

Teacher Guide for the Lesson on **World War I**

Standard:

US.15(D)

Content Objective:

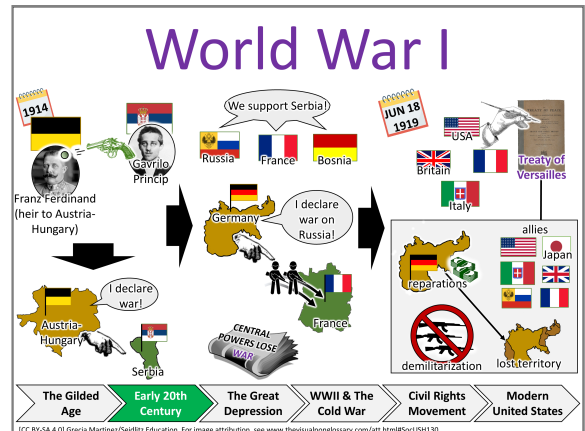
We can describe how **World War I** affected the U.S. politically and economically.

Language Objective: Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

What do you think were some economic, political, or social consequences of **World War I**?

*I think some economic, political, or social consequences of **World War I** were...*

Other key vocabulary: [alliances](#)



By studying this visual, students might:

Notice	Wonder
In 1914, Gavrilo Princip shot and killed Franz Ferdinand, the heir to Austria-Hungary.	Why did World War I lead to new countries being created?
Austria-Hungary declared war on Serbia.	How did the Treaty of Versailles punish Germany?
Russia, France, and Bosnia supported Serbia, while Germany declared war on Russia and invaded France.	What caused the alliances to form before the war?

• The Central Powers lost the war.	• What role did the U.S. play in ending the war?
• The USA, Britain, Italy, and France wrote the Treaty of Versailles after the war. It stated that Germany had to give reparations to the Allies, Germany had to demilitarize, and they lost territory.	• How did the end of the war shape the future of Europe?

EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
What occurred during World War I? During World War I...	How is World War I related to alliances? World War I is related to the alliances because...	What do you think were some economic, political, or social consequences of World War I? I think some economic, political, or social consequences of World War I were...

Example Student Responses to the Observational Question

Low-Level	High-Level
During World War I , many countries fought, and it ended with the Treaty of Versailles .	During World War I , global alliances fought across multiple continents, leading to widespread economic disruption and the redrawing of political borders, especially in Europe through the Treaty of Versailles .

RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: Q-SSS-A.

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation



Here is an example of structuring a conversation with Q-SSS-A.

Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.

Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
<i>The purpose for reading is to understand how the U.S. economy was affected by World War I.</i>	• How alliances led to U.S. involvement • Economic changes caused by trade with Allied Powers • How U.S. industries supported the war effort • Role of Treaty of Versailles in ending the war • Long-term economic effects on the U.S. after the war	How did the U.S. economy change during and after World War I? <i>The U.S. economy changed during and after World War I because...</i>

STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:

- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.

DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <i>Triangle is bottom-left</i>	 <i>Square is bottom-left</i>	 <i>Circle is bottom-left</i>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.