

## Lesson For Days 14 and 15

### World War I

#### Objectives:

1. The students will work directly with primary source material.
2. The students should analyze and decipher the documents so as to pull out specific and important information.
3. The students will work in a group setting and each will be responsible for a piece of discussion.
4. The students will demonstrate the continuity of the unit theme through a discussion on the reluctance of America's emergence as a World power.
5. The students will both pose and respond to question meant to get them thinking at the high levels on Bloom's Taxonomy.

#### Resources:

*(The Following Documents are reproduced from [www.firstworldwar.com](http://www.firstworldwar.com))*

1. Woodrow Wilson's "Fourteen Points" Speech, 8 January 1918
2. Covenant of the League of Nations, 1919-1924
  - a. Use Excerpts to fit your needs.
3. Henry Cabot Lodge on the League of Nations, 12 August 1919
4. President Woodrow Wilson's Address in Favor of the League of Nations, 25 July 1919
5. Reservations Drawn up by Republican Senators to the Treaty of Peace with Germany, November 1919
  - a. Use Excerpts to fit your needs.

*(The Following Political Cartoons Are reproduced from <http://history.acusd.edu/gen/text/versaillestreaty/vercontents.html>)*

1. [Cartoon captioned \*A Nervous Wreck\*](#)
2. [Cartoon captioned \*Can It Survive?\*](#)
3. [Cartoon captioned \*Touch Not a Single Bough\*](#)
4. [Cartoon captioned \*Rear View\*](#)
5. [Cartoon captioned \*You Really Can't Blame Him for Wanting a Life Preserver\*](#)
6. [Cartoon captioned \*Turn on the Hose\*](#)
7. [Cartoon captioned \*Muzzled\*](#)
8. [Cartoon captioned \*The Rainbow\*](#)
9. [Cartoon captioned \*Blowing Bubbles\*](#)

*(Groups will need several copies of the Document Analysis Sheet borrowed from Teacher Mr. Jerry Boevers Niles West High School 1964-1999)*

#### Activities:

##### Day 14

1. Lead your students in a review discussion about the reservations that some Americans had when the U.S. was considering entering the war.
  - a. How might this effect attitudes and opinions at the close of the war?
  - b. What does this tell us about American reluctance?

2. Break the class up into groups of 4 or 5 students. Distribute the Documents to the students along with analysis sheets.
  - a. Don't give every group ALL of the documents, 4 or 5 per group should suffice.
  - b. Be sure that All documents are out there.
3. Instruct the students to do some preliminary analysis of the documents and to discuss in their groups the relevance of the documents to our theme.
4. Have the students return to their desks and do some individual reflection in their Unit Journals.

### **Day 15**

1. Have the students reconvene with their groups at the beginning of class. Ask them to select two of their documents to present to the class focusing on:
  - a. What did this document tell you about Americans toward the close of the war?
  - b. What bridges were American going to have to cross in order to become peacetime America again?
  - c. Was there evidence of willingness and/or reluctance in the documents?
2. Give the groups 10-15 minutes to discuss and prepare.
3. Have your students present their documents allowing for discussion from the other groups.
4. Lead a short discussion on the documents that were not selected and why that might be.
5. Have your students use any class time to continue journaling. As this is the last day of the unit instruct your students to begin focusing their journaling so as to prepare to write their final essay. (See alternative Assessment Assignment)

## **Lesson Plan** *American Expansionism* *and the Spanish American War*

### **Objectives**

1. The students will explain the meaning and significance of the Monroe Doctrine.
2. The students will define expansionism, and list the effects of the Spanish American War and problems of American expansionism.
3. The students will explain the significance of yellow journalism on creating conflict.

### **Resources-Materials**

1. Photocopy of Monroe Doctrine for students to work on.
2. Chalkboard for defining term
3. Student textbooks
4. Overheads of examples of yellow journalism
5. Yellow Journalism worksheet

## Day 7

Objective: for students to come to a better understanding of Progressivism by processing the thoughts and lifestyle of one Progressive individual and creating an argument for that person's Progressive stance.

### Materials:

1. Short bio on each of the nine people ( Andrew Carnegie, Eugene Debs, William Dubois, Mother Jones, Robert La Follette, Alice Paul, John D. Rockefeller, Teddy Roosevelt, Ida Tarbell)
2. List of quotes for each person.

### Activities:

1. Put students in groups of 2 –3.
2. Each group receives a bio and a list of quotes.
3. Students must peruse the bio and come up with an argument on how the person felt about Progressivism, and how Progressivism affected that person.
4. Each group presents 1-2 minutes to the class, offering evidence from the quotes and bio that support their position.
5. Short summary discussion of who Progressivism affected, and how and why.

### Assessment:

1. Students must go home and journal about how the day's lesson reflected America's willingness or reluctance to become a world power as a part of their unit project.

### Activities

1. Begin by reading the Monroe Doctrine and having students sum up its importance and meaning.
2. Define Expansionism.
3. Have the students create a chart listing what role American expansionism played in relationship to Spain, the Philippines, Cuba, Puerto Rico, Hawaii, and Samoa.
4. Have the students write a brief essay about a paragraph in length explaining why the Spanish American War is sometimes referred to as "a splendid little war."
5. After showing the students some examples of yellow journalism, have them work on the Yellow Journalism Activity