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***Please refer to the Pennsylvania Standards Aligned System website: (***[***http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx***](http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx)***)***

***for information on the Pennsylvania Curriculum Framework for Social Studies. You will find much of the information about PA Academic Standards, essential questions, vocabulary, assessments, etc. by navigating through the various components of the Curriculum Framework.***

**LESSON / UNIT TITLE: Causes of the Civil War**

**Teacher Name(s):** Chris Tibbits, Chris Collum

**School District:** Northern Tioga School District

**Building:** Cowanesque Valley Jr.- Sr. High School

**Grade Level:** 9th

**Subject:** American History

**Time Required:** 1 Week (five 40 minute class periods)

**Lesson/Unit Summary *(2-3 sentence synopsis)*:** Many people believe that the cause of World War One was the assassination of Archduke Franz Ferdinand in Sarajevo on June 28, 1914. However, there were many underlying causes that had been built up and just waiting for the right event to knock them over. Many of those factors include complex political alliances, economic situations, nationalism, the industrial revolution, and general social turmoil. The lesson will primarily cover not just the assassination, but also those underlying causes.

**Essential Questions for Lesson/Unit**

What was the justification of entering World War One for each participant?

How did nationalism cause World War One?

How did Industrialism and Imperialism cause World War One?

How did Militarism and a system of military alliances cause World War One?

**Pennsylvania Academic Standards Addressed in Lesson/Unit**

 ***(Include standards numbers and standards statements.)***

**8.1.9. B:** Compare the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.

**8.1.9. A:** Compare patterns of continuity and change over time, applying **context of events.**

**Lesson/Unit Objectives**

Students will be able to list and explain the main causes of the World War One.

**Vocabulary/Key Terms for Lesson/Unit**

Triple Alliance Alliances

Triple Entente Balkan Wars

Slavs

Nationalism

Imperialism

Colonization

Militarism

**Historical Background for Teachers / Research Narrative**

**Introduction to the “Great War”**

The beginning of World War One marked an era of change both for the United States and the world. Its consequences can still be felt today. In order to make history relevant, one must focus on the fact that it often repeats itself. This is why an understanding of the causes of World War One is so critical. The “Great War” as World War One was called, was supposed to be the last war. However, we would see another even greater war a few decades later.

What brought about the First World War? Why did do many countries go against each other? The simple answer is the Archduke Franz Ferdinand was assassinated. However, to make that the only cause would only confuse students. We must focus on why that assassination was a big deal. We also need to explain why that seemingly miniscule person in history would cause many of the countries of the world to attack each other. The way to explain this information is M.A.N.I.A. The Militarism that had created an arms race in Europe, the entangled Alliances that led the war to go from a regional conflict to a world conflict, the Nationalism that ran at a fever pitch during the time, the Imperialism and Industrialism that Europe had obsessed itself with, and finally the Assassination of Franz Ferdinand.

**Instructional Prodedures and Activities**

***(List/describe the step-by-step sequence of procedures and learning activities.)***

**40 minute class periods**

**Day 1:**

1. Activating Strategy: We want to focus on the justification of World War One. So introduce a frayer graphic organizer. In the center we put “Just War”. Students are to give example and non-examples. They also give essential attributes and non-essential attributes to what makes a “Just War”. They will be comparing this information to the specific justifications each side used later in the lesson.
2. Show a quick video clip (5 minutes) of the carnage of World War One. Have students discuss with a partner their reactions. Ask the question, “Could anything justify such a war?”
3. Begin Notes on the Causes of World War One.
4. Ticket Out: 3-2-1.

3-What are three causes of World War One?

2-What are two justifications for Austria-Hungary entering the war?

1-Who was one ally of Austria-Hungary?

**Day 2:**

1. Bell ringer: What does M.A.N.I.A stand for?
2. Finish notes.
3. Have students fill out Identifying MAIN causes of WW1 graphic Organizer. Do one together. Go over as group when everyone is finished working alone.
4. Primary Source exploration. Explore the two cartoon-like pictures of Europe on the eve of World War One. Ask students to pair up and explore pictures using the three level questions. What do we see? What does this mean? For whom is this cartoon intended and why?
5. Explore three more primary sources relating to Europe and America before WW1. Answer same questions for each.
6. Ticket Out

**Day 3:**

1. Bell Ringer: What do I mean when I say the Assassination of Franz Ferdinand was the “Powder Keg” to World War One?
2. Separate students into 8 groups. Hand out country backgrounds. In this simulation, students will imagine themselves as their assigned country’s government. As a group come up with a resolution to enter WW1.
3. Have groups answer these questions:
* What are your country’s goals?
* Do you think your country is strong or weak compared to the other countries?
* List three causes we have discussed that would affect your country and its entry into war.
* Name at least two countries that you feel are your enemies. Describe all of the reasons for conflict between you and those countries.
* Name at least two countries you think are your allies. Why are they your allies? Do you have common ideas of government? Do you have historical connections or ties to one another? If so, write down what these commonalities are. Or, are these nations good allies because of *convenience*? Do you have common enemies or can you achieve your goals by allying with them?
1. Present your resolution to the class.

**Day 4:**

1. Assessment-Writing Assignment: Imagine you are a citizen of one of the countries involved in WWI. Write a diary describing your mood and feeling. Be sure to integrate at least two of the causes of World War One. You must also use at least three vocabulary words.

**Suggested Strategies for Differentiating Instruction**

|  |  |
| --- | --- |
|  |  * Graphic organizer filled in or partially filled in
* Accommodated notes: heading filled in with outline
* Writing Prompt reduced to 1 page or optional assignment of creating a labeled collage of causes of World War One.
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**Assessment of Student Learning (Formative and Summative)**

* **Formative:**

Teacher observation/ class discussion

Evaluation of graphic organizers

 Student responses to Ticket out questions

* **Summative**

Assessment of writing assignment (Diary Entry)

**Materials and Resources**

***(Include text, supplementary resources, primary source documents, websites, handouts, charts, maps, etc.)***

 Graphic Organizers

 Frayer Model

 Causes of World War One

 3 Level Questions: Based on methods section of Cicero.

**Author(s) of Unit/Lesson Plan**

Chris Tibbits and Chris Collum, Northern Tioga School District, Cowanesque Valley Junior-Senior High School

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