



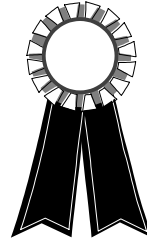
UbD Unit Template

Course/Subject: Social Studies

Grade(s): 10

Teacher(s): Deron Bayer

Approval Stamp



Topic/Title: World War I; The War to End All Wars?

Length of Time for the UbD Unit: 4 Weeks

Date the unit was reviewed by the UbD Team: 9/01/2006

Summary of the Unit:

Students will explore the long term and immediate causes of World War I. They will also explore the strategies, tactics and weaponry that led to a murderous stalemate. The students will also learn how The Great War led to the 20th Century becoming a state of constant conflict in which millions died. Rather than being an end to all wars, The Great War precipitated a century of conflict, which still resonates today.

The students will be come to these understandings by reading in their textbooks and taking notes during class. They will also utilize primary sources by reading sources from the era, and viewing video clips that deal with archival footage supporting primary sources. The students will also select a project from a differentiated list to produce as a performance assessment that reflects their learning and understanding of World War I.

Standards

Connecticut Curriculum Framework(s):

Number	Content Standard
1	Students will develop historical thinking skills; understanding the concept of historical causation.
2	Students will use the historical thinking skills to develop an understading of major historical periods. <ul style="list-style-type: none">• A half century of crisis 1900-1945
3	Students will apply their understanding of historical periods, issues, and trends to examine historical themes, ideals, beliefs, conflict and conflict resolutions.

4	Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.
8	Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation
9	Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

Understanding by Design Unit Template

Enduring Understandings <i>(Students will understand <u>that...</u>)</i>	Essential Questions <i>(Open-ended significant questions related to the Enduring Understandings.)</i>
See chart on next page	See chart on next page

<p>Identify Topic(T) or Overarching(O) – must have at least one overarching</p> <ol style="list-style-type: none"> 1. (O) Territorial and political conflicts and alliances similar to those that led to World War I are still at work today. 2. (O) The development of new and destructive combat technology continues to drive conflicts-and keeps them at a stalemate- creating a delicate balance in the 21st century. 3. (O) The long war with participation from around the globe opened the door for even greater and more global wars. 4. (T) Bloody conflicts such as this one forced people to examine their values and beliefs with respect to aggression and use of deadly force. 5. (O) WWI's scope, scale, and technology introduced a dehumanizing element, still present in modern warfare, which leaves lasting scars on communities affected. 6. (O) Major wars such as The Great War have both long term and immediate causes and effects 7. (T) World War I was a direct cause of World War II. 8. (T) The Armenian Genocide of World War I, helped to make possible the Holocaust of World War II. 		<ol style="list-style-type: none"> 1. Why do people go off to war? 2. Why do soldiers endure incredible hardships for long periods of time? 3. Why did World War I soldiers climb out of their trenches when they knew it could mean almost certain death? 4. Are wars inevitable? 5. Are wars ever justifiable? 6. Does anyone ever really “win” a war?

Key Elements: Important Vocabulary, People, Terms, etc.

Black Hand	Fascism	mutiny	Assassination
Over the Top	Gavrillo Pricip	atrocities	War economy
Trench warfare	Kasier Wilhelm	Propaganda	imperialsim
Central powers	Tsar Nicholas	Archduke Ferdinand	Militarism
allies	revolution	Sarajevo	nationalism
Treaty of Versailles	League of Nations	14 Points	mandate

Knowledge / Skills – (Students will know / be able to)

- Identify the alliances at the start and end of the war.
- Identify the long term and immediate causes and effects of the war.
- Explain how World War I ground to a stalemate.
- Explain how the Treaty of Versailles led to a failed peace that led to World War II.
- Explain the significance of MAIN.
- The scope and involvement by global participants.
- The types of technology introduced in the war.

Assessment with a Detailed Description

*All performance assessments will be graded using a specified set of criteria known to students.
An assessment may address more than one standard. Every standard must be assessed.*

Content Standard(s): 1,2,3,4,8,9

Performance – Based Assessment(s): (Include G.R.A.S.P.S. if appropriate)

Students will choose on of the following differentiated projects for their unit assessment.

1. **Paradoxes:**

A common notion that is not necessarily true in fact; A self-contradictory statement or observation.

World War I was said to be the war to end all wars. Write a 5-paragraph essay that explains how instead it led to World War II and the continuing problems of the Balkans today. Include a graph or map showing all the conflicts in Europe since World War I.

2. **Attributes:**

Inherent properties; Conventional symbols or identities; Ascribing qualities

Draw a poster sized map of Europe. On the map include the major battlefields and front lines. Also submit a graph/chart that briefly describes each battle, includes casualty figures and explains the significance of the battle

3. **Analogies:**

Situations of likeness: similarities between things; comparing one thing to another

Explain in a 5-paragraph essay how even though World War I has its own specific causes, it is just like any war ever fought

4. **Discrepancies:**

Gaps of limits in knowledge; missing links in information; what is not known

Research the political climate of the Ottoman Empire. Write a 5-paragraph essay and submit a Venn diagram comparing it with the Roman Empire.

5. **Provocative Questions:**

Inquiry to bring forth meaning; incite knowledge exploration; summons to discovering new knowledge

You are a soldier who has just been ordered to kill 15 enemy soldiers in a machine gun position. You have always been taught that killing is wrong but you know you must do your duty. Write a diary entry of your thoughts just before you go on your mission. (5-paragraph length)

6. **Examples of Change:**

Demonstrate the dynamics of things; provide opportunities for making alterations, modifications, or substitutions

Write a 5-paragraph essay explaining how Central Europe and the Ottoman Empire change as a result of World War One. Submit hand drawn maps that reflect the changes.

7. **Examples of Habit:**

Effects of habit-bound thinking; building sensitivity against rigidity in ideas and well-tried ways

The Serbians still feel in many ways the same toward the Central European powers today as they did in 1914. Write a letter to the editor of a large European newspaper explaining your feelings. Include your opinions on the NATO action in the Balkans led by President Clinton.

8. **Organized Random Search:**

Use familiar structure to go at random to build another structure; an example from which new approaches occur at random

Using your favorite song, create a jingle for a propaganda slogan that would be used by the Germans in World War I. Include the research that you found for support of why the lyrics would be written that way.

9. **Skills of Search:**

Search for ways something has been done before (historical search); search for current status of something (descriptive search), Set up an experimental situation and search for what happens (experimental search)

Using library and Internet skills complete a descriptive search on the current German Government. Create a triptych that accurately illustrates the current system

10. **Tolerance for Ambiguity:**

Provide situations which puzzle, intrigue, or challenge thinking; pose open-ended situations that do not force closure

Create a television news program with a top story being the debate between the Allied Powers and Central Powers and their positions prior to World War One.

11. **Intuitive Expression:**

Feel about things through all the senses; skill of expressing emotion; be sensitive to inward hunches or nudges

Create a diorama of a ruined French farm house in World War One. Place your self in the shoes of the farmer that lost everything and paint a picture that shows his emotional state. Include some pictures from your research. You could also be a priest of a ruined church.

12. **Adjustment to Development:**

learn from mistakes or failures; develop from, rather than adjust to something; develop many options or possibilities

Show how tanks have developed since World War I, building on the design failures of the first tanks. Create a triptych that reflects this, include research that was done.

13. **Study Creative People and Process:**

Analyze traits of eminently creative people; study processes which lead to problem solving, invention, incubation, and insight.

Analyze the creative traits of Woodrow Wilson. Create a triptych about the development of Wilson's ideas, before, during, after the war. Include research that was done.

14. **Evaluate Situations:**

Decide upon possibilities by their consequences and implications

Write a science fiction story of European society in the year 2500 with the idea that the Germans had won World War I and all the wars after that. This should be a 5-page story.

15. **Creative reading skills:**

Develop a mindset for using information that is read; learn the skill of generating ideas by reading

Research one of the battles of World War I that Russia was involved in. Create a detailed illustration of all the advances and defeats suffered during the battle. Create a table sized map battle and place on the map label where important actions happened in the battle.

16. **Creative listening skills:**

learn the skill of listening; listen for information allowing one thing to lead to another.

Listen to a patriotic, or anti-war song of the World War One era. Then create an entertainment channel interview of the song writer.

17. **Creative Writing Skill:**

learn the skill of communication ideas in writing; learn the skill of generating ideas in writing.

You are a member of Parliament after World War One. Some English citizens never want to go to war again. Write a new law explaining the illegality of war and why the English never want to fight again. Model your law on an English law.

18. **Visualization Skill:**

Express ideas in visual forms; illustrate thoughts and feelings; describe experiences through illustrations

Create a PowerPoint slide show revealing the horrors. Try to illustrate the feelings of children who were the deeply affected by the war

Create a new Propaganda poster based on a WWI propaganda poster. How would that poster look today? Include an essay that explains the techniques used in the poster.

Rubric(s) for Performance-Based Assessment(s) - Include here or attach at the end.

(Attached at end)

Other Assessment Evidence: (Tests, quizzes, self-assessment, peer-assessment, etc.)

- 6 Paragraph Essay on the long term causes of World War I. (MAIN)
- World War I DBQ
- Section Quizzes (includes matching, multiple choice)
- Unit Test (include matching, multiple choice)

Library and Technology Skills: If appropriate summarize how library and technology skills are integrated within the unit and how you are collaborating with library and technology staff to plan and implement the unit. Librarians and technology teachers will assist in identifying appropriate sites, resources, and integrated opportunities.

- Web searches
- Reference collection
- Primary and secondary source collections
- PBS Video The Great War, Death in Sarajevo

Connection to the CMT/CAPT: This unit addresses the following CMT/CAPT objectives.

- Persuasive writing (some of the projects and the DBQ)

Learning Activities with a Detailed Description

Hook: If you want to understand how Hitler was possible, you first need to understand The Great War.

Sequence: List learning activities in sequence below and/or attach a daily activity chart. Please be specific. Star (*) activities that directly prepare students for CMT/CAPT.

1. Introduce the concepts of MAIN. Assign section 1 HW
2. Quiz on MAIN and section 1
3. *Assign MAIN CAPT essay
4. Immediate causes of the war. Assign section 2, PBS video segments
Balkan Powder Keg, Sarajevo, Pan-Slavism, Blank Check
Quiz
5. Trench Warfare, Assign section 3
Horrors of trench warfare, monotony, death toll, PBS video segments
Quiz
6. Total war, Assign section 4
complete mobilization of society for war, PBS video segments
Quiz
7. Collapse and the unsteady peace of Versailles, Assign section 5
Quiz
8. Assign projects
9. Unit test, includes DBQ

Resources

Text: Prentice Hall- Connections to Today

Other Print Sources: Study guide that accompanies video

Videotapes, DVDs or Films: The Great War (PBS), Death in Sarajevo

Software:

Internet Sources with addresses and full title of the site:

www.thegreatwar.ukWWI.org

www.worldwar1.com

www.firstworldwar.com

www.bbc.co.uk/schools/worldwarone/

Databases:
PBS

Please Attach Supporting Materials.

Connecticut Mastery Test - CMT

Grades 4,6, and 8

Region One
UbD

<p>Reading</p> <p>Degrees of Reading Power (DRP) This test assesses understanding of nonfiction English prose on a graduated scale of reading difficulty using multiple-choice items. It consists of passages in which words are omitted. For each question, students must choose the most context-appropriate word.</p> <p>Reading Comprehension This test consists of both fiction and nonfiction passages.</p> <p>Test Objectives <i>Students should demonstrate understanding of...</i></p> <p>Forming an Initial Understanding</p> <ul style="list-style-type: none"> • Determining the main idea • Identifying or inferring important characters, settings, problems, events, relationships and details within a written work • Selecting and using relevant information from a written work in order to summarize • Using context clues to determine meaning of unknown or multiple-meaning words of figurative language <p>Developing an Interpretation</p>	<p>Writing</p> <p>Direct Assessment of Writing This test assesses how well students communicate a complete message in a coherent, elaborated and organized way.</p> <p>Grade 4- <u>Written response to a narrative prompt</u></p> <ul style="list-style-type: none"> • Tell a story • Describe characters, settings and events fully, completely and sequentially <p>Grade 6 – <u>Students respond in writing to an expository prompt</u></p> <ul style="list-style-type: none"> • Provide an explanation about a person, situation or thing • Present and support ideas clearly, completely and in an organized fashion <p>Grade 8 – <u>Students respond in writing to a persuasive prompt</u></p> <ul style="list-style-type: none"> • state a position on a particular topic • support the position with specific details • organize ideas so that the reader will be persuaded <p>Editing and Revising This test assesses student achievement in writing conventions such as spelling, grammar and usage</p> <p>Mathematics</p>
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- making connections between the text and outside experiences and knowledge
- identifying or inferring the author's use of structure/organizational patterns
- drawing conclusions about the author's purpose in including or omitting specific details in a written work
- using evidence from the text to draw and/or support a conclusion

Demonstrating a Critical Stance

- using information from the text to make a prediction based on what is read
- analyzing the author's craft, including use of literary devices
- evaluating explicit and implicit information and themes within a written work
- selecting, synthesizing and/or using relevant information within a written work to include in a response to or extension of the work
- demonstrating an awareness of values, customs, ethics, and beliefs included in a written work

Number Sense

- *1 Place Value
- *2 Pictorial representation of Numbers
- *3 Equivalent Fractions, Decimals and Percent
- *4 Order, Magnitude and Rounding of Numbers

Operations

- *5 Models for Operations
- *6 Basic facts
- *7 Computation with Whole Numbers and Decimals
- *8 Computation with Fractions
- *9 Solve Word Problems

Estimation and

Approximation

- *10 Numerical Estimation Strategies
- *11 Estimating Solutions to Problems

Ratio, Proportion, Percent

- *12 Ratios and Proportions
- *13 Computation with Percent

Measurement

- *14 Time
- *15 Approximating Measures
- *16 Customary and Metric Measures

Spatial Relationships and Geometry

- *17 Geometric Shapes and Properties

- *18 Spatial Relationships

Probability and Statistics

- *19 Tables, Graphs and Charts

- *20 Statistics and Data Analysis

- *21 Probability

Patterns

- *22 Patterns

Algebra and Functions

- *23 Algebraic Concepts

Discrete Mathematics

- *24 Classification and Logical Reasoning

Integrated

Understandings

- *25 Mathematical Applications

Connecticut Academic Performance Test (CAPT) – Student Objectives

<p style="text-align: center;">CAPT Reading Framework</p> <p>The three types are literary, informational and persuasive. Three levels of interaction with text are included:</p> <ul style="list-style-type: none"> • Describing the text • Personalizing and interpreting the test • Moving beyond the text 	<p style="text-align: center;">CAPT Writing Framework</p> <p>The writing framework is based on the premise that students should be able to write for different audiences.</p> <ul style="list-style-type: none"> • Generating ideas requires students to select and limit topics • Draw upon personal knowledge as well as other sources • Set purposes
<p style="text-align: center;"><i>Students Understand that...</i></p> <p>READING ACROSS THE DISCIPLINES</p> <p>The <u>Response to Literature</u> component requires students to read a short published work and provide written responses that demonstrate student ability to:</p> <ul style="list-style-type: none"> ▪ provide an initial understanding of the text ▪ develop an interpretation of the text ▪ make connections between the text and/or other experiences ▪ critically evaluate the text <p>The <u>Reading for Information</u> test requires students to read nonfiction material of about one page in length.</p> <ul style="list-style-type: none"> ▪ ability to develop an interpretation and critically evaluate the text. <p>WRITING ACROSS THE DISCIPLINES</p> <p>The <u>Editing and Revising</u> test requires students to read passages that are simulated samples of student writing.</p> <ul style="list-style-type: none"> ▪ Students can identify and correct errors in organization, word choice, syntax, capitalization, punctuation, usage and spelling. <p>The <u>Interdisciplinary Writing</u> section requires students to apply knowledge and skills gained through many disciplines. Students are given a set of source materials representing different perspectives on the issue. Students then write a persuasive essay that supports their own position. Students can demonstrate the following abilities:</p> <ul style="list-style-type: none"> • development of a thesis with supporting points • use of correct grammar <p>SCIENCE</p>	<p>SCIENCE cont.</p> <p><u>Life Science</u></p> <ul style="list-style-type: none"> • Ecosystem <p>* matter is recycled in an ecosystem and that there is a one-way flow of energy in ecosystems</p> <p>* the number and variety of organisms and populations are dependent on the resources and physical factors of their environment</p> <ul style="list-style-type: none"> • Genetics and Evolution <p>* each organism carried a set of instructions ((genes composed of DNA) for specifying the components and functions of the organism</p> <p>* the basic idea of biological evolution is that the Earth's present day species developed from earlier species</p> <ul style="list-style-type: none"> • Cells <p>* the basic structures and functions of living cells</p> <p>* that cells divide for growth, repair and reproduction of the organism</p> <ul style="list-style-type: none"> • Human Biology <p>* the structure of the human body and how environmental conditions, nutrition, physical activity and pathogens affect its functioning</p> <p><u>Physical Science</u></p> <ul style="list-style-type: none"> • Structure of Matter <p>* the basic structure of atoms and the properties of elements</p> <p>* the use of physical and chemical properties to classify and describe matter</p> <ul style="list-style-type: none"> • Reactions and Interactions <p>* the differences between physical and chemical changes of matter</p> <p>* the materials interact with each other in</p>

The Science assessment is based on the idea that science is not only a body of knowledge, but also a way of thinking about the world around us. It includes conceptual understanding, applications, and experimentation.

Conceptual Understanding and Application of Scientific Knowledge

- Describe natural phenomena with appropriate scientific terms
- Explain natural phenomena with scientific concepts
- Predict future events based on scientific knowledge
- Apply scientific reasoning and knowledge
- Interpret and communicate scientific information using words, equations, graphs and charts

Experimentation

- Recognize and define problems for scientific investigations
- Design appropriate procedures to solve the problem
- Predict the results based on knowledge of problem-related content
- Conduct investigations, collect data and record observations
- Interpret and communicate scientific information using words, equations, graphs and charts

various forms

- Forces and Motion

* energy and matter interact through forces that result in changes in motions of objects

* the nature of electricity and magnetism

- Energy Sources and Transformation

* the nature of various forms of energy

* the properties of sound and light

Earth Science

- Astronomy

* the structure, motion and composition of stars, planets and other bodies with an emphasis on our solar system

- Earth's Natural Resources

* the Earth has various natural resources important to all living organisms

* the use of the Earth's natural resources by humans

- Meteorology

* our atmosphere is dynamic and has patterns of weather systems

* the use of the Earth's natural resources by humans

- Earth History and Dynamics

* interactions among the Earth's lithosphere, hydrosphere, atmosphere and biosphere

MATHEMATICS

The Mathematics section assesses three processes (problem solving and reasoning; communicating; and computing and estimating) in four content areas (number and quantity; geometry, measurement and shape; statistics, probability and data analysis and relations, functions and algebra.)

Students Understand:

Number and Quantity

- Number Sense
- * Use integers, fractions, decimals, percents and scientific notation in real-world situations to count, measure, compare, order, scale, locate and label
- * Use a variety of representations (including graphs, tables, pictures, etc.)
- * Demonstrate an understanding of order, magnitude and equivalent forms of numbers
 - Operations
- * Identify appropriate operations (including addition, subtraction, multiplication, division, exponentiation and square roots) and use these operations in a variety of contexts
- * Select and use appropriate methods for computing (including mental mathematics, paper-and-pencil and calculator methods)
 - Estimation and Approximation
- * Select and use estimation strategies in problem situations
- * Assess the reasonableness of answers to problems
 - Ratios, Proportions and Percents
- * Use ratios, proportions and percents to solve problems
- * Use dimensional analysis to determine equivalent rates (for example, converting inches per minute to feet per hour)
 - Use direct and inverse variation to solve numerical, geometric and algebraic problems

Measurement and Geometry

- Measurement
- * Use the concepts of length, perimeter, area, volume, angle measure capacity, weight and mass to solve problems, using

- * Construct, read and interpret tables charts and graphs of real world data
- * Make and evaluate inferences from tables, charts, graphs and other representations of data
- * Use probability to make predictions and evaluate the likelihood of simple and compound events
- * Use simulations to determine experimental probabilities
- * Compare experimental and theoretical probabilities and make predictions based on probabilities
 - Discrete Mathematics
- * Use synthetic listing and counting strategies including simple combinations and permutations to solve problems
- * Use recursive processes; including iteration, to solve problems

Statistic, Probability and Discrete Mathematics

- Probability and Statistics
- * Demonstrate an understanding of sampling and its role in statistical assertions
- * Describe, calculate and apply the concepts of mean, median, mode, and range
- * Construct, read and interpret tables charts and graphs of real world data
- * Make and evaluate inferences from tables, charts, graphs, and other representations of data
- * Use probability to make predictions and evaluate the likelihood of simple and compound events
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both metric and customary units

- * Identify appropriate metric and customary measurement units and use appropriate measurement tools, including rulers and protractors
- * Estimate make and use measurement in realistic situations
- * Use formulas and scales to determine measures
 - Spatial Relationship and Geometry
- * Interpret, describe and draw two and three dimensional objects
- * Use the concepts of rotation, reflection and translation to transform geometric figures
- * Describe and use fundamental concepts and properties of and relationships among points lines, planes, angles, and shapes
- * Use the concepts of congruence and similarity to solve realistic problems
- * Solve problems using geometric models

Statistic, Probability and Discrete Mathematics

- Probability and Statistics
- * Demonstrate an understanding of sampling and its role in statistical assertions
- * Describe, calculate and apply the concepts of mean, median, mode, and range

Algebra and Functions

- Patterns
- * Construct, describe, extend and analyze a variety of numerical, geometric and statistical patterns
- * Describe, analyze and generalize patterns, using tables, rules, algebraic expressions and equations, and graphs
- * Make and justify predictions based on patterns
 - Algebra and Functions
- * Represent and analyze situations involving variable quantities with tables, graphs, verbal rules and equations, and translate among representations
- * Use variables, expressions, equations and inequalities, including formulas, to model situations and solve problems
- * Construct and use linear functions to model and solve real-world situations
- * Use the coordinate plane to represent functions

To be determined based upon regional goals.....

Sample from Windsor Schools:

Region One Goals and Expectations for Students

Goal I: All Region One students will acquire and demonstrate core knowledge and essential skills that emphasize understanding, application and communication.

Expectations:

Our students will:

- _____ Demonstrate competence in reading, writing and computation;
- _____ Communicate effectively and appropriately through written and oral expression; demonstrate strategies for acquiring basic skills and knowledge, communication of ideas, solving problems and pursuing personal interest;
- _____ Understand, synthesize and apply knowledge in each subject area (science, mathematics, history, civics, behavioral studies, geography, economics, health, physical education, visual and performing arts, family and consumer science, literature and languages) in a variety of settings for a variety of purposes;
- _____ Understand the values and achievements of their culture and other cultures; and
- _____ Be independent, competent and confident users of information and technology.

Goal II: All Region One students will demonstrate thinking and reasoning skills.

Expectations:

Our students will:

- _____ Locate, interpret, analyze, organize, apply and synthesize information in a variety of situations;
- _____ Understand and apply basic principles of logic, reasoning and presenting an argument;
- _____ Understand and apply basic principles of hypothesis testing and inquiry;
- _____ Apply and evaluate the use of decision-making and problem-solving strategies; and respond constructively to unanticipated events or outcomes;
- _____ Explore information and arguments from various points of view and display the ability to think critically, creatively and to solve problems;
- _____ Apply prior knowledge, abstract thinking, curiosity, imagination and creativity to solve problems and;
- _____ Create, imagine and explore new ideas to generate alternative strategies, consider risks and benefits, and select among alternatives.

Goal III: All Region One students will demonstrate motivation and persistence to learn.

Expectations:

Our students will:

- _____ Assume primary responsibility for their own learning including identifying their needs and setting and fulfilling reasonable goals;
- _____ Value lifelong learning;
- _____ Work and learn independently, effectively allocating time, energy and resources;
- _____ Work collaboratively as part of a team – contributing to group efforts and understanding;
- _____ Demonstrate the effort and persistence needed to be successful in school, work and life;
- _____ Demonstrate initiative to accept challenges and responsibilities;
- _____ Persist until new material is mastered or until a job is done, and experience the pride of accomplishment that results from hard work and effort;
- _____ Act through a desire to succeed rather than a fear of failure, while recognizing that failure is a part of everyone's experience;
- _____ Take the risk necessary for fulfilling their goals, and persevere in the face of challenge and obstacles;
- _____ Demonstrate an inquiring attitude, flexibility, open-mindedness and curiosity; and
- _____ Create and explore new ideas and adapt existing ideas to generate alternative possibilities.

Goal IV: All Region One students will understand, respect, and act in accordance with universal values.

Expectations:

Our students will demonstrate behaviors that are consistent with the following positive qualities:

- _____ Respect for themselves and others: Respectful people have confidence in their own beliefs and values, and acknowledge, understand and support the rights of others to express their beliefs;
- _____ Respect for authority: Recognize and cooperate with established authority;
- _____ Honesty: Honest people are truthful and sincere;
- _____ Integrity: People with integrity behave in a manner that is fair, honest and consistent with their beliefs;
- _____ Cooperation: Cooperative people are able to live and work with others;
- _____ Trustworthiness: People worthy of trust keep promises, fulfill commitments, and abide by the

- _____ spirit as well as the letter of an agreement;
- _____ Caring: Caring people demonstrate concern, thought and positive regard for others and property;
- _____ Fairness: Fair people are committed to justice, the equal treatment of individuals and are free of bias;
- _____ Loyalty: Loyal people are supportive of their family, friends, school and communities;
- _____ Citizenship: Responsible individuals understand their obligations. They consider and accept the impact and consequences of their personal decisions and actions;
- _____ Embrace diversity by interacting effectively and working cooperatively with others;
- _____ Demonstrate an understanding of and show respect for cultural differences; and
- _____ Demonstrate confidence in their effectiveness and in their ability to shape their futures.

Goal V: All Region One students will demonstrate readiness for adult roles.

Expectations:

Region One student will prepare for adult roles in the areas of life skills, career skills and citizenship. All students will:

- _____ Understand and apply the life skills necessary for effective daily living and personal well-being.
- _____ Apply knowledge and skills necessary to choose a career and perform successfully in the workplace.
- _____ Be involved, competent citizens.

2006 World War I Project: MEH: Mr. Bayer- Room 109

The following ideas are suggestions for projects that you can do for your World War I test grade. If you want to design your own project based on idea you see here (or a completely original idea that you can come up with on your own) that is fine, however, you must get my approval of the project first.

As a way of looking at the higher order thinking skills that would be involved in these projects, they have been broken down into categories:

Paradoxes:

A common notion that is not necessarily true in fact; A self-contradictory statement or observation.

World War I was said to be the war to end all wars. Write a 5-paragraph essay that explains how instead it led to World War II and the continuing problems of the Balkans today. Include a graph or map showing all the conflicts in Europe since World War I.

Attributes:

Inherent properties; Conventional symbols or identities; Ascribing qualities

Draw a poster sized map of Europe. On the map include the major battlefields and front lines. Also submit a graph/chart that briefly describes each battle, includes casualty figures and explains the significance of the battle

Analogies:

Situations of likeness: similarities between things; comparing one thing to another

Explain in a 5-paragraph essay how even though World War I has its own specific causes, it is just like any war ever fought

Discrepancies:

Gaps of limits in knowledge; missing links in information; what is not known

Research the political climate of the Ottoman Empire. Write a 5-paragraph essay and submit a Venn diagram comparing it with the Roman Empire.

Provocative Questions:

Inquiry to bring forth meaning; incite knowledge exploration; summons to discovering new knowledge

You are a soldier who has just been ordered to kill 15 enemy soldiers in a machine gun position. You have always been taught that killing is wrong but you know you must do your duty. Write a diary entry of your thoughts just before you go on your mission. (5-paragraph length)

Examples of Change:

Demonstrate the dynamics of things; provide opportunities for making alterations, modifications, or substitutions

Write a 5-paragraph essay explaining how Central Europe and the Ottoman Empire change as a result of World War One. Submit hand drawn maps that reflect the changes.

Examples of Habit:

Effects of habit-bound thinking; building sensitivity against rigidity in ideas and well-tried ways

The Serbians still feel in many ways the same toward the Central European powers today as they did in 1914. Write a letter to the editor of a large European newspaper explaining your feelings. Include your opinions on the NATO action in the Balkans led by President Clinton.

Organized Random Search:

Use familiar structure to go at random to build another structure; an example from which new approaches occur at random

Using your favorite song, create a jingle for a propaganda slogan that would be used by the Germans in World War I. Include the research that you found for support of why the lyrics would be written that way.

Skills of Search:

Search for ways something has been done before (historical search); search for current status of something (descriptive search), Set up an experimental situation and search for what happens (experimental search)

Using library and Internet skills complete a descriptive search on the current German Government. Create a triptych that accurately illustrates the current system

Tolerance for Ambiguity:

Provide situations which puzzle, intrigue, or challenge thinking; pose open-ended situations that do not force closure

Create a television news program with a top story being the debate between the Allied Powers and Central Powers and their positions prior to World War One.

Intuitive Expression:

Feel about things through all the senses; skill of expressing emotion; be sensitive to inward hunches or nudges

Create a diorama of a ruined French farm house in World War One. Place your self in the shoes of the farmer that lost everything and paint a picture that shows his emotional state. Include some pictures from your research. You could also be a priest of a ruined church.

Adjustment to Development:

learn from mistakes or failures; develop from, rather than adjust to something; develop many options or possibilities

Show how tanks have developed since World War I, building on the design failures of the first tanks. Create a triptych that reflects this, include research that was done.

Study Creative People and Process:

Analyze traits of eminently creative people; study processes which lead to problem solving, invention, incubation, and insight.

Analyze the creative traits of Woodrow Wilson. Create a triptych about the development of Wilson's ideas, before, during, after the war. Include research that was done.

Evaluate Situations:

Decide upon possibilities by their consequences and implications

Write a science fiction story of European society in the year 2500 with the idea that the Germans had won World War I and all the wars after that. This should be a 5-page story.

Creative reading skills:

Develop a mindset for using information that is read; learn the skill of generating ideas by reading

Research one of the battles of World War I that Russia was involved in. Create a detailed illustration of all the advances and defeats suffered during the battle. Create a table sized map battle and place on the map label where important actions happened in the battle.

Creative listening skills:

learn the skill of listening; listen for information allowing one thing to lead to another.

Listen to a patriotic, or anti-war song of the World War One era. Then create an entertainment channel interview of the song writer.

Creative Writing Skill:

learn the skill of communication ideas in writing; learn the skill of generating ideas in writing.

You are a member of Parliament after World War One. Some English citizens never want to go to war again. Write a new law explaining the illegality of war and why the English never want to fight again. Model your law on an English law.

Visualation Skill:

Express ideas in visual forms; illustrate thoughts and feelings; describe experiences through illustrations

Create a PowerPoint slide show revealing the horrors. Try to illustrate the feelings of children who were the deeply affected by the war

Create a new Propaganda poster based on a WWI propaganda poster. How would that poster look today? Include an essay that explains the techniques used in the poster.