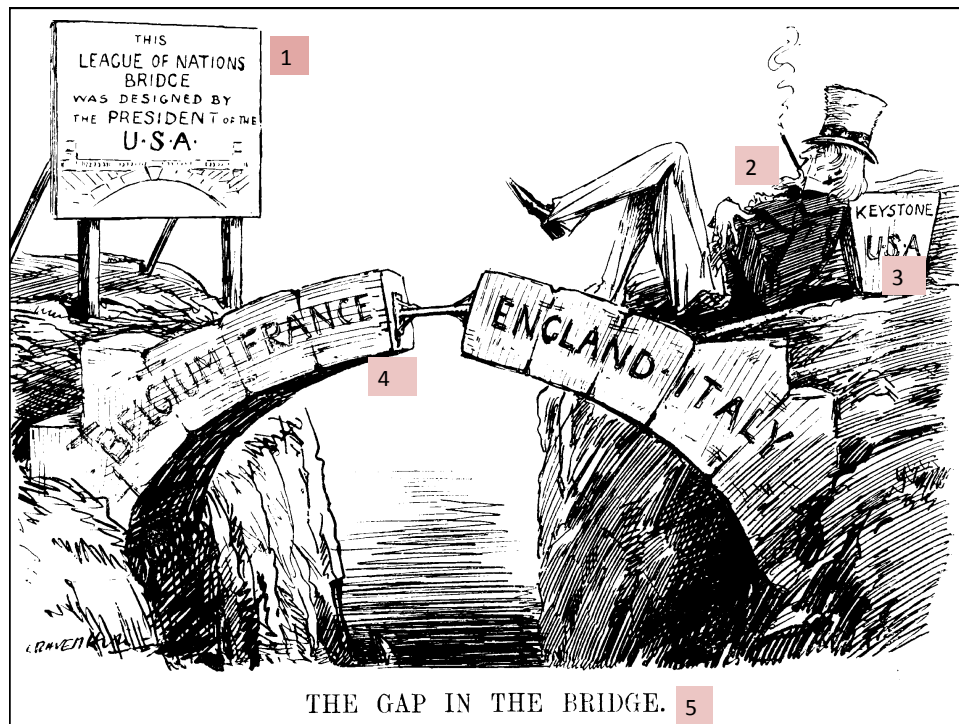
## 9-LT- I can examine the overall effects of the Treaty of Versailles.

How were/where/was the people Germany affected? What can you infer from the treaty?

How were/where/was the U.S. affected? Did/does the U.S. join the League of Nations?







## World War I Causes 8.4a, 8.4b

4LT – I can determine the M.A.I.N.E. causes of war.

Agenda:

- 1- M.A.I.N.E. You figure it out walk. 10minutes
- 2-Connecting last unit to this unit.
- 3-Note taking using symbols, abbreviations, and words
- 4- Writing Revolution
- 5- Your comments and feelings on M.A.I.N.E.

BUT WHAT DO YOU THINK M.A.I.N.E. MEANS??

## GALLERY WALK-

There are postings for each word  
around the room.

- 1-Discuss the picture with your group.
- 2- Figure out what which word goes with each posting.
- 3- Write the group's ideas on sheet and hold onto it. 😊

There's no  
"I" in team,  
but...  
THERE'S ONE  
IN MAINE!

You can attach any war  
to one or more of five  
reasons. Therefore,  
there are five MAINE  
reasons for war!

M	A	I	N	E
I	L	M	A	C
L	L	P	T	O
I	I	E	I	N
T	A	R	O	O
A	N	I	N	M
R	C	A	A	I
I	E	L	L	C
S	S	I	I	S
M		S	S	
		M	M	



## Five M.A.I.N.E. reasons for war-

**Militarism**- a government or people that believe a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests.

***Militarism***= gov or ppl believe should maintain strong military + b prepared to use it to defend + promote national interests.

***Alliances***-a union or association formed for mutual benefit, especially between countries or organizations.

***Alliances***=relationship formed for mutual benefit esp. btwn countries + orgs.


**Imperialism**-a policy of extending a country's power and influence through diplomacy or military force:

***Imperialism***= pol extending a country's power + influence thru diplomacy or force.

***Nationalism***-patriotic feeling, principles, or efforts, an extreme form of this, especially marked by a feeling of superiority over other countries.

***Nationalism*** = Patriotism to extreme/esp. marked by feeling of superiority over other countries.

***Economics***- the desire to increase a region's or a group's economic or material prosperity.

***Economics***= want  \$\$ for a specific group.