**SS Week-At-A-Glance**

**Week of 2/26/24 – 3/1/24**

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| **Standard/**  **Objective** | * 7.B.1.2 - Explain how values and beliefs affect human rights, justice, and equality for different groups of people. * 7.B.1.3 - Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide. * 7.C.&G.1.1 - Explain how the power and authority of various types of governments have created conflict that has led to change. * 7.C.&G.1.3 - Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens. * 7.E.1.2 - Explain how national and international economic decisions reflect and impact the interdependency of societies. * 7.E.1.4 - Explain how competition for resources affects the economic relationship among nations. * 7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life * 7.G.1.1 - Explain how push-pull factors of forced and voluntary migrations have affected societies around the world. * 7.G.1.2 - Explain reasons why societies modify and adapt to the environment. * 7.H.1.1 - Distinguish specific turning points of modern world history in terms of lasting impact. * 7.H.1.4 - Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives. * 7.H.1.5 - Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history | | | | |
| **“I can”**  **Statement** | * I can identify new weapons during WWI. * I can analyze WWI propaganda. * I can explain the Treaty of Versailles. * I can compare and contrast the Treaty of Versailles and Wilson’s 14 Points . | | | | |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Writing, Inquiry, Collaboration Organization, Reading** | W I C O R | W I C O R | W I C O R | W I C O R | W I C O R |
| **Assignments/**  **Activities** | -Do Now and News  -Weapons of World War 1 Chart  -Finish Notes | -Do Now and News  -Propaganda Primary Source Analysis | -Do Now  -Treaty of Versailles Reading and Questions  -World War 1 Flocabulary | -Do Now and News  -Treaty of Versailles and Wilson’s 14 Points Graphic Organizer  -Exit Ticket  Current Event 7 Due | -Do Now and News  -World War One Video and Questions |
| **Assessments/**  **Projects** | -Propaganda Primary Source Analysis  -Treaty of Versailles Reading and Questions  -Current Event 7  Upcoming:  Unit 7 WWI Unit Test 3/8  Unit 7 Notebook Check 3/8 | | | | |
| **Homework** | \*\*Any work not finished in class\*  Vocabulary Review: <https://quizlet.com/882746802/world-war-1-vocabulary-24-flash-cards/?i=ed6hx&x=1jqt> | | | | |

**Unit 7 World War I Vocabulary**

Militarism - A policy of glorifying military power and keeping a standing army always prepared for war

Alliances - agreements between nations to aid and protect one another

Imperialism - A policy in which a strong nation seeks to dominate other countries poitically, socially, and economically.

Nationalism - A strong feeling of pride in and devotion to one's country

Central Powers (Triple Alliance) - Germany, Austria-Hungary, Ottoman Empire

Allied Powers (Triple Entente) - Great Britain, France, Russia

Zimmerman Telegram - A telegram Germany Sent to Mexico to convince Mexico to attack the U.S. it was intercepted and caused the US to join WWI

Trench Warfare - A form of warfare in which opposing armies fight each other from trenches dug in the battlefield.

Unrestricted Warfare - A policy that the Germans announced on January 1917 which stated that their submarines would sink any ship in the British waters

Western Front of WWI - Trench Warfare, small land gains, and ended in a bloody stalemate. Germany vs. Great Britain and France.

Eastern Front of WWI - No trenches, large land gains. Germany, Austria-Hungary, and Ottoman Empire vs. Russia and Serbs

Propaganda - Ideas spread to influence public opinion for or against a cause.

Armistice - An agreement to stop fighting

Treaty of Versailles (1919) - Treaty that ended World War I - Germany was forced to take the blame for the war and was harshly punished

Wilson's 14 Points - President Woodrow Wilson proposed a 14-point program for world peace after WWI

League of Nations - an international organization formed in 1920 to promote cooperation and peace among nations.

World War 1 - first truly global conflict, sometimes called the Great War, which was fought between 1914 and 1918

**Current Events (blank example form, assignment will be in teams and I have paper copies available)**

**Directions**: Complete the questions using complete sentences!

**Potential sources**: NPR, CNN, BBC, ABC, NBC, PBS, CBS, Microsoft news, USA Today, Washington Post, Time, Associated Press, New York Times, dogonews,

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| Title |  |
| Author |  |
| Date |  |
| Website Link |  |
| Type of News | Local News \_\_\_\_\_ US News\_\_\_\_\_ World News \_\_\_\_\_ |

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| Define 3 Key Terms from the article |  |
| What is this article about? (topic)  **1 complete sentence** |  |
| Where and when did this event take place?  **1 complete sentence** |  |
| What happened? (summarize)  **At least 3-5 sentences** |  |
| Why is this important? How does it affect people?  **At least 3-5 sentences** |  |
| What did you find interesting about this article?  **1 complete sentence** |  |
| Create 1 supporting question (can be answered directly from the text) |  |
| Create 1 compelling question (open ended, about the big idea, can be opinion or a hypothetical, should make you think) |  |

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| **Rubric** | Points | Expectation | Does not meet expectation | Comments |
| Introduction Section | 15 | All sections are completed fully with correct information and website is linked | Missing more that one section (each section worth 3 points) |  |
| Key Terms | 5 | 3 key terms from the article with full definition | Less than 3 terms |  |
| Topic | 5 | Clearly state the topic in a complete sentence | Incomplete sentence -2.5 |  |
| When and Where | 10 | Clearly indicate when (date and time) and where (location) in a complete sentence | Incomplete sentence -5  Missing date **or** location -2.5 |  |
| Summary | 30 | At least a 3 sentence summary of the article that clearly explains what happened with no grammatical or spelling errors | Spelling and grammar mistakes -1 each  Missing sentences -5 each  Does not explain article -10 |  |
| Importance and Affect | 30 | At least a 3 sentence explanation of how the event affects people and why it is important with no grammatical or spelling errors | Spelling and grammar mistakes -1 each  Missing sentences -5 each  Does not explain affect or importance -10 |  |
| Interest | 5 | Explain what interested you about the article in a complete sentence | Incomplete sentences -2.5 |  |
| Supporting Question | 5 | Create a supporting question (which is asking something that can be answered directly from the text)  Ex: Do current events have to be written in complete sentences for full credit? | Incorrect type of questioning -3 |  |
| Compelling Question | 5 | Create a compelling question (asking something that cannot be answered directly from the text, can be opinion based, hypothetical, making connections to other events, should make you think about the topic deeper)  Ex: How do current events help me make connection to global events? | Incorrect type of questioning -3 |  |