

CTI Curriculum Unit 2012

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The Documents of World War: Examining World War I and World War II through Primary and Secondary Sources

Introduction

I have found that many times teachers in contents such as mathematics, science, and social studies do not feel it is their duty to teach students how to read. With the new adoption of the Common Core Curriculum, these teachers are wrong. Every teacher no matter the content area is a reading teacher and without every teacher encouraging content specific reading, students will not have the skills they need in college and beyond. Content reading provides students with the resources they need in order to understand information more fully as well as find information/ evidence to support an idea.

Being a middle grades social studies teacher, I have the privilege and task of introducing social studies concepts to my students. Often, students enter into the middle grades without the understanding of how to “be a historian” or to think about history. My goal during the year is to cultivate a new historical mind in each of my students by pushing them to the “AH-HA!” moments, where students understand the connections between causes and effects, the impact of history on our culture today, and predictions for the future that they will face.

Through my unit, I encourage students to understand the major causes and effects of the World Wars by analyzing, synthesizing, and evaluating chosen primary and secondary sources. Students will utilize texts, including documents, speeches, pictures, video, and cartoons, written by or about key players in World War I and World War II. Such readings as Adolph Hitler’s *Mein Kampf* and Dr. Suess’ political cartoons will be used to view the causes and effects of historical events as well as to see how the author uses literary features to represent their thoughts and feelings at the time.

Unit Objectives

Students will be guided by the following unit questions throughout their discovery of texts and their impact on our understanding of the first half of the 20th Century.

- How do primary and secondary sources impact our understanding of World War I and World War II?
- What influence did world leaders have in the start and end of the World Wars?

- How was the global economy and culture affected by World War I? And later by World War II?
- Describe the attitudes/ feelings behind war prior to and after World War I?
- Why are documents important to our understanding of the World Wars?

Over the course of this unit, students will be able to participate in activities focusing on the standards found in the newly adopted Common Core, and by the conclusion of the unit be able to devise answers for the unit questions and outline the impact texts have on their understanding of the World Wars.

Rationale

I chose to focus my curriculum unit on the World Wars because of the introduction of new curriculum at the start of this school year. The students in my class already have a basic understanding of World War I and World War II from 6th grade, where their social studies class focused on European and South American history. I hope through the reviewing of the history of the World Wars I can lead my students through a study of the first half of the 20th Century by analyzing texts created during and after the events discussed. It is also very important to me that students begin to develop their own opinions as they become world citizens.

School Background

Randolph IB Middle School focuses all aspects of its curriculum on cross curricular and world conscious teaching techniques. Being an International Baccalaureate (IB) centered school the curriculum focuses lessons and content on developing “inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” (IB Mission statement) Through understanding world cultures and the development of modern day nations, students become better prepared to be active and educated world citizens.

The International Baccalaureate program breaks down all content into Areas of Interaction which help to focus teacher curriculum on information geared to that particular concept. The Areas of Interaction are as follows: Community and Service, Human Ingenuity, Environment, Health and Social Education, and Approaches to Learning. This unit will focus on Community and Service because of the influence of nationalism, unified world powers, and the impact of the World Wars on the world community.

Randolph Middle School includes students from many different nations, cultures, and ethnic groups which allows for a very diverse population. This student population allows

for discussions based on students' own history and knowledge of their ancestry and culture as well as conversations focusing on the world's shared history and cultures.

Randolph encourages collaboration and requires the use of data for student centered classrooms, all of which I recommend to be included in the utilization of this unit. The classroom set-up for the students will encourage collaboration through group stations around the room. Student will take a pre-assessment in order to determine their level of knowledge on the concepts of culture, economy, and politics in the early 20th Century.

As a teacher at Randolph Middle School, I use collaboration with my peers through vertical and horizontal curriculum alignment discussions among members of the staff. Utilizing the Common Core standards for Language Arts and the content guide for Social Studies, I focus the students writing on argumentative, expository, and persuasive formats which the Common Core focuses on. Also, I discuss content given to the students in other Humanities classes (in years prior as well as what they will see in the coming school year) in order to ensure understanding of all background information and to prepare my students for success in the years to come.

Topic Information

World War I- "The Great War"

Students need to be familiar with the causes and effects of World War I, as well as the key players in the events of this time period.

World War I consisted of the cumulating of multiple issues within world politics and culture that had finally "spilled over". One of these issues of world politics was the domination of Europe through the Imperialist Era. European countries made a mad-dash for what was thought to be vacant territory. This conquest was to ensure the mother country's dominance in territory, economic wealth, and cultural control (creating a sphere of influence). The Imperialist movement forced the nations of Europe into heated rivalries for land, and through the development of these rivalries, alliances were created in order to ensure the protection of colonized land and power of the Euro-nations. Alliances which had a major role that led to war were the Triple Alliance, consisting of Germany, Austria-Hungry, and Italy, and the Triple Entente of France, Britain, and Russia. Nationalism also led to the "Great War" because of the want to honor and defend one's homeland. Representing a nation became people's identity outside of their community. Without the want to prove one's nation is better than another's, there would be little rivalry or competition between countries in order to support the need for war. Imperialism and Nationalism worked "hand and hand" in creating anger, frustration, and hate between nations and pushed the European world towards war. (If appropriate, Militarism and preparation for war should be discussed with students, as a cause to World War I.)

With imperialism and nationalism “setting the scene” it is now critical to discuss what sparked the first gun fire of the Great War. The Balkans, located in southeastern Europe, began a hotbed of cries for independence, throughout history the Ottoman and Austria-Hungary Empires controlled the territory. During imperialism, different groups within the Balkan territory began their call for independence. Following the independence of one group, the Slavs, and the creation of Serbia, the Austria- Hungary Empire took control of Serbia’s neighbor, Bosnia. This did not sit well with the Serbian people. Multiple battles were held by the Balkan League- Bulgaria, Greece, Montenegro, and Serbia against the empires who previously controlled them and who they felt was a danger to their success. The tensions of the Balkan territory also led to the outbreak of WWI.

The spark that set the world on fire... In June of 1914, Austria-Hungary Archduke Franz Ferdinand and his wife visited the city of Sarajevo. A member of the Serb nationalist group the Black Hand, Princip and other conspirators, led an assassination on the Archduke which resulted in the killing of the heir to the Austria- Hungary Empire. This set off a series of chain reactions in alliances bringing multiple nations I war. Austria- Hungary immediately blamed Serbia for the death of their heir by declaring war on the nation. But Serbia would not fight this battle alone; Russia began to mobilize as an ally of Serbs which caused Germany to also mobilize in order to help defend Austria-Hungary. Following the militarizing of Germany, France prepared for battle. Germany planned to invade France in support of their allies but it would have to pass through Belgium and ally of Britain. Both Britain and Belgium pledged to be neutral in the presence of war, but with the threat of Germany, Britain mobilized its military and declared war on Germany. War officially began in 1914 with the Allied powers (France, Russia, and Great Britain) versus the Central Powers (Italy, Austria- Hungary, Germany, the Ottomans, and Bulgaria). In 1917, The United States was brought into the war by German U-boats and the Zimmerman telegram. Both threatened the stability of the U.S. and its neutrality in WWI.

The Great War showed the world a new form of battle and warfare which became known as total war (when both soldiers and civilians are needed in the war effort). What became a standoff yet deadly warfare gripped the people of Europe for four years. Trench warfare caused soldiers to express physical pain as well psychiatric disorders. New technologies like tanks, machine guns, mustard gas, the airplane and submarines caused an extended list of casualties rather than lead to its original goal of conquering territory.

After four years of high causality fighting, an armistice was signed forcing the Central Powers to surrender in November of 1918. In January of the next year, the Allied Powers convened at the Palace of Versailles to create the Treaty that would finally end the war. The Treaty of Versailles, created by the prime minister of Great Britain David Lloyd George, the French premier Georges Clemenceau, the Italian prime minister Vittorio Orlando and the U.S. president Woodrow Wilson, stated the requirements of losing

nations in the war and set forth their punishments. The treaty required Germany to disband its military and pay reparation, war damages, to the Allies nations, and created the League of Nations. Finally the treaty recreated the map of Europe and stripped the Central Powers of their European territory.

World War II

Following World War I, the world watched as the post-war economy devastated people of all nations and classes. Germany was very angry with the Allied powers for the harsh punishment the nation received following the loss and humiliation for the economic depression that hit the country so soon after the war. Germany could no longer afford to pay their debt to the Allied nations and in response began printing more money in order to pay their workers. Due to inflation, when money loses value, German currency became useless. As fear built upon the loss of WWI and the depression on the future of the nation, citizens turned to absolute and unlimited power of leaders creating totalitarian states. Benito Mussolini of Italy and Adolph Hitler of Germany led their nations from the depths of economic and cultural depression to prosperity and power.

Hitler, the dictator of Germany, refused to be held to the requirements of the Treaty of Versailles and planned to bring Germany to the forefront of world power. Hitler rebuilt the German military and began his demands of other European nations. As many nations used the policy of appeasement, one government giving into another's demands/requests to avoid war, Germany was able to take whatever it demanded. Hitler continued his demands throughout Europe as well as involving Germany in the conflicts of other nations and created an alliance with Mussolini. France and Britain, who had been practicing appeasement, soon realized that a discussion needed to be had between the opposing nations. Their meeting in Munich in 1938, resulted in Germany receiving the territory of Sudetenland and promising to not expand any further. Within a few months, Hitler invaded Czechoslovakia and Poland, forcing Britain to declare war.

During the summer of 1940, Hitler and his generals made it their goal to demolish the British air force so they could take over the island in the future. Thinking that the British would want peace, the Germans were shocked when the prime minister of Britain, Winston Churchill, refused to surrender. Throughout that summer the German Luftwaffe (air force) attacked the cities of England, this later become known as the Battle of Britain.

Although Germany had failed in Britain, the nation looked towards the east and saw the Soviet Union as a vast resource to the success of their cause. Hitler sent troops into Russia to take control of the resources and land for future generations of Germans. Unfortunately because he nullified a treaty with the Soviet Union promising not to invade, Joseph Stalin set forth a "scorched- earth" policy. This required citizens and Soviet troops to destroy their own cities, crops, and homes to ensure the Germans had no resources. German troops soon with drew.

Japan also took a role in World War II, leading the conquest for territory in Asia. Japan invaded the Chinese city of Nanking and continued their assault throughout southern Asia. Although the United States had no role, as of yet in WWII, following Japan's invasion of Indochina, President Franklin Delano Roosevelt cut off all access to U.S. money and resources to Japan. As a result, the Japanese attacked the United States navy and air force bases in Pearl Harbor, Hawaii, bringing the United States into WWII. That same week, Germany and Italy declared war on the U.S.

With the Allies, consisting of the United States, Great Britain, France, the Soviet Union, and China, and the Axis powers of Germany, Japan, and Italy, all of the major world powers were now involved in a second bloody and global war. The war in the Pacific consisted primarily of American and Japanese troops playing a game of "island hopping", quickly capturing islands throughout the territory to ensure dominance. U.S. General Douglas MacArthur and other allies played a large role in the victories in the Pacific while General Dwight D. Eisenhower led the offensive in Europe. From rescuing citizens of ravaged Europe to saving men, women and children held captive in German concentration camps, the Allies had many aspects of a war to fight.

World War II concluded, in Europe, after the successful completion of the D-Day invasion. Allied Troops invaded Normandy taking hold a territory that allowed the Allies to attack German forces located in any nation in Europe. Throughout 1944, all sides of the German territory closed in and by April of 1945 Adolf Hitler committed suicide knowing his war had been lost. The German military officially surrendered on May 7th, 1945. Over a year after the Germans surrendered, Japan continued the war in the Pacific forcing the newly appointed U.S. President Harry Truman to decide how to end the war. Opposed to losing more American lives, Truman decided to utilize the newly developed atomic bomb, which would destroy entire cities in seconds. On August 6th, 1945, an atomic bomb was dropped on the Japanese city of Hiroshima; 3 days later a second bomb was dropped on the city of Nagasaki. On August 15th, the Japanese surrendered ending WWII.

Strategies

Word Splash

Word Splash is an activity that can be generated by the teacher or by students. Through the use of content specific vocabulary, teachers and students place words in specific locations on the paper to demonstrate their meaning. Font, color, and size use plays an influential role in the effectiveness of the vocabulary's meaning. *This strategy was modified based off a PEAK Learning Systems activity.*

Guided Notes

Guided notes are formatted off of my personal lecture notes that I provide for my students. In most cases I delete the most valuable information and have the students fill in the missing content. At the conclusion of the guided notes, I include a summary activity, such as a 3-2-1, in order to see what the students found most important during the lecture.

Mind Maps

In mind maps, students can use words and cartoons (drawings) to express their understanding of material through cause and effect chains, connections between concepts, and main idea versus details. Students begin their map in the center of the page with one word. This word can either be assigned by the teacher or randomly chosen by the student. From this word, students write lines out to other topics/ concepts which remind them of their starting word.

Mind Maps allow for students to “connect the dots” between topics they might have not connected at first. Using critical thinking and high reasoning skills students will better be able to demonstrate their knowledge of content.

R.A.F.T.

In this writing strategy, students have the opportunity to take on the role of a historical character and tell a side of the story by someone from or about whom we may not have documentation from. Each letter in R.A.F.T. stands for an aspect of their writing:

R- Role

A- Audience

F- Format

T- Topic

Role regards who the student is pretending to be. This may be a historical figure or an imaginary person who was affected by the topic or event discussed in class. Audience

and format pertain to who is reading this material and how the information is to be presented. Finally, topic regards what material the student is focusing on throughout their R.A.F.T. assignment. An example of this assignment follows.

Gallery Walk

Through this activity students move between stations in the classroom and participate in classroom and peer discussions. Each station is created to help generate questions and answers about the content being discussed in class. Students will be expected to review the material presented at each section in order to help develop more knowledge on the subject.

Document Analysis Devices

SOAPSTone- document reading technique that has students focus on particular aspects of a document.

S- Speaker- The voice that explains the story.

O- Occasion- The time and place of the document or where the image or document takes place.

A- Audience- Who are the readers? Who is this writing or picture directed to?

P- Purpose- The reasoning behind the text.

S- Subject- The topic, content, and/or ideas behind the text or image.

T- Tone- The attitude of the author.

(Information regarding SOAPSTone can be found online via www.collegeboard.com)

APPARTS- A more abstract way to analyze through SOAPSTone questions.

A- Author

P- Place and Time

P- Purpose fo the document

A- Audience

R- Reason (Why was the text/ document created?)

T- Tone

S- Significance (Why was the text important?)

PERSIA- This document analysis tool focuses on broad ideas that help students to focus on “big ideas” and major concepts of the Humanities in regards to the assigned text.

P- Political

E- Economic

R- Religious

S- Social

I- Intellectual

A- Artistic

Socratic Seminar

Socratic Seminar is a strategy based on students coming to conclusions through educated discussions and conversations with their peers. Through the use of guided questioning and pre- discussion of content, students can come to their own conclusions and ideas about topics discussed in class related to the content.

One way I like to use seminars is through students taking on the roles of key figures in history and discussing the events and their effects as if the figures are at a press conference. This provides students to demonstrate knowledge in a high level analysis presentation by portraying a different person and presenting that person's thoughts and feelings through class discussions.

Close Reading and Text Dependent Questioning

Through this strategy students are provided with a text and are asked specific open ended questions presented by the teacher to increase student understanding of text. Text dependent questions are open ended and have students focus on single words, key phrases, and/ or sentences to reach conclusions about text. Students are not given prior information about the text and are asked to read the material silently. The teacher then reads the document to the students to provide meaning and emotion to the text and to foster thoughts about the document. Students will also acquire new vocabulary including content specific words that are needed to fully understand the material. By working through in either groups or as a class, students can reach a conclusion about the impact or influence of text in order to respond to a given writing task.

Activities

Prior to the start of this unit, students should have a solid foundation of Imperialism and Nationalism. Throughout this unit, students will be completing assignments in their Interactive Notebook. Although this method is not required to successfully complete this unit, I highly recommend it for the effective means of organization and synthesis of material for all students. Also recommended for this unit, is groups based on content knowledge. Through the use of a pre-assessment, I will create groups of students for both seated and work purposes within my classroom based on the level of knowledge they have about World War I and II. This provides for students who need to be challenged the opportunity to discuss with like students and bring the discussion to another level while students who are unfamiliar with the material can rely on other group members to work through the more basic concepts and ideas at their own pace.

Day 1

Objective- Students will be able to identify key players, nations, events, and content vocabulary by analyzing a Word Splash, Gallery Walk, and conducting their own research on the Great War.

Students will enter the classroom and see Word Splash on the front board. The vocabulary used will play a key role in the understanding of the causes and effects of World War I. Students will use the Word Splash to categorize the people, places, events, and other vocabulary into a graphic organizer. After students have completed their graphic organizer students will complete posters located around the classroom. Each poster will represent one of the sections of the graphic organizer. Students, in groups picked by the teacher based on the a pre-assessment, will list the vocabulary they placed in the graphic organizer on the poster. Student groups rotate throughout the room until each poster has been visited by each group. At the conclusion of the “poster rounds”/ Gallery Walk, each group will be assigned one poster. Using the poster students will generate a list of definitions/ descriptions of each vocabulary word listed. Students will be able to use textbooks, articles, and other sources to define their given vocabulary. Along with researching the items listed, students will also create a 10 minute introduction lesson that summarizes the vocabulary/ events that were assigned to their poster. This mini- lesson will be provided during day two. See Appendix A for Word Splash and Appendix B graphic organizer.

Day 2

Objective- Students will demonstrate their evaluation of content vocabulary through presenting to their classmates and completing a graphic organizer.

Students will finalize their mini-lesson and present to the class. Throughout the presentations students should be completing a vocabulary documentation sheet, which will help to define and synthesis the material. At the conclusion of the presentations, the teacher will discuss with the class the importance of particular vocabulary assigned. See Appendix C for vocabulary documentation sheet.

Day 3 and Day 4

Objective- Students will analyze primary and secondary source regarding World War I by participating in a lecture to gain content knowledge and working in teams to analyze text.

Students will complete a brief lecture, including guided notes, on the events leading up to, during, and post World War I. This should be a brief outline of events to help students with the foundations of conflict that led to World War I and later to World War II. At the conclusion of the lecture, students will be assigned three to five primary source

documents to review, annotate, and summarize. Students will rotate through the documents, provided in a packet, in order to see each document independently from others. Students will be provided annotating directions, margins, and other prompting tasks in order to fully develop their understanding of the material. Such strategies as SOAPStone, APPARTS, and PERSIA will be used according to pre-assessment data. (The students will remain in the original groups assigned in Day one and two.) The reading of the documents should last one additional lesson, day four. See Appendix D for primary sources and Appendix E for text documentation worksheets.

Day 5

Objective- Students will demonstrate their ability to analyze and communicate by being able to answer the question “What started World War I?” by participating in document analysis and a Socratic Seminar.

Day five focuses on answering the question “What started World War I?” Through the use of the primary sources discussed the day prior students will participate in a Socratic Seminar that focuses on the given question. Students will be required to use evidence from the documents read and be expected to participate throughout the discussion by taking notes and sharing their thoughts and ideas through this open discussion. See Appendix F for a teacher documentation worksheet for Socratic Seminars.

Day 6

Objective- Students will compare and contrast the dictators of Europe through participating in a class lecture and completing a graphic organizer.

Throughout day six, students will look at the Russian Revolution and the rise of dictators throughout Europe. Students will compare and contrast the political, economic, and cultural stance of these dictators through a graphic organizer. Following the completion of the graphic organizer, students will create comparison charts of two different world leaders/dictators with their group members. Each group will be expected to participate in a brief summary presentation of their comparison chart. See Appendix G for an outline of the Russian Revolution and Dictators.

Day 7 and Day 8

Objective- Students will analyze primary and secondary sources based on World War II by taking guided notes and working in teams to review texts.

Students will review the events of leading to, during and after World War II through a brief lecture including guided notes. At the conclusion of notes, students will break into groups reviewing assigned primary source documents with their group members. Like in

day three and four, students will use the document reading devices of SOAPStone, APPARTS, and PERSIA to analyze and evaluate documents from the time period. This assignment should last the remaining of day seven and into day eight. At the conclusion of day eight, all students should use their WWI and WWII packets to complete a graphic organizer related to the causes and effects of the World Wars. See Appendix H for WWII documents.

Day 9

Objective- Students will demonstrate their analysis of documents during last class by sharing with their peers and reporting back new ideas to their group.

Throughout day nine, students will be broken up into other groups (heterogeneous based on pre-assessment data) to share and discuss each of the assigned documents within the WWI and WWII packets. At the conclusion of the “new group” discussions, students will return to the original groups and “report back” new ideas, thoughts, and feelings discussed during their “new group” sessions. Through this discussion, students will revisit documents and add and/or take away comments and connections they had made during their original review.

Day 10

Objective- Students will synthesize the information they learned during our discussion of the World Wars by participating in a Socratic Seminar.

Students will participate in a 2nd Socratic Seminar where they will discuss the question “Why World War?” As a class students will use evidence from the documents and discussion held in class to determine why World War was inevitable or if it could have been avoided. Other areas of focus could be hate, anger, greed, etc. At the conclusion of the Socratic Seminar, students will write a brief essay outlining their stance on why World War was or was not necessary. Students will be able to use evidence from the read documents and seminar. Their draft should be completed for homework.

Day 11

Objective- Students will create a thesis statement and draft of an essay answering the question “Why World War?” by organizing their documents from the unit, completing the thesis worksheet, and participating in class discussion.

Students will finalize their argumentative essay regarding World War by editing their work in class and then going to the computer lab to type the draft they began last class. Students will receive a rubric outlining expectations for their essay. See Appendix J for Essay Rubric.

Day 12

Objective- Students will demonstrate their knowledge of primary and secondary sources and content knowledge by working in groups on the cumulative project.

Student groups will begin the cumulative task to conclude the unit. Each group will be responsible for taking on the role of 1 major world leader, citizen of a nation involved and soldier of either an active or neutral nation during World War I or World War II. For each of the three assigned roles, the group must create one of the following to demonstrate the assigned role's thoughts, feelings, and concerns regarding the World War they participated in. Such assignments include but are not limited to a wiki/website, poster, blog, diary entries, letters, movie script, movie, interview, podcast, PowerPoint/prezi, speeches, collage, and political cartoons. See Appendix J and K for project outline and directions.

Days 13-15

Objective- Students will demonstrate their knowledge of primary and secondary sources and content knowledge by working in groups on the cumulative project.

Students will receive 3 class periods to create their final cumulative task as a group.

Day 16

Objective- Student groups will present their cumulative World Wars project demonstrating their analysis of documents and creation of new text, as well as evaluate each group's presentation.

Each group will present their cumulative task (project) for the class. Depending on the chosen end product a Gallery Walk may be conducted for all work to be seen. Each group will be graded by the peers through a student friendly rubric presented by the teacher. See Appendix M and L for student and teacher rubric.

Appendix B

Word Splash- World War I *Vocabulary Content Organizer*

Important People	Places/ Nations
Events	Content Vocabulary

Assigned Poster-

Vocabulary	Definition/ Description

Appendix D

World War I Documents

Documents used from The DBQ Project: What were the underlying causes of WWI?

- European Alliances, 1914
 - o Secondary source map, marking Triple Alliance, Triple Entente, and Neutral Nations
- The Crime of the Ages. Who Did It?
 - o A political cartoon from the Chicago Tribune, published August 5th, 1914, which shows the nations of Europe “pointing fingers” at each other for causing WWI.
 - o Author- John T. McCutcheon
- The Growth in Armaments, 1890-1914
 - o The chart demonstrates the government growth of the military in the nations of France, Great Britain, Russia, Germany, Austria-Hungry, and Italy.
 - o Based off of The London Times History of the World, by Richard Overy, 1999
- Colonial Possessions, Spring, 1914
 - o Secondary source map, demonstrating territory in the Eastern Hemisphere controlled by European nations prior to World War I
- Excerpt, *The Age of Nationalism and Reform*
 - o Secondary source text that outlines why European nations felt the need to conquer the world and have colonial territory.
 - o Norman Rich, *The Age of Nationalism and Reform*, 1850-1890, Norton and Company, 1977.

Other Document sources:

- Assassination of Archduke Franz Ferdinand
 - o Two separate primary accounts of the assassination of the Archduke. One view point from a conspirator and one from a bodyguard of the Archduke
 - o www.eyewitnesstohistory.com
- Zimmerman Telegram political cartoon
 - o Primary document which depicts a German soldier whispering into the ear of a Mexican man, asking for their help in trying to take control of the United States. (This telegram was one push factor for America to join the war.)
 - o United States newspaper, date unknown
- Germany Under All political cartoon
 - o Primary document from a U.S. newspaper that depicts Germany as a hand beneath the surface of the ocean, threatening the boats above.
 - o Morgan, Philadelphia Inquirer, March 12th, 1915

Appendix E

Text Analysis Device Worksheet- Option 1

SOAPStone

Focus	Discussion Questions	Text information and evidence
S-Speaker	Who is the speaker in the text? What is their point of view?	
O- Occasion	What caused the speaker to create this text/ document?	
A- Audience	Who was the document created for? Why was this person/ group chosen as the audience?	
P- Purpose	What does the speaker/ author want people to think or do after reading/ viewing the document?	
S- Subject	What is the significance/ importance of the document? What is the main idea of the text? Why this document?	
Tone	How does the speaker feel about the subject? What is their attitude about the main idea?	

Text Analysis Device Worksheet- Option 2

APPARTS

Focus	Discussion Questions	Text information and evidence
A- Author	Who is the author of the document? What is their background? What interest might they have in the subject of the document?	
P- Place and Time	What is the place and time of the document/ text? (When was it created?) Would the document's delivery and importance be changed if the place and time were different?	
P- Purpose of the Document	What is the purpose of the document? What is the reason(s) why the document was created?	
A- Audience	Who is the intended audience? What was the audience chosen?	
R- Reason for the document	Why was the text/ document created?	
T- Tone	What is the tone of the document? (Attitude of the text?)	
S- Significance (Why is the document important?)	What is the subject of the document? Why is this subject significant when the document was created? Is it still significant today?	

Text Analysis Device Worksheet- Option 3

PERSIA

Focus	Document Information and evidence	Generalizations
Political		
Economics		
Religious		
Social		
Intellectual		
Artistic		

Appendix G

World War II Revolutionaries and Leaders

Revolutionary/ Leader	Nation	Political Beliefs and Important Actions
Bolsheviks	Russia	Marxism Party, wished to give power of the economy to the people Slogans of the Party- <ul style="list-style-type: none"> - “Peace, Land, Bread” - “Worker Control of Production” - All Power to the Soviets”
Vladimir Lenin	Russia	Founder of the Bolshevik Party, Marxist leader <ul style="list-style-type: none"> - Marxism focuses on the concept that throughout history social classes have prohibited the movement and success of the majority of the population. - Became leader of the Russian government following the overthrow of the Tsar and his family in November of 1917
Adolf Hitler	Germany	Leader of the National Socialist German Worker’s party, became Germany’s Chancellor in 1932 <ul style="list-style-type: none"> - Believed the German people to be better than all others and they had the right to expand their territory - Anti-Semitic, hatred of Jewish people and culture, removal of women’s rights, indoctrination of German children - Government gave all power to Hitler
Benito Mussolini	Italy	Founder of the Fascist Party <ul style="list-style-type: none"> - Came to power when the nation was in chaos over the government and economy, to prevent a violent overthrow of the government the Italian king stepped aside and gave Mussolini power - Fascist- a government led by a dictator who has complete control over the government/ economy/ culture, is ruthless in their means of control, and promoting extreme nationalism.
Joseph Stalin	Russia	Leader of Soviet Union following Lenin’s death Five Year Plans <ul style="list-style-type: none"> - Economic programs to make the Soviet Union into an industrial power (successful!) Collectivization <ul style="list-style-type: none"> - Taking all privately owned land and redistributing it into government owned farming - Peasants who refused to give up their land were killed or imprisoned

Appendix H

World War II Documents

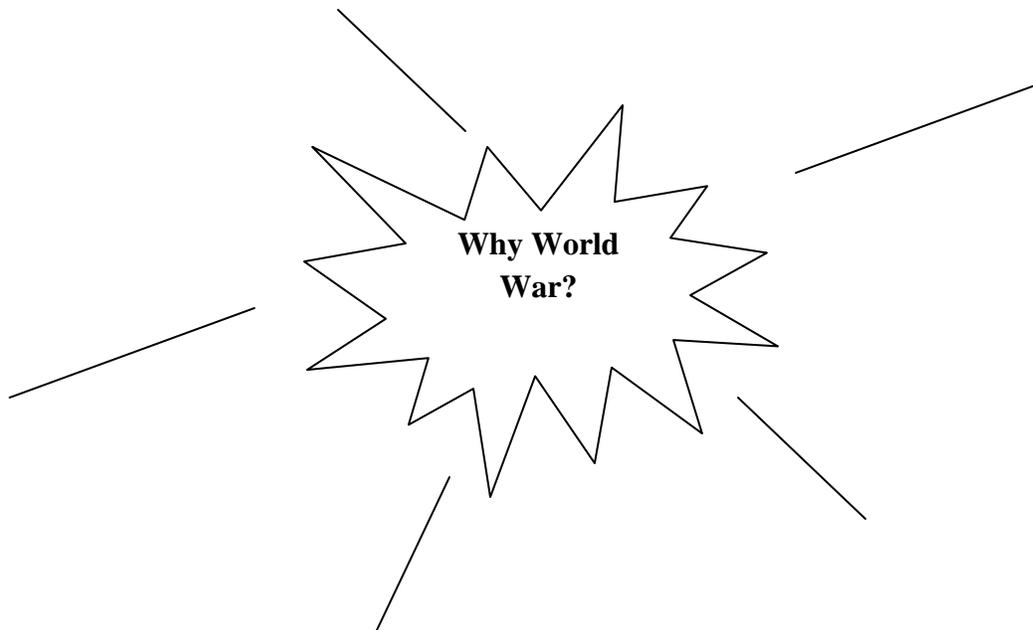
- Hitler Receives and Ultimatum
 - Primary source account, written by the secretary to Nazi Foreign Minister. She tells of how she received to ultimatum from Great Britain regarding invading Poland.
 - Source: www.eyewitnesstohistory.com
- The Attack on Pearl Harbor: The White House Reacts
 - Primary source account by the secretary of President Franklin D. Roosevelt. The account describes her initial reaction, along with the Presidents, and the start of one of the most famous speeches made by FDR.
 - Source: www.eyewitnesstohistory.com
- Fireside Chat- September 3rd, 1939
 - During this Fireside chat, President Roosevelt outlines the causes for war in Europe, dangers of war, and the United States' neutrality at the beginning of World War II.
 - Due to the lengthy nature of fireside chats, I select key paragraphs and present those to students.
- Blood, Toil, Tears, and Sweat
 - This speech made by Winston Churchill to the Parliament of Great Britain outlines the work he has done to prepare for war and the work that still must be done by the whole in order to ensure victory.
 - Date- May 13th, 1940
- "Hungry Germans"- Dr. Seuss political cartoon
 - In this political cartoon, the German Nazi party is represented by a father and son where lederhosen and Nazi arm bands. The father states to his malnourished son, that Germans do not eat food but eat countries.
 - Source: Dr. Seuss Went to War
- U.S. Bedtime Story- Dr. Seuss political cartoon
 - IN this cartoon, Seuss pictures a mother reading to her children a book titled "Adolf the Wolf". In the book, the Wolf eats up all of the children and the mother states "but those were Foreign Children and it really didn't matter."
 - It is important for students to know that Dr. Seuss was an advocate for war and completely against America's neutrality; especially because of his Jewish heritage.
 - Source; Dr. Seuss Went to War

Appendix I

Thesis Guiding Worksheet

Thesis Question- “Why World War?”

Directions- Use the area below to brainstorm your stance on the reasons for or against world war. Be sure to include evidence for topics of culture, economics, and politics! Use your documents/ text, discussions, and any other evidence to fully support your statement.



My Thesis-

Your thesis should be a 1 sentence statement answering the question “Why World War?”
Your entire writing should support your statement!

Appendix J

Why World War- Essay Rubric

Grade: _____ / 60

Criteria	Poor	Average	Exemplary
Grammar, Format, and Spelling (10 points)	Student did not apply proper grammar, format, and spelling to their work. (5 points)	Student applied proper grammar, format, and spelling to their work but had multiple errors throughout. (8 points)	Student applied proper grammar, format, and spelling to their work with minimal to no errors. (10 points)
Thesis (20 points)	Student did not provide a thesis that clearly stated their point of view. (10 points)	Student did provide a thesis but it was unclear on their stance. (15 points)	Student provide a clear thesis which outlined their argument for or against world war. (20 points)
Evidence (20 points)	Student neglected to site document/ textual evidence throughout their essay. The thesis was not supported. (10 points)	Student provided evidence yet the evidence used did not support the thesis and/or neglected to convince the reader. (15 points)	Student provided clear and conclusive evidence that supported their thesis. The evidence used was appropriately used as well. (20 points)
Documentation (10 points)	Student did not attach their drafts, thesis worksheet, or document analysis packet. (0 points)	Student did not attach all documents required. (Thesis worksheet, drafts, and document analysis packet.) (5 points)	Student attached all required documents- thesis worksheet, drafts, and document analysis packet. (10 points)

Comments:

Appendix K

World Wars Project Outline

Objective- In your group, work cooperatively to create a cohesive project demonstrating your knowledge of the World Wars, text and documents, and influential people.

Directions- For each of your assigned roles, create a primary source that outlines their role in either WWI or WWII. The primary source should be created as if the character (assigned role) produced the text/ document themselves. Use the outline below to successfully complete the project.

Group Members-

1. _____
Contact information- _____
2. _____
Contact information- _____
3. _____
Contact information- _____

Assigned Roles-

1. _____
2. _____
3. _____

Project Outcome Choices-

1. Blog
2. Diary Entries
3. Letters
4. Movie
5. Interview
6. Podcast
7. Speeches
8. Prezi

Project Outcome Requirements-

- Each outcome must be created using 21st Century technology.
- All aspects of the project must be written with proper spelling and grammatically correct.
- Each primary document creation is to be accurate regarding historical information and dialogue between the characters.
- Each group member will be graded by their peers on how they participated with the group in creating the project. (The final participation grade will be determined by your teacher!)
- Each group will have the opportunity to grade other groups project based on the student rubric. This grade will also be considered in the final grade.

Appendix L

World Wars Project- Teacher Rubric

Group Grade: _____ / 200 points

Group Members: _____

Assigned Roles: _____

Project Outcome Choice: _____

Criteria	Role #1	Role #2	Role #3
Accurate information: The group presented accurate information for the role and historical elements discussed. <i>20 points</i>			
Proper grammar and spelling: The group used proper grammar and spelling throughout the project outcomes. <i>10 points</i>			
Creative and innovative project outcomes: The group project demonstrates creativity and innovative use of 21 st Century technology. <i>20 points</i>			
Grade Received	/ 50	/ 50	/ 50

Peer Grading Average- _____ / 15 points

Teacher Presentation Grade- _____ / 35 points

- All students participated in the project presentation.
- Students used project grammar and spoke loudly throughout the presentation.
- All group members were prepared for the presentation.

Appendix M

World Wars Project- Peer Rubric

Presenting Group Members:

Criteria	Poor 3 pts.	Average 4 pts.	Exemplary 5 pts.	Comments/ Suggestions	Points Received
Information					
Presentation					
Creativity					

Total Grade: _____ / 15 points

World Wars Project- Peer Rubric

Presenting Group Members:

Criteria	Poor 3 pts.	Average 4 pts.	Exemplary 5 pts.	Comments/ Suggestions	Points Received
Information					
Presentation					
Creativity					

Total Grade: _____ / 15 points

Bibliography and Teacher Resources

Rogers, Spence . *Teaching for Excellence*. Conifer: Peak Learning Systems Inc., 2010.

The PEAK Learning Strategies book has provided my classroom with multiple meaning and fun activities for my students. These strategies have brought my content to life and provided multiple means for me to present information clearly.

Siavelis, William , and Mary Roden. "What were the Underlying Causes of World War I?" In the *DBQ Project- Document Based Questions in World History*. Evanston: The DBQ Project, 2010.

Wonderful resource for teachers! The DBQ Project provides many options for teachers to choose from. This allows you to create your own personal project through documents and guiding questions provided.

"EyeWitness to History - history through the eyes of those who lived it." EyeWitness to History - history through the eyes of those who lived it. <http://eyewitnesstohistory.com> (accessed November 1, 2012).

This website provides hundreds of primary documents from World History. I really like to use the documents here because they are student friendly and provide a secondary source summary of the document directly above the primary source, giving the teacher and reader better insight into the text.

"World War I | Primary Sources." Yale University Library.
<http://www.library.yale.edu/rsc/WWI/primary.html> (accessed November 1, 2012).

Through this source I was able to search through many documents regarding WWI, including government documents. This is a great resource for teachers who would like to have multiple options for their students.

"The National WWII Museum | New Orleans: Learn: For Teachers: Primary Sources."
The National WWII Museum | New Orleans.
<http://www.nationalww2museum.org/learn/education/for-teachers/primary-sources/>
(accessed November 1, 2012).

The museum has provided a fully functional site for teacher use. I was able to quickly navigate the site for text I found valuable as well as read into additional material

that helped me to understand fuller cultural, governmental, and economic aspects of WWII.

Spielvogel, Jackson J.. *World history: journey across time*. New York: McGraw-Hill/Glencoe, 2008.

Although this is not the book provided in my classroom, I love this textbook! It is completely inclusive of all world history content in a creative way. The textbook also includes many teacher focused ideas for document and text use in the classroom.

Chicago formatting provided my bibme.org.