World War 1 ‖ Overview of the War

## *Goals & Objectives:*

## *Gain an understanding of how the war progressed.*

## *Analyze the order of events of World War 1.*

*Comprehend key terms.*

## *California State Content Standards*

*10.5*

*Students analyze the causes and course of the First World War.*

*10.5.1 Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”*

*10.5.2 Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).*

*10.5.3 Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.*

## *Common Core Literacy Standards*

## *Driving Historical Question*

### *How did the events of World War I unfold?*

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time:10**

**Students will be given a word search handout that includes key terms that will be discussed in the lecture. They will work in groups of 2-3 for 10 minutes to complete the word search.**

### Vocabulary (Content Language Development) ‖ **Time: Throughout duration of lesson.**

TRIPLE ALLIANCE

TRIPLE ENTENTE

ENTENTE CORDIALE

EMPEROR

KAISER

MOBILIZE

DECLARATION OF WAR

ARMISTICE

NATIONALISM

### Content Delivery (LECTURE) ‖ **Time:30**

Students will observe the teacher give a lecture/presentation about the the main ideas/events of World War 1. The lecture will coincide with a timeline presentation of how the war progressed.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time:**

**Students will begin the class by completing a word search activity within small groups. Throughout the lecture, students will complete a guided notes worksheet. At the close of class, students will respond to three critical thinking questions.**

### Lesson Closure ‖ **Time:10**

**At the end of lecture, the teacher will answer any questions. After this, the students will finish the class period responding to three critical thinking questions. They will draw from the lecture and guided notes to answer these questions.**

### Assessments (Formative & Summative)

Formative progress monitoring during the word search activity. Teacher will walk around classroom to see if students are correctly identifying the terms.

Formative progress monitoring during the lecture. Teacher will consistently pause to answer questions and make sure students are correctly filling in their guided notes.

Summative- Informal summative assessment will be used at the end of class when students write their responses to the critical thinking questions.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

Guided notes will assist English Learners and striving readers to understand the material.

### Resources (Books, Websites, Handouts, Materials)

Guided notes handout

Word search handout

Prezi presentation