**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
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| **“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 .
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|  | 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 TicketCurrent 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 7Upcoming: Unit 7 WWI Unit Test 3/8Unit 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  | *
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| 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 -5Missing 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 |  |