



Mr. Barge's Instructional Tip of the Week! – Homework

I've found that nothing seems to take the energy out of the room like the announcement, "OK, your HW for tonight is" This generally results in the proverbial "ugh!" in the classroom. Often times, students see homework as "useless," "busy work" or "punitive." However, it doesn't have to be. Make homework meaningful in the classroom by establishing a real purpose for it. In my class, I use unit packets. This allows me the flexibility to monitor student progress, develop assignments that address the needs of the students, and establishes homework as an instructional support in the classroom. There are times when I assign HW to prepare for the next day's lesson but there will also be times that I assign HW after the lesson to reinforce previously taught material. Regardless, I always try to ensure that the assignment helps develop students' skills (reading comprehension, writing, critical thinking, etc.) as well as make it relevant to the coursework. Having the students use their HW assignments in class shows relevance and improves students' work habits. It also reinforces the importance of being prepared for class. Keep in mind that using a unit HW packet is just one method of making HW meaningful, and purposeful, in your instruction. Please continue your efforts to make meaningful homework part of your classroom routine.

World War I Homework Packet

Name: _____

Self-Assessment:

After completing the unit on World War I, I

- Understand it!
- Do not understand it.
- Needs some more clarity on some topics:

Explain: _____



James Montgomery Flagg's familiar Uncle Sam poster used in World War I military recruiting

Checklist – Worksheets, questions sheets and assignments in the packet that are listed below must be completed. Also, you are required to actively read all documents and assigned readings (underline, highlight, take notes, etc).

American Neutrality

- HW #1 Documents: Woodrow Wilson Speech (Document A), Woodrow Wilson Speech #2 (Document B)
- HW #1: Question Sheet (questions 1-4)

America Goes To War

- HW #2: Documents: Textbook Excerpt (Document A), Howard Zinn (Document B)
- HW#2: Question Sheet (7 questions – 2 questions for Document A and 5 questions for Document B)

Schenck vs. United States

- HW #3 Documents: Eugene Debs (Document A), Schenk Pamphlet (Document B), and The Sedition Act (Document C)
- HW#3: Completed Chart (Analyzing documents A (Debs) and B (Schenk)) and Question Sheet for Document C (3 questions)

League of Nations

- HW#4 Documents: Defeating the League of Nations reading
- HW#4 Worksheet (Pre and Post Reading vocabulary activities worksheet)

Cover sheet for my unit packet on World War I.

Students receive a packet for each unit. They bring the packets with them to class and we use their assignments, as well as the documents, for various lessons throughout the unit. Once the packets are collected, and graded, students will receive the packets back and can use them to review for a class or Regents exam as well as monitor their own progress.

... because at Edward R. Murrow High School, we **CARE** about our students!

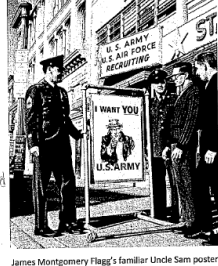
Some samples of student work from the HW Packet.

World War I Homework Packet

Name: _____

Self-Assessment:
After completing the unit on World War I,
 Understand it!
 Do not understand it.
 Needs some more clarity on some topics:

Explain: breaking down the war into smaller parts and connecting it to the current world situation.



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Documents A and B

President Wilson's Speeches

- Read the first speech. Does Wilson think the United States should enter WWI? Why or why not?
Wilson does not think that the United States should enter WWI. He personally believes that it would be best to stay neutral in order to prevent conflict. By doing so, this would maintain more peace as a nation as there would be no divisions.
- Read the second speech. Does Wilson think the United States should enter WWI? Why or why not?
Yes, Wilson does think that the United States should enter WWI. He personally feels that the peace of the world is at stake. He believes that the United States must join the war effort in order to preserve democracy.
- Contextualization: Use the 1917 speech to "imagine the setting." (a) What does Wilson accuse Germany of doing? (b) Do you think this is a good reason to go to war? (c) What additional information would you need to have before making a decision?
Wilson accuses Germany of sinking every nation's ships without warning. Personally, I believe that this is a good reason to go to war as Germany may do something even more bad. The reason the United States would have to join the war effort to prevent future wars. I would need to think Wilson wrote these paragraphs? How do you think these words made Americans feel?
I think that Wilson wrote these paragraphs in order to attract the audience's attention. By doing so, Wilson is making the Americans feel that it is their job and that they are apart of the effort in order to defend their nation. As they would feel honored to give and do the best for their nation they would agree with his motive.

Guiding Questions for Textbook "Neutrality Gives Way to War"

- What are TWO reasons that the textbook gives for why the U.S. entered the war?
The U.S. entered the war because they were allied with the nations that they traded with. Also, the British blockade of Germany stopped the flow of goods to the Central Powers.
- Based on the readings in Wilson's 1917 speech and in the textbook, do you think the United States had good reasons for entering WWI?
Personally, I believe that the United States had good reasons for entering WWI. This is because I feel that their economy was being jeopardized even during the fact that they weren't able to trade with their nations due to conflict with the Germans.
- Guiding Questions for Howard Zinn:
1. Sourcing: Based just on the source information, what do you think Zinn would say about the United States' reasons for entering WWI?
I predict that the United States' reasons for entering WWI was not valid and did not make any sense. He felt that they had a more logical reason for entering the war effort.
2. Close Reading: Zinn claims that Wilson made a flimsy argument because the British did the same thing in terms of invading the rights of American citizens in the sea. Do you ever want to war with them?
3. Close Reading: What does Zinn suggest are the real reasons the United States entered the war?
Zinn suggests that the United States really entered the war in order to gain an advantage on their economy. This was shown as private foreign investments soured in 1917 which was a benefit to their economy.
4. Close Reading: What evidence does Zinn provide to support his claims that the United States was motivated by other reasons (besides German attacks on U.S. ships)?
He claims that the British was attacking American citizens as well but they never decided to go to war with them. However, they blamed Germany for sinking the Lusitania and they were looking and saying that Germany was in the ship. This was a lie and saying that Germany was in the ship. This was made up by Zinn and his argument concerning why they entered the war.
5. Do you think Zinn's argument concerning why they entered the war is convincing as he explains that the United States entered to cover up what they did and basically use Germany as a scapegoat. Also, his mention that the United States entered the war because they were allied with the British and the French.

HW#1: Read documents A and B and answer the questions that follow

Document A: Woodrow Wilson Speech #1 (Modified)

The people of the United States are drawn from many nations, and they are not drawn from other nations. They are drawn from many nations, and they are not drawn from other nations. Some will wish one nation, others another, to succeed in the momentous struggle. Such divisions among us would be fatal to our peace of mind. The United States might seriously stand in the way of our duty as the one great nation at peace, the one nation ready to play a part of mediator and counselor of peace.

The United States must be neutral in fact, as well as in name, during these days that are to try men's souls. We must be impartial in thought, as well as action.

Vocabulary
mediator: someone who helps two groups reach an agreement
impartial: taking no sides

Source: President Woodrow Wilson, in a speech before Congress, August 19, 1914.

Document B: Woodrow Wilson Speech #2 (Modified)

Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is a warfare against mankind.

The German policy has swept every restriction aside. Ships of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom of the ocean without warning. American ships have been sunk, American lives taken.

I advise that the Congress declare the recent actions of the Imperial German Government to be, in fact, nothing less than war against the Government and people of the United States. Neutrality is no longer feasible or desirable where the peace of the world is involved. The world must be made safe for democracy.

Vocabulary
commerce: trade, buying and selling
ruthlessly: cruelly
feasible: possible

Source: President Woodrow Wilson, in a speech before Congress, April 2, 1917.

HW #2: Documents A and B and answer the questions that follow.

Document A: Textbook section on U.S. entry into World War I (United States History, Prentice Hall [2008], pages 624-625, 627)

Neutrality Gives Way to War

An internationalist, President Wilson sincerely desired peace in his country and around the world. Between the start of the war in 1914 and America's entry into it in 1917, Wilson attempted to do his greatest effort. Ultimately, he also failed to keep the United States out of the war. He wanted to remain neutral but that didn't actually happen.

Britain blockades Germany early in the war, British leaders decided to use their international law generally allowed contraband goods, usually defined as weapons and other articles used to fight a war, so be confiscated legally by any belligerent nation. Noncontraband goods, such as food, medical supplies, and other nonmilitary items, could not be confiscated. Britain, however, expanded the definition of noncontraband articles. As the war continued, Britain expanded its definition of contraband until it encompassed virtually every product, including gasoline, cotton, and even food—in spite of international law. Germany was used to for the blockade.

German Submarines Violate Neutral Rights Germany, supposedly by attempting to blockade Britain—even though it lacked the conventional naval force to do so. Instead, in February 1915, Germany began sinking Allied ships using its U-boats, or submarines. The reality of the German blockade struck America on May 7, 1915, when a German U-boat sank the British passenger liner Lusitania off the coast of Ireland. German officials correctly claimed that the ship was carrying ammunition and other contraband. American protesting that an unarmed and unsuspecting ship should not be sunk without first being warned and provided with safety for its passengers. President Wilson was stunned but still wanted peace. "There is such a thing as a man being too proud to fight," he told his fellow citizens. "There is such a thing as a nation being so right that it does not need to convince others by force that it is right." President Wilson was trying to reach peace in order to prevent the war.

Germany helped to keep the United States out of the war by eventually promising not to sink any more passenger ships. But in 1916, Germany violated that promise by sinking the unarmed French passenger ship Sussex. Another storm of protest erupted in America. Again, Germany pledged not to sink unarmed ships. This promise, called the Sussex Pledge, would not last long.

Wilson Prepares for War President Wilson wanted to remain at peace, but even he must have realized the futility (pointlessness) of that hope. At the end of 1915, Wilson began to prepare the nation for war. Many believed that "preparedness" was a dangerous course that could actually provoke war. Even so, Congress passed two pieces of legislation in 1916 to prepare for the possibility of U.S. involvement. The National Defense Act expanded the size of the army, and the Naval Construction Act ordered the building of more warships.

	Document A: Debs	Document B: Schenck
Sourcing: 1. What type of document is this? When was it written and who was the audience? 2. What do you predict Debs or Schenck will say in this document?	This is an important document. It was written in 1918. The intended audience was the United States and the world. Debs was speaking to the American people.	This is an important document. It was written in 1918. The intended audience was the United States and the world. Schenck was speaking to the American people.
Contextualization: 3. What was happening in the U.S. and in Europe at this time? (Same answer for both documents)	World War I was taking place in Europe during the time that the U.S. had entered in 1917. During the war, the British had blockaded Germany, and the Germans had blockaded the British.	World War I was taking place in Europe during the time that the U.S. had entered in 1917. During the war, the British had blockaded Germany, and the Germans had blockaded the British.
Close Reading: 4. Put the author's main message in your own words. What is he trying to convince his audience of?	Debs is emphasizing that people should be against the war. He is saying that the war is not worth the lives of American citizens.	Schenck is emphasizing that people should be for the war. He is saying that the war is necessary to protect the American people.
Find a quote from the document that supports your answer to question 4.	"It is extremely dangerous to reverse the right of free speech."	"I am convinced personally that Schenck's speech is being written in the spirit of the anti-war campaign. He emphasized the fact that the United States is a democracy and that the United States should be a democracy."
6. In your opinion is Debs or Schenck patriotic or anti-American? Explain your claim.	Debs is patriotic. He is saying that the war is not worth the lives of American citizens.	Schenck is anti-American. He is saying that the war is necessary to protect the American people.