



World War I

Unit Summary

High school history students begin a journey to discover the answer to the Unit Question: *Could this "war to end all wars" have been prevented?* by investigating the causes of World War I. They create a newspaper answering the Content Questions: *What are the four M.A.I.N causes of World War I (militarism, alliances, imperialism, and nationalism)?* and *What events led to the outbreak of World War I?* The students then use the *Visual Ranking Tool* to rank which of the causes was the most influential in the start of the war and defend their position. After a class discussion on the causes of the War, students complete a map of Europe prior to the outbreak of the War using a paint program to label countries and color code them according to which side they were on. Students use information from primary sources written by WWI soldiers. Then they participate in a simulated trench warfare activity. Based on this experience, they write journal entries or letters to a family member as if they were soldiers in the trenches. Students then examine the objectives and tools of propaganda and do research on WWI propaganda from several different countries to study the impact that propaganda had on the home front. Students conclude this unit by creating a multimedia presentation analyzing how propaganda was used in different countries. Students use rubrics and checklists to plan and monitor their work. As a concluding activity, students compare the propaganda of World War I to the present day and discuss how propaganda has an influence on their lives today. To culminate this unit, students complete an essay test about World War I.

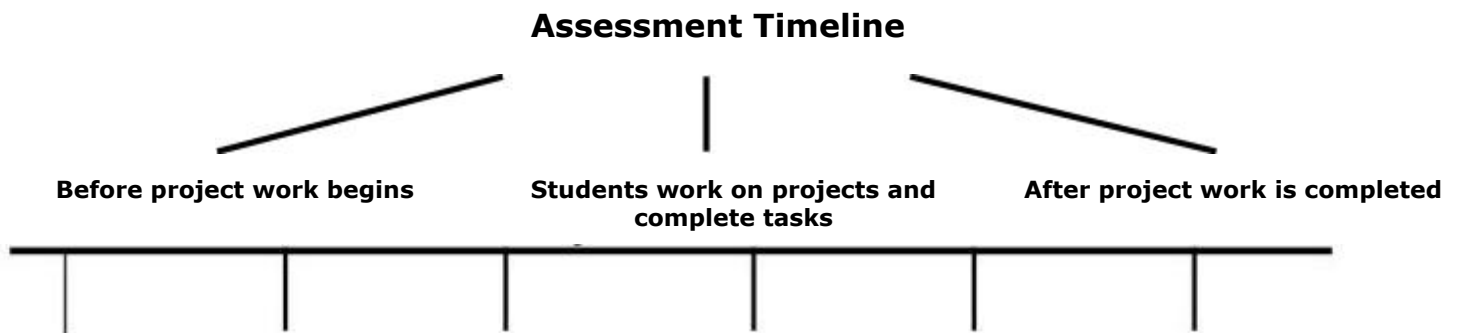
Curriculum-Framing Questions

- **Essential Question:**
Why is there conflict?
- **Unit Questions:**
Could the "war to end all wars" have been prevented?
Is propaganda necessary?
- **Content Questions:**
What are the four M.A.I.N causes of World War I?
What is propaganda?

Assessment Plan

Assessment Timeline

This timeline shows in chronological order the different types of formal and informal assessments that occur during the unit. The table below explains how each assessment is used and who uses it for what purpose.



At a Glance

Grade Level: 9-12

Subject: American History

Topics: WWI, Propaganda

Higher-Order Thinking

Skills: Cause and Effect, Decision Making, Analysis

Key Learnings: Four Main Causes of World War I, Trench Warfare, US Entry into WWI, Propaganda, Treaty of Versailles

Time Needed: 4 weeks of 1 hour classes

Things You Need

[Instructional Procedures](#)

[Standards](#)

[Student Samples](#)

- Brainstorming
- Discussion
- Journals
- World Map
- Newspaper Checklist and Rubric
- Map
- Anecdotal Observations
- Collaboration Self-Assessment Checklist
- Collaboration Peer Assessment Rubric
- Collaboration Reflection
- Revised Map
- Journal
- Decision-Making Checklist
- WWI Journal and Letters Rubric
- Discussion
- Propaganda Presentation Checklist and Rubric
- Propaganda Presentation Peer Feedback
- Informal Interviews
- Project Rubrics
- Final Essay Test Rubric
- Final Reflection

Assessment	Process and Purpose of Assessment
Brainstorming	Students brainstorm reasons why wars occur to demonstrate what they know about the topic and what misconceptions they may have. This information helps the teacher assess students' understanding and plan activities that meet students' needs.
Discussion	Frequently throughout the unit, students discuss relevant topics to activate background knowledge. Notes on students' contributions to the discussion are used to plan instruction and to provide individual and group feedback.
Journals	Students write in their journals throughout the unit to explore their thoughts on a variety of subjects. The information from these journal entries is used to provide individual and group feedback as students work on their projects.
World Maps	Students color-code maps of the world identifying which countries participated in WWI and which side they were on. These maps help the teacher assess what students know about the countries that participated in the war. Students assess their own growth later in the unit by making new maps and comparing these maps to the original ones.
Newspaper Checklist	Students use this checklist to monitor their progress while conducting research and creating their newspapers.
Newspaper Rubric	This rubric is used by students as they work on their newspapers to make sure their work is high quality and by teachers at the end of the project to assign grades to students' work.
Anecdotal Notes	The teacher observes students as they are working on their newspapers and take notes on their understanding of the concepts they are studying and their collaboration skills. This information is used to prepare mini-lessons on collaboration and to organize instruction on World War I.
Collaboration Self-Assessment Checklist	This checklist is used by individual students throughout the newspaper project to self-assess their collaboration skills.
Collaboration Peer-Assessment Rubric	Students use this rubric to assess the collaboration skills of their group members.
Collaboration Reflection	After creating the WWI newsletter with their groups, students use their Collaboration Self-Assessment Checklist to reflect on how well they worked with others.
Group Conferences	The teacher meets briefly with each group to ask questions about their progress and make sure their checklists are accurate and up to date.
Decision-Making Checklist	The checklist is used by students in small groups to help them think logically and systematically about the United States' decision to enter World War I.
WWI Journal and Letters Rubric	Students use these rubrics as they work on their journal or letters to make sure they are including all the necessary components and doing high-quality work. The rubrics are also used to assess the final product.

Propaganda Presentation Checklist	Students use this checklist to monitor their progress as they are working on their presentations.
Propaganda Presentation Peer Feedback	This form is filled out by students in a small group when the students practice their presentations to give presenters information about how they can improve their presentations.
Propaganda Presentation Rubric	Students use this rubric as they work on their presentations to make sure they are including all the necessary components and doing high-quality work. The teacher also uses this rubric to assess the final product.
Informal Interviews	As students are working on their presentations, the teacher meets briefly with each student to review the student's checklist and discuss progress on the project.
Final Essay Test Rubric	Students use this rubric to organize their thoughts on the final essay question and to plan what they are going to write. It is also used to assess the final essay.
Reflection	In this end-of-unit reflection, students assess their own learning during the unit and set goals for future learning experiences. The teacher and students use this information to track learning throughout the year.

Credits

Johanna Van Ness created the idea for this assessment plan. A team of teachers expanded the plan into the example you see here.

Assessing Projects: World War I

Instructional Procedures

Instructional Procedures

Introduction

1. In a large group, ask students to brainstorm wars that have occurred in American history. Assign students to small groups to discuss the wars and clarify what they already know. Observe conversations noting any misconceptions students may have.
2. Distribute essay "Why Do Wars Begin." After students have read the essay, conduct a discussion by posing the Unit Question: *What causes conflict?*
3. Tell students that they are going to begin a study of World War I and the propaganda that was used during that time. To determine students' prior knowledge about World War I, ask them to do a quickwrite in their journals answering the question: *What people, places (including countries), events, and ideas do you think of when you think of World War I?* Instruct students to use paint software to create a map of the countries involved in World War I and to label and color code them according to which side they think they were on. Tell them that they will compare the maps they make at the beginning of the unit to those they make at the end of the unit.

Causes of WWI Newspaper Project

1. Introduce the newspaper by explaining that wars cannot be explained with simple cause-and-effect reasoning. They have multiple causes and multiple effects. Tell students that they are going to create a newspaper that accurately portrays the complexity of the chain of events that led up to the participation of different countries in the War. Explain that they will investigate the four M.A.I.N. (militarism, alliances, imperialism, and nationalism) causes of World War I and the events that led to the outbreak of this war. As students conduct research and work on their newspapers, ask them to monitor their progress using the **newspaper checklist** and **newspaper rubric**. Look at checklists daily and conduct brief group conferences to check on students' progress. Students also use the **self-assessment checklist** to reflect on their own collaboration skills and the **peer assessment rubric** to assess the participation of their group members. Use the information from this assessment and anecdotal observations to plan mini-lessons on collaboration skills during subsequent group projects.
2. After the newspapers have been completed, review the four M.A.I.N causes of the war and the events that led up to the War. Follow the review by conducting a discussion about the questions: *Could anything have been done to prevent this war from occurring? Could anything have been done to prevent this from becoming a full-scale world war?* Ask students to revise the maps they made earlier to reflect what they now know about the War and to write in their journals about what misconceptions they had, if any, and why they think they had them.
3. Assign one of seven different scenarios related to the United States' involvement in WWI to small groups and ask students to evaluate the event to determine what decision the United States should make based on the scenarios. Distribute the **decision-making checklist** to help guide the process. After the activity, ask students to report their conclusions to the class. Ask students to write in their journals reflecting on their decision-making processes as well as how their decisions compared or contrasted with the decisions made by historical figures and why.

Life in the Trenches Simulation

Note: Before class begins, set the classroom tables up in two rows with metal Slinkies* stretched across the room – this represents the barbed wire in the field – place plastic army figures in two different colors throughout the battlefield. Place butcher paper over the tops of the tables. Be sure that students wait outside.

1. When the class starts, step outside and explain to the students that they are now soldiers during WWI. As students enter the room, tell them which side of the room to go to (allies or central powers) and give them a painter's mask to cover their noses and mouths. Remind them that they are at war and should act the part by moving as quietly as possible so the enemy doesn't hear them. After students have found their places, read excerpts from *All Quiet on the Western Front*, a historical novel written from the perspective of a German soldier during WWI. Show a slide show or movie excerpt that simulates the war with pictures and sounds. Tell students they must place the painter's masks on when the gas attacks begin. After the slide show is completed, explain that students will be writing a series of journal entries or letters as if they were a soldier or nurse in the war.
2. Conduct a discussion in which students contribute what qualities they think the best letters and journals will have and record their thoughts on the board. Incorporate their ideas into the WWI **journal and letters rubrics** which students use to guide their work. Encourage those students who are taking a world language to write the letter from the point of view of a non-English speaking soldier and to include an English translation. (This activity was adapted from History Alive Curriculum series.)

Propaganda Presentation Project

1. Ask students the Content Question: *What is propaganda?* and record students' thoughts on the board.
2. Conduct a discussion on what critical-thinking skills are necessary to determine if something is propaganda. Show examples of WWI propaganda such as those found at the Web site British Posters of World War I. Model identifying the propaganda techniques in the poster. Ask students to look for examples of present-day propaganda to share with the class.
3. Explain that students will be creating an individual multimedia presentation on WWI propaganda to present to the class. Tell students to use the **presentation checklist** to make sure that they are managing their time wisely and to use the **presentation rubric** to make sure their work is high quality. As students work on this project, use the checklist and informal interviews to monitor their progress. When they have finished a draft of the presentation, organize small groups to listen to practice presentations and provide feedback using the **peer feedback form**.
4. After the presentations have been completed, and have been assessed by the teacher using the Presentation Rubric, conduct a discussion on the Unit Question: *Is propaganda necessary?*

Conclusion

1. To conclude the unit, place students in small groups and assign individual groups to take either the role of Woodrow Wilson or another leader of the Allies. Present the terms of the Treaty of Versailles. Ask students to use the *Visual Ranking Tool* to rank and defend the terms according to their assigned role and then compare their rankings with other groups with the same role as well as groups with a different role. Then form new groups in which the roles are mixed. In these groups, they must work out their own treaty. After the activity students will read "U.S. Rejection of the Treaty of Versailles." Conduct a discussion about why the U.S. rejected the Treaty of Versailles and what its actual response was. (This activity was taken from History Alive Curriculum series.)
2. Ask students to bring examples of propaganda from other time periods, including the present, to share. Conduct a final discussion on the Unit Question: *Is propaganda necessary?*
3. Distribute the **final essay test rubric**: *Could the "war to end all wars" have been prevented?* Tell students that they can bring one page of notes with them to the test, but they cannot complete the test ahead of time. Provide students with class time to discuss their answers with small groups.
4. Ask students to write a final reflection describing what they learned during the unit about the following topics that will help them in the future.
 - o World War I
 - o Propaganda
 - o Collaboration
 - o Their own learning processes

Assessing Projects: World War I

Content Standards and Objectives

Targeted Content Standards and Benchmarks

Kansas History Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the emergence of the modern United States (1890 - 1930).

- Analyzes the reasons for and impact of the United States' entrance into World War I
- Analyzes how the home front was influenced by United States involvement in World War

Student Objectives

Students will be able to:

- Investigate the causes and events of World War I
- Describe how the conflict expanded to draw in much of Europe Use primary sources to conduct research
- Analyze and evaluate propaganda from various countries
- Make connections among historical events in different time periods

Assessing Projects: World War I Student Samples

Student Samples

Here is an example of a student newspaper and the teacher scored rubric.

Newspaper Student Sample

Newspaper Scored Rubric

WWI Newspaper Checklist

Use the following tables to organize your work. Refer to the WWI Newspaper Rubric as you plan and complete the work for this project to make sure that your newspaper is high quality.

Required Components	Optional Components
<ul style="list-style-type: none"> • 2 articles (news article, editorial, or letter to the editor) from each group member • Original political cartoon • 3 Photographs • Masthead 	<ul style="list-style-type: none"> • Advertisements • Advice columns • Classified advertisements • Comic strips • Sports • Business

Task Assignments

Divide tasks fairly among group members.

Group Member	Assigned Tasks
	Topic of 1 st Article:
	Topic of 2 nd Article:
	Additional Tasks:
	Topic of 1 st Article:
	Topic of 2 nd Article:
	Additional Tasks:
	Topic of 1 st Article:
	Topic of 2 nd Article:
	Additional Tasks:
	Topic of 1 st Article:
	Topic of 2 nd Article:
	Additional Tasks:
	Topic of 1 st Article:
	Topic of 2 nd Article:
	Additional Tasks:

1. Assign all the required components of the newspaper.
2. Assign optional components.
3. Create a group timeline with checkpoints to make sure that every task is completed. Be sure to include steps in which group members give feedback to each other about their work.
4. Based on the group timeline, create a timeline for yourself to make sure that you finish all your tasks on time.

Group Timeline

Task	Person Responsible	Due Date

Individual Timeline

Task	Projected Completion Date	Actual Completion Date

Individual Research Checklist

Primary Sources

Source with Citation Information	Point of View/Bias

Secondary Sources

Source with Citation Information	Point of View/Bias

WWI Newspaper Rubric

	4	3	2	1
Content: M.A.I.N. Causes	We thoroughly address the four "M.A.I.N." causes of WWI from the perspective of several different countries.	We address the four "M.A.I.N." causes of WWI from the perspective of at least 2 different countries.	We partially address the four "M.A.I.N." causes of WWI from more than one country.	We address the four "M.A.I.N." causes of WWI in a shallow and superficial manner.
Content: Unity	All the components of our newspaper contribute to the description and explanation of the complex chains of events that resulted in WWI.	Most of the components of our newspaper contribute to the description and explanation of the complex chains of events that resulted in WWI.	Several of the components of our newspaper are loosely connected to the description and explanation of the complex chains of events that resulted in WWI.	Most of the components of our newspaper are loosely connected, if at all, to the description and explanation of the complex chains of events that resulted in WWI.
Content: Conclusions (Individual)	My articles in our newspaper synthesize information from a variety of kinds of primary and secondary sources to draw good conclusions about the perspectives of different countries.	My articles in our newspaper synthesize information from primary and secondary sources to draw conclusions about the perspectives of different countries.	My articles in our newspaper mostly paraphrase information from a few sources.	My articles in our newspaper repeat information from 1 or 2 sources.
Newspaper Components	Our newspaper includes all the required components and several optional components.	Our newspaper includes all the required components and at least 2 optional components.	Our newspaper is missing at least 1 required component.	Our newspaper is missing more than 1 required component.
Writing: Style (Individual)	My writing is clear, detailed, interesting, and written in a style that is appropriate for the purpose of the article.	My writing is clear, detailed and written in a style that is appropriate for the purpose of the article.	My writing is sometimes vague, predictable, and often does not suit the purpose of the article.	My writing is confusing, lacks detail, and does not suit the purpose of the article.
Writing: Conventions	Our writing has no errors in capitalization, punctuation, spelling, or	Our writing has no errors in capitalization, punctuation, spelling, or	Our writing has some errors in capitalization, punctuation, spelling, or	Our writing has so many errors in capitalization, punctuation, spelling, or

	usage.	usage that detract from the meaning.	usage that detract from the meaning.	usage that readers have difficulty understanding the meaning of our writing.
Writing: Citations	All information quoted or paraphrased from sources is correctly cited.	All information quoted or paraphrased from sources is generally cited correctly with only minor errors.	Information that is quoted or paraphrased is sometimes not cited or cited incorrectly.	Information that is quoted or paraphrased is frequently not cited or cited incorrectly.
Layout and Design	The layout and graphic elements of our newspaper are organized in a way that contributes to the meaning.	The layout of our newspaper is organized and attractive.	The layout of our newspaper is sometimes confusing, and different graphic elements, such as different fonts, lines, and boxes, sometimes detract from the meaning.	The layout of our newspaper is confusing and different graphic elements, such as different fonts, lines, and boxes, often detract from the meaning.
Photos	Photos are selected and placed to add to the purpose of the newspaper and have appropriate and engaging captions.	Photos add to the purpose of the newspaper and have appropriate captions.	Photos sometimes are only superficially connected to the purpose of the newspaper, and captions may be inappropriate or inaccurate.	Photos do not have accurate captions and often detract from the purpose of the newspaper.

Collaboration Self-Assessment Checklist

Refer to the following checklist to monitor how well you are working in your group. Use the rubric to assess the participation of your other group members at the end of the project.

<p>Self-Assessment: Date _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> I participated fully in all group activities. <input type="checkbox"/> I assumed leadership in an appropriate way when necessary to make sure we create a good newspaper. <input type="checkbox"/> I listened carefully to what my group members were saying. <input type="checkbox"/> I gave my group members constructive feedback. <input type="checkbox"/> I worked well with my team members. <input type="checkbox"/> I helped my team members when they needed me. <input type="checkbox"/> I did my fair share of the work. <input type="checkbox"/> I completed my assigned tasks on time. <input type="checkbox"/> I did not need to be reminded to stay on task. <input type="checkbox"/> I treated my group members respectfully, even when I disagreed with them. <input type="checkbox"/> I tried to make working on the project an enjoyable experience for my group. <input type="checkbox"/> I maintained a positive attitude about the project even when we were faced with challenges. 	<p>Self-Assessment: Date _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> I participated fully in all group activities. <input type="checkbox"/> I assumed leadership in an appropriate way when necessary to make sure we create a good newspaper. <input type="checkbox"/> I listened carefully to what my group members were saying. <input type="checkbox"/> I gave my group members constructive feedback. <input type="checkbox"/> I worked well with my team members. <input type="checkbox"/> I helped my team members when they needed me. <input type="checkbox"/> I did my fair share of the work. <input type="checkbox"/> I completed my assigned tasks on time. <input type="checkbox"/> I did not need to be reminded to stay on task. <input type="checkbox"/> I treated my group members respectfully, even when I disagreed with them. <input type="checkbox"/> I tried to make working on the project an enjoyable experience for my group. <input type="checkbox"/> I maintained a positive attitude about the project even when we were faced with challenges.
<p>Self-Assessment: Date _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> I participated fully in all group activities. <input type="checkbox"/> I assumed leadership in an appropriate way when necessary to make sure we create a good newspaper. <input type="checkbox"/> I listened carefully to what my group members were saying. <input type="checkbox"/> I gave my group members constructive feedback. <input type="checkbox"/> I worked well with my team members. <input type="checkbox"/> I helped my team members when they needed me. <input type="checkbox"/> I did my fair share of the work. <input type="checkbox"/> I completed my assigned tasks on time. <input type="checkbox"/> I did not need to be reminded to stay on task. <input type="checkbox"/> I treated my group members respectfully, even when I disagreed with them. <input type="checkbox"/> I tried to make working on the project an enjoyable experience for my group. <input type="checkbox"/> I maintained a positive attitude about the project even when we were faced with challenges. 	<p>Self-Assessment: Date _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> I participated fully in all group activities. <input type="checkbox"/> I assumed leadership in an appropriate way when necessary to make sure we create a good newspaper. <input type="checkbox"/> I listened carefully to what my group members were saying. <input type="checkbox"/> I gave my group members constructive feedback. <input type="checkbox"/> I worked well with my team members. <input type="checkbox"/> I helped my team members when they needed me. <input type="checkbox"/> I did my fair share of the work. <input type="checkbox"/> I completed my assigned tasks on time. <input type="checkbox"/> I did not need to be reminded to stay on task. <input type="checkbox"/> I treated my group members respectfully, even when I disagreed with them. <input type="checkbox"/> I tried to make working on the project an enjoyable experience for my group. <input type="checkbox"/> I maintained a positive attitude about the project even when we were faced with challenges.

End-of-Project Self-Reflection

How did you do as a group member? What did you do well? What could you improve? Would you like to work in a group with someone like you?

Peer Assessment Collaboration Rubric

	4	3	2	1
Participation	Group member participated fully and was always on task in class.	Group member participated most of the time and was on task most of the time.	Group member participated but wasted time regularly and/ or was rarely on task.	Group member did not participate, wasted time, or worked on unrelated material.
Leadership	Group member assumed leadership in an appropriate way when necessary by helping the group stay on track, encouraging group participation, posing solutions to problems, and having a positive attitude.	Group member sometimes assumed leadership in an appropriate way.	Group member usually allowed others to assume leadership or often dominated the group.	Group member did not assume leadership or assumed it in a non-productive manner.
Listening	Group member listened carefully to others' ideas.	Group member usually listened to others' ideas.	Group member sometimes did not listen to others' ideas.	Group member did not listen to others and often interrupted them.
Feedback	Group member offered detailed, constructive feedback when appropriate.	Group member offered constructive feedback when appropriate.	Group member occasionally offered constructive feedback, but sometimes the comments were inappropriate or not useful.	Group member did not offer constructive or useful feedback.
Cooperation	Group member treated others respectfully and shared the work load fairly.	Group member usually treated others respectfully and shared the work load fairly.	Group member sometimes treated others disrespectfully and/or did not share the work load fairly.	Group member often treated others disrespectfully and/or did not share the work load fairly.
Time Management	Group member completed assigned tasks on time.	Group member usually completed assigned tasks on time and did not hold up progress on the newspaper because of incomplete work.	Group member often did not complete assigned tasks on time, and often held up completion of the newspaper.	Group member did not complete most of the assigned tasks on time and often forced the group to make last-minute adjustments and changes to

				accommodate missing work.
--	--	--	--	------------------------------

Write the number of the description that fits each group members' participation in the box under the collaboration skill. Include your own name in the list.

- 4—Student is functioning at a high level and does not need to improve;
- 3—Student is working well within the group but has a few areas which could be improved;
- 2—Student is making an attempt to work well but needs to improve in some areas;
- 1—Student does not seem to be trying to work well with the group and needs to improve a great deal.

Group Member	Participation	Leadership	Listening	Feedback	Cooperation	Time Management

WWI Scenarios Decision-Making Checklist

Use this checklist to help your group think about your scenario related to the entrance of the United States into World War I.

- We determine what the goals of the United States should be in responding to the scenario and prioritize them.
- We analyze the scenario to identify the most important factors.
- We figure out what information we need to make a good decision and find it, if possible. If this information was not available at the time, we make the best guess we can based on what we do know.
- We generate numerous solutions, some of which are obvious, and some which are unconventional or unusual.
- We draw conclusions about the intended and unintended consequences of each of our solutions.
- We narrow down our list to those options that are most likely to help the United States meet its goals with the least number of negative consequences.
- We systematically weigh the benefits and drawbacks of each option.
- We select the best solution and plan how we will explain and support our decision.

Life in the Trenches Journal and Letters Rubrics

Journal

	4	3	2	1
Content	I wrote entries for more than three different days describing three different kinds of realistic war experiences.	I wrote 3 entries describing three different kinds of realistic war experiences.	I wrote fewer than 3 entries, or some of my entries may describe similar experiences.	I wrote only 1 entry or my entries all describe similar experiences.
Content: Historical Accuracy	I described my experiences and feelings thoroughly with historically accurate, concrete details about people, places, and events.	I described my experiences and feelings with historically accurate, concrete details about people, places, and events.	I used some concrete language to describe my experiences and feelings, but much of my description was brief, vague, and unsupported by actual historical information.	My entries were generally brief and vague and did not reflect historical information.
Writing Style	My journal was written in the style that is appropriate for private writing. I effectively used such features as era-appropriate slang, drawings, incomplete sentences, and stream-of-consciousness writing to create a accurately reflect my feelings about what I was experiencing.	My journal was written in a style that used some features of private writing to successfully explain my feelings.	My journal was an attempt to use some features of private writing but they may have been distracting and confusing.	My journal did not read like private writing.
Writing Conventions	The writing in my journal has no errors in spelling, punctuation, capitalization, or usage, unless they are deliberately used to enhance the meaning.	The writing in my journal has no errors in spelling, punctuation, capitalization, or usage that detract from meaning.	The writing in my journal has some errors in spelling, punctuation, capitalization, or usage that detract from meaning.	The writing in my journal has so many errors in spelling, punctuation, capitalization, or usage that it is difficult to understand.
Creativity	My journal includes some features that help	My journal includes some features that	My journal includes some features that are	My journal includes no features that

	make it seem realistic and contribute to its overall effectiveness.	make it seem authentic and realistic.	meant to make it seem realistic, but they are distracting and do not contribute to its effectiveness.	make it seem realistic.
--	---------------------------------------------------------------------	---------------------------------------	-------------------------------------------------------------------------------------------------------	-------------------------

Letters

Content	I wrote more than 2 letters describing different kinds of experiences (written at 2 different times) to at least 2 different people.	I wrote 2 letters describing different kinds of experiences on different days.	I wrote 2 letters describing similar experiences.	I wrote 1 letter.
Content: Historical Accuracy (Write as if your letter will not be censored.).	I described my experiences and feelings thoroughly with historically accurate, concrete details about people, places, and events.	I described my experiences and feelings with historically accurate, concrete details about people, places, and events.	I used some concrete language to describe my experiences and feelings, but much of my description was brief, vague, and unsupported by actual historical information.	My entries were generally brief and vague and did not reflect historical information.
Writing Style	My letters are written in a style appropriate to the era, using fairly lengthy descriptions and formal language.	My letters are generally written in a style appropriate to the era, using description and formal language.	My letters make an attempt to write in a style appropriate to the errors, but they usually sound like they were written by a modern person.	My letters sound like they were written by a modern person, not by someone living during World War I.
Writing Conventions	The writing in my letter has no errors in spelling, punctuation, capitalization, or usage.	The writing in my letter has no errors in spelling, punctuation, capitalization, or usage that detract from meaning.	The writing in my letter has some errors in spelling, punctuation, capitalization, or usage that detract from meaning.	The writing in my letter has so many errors in spelling, punctuation, capitalization, or usage that it is difficult to understand.
Creativity	My letters include some features that help make them seem realistic and contribute to its overall effectiveness.	My letters include some features that make them seem authentic and realistic.	My letters include some features that are meant to make them seem realistic, but they are distracting and do not	My letters include no features that make them seem realistic.

			contribute to their effectiveness.	
--	--	--	------------------------------------	--

WWI Propaganda Presentation Checklist

1. My presentation includes a variety of examples of WWI propaganda.
 - Different formats
 - Different purposes
 - Different countries
2. My presentation has a theme.
 - Engages the viewer
 - Unifies the presentation
 - Says something important about propaganda
3. I created a storyboard for my presentation.
 - Opening title/theme slide
 - Propaganda examples
 - Concluding slide
4. I analyze the propaganda examples.
 - Propaganda techniques used
 - Context
 - Purpose
 - Effectiveness
 - Ethics
5. I draw conclusions about the propaganda.
 - Connections to conflicts throughout history
 - Connections to important events, people, and places of WWI
 - Role propaganda played in the War
6. I create slides.
 - Appropriate amount of text on each slide
 - Appropriate font size
 - Graphics to add meaning
 - Animations to add meaning
 - Music/Video to add meaning
 - Slide transitions to add meaning
7. I practice giving my presentation.
 - Introduce presentation
 - Slide commentary
 - Conclude presentation
 - Length of practiced presentation _____
8. What were some useful comments from viewers of practice presentation?

9. How did I revise my presentation to make it better?

WWI Propaganda Presentation Rubric

Content: Theme	My presentation has an engaging title and opening slide that describe a theme that engages the viewer, unifies the whole presentation, and says something important about propaganda.	My presentation has a title and opening slide that reflect a theme that unifies the presentation and says something important about propaganda.	My presentation has a predictable title and opening slide.	My presentation does not have a title or a theme.
Content: Examples	I analyze several examples of WWI propaganda in different formats, such as poster, music, speeches, or leaflets, from a variety of countries on both sides of the war for a variety of purposes.	I analyze some examples of WWI propaganda in different formats from more than one country.	The propaganda I analyze is generally the same kind and mostly from one country.	The propaganda I analyze is all the same kind or is all from the same country.
Content: Analysis	I analyze the various components of each piece of propaganda, describe its purpose and the context in which it was used, correctly identify the tools that were used in it, and evaluate its effectiveness..	I analyze each piece of propaganda, describe its purpose, and correctly identify the tools that were used in it.	I attempt to analyze each piece of propaganda and identify the tools that were used in it, but my analysis may be inaccurate or simplistic.	I make a superficial analysis of each piece of propaganda and inaccurately identify the tools that were used in it.
Content: Conclusions	I synthesize what I have learned about conflict throughout history, the important people, places, and events of World War I, and the reasons which motivated different countries to join the War, to draw	I synthesize information from different sources to draw reasonable conclusions about the role that propaganda played in the War.	I make predictable and obvious conclusions about the role that propaganda played in the War.	I repeat or paraphrase the ideas of others about the role that propaganda played in the War.

	unique conclusions about the role that propaganda played in the War.			
Writing: Style	I use an appropriate technical writing style in my presentation, organizing the information by headings, subheadings, and bullets with parallel construction so adequate information is conveyed in as few words as possible.	I use an appropriate technical writing style in my presentation, using headings, subheadings, and bullets to convey information efficiently.	I try to use an appropriate technical style of writing in my presentation, but information is often confusing, wordy, or difficult to find.	I do not use technical writing in my presentation, and it is difficult for the audience to understand what I am trying to say.
Writing: Conventions	The writing in my presentation has no errors in spelling, punctuation, capitalization, or usage, unless they are deliberately used to enhance the meaning.	The writing in my presentation has no errors in spelling, punctuation, capitalization, or usage that detract from meaning.	The writing in my presentation has some errors in spelling, punctuation, capitalization, or usage that detract from meaning.	The writing in my presentation has so many errors in spelling, punctuation, capitalization, or usage that it is difficult to understand.
Graphics and Special Effects	I use various presentation features such as transitions, animations, and sound, along with appropriate graphics to enhance the theme of my presentation.	I use various presentation features in ways that do not detract from the theme of my presentation.	Sometimes the presentation features I use detract from the meaning of the presentation.	I use no presentation features or the ones I use overwhelm what I am trying to say.
Presentation: Time	My presentation fits within the 3-5 minute time period.	My presentation fits within the 3-5 minute time period.	My presentation is a bit too long or too short.	My presentation is too short or is far from being completed within the required time period.
Presentation: Public Speaking	I begin my presentation with an introduction, end it with a conclusion, and	I begin my presentation with an introduction, end it with a conclusion, and	I generally just read my slides and make a few relevant comments.	I just read my slides.

	accompany the slides with appropriate, relevant comments that enhance the meaning of the presentation.	accompany the slides with appropriate, relevant comments.		
--	--------------------------------------------------------------------------------------------------------	-----------------------------------------------------------	--	--

WWI Final Test

Answer the following question: Could the “war to end all wars” have been prevented? Include the following in your answer:

- The M.A.I.N. causes of the war
- The perspectives of different countries
- Connections to other historical conflicts
- Connections to personal experiences

Rubric

	4	3	2	1
Content: Focus	My essay integrates answers to all parts of the question and discusses them thoroughly and completely without wandering off the subject.	My essay answers all parts of the question without wandering off the subject.	My essay attempts to answer all parts of the question but is rather incomplete and often wanders off the subject.	My essay does not answer several parts of the question and includes irrelevant comments and information.
Content: Support	I support my conclusions with accurate references to numerous historical ideas, trends, people, events, and places, during WWI and during other time periods.	I support my conclusions with accurate references to people, events, and places during WWI and other time periods.	I support my conclusions with a few references to people, events, and places during WWI and other time periods, but they may not be appropriate or accurate.	I do not support my conclusions with accurate references to people, events, and places during WWI and other time periods.
Content: Multiple Perspectives	I discuss the variety of reasons that many different countries had for entering and not entering the War.	I discuss some reasons that a few countries had for entering and not entering the war.	I discuss a few reasons that more than one country had for entering and not entering the war.	I only discuss the reasons that one country had for entering the war.
Content: Connections	I draw several, unique and logical conclusions based on valid and reasonable connections between WWI, other historical periods, and my personal experiences.	I draw reasonable conclusions based on connections between WWI, other historical periods, and my personal experiences.	I draw some predictable conclusions, but some of the connections I make are not logical.	I do not make connections between WWI and other time periods, or the connections I make are not logical.
Writing: Style	My writing is	My writing is	My writing is	My writing is very

<p>and Conventions</p>	<p>clear and easy to read and understand with no errors in spelling, punctuation, sentence structure, capitalization, or Standard English that detract from what I am saying.</p>	<p>generally easy to read and understand with very few errors in spelling, punctuation, sentence structure, capitalization, or Standard English that detract from meaning.</p>	<p>sometimes difficult to read or understand, with several errors in spelling, punctuation, sentence structure, capitalization, or Standard English that detract from meaning.</p>	<p>difficult to read or understand, and I have many errors in spelling, punctuation, sentence structure, capitalization, or Standard English that detract from meaning.</p>
-------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The War to End All Wars

Volume I, Issue I

11/30/2005

Special points of interest:

- Serbians assassinate Austria-Hungary's heir to the throne
- Mobilization of troops
- Almost all of Europe is engulfed in war
- U.S. enter World War I

Inside this issue:

<i>Russia in World War I</i>	2
<i>British Role in World War I</i>	2
<i>Serbian Assassination</i>	2
<i>Austria -Hungary</i>	3
<i>United States Enters World War I</i>	3
<i>Letter to Editor</i>	4
<i>France in World War I</i>	4

Germany in World War I

By: Student A

The whole world is wondering what is going to happen; many nations are forming alliances and massing military. Imperialism, militarism, and nationalism are some of the causes of the soon to be war. Alliances with other countries also played a part in the pre-war. Germany was involved in all these. First imperialism, Germany, along with many other European countries, felt that by acquiring more land, they would spread the wealth and glory of the nation. Much of this land was in Africa. Land was diminished as many countries occupied the continent of Africa. Because of so many countries getting land next to another country's, many border disputes broke out between the different nationalities; caused much conflict in Africa, and hatred between the two counties owning that land. Militarism was a big part in the break out of the war. An arms race increased the hostility between many European countries. Armies and navies began to expand rapidly as nations competed with other nations to have the largest and best military in Europe or even the world. Germany's army doubled in size from 1870 to 1914. Germany was very competitive in navy expansion, especially with Great Britain. Nationalism also played a role before the war. As many countries made treaties with others to back them up, tensions between the Triple Entente and the Triple Alliance became very tight. As troop movements began, many countries became scared that they were going to be attacked, or their ally was going to be attacked, thus causing them to move troops, and creating even more fear. Germany was one of the first to begin troop movements, causing other countries to mobilize their troops, and eventually the war broke out on June 28, 1914, when Archduke Francis Ferdinand, heir to the Austria- Hungarian throne, was assassinated in Sarajevo, Bosnia, by a Serbian nationalist belonging to an organization known as the Black Hand. The war had begun.



German artillery shell exploding near British lines.

Russia in World War I

By: Student B

It was July 28, 1914 when Austria-Hungary declared war on Serbia when they turned down the Ultimatum they were issued, which said that the assassins had to be dealt with and it put an end to Serbia's sovereignty. They were issued this because they were outraged by the assassination of their Arch duke Franz Ferdinand. Austria-Hungary knew that Serbia would turn down the Ultimatum; they just wanted a reason to justify a declaration of war on Serbia. But they were worried that Russia would come to the aid of Serbia so they made sure that Germany would back them if things went wrong. This is what brought Russia into this war because of their loyalty to Serbia they entered the war to help protect Serbia.

Now we have reached the Russian revolution. After the loss of many Russian troops,

many Russians began to lose faith in this war. It was March 3, 1918 when Russia dropped out of the war and gave up control of many territories like Finland, Poland, Ukraine, and Baltic Provinces. After the Russians dropped out of the war they were still losing troops when a commander, Entente led an invasion of Russia. This invasion was said to "punish" Russia for dropping out.



Coat of Arms for the Russian Empire. Painted by Commander Valery Yegorov

British Role in World War I

By: Student C

The British were one of the world's greatest powers. They thought that if they were to maintain naval superiority they would have to have a navy 2 and a half times the size of the second largest navy. The British Empire was the world's first global power and the largest human population. 470-570 million people. About a quarter of the world's population.

When the Germans attacked Belgium, it made the British to declare war on Germany. Since Russia and France were allied by an agreement that said they would protect Belgium. Since the Germans attacked the city Britain was obligated to defend it. When Britain declared war many of her colonies and domains offered military and financial support. These domains included: Australia, Canada, India,

New Zealand and the Union of South Africa.



British ships sailing out to sea.

Serbian Assassination

By: Student B

On June 28, 1914 the heir to the Austrian throne, Archduke Francis Ferdinand and his wife Sophie, were assassinated in the Bosnian capital. They were touring the city of Sarajevo. The reason that they were touring was to celebrate the anniversary of the 1389 battle of Kosovo where Serbians were defeated by Ottoman Turks. The reason that he was assassinated

was because he was trying to convert the Austro-Hungarian Monarchy to a Triple monarchy by including Serbia. The assassins were young Bosnians with Serb background. When Serbia heard of the murder they sent their condolences to the Austrian government. Still the Austrian press spread false rumors to mislead the public to believe that Serbia was behind the whole thing.

After the news of the false rumors reached the Serbian they said that they will do justice to those who played a role in the assassinations. The Austrian government did not ask the Serbian government for help so the Serbian thought that they were planning some action against them. Serbians considered that their interests require peace and tranquility.

Austria-Hungary

By: Student C

The reason why Austria-Hungary went into war with the other countries was because of a futile assassination of their Archduke. The assassination was July 28, 1914 when Ferdinand was arriving at the town hall in Sarajevo. The assassinator was a nationalist. Austria-Hungary issued an ultimatum that would bring the assassins to justice. His fall to the Serbian Black Hand is one of the major events that caused the great world war.

Serbia had long Slavic ties with Russia so Russia declared war on Austria. Then Germany declared war on Russia and Serbia on August 1 and teamed up with Austria-Hungary. A war that was supposed to be a limited war was turned into a war that ended all wars. These events fueled the outbreak of a major world

war known as World War One.

The three countries that came together to fight were known as the Triple Alliance. They fought the other countries known as the Triple Entente, which were Britain, France, and Russia. Italy was the other country that came together to fight with Austria-Hungary and Germany. The country of Italy betrayed the other two countries and joined the Triple Entente to fight. The war ended when on November 11, 1918, when Italy, France, and Great Britain smashed Austria-Hungary and caused Austria to sign an armistice.



The Archduke and Duchess lie dead in Sarajevo.

United States Enters World War I

By: Student B

It was February 3, 1917 when current president, Woodrow Wilson, declared that the United States would sever all their ties with Germany. Wilson made this decision when Germany decided to resume unrestricted submarine warfare (unrestricted submarine warfare is when a submarine assaults a merchant ship with no warning). Along with Germany the United States broke relations with a few other Latin American Nations. After ties were severed this wasn't

enough for Wilson, he proposed that we declare war on Germany. He also proposed war against Austria-Hungary if they didn't renounce their loyalty to the Germans. On April 6, 1917 the United States declared war on the Germans. When Austria-Hungary kept their loyalty to Germany the US declared war on them in December of 1917.

In the summer of 1918 US troops were sent to Europe to stand and fight in the war. But throughout the war the US was short on many necessities like weapons and airplanes. There were many casualties due to the fact that the general John Pershing was in control of the frontal assaults and he was very reluctant to remove his troops causing many US casualties. But in the end Germany was defeated by the hand of the US and its allies.



**This is the new Model T Ford. Come and see it is a
great buy
Only \$650**

**Up to 45 mile per hour
A Pure LUXURY car**

Dear Editor:

I am a reporter in Europe; I am investigating the event and causes of the “War that Will End All Wars.” I am come to conclusion of who will win, and why. I think that Germany and its allies will win this war. I think Germany and its allies will win because of their strong militaries.

Germany has one of the strongest armies and navies. They competed in an arms race and doubled their army between 1870 and 1914. The navy of Germany also greatly improved, as they went into a competition with Great Britain. The allies of Germany also have strong militaries.

Germany and many of their allies also have a lot of land. This can have both advantages and disadvantages. Some advantages are that they can use more people to fight in the war. A disadvantage is that they will have to defend a lot of land if they don't want to lose that land. Another disadvantage is if they are occupying territory and many of the people in that territory may not want to fight for that country.

Overall I think that the strong armies of navies of Germany and its allies will overpower the countries against them, allowing them to win this soon to come war.

Sincerely,
Student D

Student

France in World War I

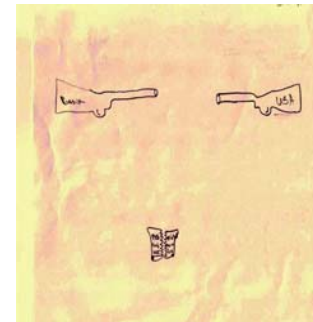
By: Student D

France had many parts in the beginning of World War I. They were actively involved in the affairs of other countries and the arms race that was a cause of the war. They participated in the imperialism that was influenced and participated in many countries in Europe. France also had many alliances, which also cause the war of the “War that Will End All Wars.” France played a big part in the pre-war. France tried to acquire more land; most of this was in the continent of Africa. As was many countries in Europe. As many countries were occupying countries, border disputes were common between the different nationalities. This created a lot of hostility between the European nations, because of these border disputes.

France also played a part in the arms race, between 1870 and 1914, the army of France doubled. They also tried to increase their navy, to compete with the great naval power of that time, Great Britain and Germany. As France increased their navies and armies, it put pressure on the other countries to also increase their armies to compete with the power of France.

France passed many treaties to become allies in the war. France was part of the Triple Entente, which consisted of Great Britain, France, and Russia. This treaty was used to counter the treaty between the Triple Alliance, which was Germany, Austria-Hungary, and Italy. This put Europe into two armed camps.

When Russia was threatened with war, France strengthened their backing with Russia. France began to mobilize as Germany moved their troops to support Austria-Hungary. Soon, all of Europe was encountered in the war.



WWI Newspaper Rubric

	4	3	2	1
Content: M.A.I.N. Causes	We thoroughly address the four "M.A.I.N." causes of WWI from the perspective of several different countries.	We address the four "M.A.I.N." causes of WWI from the perspective of at least 2 different countries.	We partially address the four "M.A.I.N." causes of WWI from more than one country.	We address the four "M.A.I.N." causes of WWI in a shallow and superficial manner.
Content: Unity	All the components of our newspaper contribute to the description and explanation of the complex chains of events that resulted in WWI.	Most of the components of our newspaper contribute to the description and explanation of the complex chains of events that resulted in WWI.	Several of the components of our newspaper are loosely connected to the description and explanation of the complex chains of events that resulted in WWI.	Most of the components of are loosely connected, if at all, to the description and explanation of the complex chains of events that resulted in WWI.
Content: Conclusions (Individual)	My articles in our newspaper synthesize information from a variety of kinds of primary and secondary sources to draw good conclusions about the perspectives of different countries.	My articles in our newspaper synthesize information from primary and secondary sources to draw conclusions about the perspectives of different countries.	My articles in our newspaper mostly paraphrase information from a few sources.	My articles in our newspaper repeat information from 1 or 2 sources. OR It is not apparent what sources were used in our newspaper.
Newspaper Components	Our newspaper includes all the required components and several optional components.	Our newspaper includes all the required components and at least 2 optional components.	Our newspaper is missing at least 1 required component.	Our newspaper is missing more than 1 required components.
Writing: Style (Student C)	My writing is clear, detailed, interesting, and written in a style that is appropriate for the purpose of the article.	My writing is clear, detailed and written in a style that is appropriate for the purpose of the article.	My writing is sometimes vague, predictable, and often does not suit the purpose of the article.	My writing is confusing, lacks detail, and does not suit the purpose of the article.
Writing: Conventions	Our writing has no errors in capitalization, punctuation, spelling, or usage.	Our writing has no errors in capitalization, punctuation, spelling, or usage that	Our writing has some errors in capitalization, punctuation, spelling, or usage that	Our writing has so many errors in capitalization, punctuation, spelling, or usage that

		detract from the meaning.	detract from the meaning.	readers have difficulty understanding what we are saying.
Writing: Citations	We correctly cite all quoted or paraphrased information.	We only make minor errors when citing quoted or paraphrased information..	Sometimes we do not cite or incorrectly cite quoted or paraphrased information	We frequently do not cite quoted or paraphrased information.
Layout and Design	The layout and graphic elements of our newspaper are organized in a way that contributes to the meaning.	The layout of our newspaper is organized and attractive.	The layout of our newspaper is sometimes confusing, and different graphic elements, such as different fonts, lines, and boxes, sometimes detract from the meaning.	The layout of our newspaper is confusing and different graphic elements, such as different fonts, lines, and boxes, often detract from the meaning.
Photos	We select and add photos to enhance the purpose of the newspaper, and we have appropriate and engaging captions.	Our photos add to the purpose of the newspaper and have appropriate captions.	Our photos sometimes are only superficially connected to the purpose of the newspaper, and captions may be inappropriate or inaccurate.	Our photos do not have accurate captions and often detract from the purpose of the newspaper.

Final Grade

Group—3, Student C—2.5