

# 7<sup>th</sup> Grade Social Studies

## Day 1

<b>Standards</b>	<p><b>7-4.1</b> Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war</p> <p><b>7-4.2</b> Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nation</p>
<b>Learning Targets/I Can Statements</b>	"I can Identify and analyze how the assassination of Archduke of Austria Hungary helped start World War I.
<b>Essential Question(s)</b>	<ol style="list-style-type: none"> <li>1.) How did the assignation of Archduke Franz Ferdinand help start World War I?</li> <li>2.) Why did the Black Hand resent Austria Hungary so much?</li> </ol>
<b>Resources</b>	Article Assassination of Archduke Franz Ferdinand/NEWSELA Article Time Machine 1914
<b>Learning Activities or Experiences</b>	<ul style="list-style-type: none"> <li>• Read the article <i>Assassination of Archduke Franz Ferdinand</i></li> <li>• Read the second Article <i>Time Machine Assassination of Arch Duke Franz Ferdinand Starts World War I</i></li> <li>• Upon completion of reading Using Microsoft Word or a piece of Notebook paper create a newspaper front page headline detailing the death of Franz Ferdinand. (see blank template for example of layout) <ul style="list-style-type: none"> <li>○ Newspaper must include details of the assassination, alternative courses of actions that the Black Hand could have taken, as well as alternatives that the Archduke could have done. Make sure your work is organized and structured into paragraphs.</li> </ul> </li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Reflect on what you learned from today's lesson. Create a tweet (no more than 95 characters) for the hashtag #archdukeassassination.</li> </ul>

# Time Machine (1914): Assassination Of Archduke Ferdinand starts WWI

By Washington Times, adapted by Newsela staff on 04.26.16

Word Count 520

Level 610L



Archduke Franz Ferdinand of Austria-Hungary and his wife, Sophie, emerge from the Sarajevo Town Hall to board their car, a few minutes before the assassination that sparked World War I. Photo: Karl Tröstl

*Newsela Editor's Note: This article originally appeared in the Sept. 23, 1914, edition of The Washington Times. Its tone of voice and style of multiple dispatches are typical of the newspapers of the time.*

On June 28, Franz Ferdinand was visiting the city of Sarajevo. He was the archduke of Austria-Hungary.

That day, the archduke was killed. A young man named Gabriel Prinzip shot him. Prinzip was part of a group of Serbians fighting for freedom from Austria-Hungary.

## Austria-Hungary Versus Serbia

Some Serbians hate Austria-Hungary. Prinzip was one of them. He hoped that killing the archduke would help free Serbians from Austrian-Hungarian rule.

## Quiz

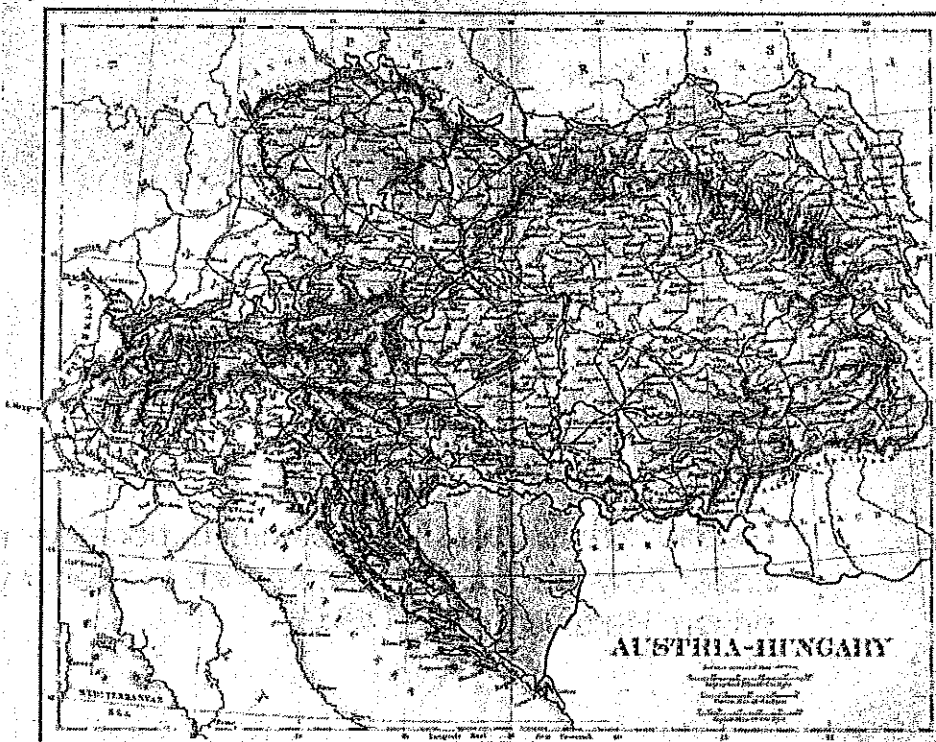
- 1 Why did Gabriel Prinzip choose to attack the Archduke Franz Ferdinand?
  - (A) to start a war throughout all of Europe
  - (B) to hurt the friendship between Serbia and Russia
  - (C) to free Serbia from Austria-Hungary
  - (D) to make Germany angry at Russia
  
- 2 Why did Prinzip want to kill the archduke of Austria-Hungary?
  - (A) Austria-Hungary had threatened to go to war with Serbia.
  - (B) The archduke of Austria-Hungary was known as a very bad man.
  - (C) Prinzip did not like that his country, Serbia, was ruled by Austria-Hungary.
  - (D) Prinzip was hoping to start World War I, the biggest war the world had ever seen.
  
- 3 What did Serbia do after Prinzip attacked the Archduke?
  - (A) It tried to do what Austria-Hungary asked.
  - (B) It declared war on Austria-Hungary.
  - (C) It reached out to its ally Russia.
  - (D) It took credit for the assassination.
  
- 4 How did Russia, Germany, France and England become involved in a war between Austria-Hungary and Serbia?
  - (A) At the time, Serbia was part of Russia, and Germany was part of Austria-Hungary. France and England had promised to defend Germany.
  - (B) Russia, Germany, France and England were part of the police force of Europe that fought in every European war, so they had to be involved.
  - (C) Russia had promised to help Serbia, Germany had promised to help Austria-Hungary, and France and England had also made promises to help certain countries.
  - (D) Germany hated Serbia, and Russia hated the archduke of Austria-Hungary. France and England hated each other, so they decided to choose different sides and fight.
  
- 5 What does this article show about Europe before the Archduke was attacked?
  - (A) Some of the biggest European countries were already at war.
  - (B) Many European countries were already arguing over land and power.
  - (C) No one thought this kind of war would happen in Europe.
  - (D) There was peace and friendship between all the European countries.

# Assassination of Franz Ferdinand

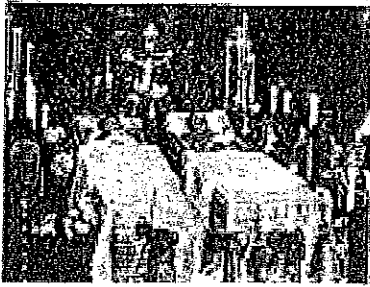


Franz Ferdinand, aged 51, was heir to the Austro-Hungarian Empire. He was married to Sophie Chotek von Chotvoka and had three children. Franz Ferdinand was, however, very unpopular because he had made it clear that once he became Emperor he would make changes.

This map, of the Austro-Hungarian Empire in 1914, shows that Bosnia-Herzegovina was controlled by Austria. Austria had annexed (taken by force) Bosnia in 1908, a move that was not popular with the Bosnian people.



# Franz Ferdinand Assassinated



...the ...  
...the ...  
...the ...

...the ...  
...the ...  
...the ...

...the ...  
...the ...  
...the ...

...the ...  
...the ...  
...the ...

...the ...  
...the ...  
...the ...

...the ...  
...the ...  
...the ...



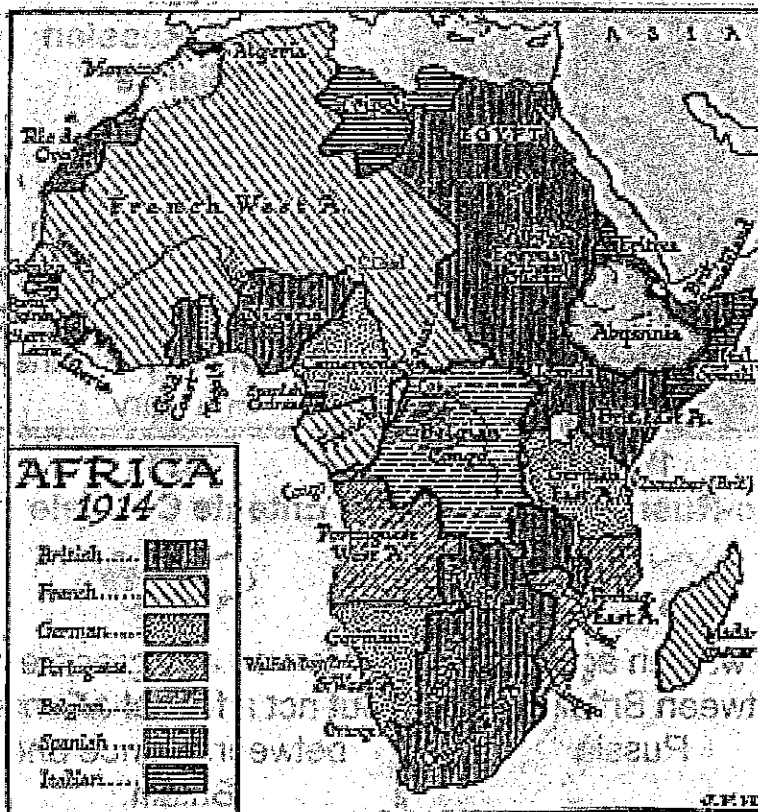
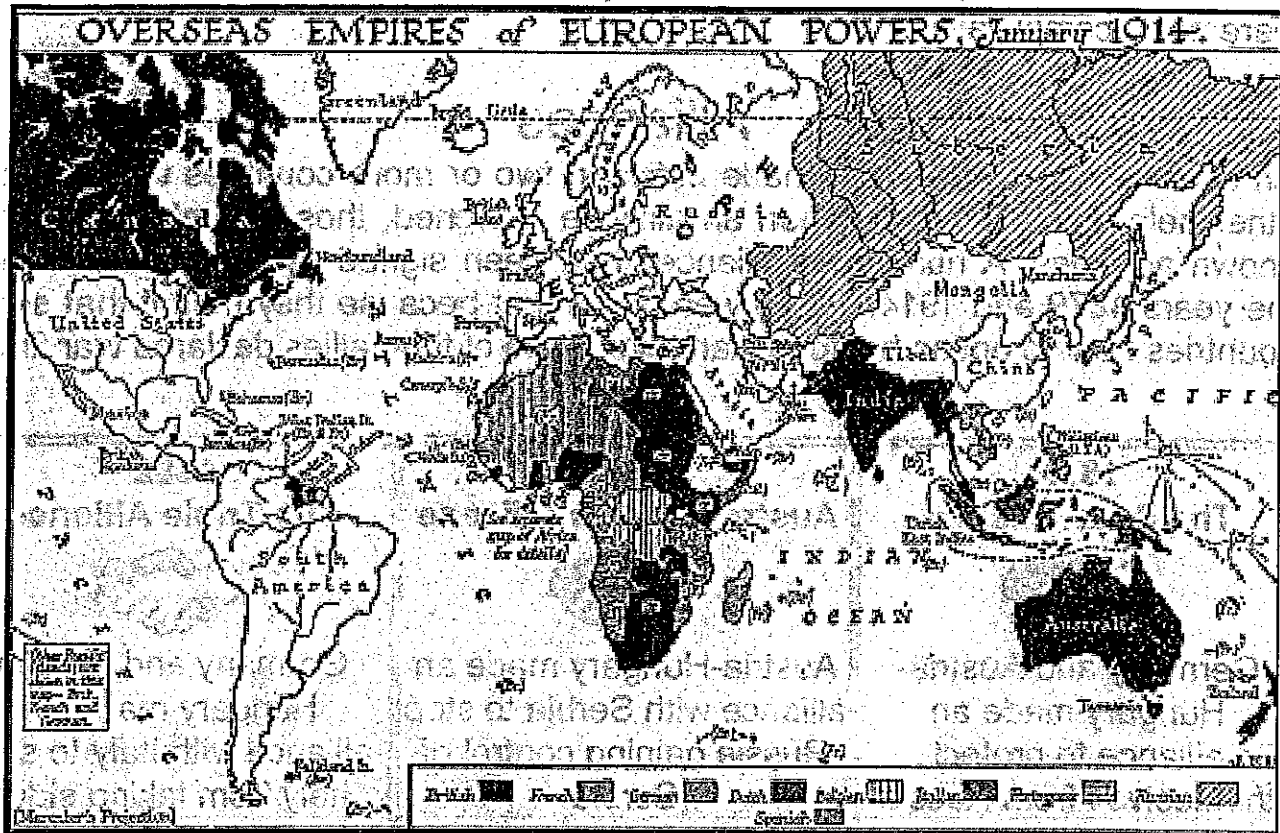
...the ...  
...the ...  
...the ...

7<sup>th</sup> Grade Social Studies  
Day 2

<b>Standards</b>	<p><b>7-4.1</b> Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war</p> <p><b>7-4.2</b> Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nation</p>
<b>Learning Targets/I Can Statements</b>	"I can Identify and explain how Militarism, Alliances, Imperialism, and Nationalism created the environment for World War I".
<b>Essential Question(s)</b>	<ol style="list-style-type: none"> <li>1.) What is MAIN?</li> <li>2.) What does the term Militarism mean?</li> <li>3.) What does the term Alliances mean?</li> <li>4.) What does the term Imperialism mean?</li> <li>5.) What does the term Nationalism mean?</li> <li>6.) How did Militarism, Alliances, Imperialism and Nationalism lead to World War I?</li> </ol>
<b>Resources</b>	Article Causes of World War I
<b>Learning Activities or Experiences</b>	<ul style="list-style-type: none"> <li>• Read the article <i>Causes of World War I</i> <ul style="list-style-type: none"> <li>◦ Upon completion of readings, answer the following questions.</li> </ul> </li> <li>1. Which countries were bound to each other by which alliance?</li> <li>2. How did imperialism contribute towards Germany's increasing anger with Britain and France?</li> <li>3. Why was nationalism an important factor?</li> <li>4. Describe the part played by Germany in increasing European militarism.</li> <li>• Upon Completion of the questions create an illustration of each cause. Remember stick people are people too. Divide your paper or create a grid on a drawing app. Create an illustration for each cause in each box.</li> </ul> <p>Closure</p> <ul style="list-style-type: none"> <li>• Reflect on what you learned from today's lesson. Create a tweet (no more than 95 characters) for the hashtag #MAIN.</li> </ul>

# Imperialism

Imperialism is when a country takes over new lands or countries and makes them subject to their rule. By 1900 the British Empire extended over five continents and France had control of large areas of Africa.



The amount of lands 'owned' by Britain and France increased the rivalry with Germany who had entered the scramble to acquire colonies late and only had small areas of Africa.

France had recently been given Morocco by the British. Morocco's bid for independence was supported by Germany

7<sup>th</sup> Grade Social Studies  
Day 3

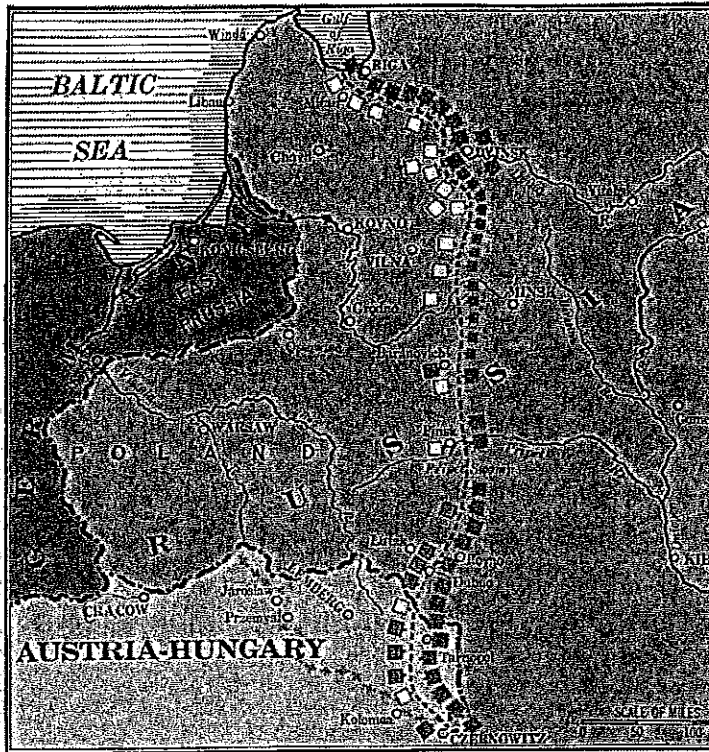
<b>Standards</b>	<p><b>7-4.1</b> Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war</p> <p><b>7-4.2</b> Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nation</p>
<b>Learning Targets/I Can Statements</b>	<p>"I can define what is meant by the term theatre"</p> <p>"I can Identify and explain the theatres of World War I."</p> <p>"I can identify how fighting took place on each front".</p>
<b>Essential Question(s)</b>	<p>1.) What is meant by the term front?</p> <p>2.) How was the Eastern Front different from the Western Front?</p>
<b>Resources</b>	Article Theatres of War
<b>Learning Activities or Experiences</b>	<ul style="list-style-type: none"> <li>Read the article <i>Theatres of War</i>.</li> <li>Create a four column chart (see example). The headings for each column include <ul style="list-style-type: none"> <li>The Western Front</li> <li>The Eastern Front</li> <li>The Italian Front</li> <li>The Ocean</li> </ul> </li> <li>In each column identify at least five characteristics of each front</li> </ul> <p>Closure</p> <ul style="list-style-type: none"> <li>Reflect on what you learned from today's lesson. Create a tweet (no more than 95 characters) for the hashtag #BATTLEONTHEFRONT.</li> </ul>

Western Front	Eastern Front	Italian Front	Ocean



## The Eastern Front

The line of fighting on the Eastern side of Europe between Russia and Germany and Austria-Hungary is known as the Eastern Front.

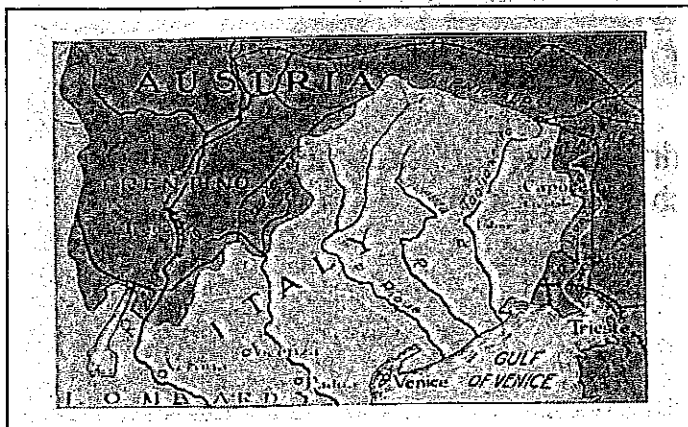


Fighting began on the Eastern front when Russia invaded East Prussia on 17th August 1914. Germany immediately launched a counter-offensive and pushed Russia back. This pattern of attack and counter-attack continued for the first two years of the war and meant that the Eastern Front changed position as land was captured and lost by both sides.

The squares on the map represent the Russian, German and Austro-Hungarian armies.

By 1917, the Russian people were fed up with the huge number of Russian losses. The government and monarchy were overthrown and the new Bolshevik government signed the treaty of Brest Litovsk which took the Russians out of the war.

## Italian Front



Before the outbreak of war in August 1914, Italy had sided with Germany and Austria-Hungary. However, tempted by offers of more land once the war was won, Italy entered the war in April 1915 on the side of the allies. The Italian front is the name given to the fighting that took place along the border between Italy and

Austria. The Italians only managed to advance a short way into Austria. Between 1915 and 1917 there were twelve battles fought along the river Isonzo, just inside the Austrian border, all of which were inconclusive. After being defeated at the battle of Caporetto in 1917, the Italians were pushed back.

7<sup>th</sup> Grade Social Studies  
Day 4

<b>Standards</b>	<p><b>7-4.1</b> Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war</p> <p><b>7-4.2</b> Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nation</p>
<b>Learning Targets/I Can Statements</b>	"I can Identify and explain how the industrial revolution created more advanced weapons"
<b>Essential Question(s)</b>	<ol style="list-style-type: none"> <li>1.) How did technology from the Industrial Revolution lead to more effective weapons?</li> <li>2.) How did these weapons cause mass casualties during World War I?</li> <li>3.) What type of weapons were created and used during World War I.</li> </ol>
<b>Resources</b>	Article Weapons of World War I
<b>Learning Activities or Experiences</b>	<ul style="list-style-type: none"> <li>• Read the article <i>Weapons of World War I</i></li> <li>• Upon completion of readings create a one pager (you may use paper or a computer program)</li> <li>• Make sure your one pager includes             <ul style="list-style-type: none"> <li>○ At least five weapons of World War I</li> <li>○ The effects of each of these weapons</li> <li>○ Three illustrations</li> <li>○ Five key terms that describe these weapons</li> <li>○ A border that is appropriate for World War I</li> </ul> </li> </ul> <p>Closure</p> <ul style="list-style-type: none"> <li>• Reflect on what you learned from today's lesson. Create a tweet (no more than 95 characters) for the hashtag #Technologyisntalwaysgood.</li> </ul>
	•

## Gas

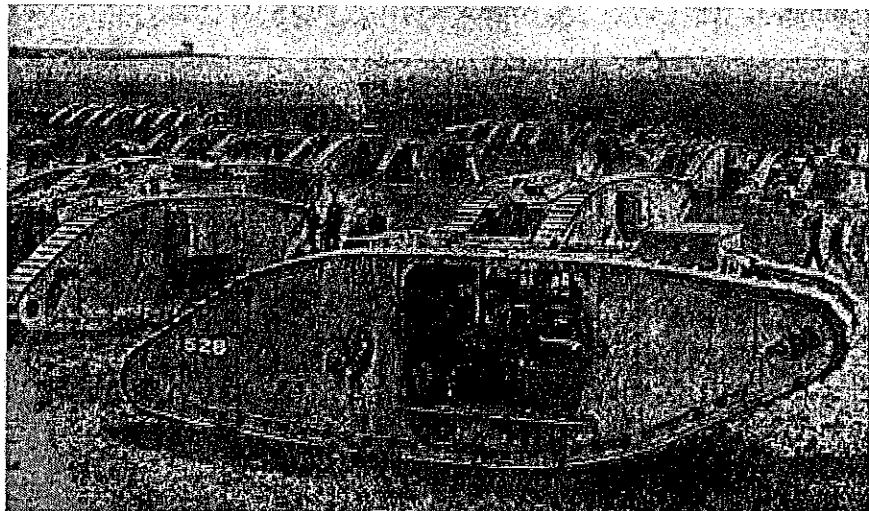


The German army were the first to use **chlorine gas** at the battle of Ypres in 1915. Chlorine gas causes a burning sensation in the throat and chest pains. Death is painful – you suffocate! The problem with chlorine gas is that the weather must be right.

**Mustard gas** was the most deadly weapon used. It was fired into the trenches in shells. It is colourless and takes 12 hours to take effect. Effects include – blistering skin, vomiting, sore eyes, internal and external bleeding. Death can take up to 5 weeks.

## Tank

**Tanks** were used for the first time in the First World War. They were developed to cope with the conditions on the Western Front



The first tank was called 'Little Willie' and needed a crew of 3. Its maximum speed was 3mph and it could not cross trenches.

The more modern tank was not developed until just before the end of the war. It could carry 10 men, had a revolving turret and could reach 4mph.

7<sup>th</sup> Grade Social Studies  
Day 5

<b>Standards</b>	<p>7-4.1 Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war</p> <p>7-4.2 Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nation</p>
<b>Learning Targets/I Can Statements</b>	<p>"I can identify what is meant by the term trench warfare".</p> <p>"I can explain why trenches were used during World War I</p>
<b>Essential Question(s)</b>	<ol style="list-style-type: none"> <li>1.) What is a trench?</li> <li>2.) What was the purpose of the trench?</li> <li>3.) What protects the soldiers from bullets?</li> <li>4.) Why are machine guns placed behind enemy lines?</li> <li>5.) Why the area between the trenches known as "No was man's land"?</li> </ol>
<b>Resources</b>	Diagram Trenches
<b>Learning Activities or Experiences</b>	<ul style="list-style-type: none"> <li>• Read the article <i>Letters from the Trenches</i>. Make sure you highlight historical terms as well as the descriptions of life in the trenches. Complete the Quiz.</li> <li>• Examine the <i>diagram on the trenches</i> and answer the following questions</li> <li>• What is a trench?</li> <li>• What was the purpose of the trench?</li> <li>• What protects the soldiers from bullets?</li> <li>• Why are machine guns placed behind enemy lines?</li> <li>• Why the area between the trenches known as "No was man's land"?</li> </ul> <p>Closure</p> <ul style="list-style-type: none"> <li>• Reflect on what you learned from today's lesson. Create a tweet (no more than 95 characters) for the hashtag #trenchwarfare.</li> </ul>

Just a few lines to let you know I am OK. I hope you are the same. Right now, we are in trenches. The weather is awful. It rains day after day and night after night. To tell you the truth, while writing this letter I am wet through to the skin. I have nothing dry to change into. We have got our winter fur coats and rubber boots. The boots cause more curses than you can imagine.

For example, last night I was sent off to choose trenches for our group. It was pitch dark, and no light was allowed. I was in a strange place. Honestly, I fell over at least 20 times. I got smothered in mud from head to feet. On top of that, I got wet because it rained so much.

**"They Had To Find Shelter Under A Tree At 2 A.M."**

This morning I was checking the trenches to see if they were "comfortable" enough for the men. There were people all around saying "Sergeant this" and "Sergeant that." Some people said, "How can you expect people to live in this?" They had slept in a shelter that collapsed in the night. They had to find shelter under a tree at 2 a.m. They looked for me for about half an hour, but couldn't find me. The only thing that could have gotten me up would have been a German bomb. Then I would have had no other choice but to move.

John and I were in the trenches last week. We were up to our knees in water. Our rubber boots got half full. The fighting line between us and the Germans is a bit quiet lately. We get shot at sometimes, but you get used to it. To give you an idea, it's like sitting at Paddington Station and hearing the train engines screech.

**"We Stand A Good Chance"**

I am looking forward to a short vacation. I have been here nearly three months now. We stand a good chance. Well, I must now finish.

Yours sincerely,

Jack Symons

P.S. Every other home down near the rest camp is a small French café. They sell what they call "beer." This stuff is awful muck.

*For example, last night I was sent off to choose trenches for our group. It was pitch dark, and no light was allowed. I was in a strange place. Honestly, I fell over at least 20 times. I got smothered in mud from head to feet. On top of that, I got wet because it rained so much.*

Which sentence from the paragraph explains WHY Symons was out in the dark?

- (A) For example, last night I was sent off to choose trenches for our group.
- (B) It was pitch dark, and no light was allowed.
- (C) I got smothered in mud from head to feet.
- (D) On top of that, I got wet because it rained so much.

7 What is Jack Symons' reaction to being at war based on this letter?

- (A) He makes it sound terrifying.
- (B) He is very sad about it.
- (C) He makes light of it.
- (D) He is excited about fighting the enemy.

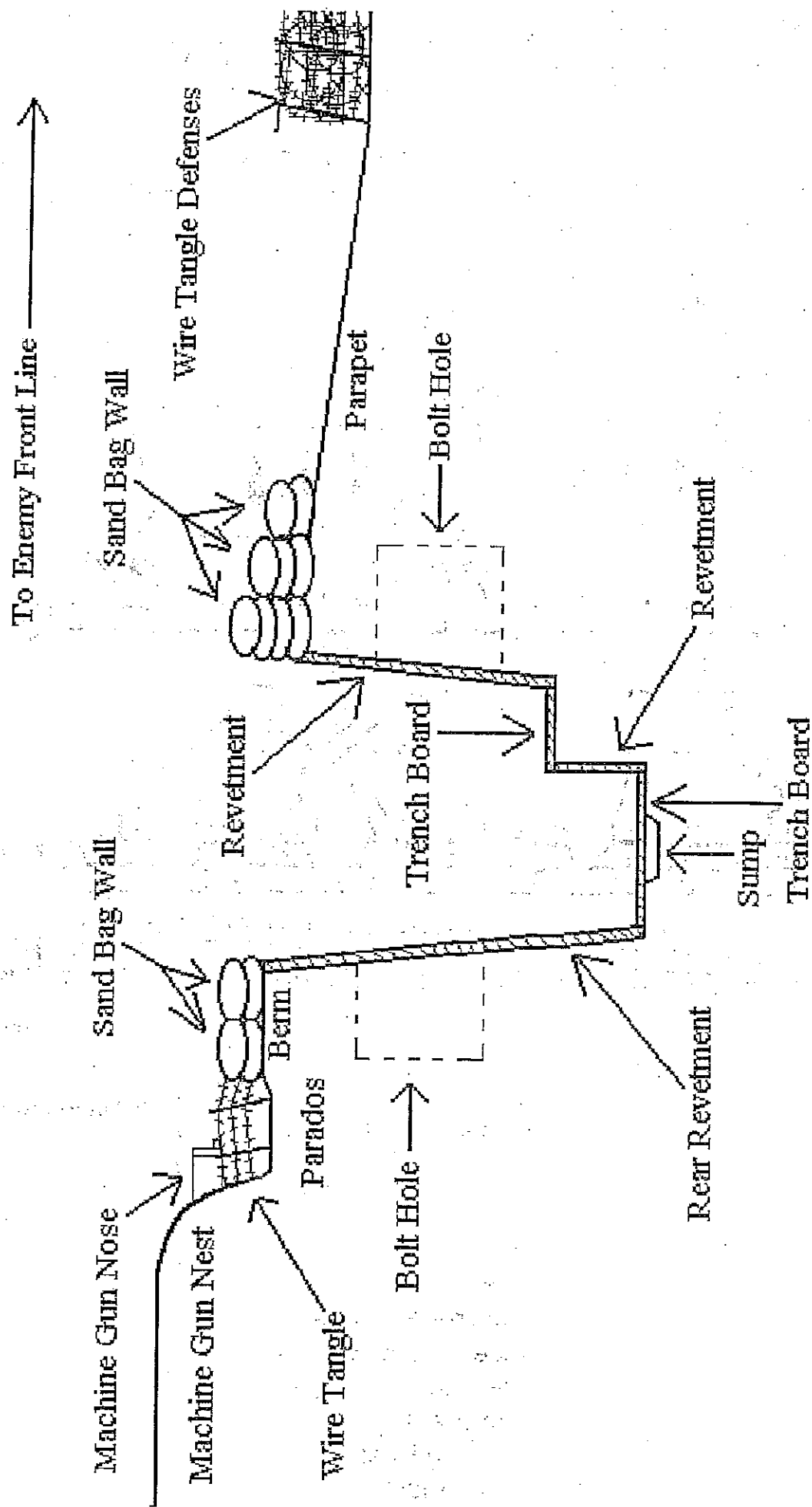
8 Read the selection from the section "They Had To Find Shelter Under A Tree At 2 A.M."

*This morning I was checking the trenches to see if they were "comfortable" enough for the men. There were people all around saying "Sergeant this" and "Sergeant that."*

Based on this selection, which of the following is TRUE?

- (A) The men did not know who was in charge of their group.
- (B) The men enjoyed sleeping in the trenches at night.
- (C) Symons was alone most of the time when he was working.
- (D) Symons was in charge of finding a place for the men to sleep.

Trench Diagram B.



7<sup>th</sup> Grade Social Studies  
Day 6

<b>Standards</b>	<p><b>7-4.1</b> Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war</p> <p><b>7-4.2</b> Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nation</p>
<b>Learning Targets/I Can Statements</b>	"I can identify and explain what it was like to live in the trenches during World War I"
<b>Essential Question(s)</b>	<p>1.) What was the daily life for soldier like when they lived in the trenches?</p> <p>2.) What problems existed from living in the trenches?</p>
<b>Resources</b>	Life in the Trenches
<b>Learning Activities or Experiences</b>	<p>Read through the Article <i>Life in the Trenches</i>.</p> <p>Complete the following activities:</p> <ul style="list-style-type: none"> <li>• Imagine you're a soldier in the trenches. Write a letter home describing the conditions of life in the trenches.</li> <li>• Create a game, keeping in mind the time period so most would be card games/dice/board style games, which could be used when there was a break in battle. Make sure you include the directions for your game, as well as any material that would be needed to play the game.</li> </ul> <p>Closure</p> <ul style="list-style-type: none"> <li>• Reflect on what you learned from today's lesson. Create a tweet (no more than 95 characters) for the hashtag #trenchfoot.</li> </ul>



# Life in the Trenches



The trench, when we reached it, was half full of mud and water. We set to work to try and drain it. Our efforts were hampered by the fact that the French, who had first occupied it, had buried their dead in the bottom and sides. Every stroke of the pick encountered a body. The smell was awful. *Private Pollard*

The stench of the dead bodies now is awful as they have been exposed to the sun for several days, many have swollen and burst. The trench is full of other occupants, things with lots of legs, also swarms of rats.

*Sergeant A Vine*

No washing or shaving here, and the demands of nature answered as quickly as possible in the handiest and deepest shell-hole. *Guy Chapman*

The other one said to me "Chas, I am going home to my wife and kids. I'll be some use to them as a cripple, but none at all dead! I am starving here, and so are they at home, we may as well starve together." With that he fired a shot through his boot. When the medics got his boot off, two of his toes and a lot of his foot had gone. But the injuring oneself to get out of it was quite common. *Charles Young*



The other soldiers in the hut took their shirts off after tea. They were catching lice. We had never seen a louse before, but they were here in droves. The men were killing them between their nails. *Henry Gregory*

All we lived on was tea and dog biscuits. If we got meat once a week we were lucky, but imagine trying to eat standing in a trench full of water with the smell of dead bodies nearby. *Richard Beasley*

If you have never had trench feet described to you. I will tell you. Your feet swell to two or three times their normal size and go completely dead. You could stick a bayonet into them and not feel a thing. If you are fortunate enough not to lose your feet and the swelling begins to go down. It is then that the intolerable, indescribable agony begins. I have heard men cry and even scream with the pain and many had to have their feet and legs amputated. *Sergeant Harry Roberts*

## Activity

Imagine that you are a soldier fighting in the trenches. Write a letter home describing the conditions in the trenches.



These feet have trench foot and frostbite caused by standing for hours in a freezing waterlogged trench. To avoid this condition soldiers were told to change their socks regularly, wear waterproof footwear or gumboots and cover their feet with whale oil.

7<sup>th</sup> Grade Social Studies

Day 7

<b>Standards</b>	<p>7-4.1 Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war</p> <p>7-4.2 Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nation</p>
<b>Learning Targets/I Can Statements</b>	<p>"I can identify the Battle of Somme and the warfare that took place."</p> <p>"I can explain the characteristics of a World War I."</p>
<b>Essential Question(s)</b>	<ol style="list-style-type: none"> <li>1.) What was the Battle of Somme?</li> <li>2.) How can we use the Battle of Somme to describe a battle during World War I?</li> <li>3.) What technology was used during World War I in battles?</li> </ol>
<b>Resources</b>	Battle of Somme a Picture History
<b>Learning Activities or Experiences</b>	<p>Read the article <i>Battle of Somme Marked a Turning Point of World War I</i></p> <ul style="list-style-type: none"> <li>• Complete the quiz</li> </ul> <p>Examine the picture history of the <i>Battle of Somme</i>.</p> <p>Using both resources Complete the following activities</p> <ul style="list-style-type: none"> <li>• List Ten Characteristics of the Battle of Somme.</li> <li>• Create a sensory poem (Sight/Sound/Touch/Smell/Taste) of the Battle of Somme <ul style="list-style-type: none"> <li>○ Example</li> <li>○ During the Battle of Somme <ul style="list-style-type: none"> <li>▪ I Saw...</li> <li>▪ I smelled...</li> <li>▪ I tasted...</li> <li>▪ I heard...</li> <li>▪ I felt...</li> </ul> </li> </ul> </li> </ul> <p>Closure</p> <ul style="list-style-type: none"> <li>• Reflect on what you learned from today's lesson. Create a tweet (no more than 95 characters) for the hashtag #battlefield</li> </ul>

# Why the Battle of the Somme Marked a Turning Point of World War I

By Mark Harrison, The Conversation, adapted by Newsela staff on 06.09.17

Word Count 510

Level 580L



Wearing gas masks, soldiers of the British Machine Gun Corps use a heavy Vickers machine gun during the Battle of the Somme. In just the first day of the battle, the British army suffered more than 60,000 casualties. By the end of the offensive, more than 420,000 had been killed. Photo from: General Photographic Agency

The Battle of the Somme was a very important battle in World War I. At the time it happened, World War I was being fought between two groups. One was the Allied Forces, which included Britain and France. The other was the Central Powers. They were led by Germany.

The Somme is a river in northern France. During the war, areas in France and Belgium were called the Western Front. That was where most of the fighting took place.

The Somme battle was fought between the British and the Germans. About 300,000 men died.

## **Battle shows how war changed**

World War I started in 1914. The Somme battle began on July 1, 1916. For 20 weeks, the British military bravely fought the Germans. But the Germans were not finished yet.

The battle was terrible. Today, it shows us how war was changing.

## Quiz

1 Select the paragraph from the section "Battle shows how war changed" that BEST explains how battles were fought in 1914 during World War I.

2 Read the section "U.S. helps make Allies powerful."

What is one reason WHY the Allies won on the Western Front?

- (A) The British decided to send more soldiers to the Western Front.
- (B) The Allies were able to get more weapons than the Germans.
- (C) The United States loaned money to the British and French armies.
- (D) The Germans did not have machine guns, planes or tanks.

3 What is the MAIN idea of the introduction [paragraphs 1-3]?

- (A) Most of the fighting took place in areas of France and Belgium called the Western Front.
- (B) The Battle of the Somme was a major battle where many men lost their lives.
- (C) The Somme is a river in northern France where a famous battle was fought.
- (D) World War I was fought between the Allied Forces and the Central Powers.

4 Read the paragraph from the section "U.S. helps make Allies powerful."

*Many weapons made in Britain were delivered to the battlefield late. The Somme battle had already finished. If they had come earlier, the British could have won much faster.*

What is the focus of this paragraph?

- (A) why Britain won the Somme battle
- (B) what happened on the battlefield
- (C) how important weapons were
- (D) when the next war happened

7<sup>th</sup> Grade Social Studies  
Day 8

<b>Standards</b>	<p><b>7-4.1</b> Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war</p> <p><b>7-4.2</b> Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nation</p>
<b>Learning Targets/I Can Statements</b>	<p>"I can identify the reasons for the United States entering World War I"</p> <p>"I can explain the effects of unrestricted submarine warfare on the entrance of the United States into World War I"</p> <p>"I can identify how World War I ended"</p>
<b>Essential Question(s)</b>	<ol style="list-style-type: none"> <li>1.) What did the United States enter World War I?</li> <li>2.) How did the sinking of the Lusitania effect the United States?</li> <li>3.) What is meant by the term "unrestricted submarine warfare"?</li> <li>4.) What events led to end of World War I?</li> </ol>
<b>Resources</b>	End of the War
<b>Learning Activities or Experiences</b>	<p>Read the NewsELA Article <i>Zimmerman Telegram brings US into World War I</i>.</p> <ul style="list-style-type: none"> <li>• Complete Quiz</li> </ul> <p>Read the article <i>The End of the War</i>.</p> <p>Using information from both your readings Complete the following activity</p> <ul style="list-style-type: none"> <li>• Create a picture history or write a description that details the United States entering the war. Be sure to include the effects of unrestricted submarine warfare, and the Zimmerman telegram. At the end of your picture history or description be sure to include how the war may have changed if the United States did not enter.</li> </ul> <p>Closure</p> <ul style="list-style-type: none"> <li>• Reflect on what you learned from today's lesson. Create a tweet (no more than 95 characters) for the hashtag #USENTERS</li> </ul>



The German commander Erich Ludendorff (left) was a brilliant military commander and had won decisive victories over Russia in 1917 that led to the Russian withdrawal from the war.

In 1918 he announced that if Germany was to win the war then the allies had to be defeated on the Western Front before the arrival of American troops.

Although his offensive was initially successful the allies held ground and eventually pushed the Germans back.

By 1918 there were strikes and demonstrations in Berlin and other cities protesting about the effects of the war on the population. The British naval blockade of German ports meant that thousands of people were starving. Socialists were waiting for the chance to seize Germany as they had in Russia.

In October 1918 Ludendorff resigned and the German navy mutinied. The end was near. Kaiser Wilhelm II abdicated on November 9th 1918.



On 11th November the leaders of both sides held a meeting in Ferdinand Foch's railway carriage headquarters at Compiègne.

The Armistice was signed at 6am and came into force five hours later.

## The U.S. And The German U-Boat Campaign

World War I began in 1914. European countries fought each other. The British, French and Russians were on one side. The Germans, the Austro-Hungarians and the Ottoman Turks were on the other.

Britain had the mightiest navy in the world at the time. They used it to block ships from reaching Germany. This included merchant ships carrying food and fertilizer. Germans began to starve. Their soldiers struggled.

Germany's navy couldn't beat the British. But their U-boats, or submarines, could try their own blockade. They could stop merchant ships from reaching the United Kingdom by sinking them.

German U-boats only sunk British ships. Germany didn't want the U.S. to enter the war. So, Germans did not attack U.S. ships.

But some Americans were on British ships that Germany attacked. In 1916, a German submarine sunk the British ship, the Sussex. It caused about 70 civilian deaths. Several Americans were injured.

### Broken Diplomatic Relations

Still, the U.S. stayed out of the war. The U.S. did this on one condition. The U.S. asked Germany to agree to the "Sussex pledge." First, it said German submarines couldn't attack passenger ships. Second, German submarines could only sink merchant ships in certain cases. They had to search boats first. If the boats were transporting weapons, Germany could sink them. Third, U-boats had to protect passengers and crew of ships it sank.

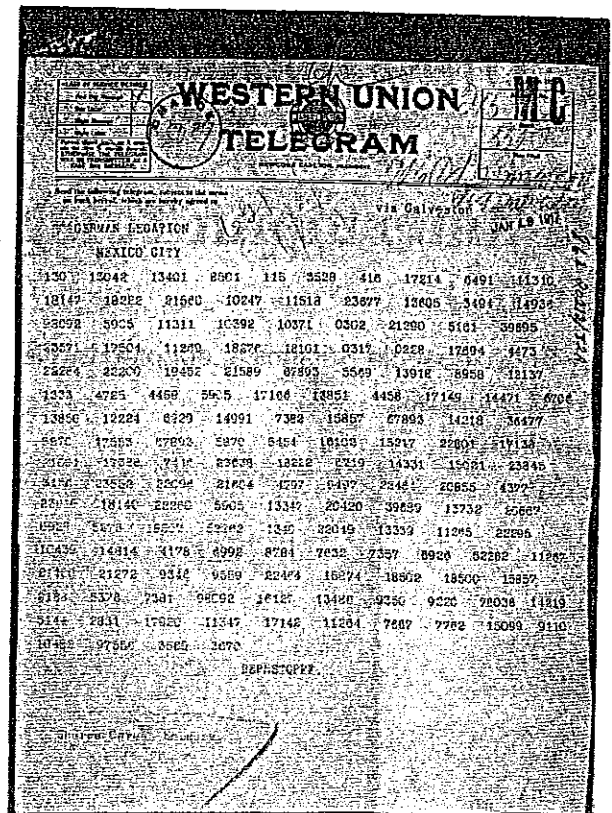
But, Germany broke the Sussex pledge. Germany decided all-out submarine warfare was their only hope of beating Britain's navy.

On January 31, 1917, German chancellor Theobald von Bethmann Hollweg sent President Wilson a message. Hollweg wrote that all-out submarine warfare would begin again. It started the next day, February 1.

Wilson broke off diplomatic relations with Germany. He then gave a speech to Congress. Wilson said he hoped that the Germans would not sink American ships. If it did, the U.S. would join the war.

German submarines attacked other ships; they avoided attacking U.S. ships. This lasted through February 1917. Americans remained strongly anti-war.

### The End Of American Neutrality



- 1 What does section "The U.S. And The German U-Boat Campaign" show the reader?
- (A) how some Americans got hurt from German attacks
  - (B) how the Germans planned to attack American merchant ships
  - (C) why the United States finally decided to enter World War I
  - (D) why the Ottoman Turks sided with the Germans
- 2 Select the paragraph in section "The End Of American Neutrality" that explains how the U.S. found out about the Zimmermann Telegram.
- (A) On January 16, 1917, Germany sent a secret telegram in code. It was from Arthur Zimmermann, Germany's foreign minister. The telegram went to the German ambassador in Mexico, Heinrich von Eckhardt. The note gave Eckhardt instructions. He was told to propose a military alliance with Mexico.
  - (B) Germany asked Mexico to help it fight the U.S., if the U.S. joined the war. In return, Germany would help Mexico get back territories that the U.S. had taken in the Mexican-American War. These were Texas, New Mexico and Arizona.
  - (C) The British intercepted the telegram on January 19, and decoded it. They sent it forward to President Wilson.
  - (D) During the invasion of Mexico, Mexican President Venustiano Carranza sent the German government a message: Mexico might be willing to help German submarines. The Zimmermann telegram came later. Then, American troops left Mexico in February 1917. In April, Mexico refused Germany's offer.
- 3 How does Image 2 help the reader understand the Zimmermann Telegram?
- (A) by showing how Mexico responded to it
  - (B) by showing that it was in secret code
  - (C) by showing how the U.S. reacted to it
  - (D) by showing what the numbers on it mean
- 4 Look at Image 1.
- What does the image show?
- (A) a cartoon about how Germany would divide up the U.S.
  - (B) a cartoon that showed Germany's problems with Mexico
  - (C) a cartoon about how the U.S. acted during the Mexican Revolution
  - (D) a cartoon that told the U.S. president not to enter World War I



**7<sup>th</sup> Grade Social Studies**  
**Day 9**

<b>Standards</b>	<p><b>7-4.1</b> Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war</p> <p><b>7-4.2</b> Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nation</p>
<b>Learning Targets/I Can Statements</b>	<p>"I can identify the number of casualties that took place during World War I."</p> <p>"I can explain why casualties were high on both sides during World War I."</p>
<b>Essential Question(s)</b>	<p>1.) How did technology account for massive casualties of World War I?</p>
<b>Resources</b>	<p>World War One Statistics</p>
<b>Learning Activities or Experiences</b>	<p>Examine the Statistics on World War I</p> <ul style="list-style-type: none"> <li>• Answer the questions below the statistics.</li> <li>• Draw a graph in your books to show the number of deaths of each country and the numbers. Use the example to assist you.</li> </ul> <p>Closure</p> <ul style="list-style-type: none"> <li>• Reflect on what you learned from today's lesson. Create a tweet (no more than 95 characters) for the hashtag #LossoflifeWWI</li> </ul>

**7<sup>th</sup> Grade Social Studies**  
**Day 10**

<b>Standards</b>	<b>7-4.1</b> Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war <b>7-4.2</b> Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nation
<b>Learning Targets/I Can Statements</b>	"I can demonstrate understanding of the causes of World War I as well as the end of World War one by scoring and 80 or above on a Quiz on World War One.
<b>Essential Question(s)</b>	1.) What caused World War I? 2.) What effect did new technology have on World War I? 3.) What events led to the United States entering World War I? 4.) What led to the end of World War I?
<b>Resources</b>	World War One Multi Choice Quiz
<b>Learning Activities or Experiences</b>	<ul style="list-style-type: none"><li>• Complete the Quiz Labeled World War One Multi Choice Quiz.</li></ul> Closure <ul style="list-style-type: none"><li>• Using your tweets to for the past ten days create two reflection tweets for the following hashtags #whatiwillalwaysremember and #wwIstrangefact</li></ul>