

Teacher's Guide

From Cricket Media



cobblestone®

Discover American History



Can we join?

**I don't think
we're old
enough.**

MAGAZINE ARTICLES

The Great War: An Overview	2
Expository Nonfiction	1010L
Four Weary Years.	10
Expository Nonfiction	1050L
The War's Pull	14
Expository Nonfiction	1060L
Preparing to Fight	18
Expository Nonfiction	1090L
The Final Push	22
Expository Nonfiction	1050L
Great Facts about the Great War	26
Expository Nonfiction	950L
The Harlem Hellfighters.	28
Expository Nonfiction	1050L
End of the War to End All Wars	31
Expository Nonfiction	1100L
Points for Peace.	35
Expository Nonfiction	1230L
A Deadly Flu	36
Expository Nonfiction	1150L
Maker of Masks	38
Expository Nonfiction	1050L

UNITED STATES AND WORLD WAR I

**1914
to
1918**

Teacher's Guide for *Cobblestone: The United States and World War I*

Using This Guide	2
Skills and Standards Overview	3
Article Guides	4
Cross-Text Connections	15
Mini-Unit	16
Graphic Organizers	19
Appendix: Meeting State and National Standards	25



OVERVIEW

In this magazine, readers will learn about the causes and effects of World War I from the system of secret alliances through the League of Nations.

Cobblestone: The United States and World War I includes information about major battles, new technologies, and the flu epidemic of 1918 as well as the impact the United States had on the fighting in Europe and the peace process that followed.

ESSENTIAL QUESTION:

How did World War I have multiple causes and effects?

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

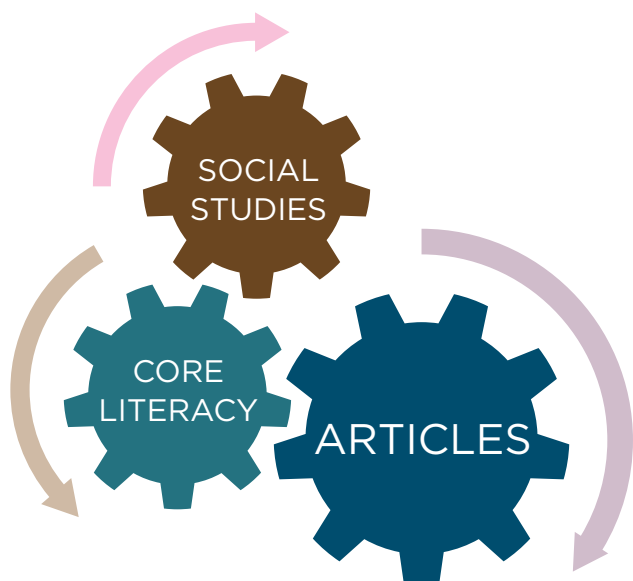
READ INDIVIDUAL ARTICLES PAGES 4 - 14

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 16 - 18

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



Essential Question: How did World War I have multiple causes and effects?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
The Great War: An Overview Expository Nonfiction	Historical events have multiple short and long term causes and effects.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Interpret Visual Information Summarize a Text 	<i>Reading 1, 2, 3, 5 & 7</i> <i>Writing 2</i>
Four Weary Years Expository Nonfiction	Historical events have multiple short and long term causes and effects.	<ul style="list-style-type: none"> Close Reading Determine Author's Purpose Evaluate Evidence Write a Letter 	<i>Reading 1, 2, 3, 6 & 8</i> <i>Writing 3</i>
The War's Pull Expository Nonfiction	Individuals and groups during the same historical period may differ in their perspectives.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Compare Texts Debate a Topic 	<i>Reading 2, 3, 4 & 9</i> <i>Speaking & Listening 1, 4 & 6</i>
Preparing to Fight Expository Nonfiction	Individuals and groups during the same historical period may differ in their perspectives.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Analyze an Argument Give a Speech 	<i>Reading 1, 2, 3, 7 & 8</i> <i>Speaking & Listening 4 & 6</i>
The Final Push Expository Nonfiction	Individuals working together can shape significant historical change.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Determine Author's Purpose Write a Graphic Story 	<i>Reading 1, 2, 3, 5 & 6</i> <i>Writing 3</i>
Great Facts about the Great War Expository Nonfiction	Historical events may lead to changes in societies.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Determine Author's Purpose Research and Give an Oral Presentation 	<i>Reading 1, 2, 3, 5 & 6</i> <i>Writing 7</i> <i>Speaking & Listening 4</i>
The Harlem Hellfighters Expository Nonfiction	Historical events may lead to changes in societies.	<ul style="list-style-type: none"> Close Reading Interpret Figurative Language Analyze Literary Devices Write a Persuasive Essay 	<i>Reading 1, 2, 3, 4 & 5</i> <i>Writing 1</i>
End of the War to End All Wars Expository Nonfiction	Historical events have multiple short and long term causes and effects.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Evaluate an Argument Conduct a Survey 	<i>Reading 1, 2, 3, 7 & 8</i> <i>Speaking & Listening 6</i>
Points for Peace Expository Nonfiction	A person's perspectives shape the historical sources they create.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Determine Author's Purpose Research and Write an Essay 	<i>Reading 1, 2, 3, 4 & 6</i> <i>Writing 2 & 7</i>
A Deadly Flu Expository Nonfiction	Historical events may lead to both intentional and unintentional consequences.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Analyze an Argument Conduct an Interview 	<i>Reading 1, 2, 3, 7 & 8</i> <i>Speaking & Listening 6</i>
Maker of Masks Expository Nonfiction	An individual can shape significant historical change.	<ul style="list-style-type: none"> Close Reading Determine Author's Purpose Evaluate Evidence Write a Poem 	<i>Reading 1, 2, 3, 6 & 8</i> <i>Writing 3</i>

Comparing Texts: *Reading 9*

Mini-Unit: *Reading 1, 2 & 3; Writing 2 & 7; Speaking & Listening 1 & 4*



ARTICLE: The Great War: An Overview

Magazine pages 2 - 7, Expository Nonfiction



World War I was called the Great War because it involved many nations and brought great devastation. It began with the assassination of Arch Duke Ferdinand of Austria and ended when the Allies defeated the Axis powers.

ESSENTIAL QUESTION

How did World War I have multiple causes and effects?

CORE CONTENT CONCEPT

Social Studies Historical events have multiple short and long term causes and effects.

CROSS-CURRICULAR EXTENSION

Science Research the poisonous gases used to learn their molecular chemistry as well as how they affected humans.

KEY VOCABULARY

discontent (p. 5) a feeling of unhappiness or disapproval

take a toll (p. 5) to have a serious, bad effect on someone or something; to cause harm or damage

PREPARE TO READ

Show video clips of events that occurred during World War I. Use them to prompt journal entries and class discussion. Explain why the war was called “great.”

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What might have happened if the United States had remained isolationist? Use details from the text to support your inferences. *CCSS Reading 1*
- What are the main themes in the text? Use text support in your answer. *CCSS Reading 2*
- Create an annotated timeline of events in the article. *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** How is the text structured? Why does this structure work for an overview? Would another structure be as effective? *CCSS Reading 5*
- **Interpret Visual Information** Analyze the images that accompany the text and determine which sentence each supports best. Then look closely at the bigger map on page 2. What does each character suggest about its country? *CCSS Reading 7*

WRITING

Summarize a Text Write a summary of the main causes of the war, including how different countries or regions became involved and the effects on technology and individual nations.

ARTICLE: Four Weary Years

Magazine pages 10 - 13, Expository Nonfiction



Major battles during World War I often involved soldiers digging into trenches and suffering from the elements over long periods along the static Western Front or attempts to break the stalemate through other means of attack.

ESSENTIAL QUESTION

How did World War I have multiple causes and effects?

CORE CONTENT CONCEPT

Social Studies Historical events have multiple short and long term causes and effects.

CROSS-CURRICULAR EXTENSION

Math Research the global population at the start of the war and calculate the approximate number of people killed in the battles mentioned in the article. What percentage of the global population was killed?

KEY VOCABULARY

cripple (p. 13) to cause great damage to (something)

demoralize (p. 12) to cause (someone) to lose hope, courage, or confidence

fortify (p. 11) to strengthen (a place) by building military defenses (such as walls, trenches, etc.)

rally (p. 10) to improve suddenly after a period of weakness, failure, etc.

PREPARE TO READ

Show students the images on page 10. Explain that covered openings were for munitions more than people. Ask what they think it would've been like to live in those trenches with the constant fear of bombs or chemical attack and the threat of many diseases in all weather conditions.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What does Schlieffen's strategy suggest about his impression of the relative strengths of France and Russia? What leads you to this conclusion?
CCSS Reading 1
- Locate the sentence that contains the main idea. Which details in the text helped you determine this was the main idea? *CCSS Reading 2*
- How does the author introduce and elaborate on life in the trenches? Quote the text in your response. *CCSS Reading 3*

Craft and Structure

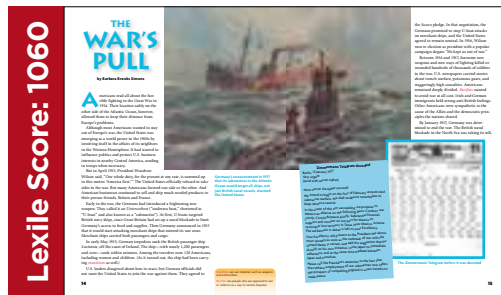
- Determine Author's Purpose** What is the author's purpose for writing this article? How do the quotations help the author achieve that purpose? Cite details from the text to support your answer. *CCSS Reading 6*
- Evaluate Evidence** Which details in the text support the idea that World War I was a war of attrition? Is the support relevant and sufficient? *CCSS Reading 8*

WRITING

Write a Letter Imagine you're a soldier in one of these battles. Write a letter home explaining what your leaders hope to accomplish and describing some elements of your daily life in the trenches or aboard ship.

ARTICLE: The War's Pull

Magazine pages 14 - 17, Expository Nonfiction



Many Americans were horrified by the war in Europe, but German U-boats began attacking American ships and Germany tried to get Mexico to enter war with the United States as well. This turned the American isolationists toward supporting entering the war.

ESSENTIAL QUESTION

How did World War I have multiple causes and effects?

CORE CONTENT CONCEPT

Social Studies Individuals and groups during the same historical period may differ in their perspectives.

CROSS-CURRICULAR EXTENSION

Engineering What allows submarines to stay underwater and then surface at will?

KEY VOCABULARY

authentic (p. 17) real or genuine

outrage (p. 17) extreme anger

slogan (p. 15) a word or phrase that is easy to remember and is used by a group or business to attract attention

PREPARE TO READ

Is war justified? If so, when? What other options do governments have for resolving disputes? Have students journal about these topics. Allow some to share their views to open up discussion.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

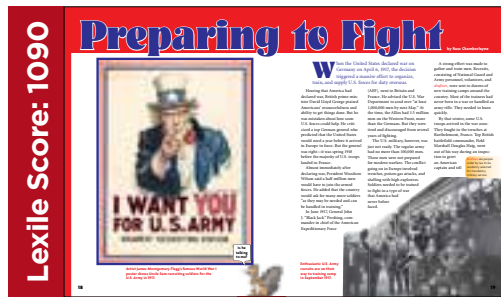
- Does the title refer to a theme of the text or the main idea? Cite details from the text to support your answer. *CCSS Reading 2*
- Why might some Americans have preferred one side of the war over the other even while they hoped to keep America out of it? Use text support in your answer. *CCSS Reading 3*
- How did isolationist views impact the election of 1916? Quote the text in your response. *CCSS Reading 3*

Craft and Structure

- Analyze Word Choice** Locate words that express emotion and determine whose emotion each expresses, the author's or someone else's. How do you know? How do these words impact meaning and tone? *CCSS Reading 4*
- Compare Texts** Compare Zimmerman's letter to the information in the article. How well does the author capture the original? *CCSS Reading 9*

SPEAKING AND LISTENING

Debate a Topic Were the Germans justified in sinking the Lusitania and keeping the munitions out of British hands? Debate this topic with a partner. When you have concluded your debate, take the other side of the argument in a debate with someone else.



Once the United States declared war, it had to recruit and train troops for modern warfare. The process took almost a year, but American soldiers helped boost morale in their allies and participated in decisive battles.

ESSENTIAL QUESTION

How did World War I have multiple causes and effects?

CORE CONTENT CONCEPT

Social Studies Individuals and groups during the same historical period may differ in their perspectives.

CROSS-CURRICULAR EXTENSION

Family and Consumer Science Explore the careers Truman mentioned. What curricular materials would you need to study for each?

KEY VOCABULARY

piecemeal (p. 21) done or made in a gradual way in a series of separate steps

resourceful (p. 19) able to deal well with new or difficult situations and to find solutions to problems

PREPARE TO READ

Listen to and study the lyrics of "Over There" by George M. Cohan. Discuss why it might have been effective as propaganda.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about General Pershing's personality? Cite details from the text to support your answer. *CCSS Reading 1*
- Which is closer to the main idea: U.S. forces needed training and organization or U. S. forces were necessary to the allied war effort? How do you know? Use text support in your answer. *CCSS Reading 2*
- Is there a relationship between morale and success? If so, what? Cite details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Interpret Visual Information** Study the images that accompany the text and research the uses for each piece of equipment soldiers carried. How do the images add to your understanding of the events? *CCSS Reading 7*
- **Analyze an Argument** Trace the argument that U.S. troops made large contributions. Evaluate the evidence presented. *CCSS Reading 8*

SPEAKING AND LISTENING

Give a Speech You are an army recruiter. Give a speech to the people that will encourage them to enlist as soldiers. Use details from the text that you feel may be convincing.

ARTICLE: The Final Push

Magazine pages 22 - 23, Expository Nonfiction



A U.S. infantry regiment got ahead of the rest of the forces and was surrounded by German troops. Fewer than 200 of the original 550 men survived both enemy and friendly fire unscathed, but they held their position.

ESSENTIAL QUESTION

How did World War I have multiple causes and effects?

CORE CONTENT CONCEPT

Social Studies Individuals working together can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Biology Research the role of homing instincts in bird species.

KEY VOCABULARY

armistice (p. 23) an agreement to stop fighting a war

company (p. 22) a group of soldiers

PREPARE TO READ

Share excerpts of the Harry Potter books in which messages delivered by owls prove important or ask students to provide examples of stories where animals delivered messages for humans. Compare this to the use of carrier pigeons during World War I.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why is it difficult to defeat an enemy who's held a region for a long time? Use prior knowledge and the text to support your inferences. *CCSS Reading 1*
- What is the main idea of each paragraph of the text? Use these main ideas to write a summary and determine the overall main idea of the article. *CCSS Reading 2*
- How does the author introduce Foch and explain his role? *CCSS Reading 3*

Craft and Structure

- Analyze Text Structure** How does the accurate name of the group of soldiers who were missing contribute to the development of the information in the article? Use text support in your response. *CCSS Reading 5*
- Determine Author's Purpose** How does the author's purpose in presenting this text shape the content included? Use details from the text to support your answer. *CCSS Reading 6*

WRITING

Write a Graphic Story Write and illustrate a fictional account of the "Lost Battalion."

Be sure to base your version on the facts while adding elements of dialogue, character, and setting. Use the illustrations that accompany the article to help you brainstorm ideas.



World War I saw a wide variety of “firsts,” including new developments in military technology and women entering military service for the first time. Also, four long-standing empires fell.

ESSENTIAL QUESTION

How did World War I have multiple causes and effects?

CORE CONTENT CONCEPT

Social Studies Historical events may lead to changes in societies.

CROSS-CURRICULAR EXTENSION

Health Learn more about influenza, including how it can be prevented and how it's treated today.

KEY VOCABULARY

catastrophe (p. 27) a terrible disaster

chassis (p. 26) a frame upon which the main parts of an automobile are built

employ (p. 26) to use (something) for a particular purpose or to do something

PREPARE TO READ

Show students images from earlier wars the United States fought and World War I. Have students work individually or in pairs to note the changes. Bring the group together to discuss what they noticed and hypothesize about why those changes occurred.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about past wars based on these facts? Create a list of your inferences. *CCSS Reading 1*
- Which themes link the facts presented? Write a key word to represent each fact under the theme it's part of. *CCSS Reading 2*
- Some of the events or changes mentioned caused the other changes and information. Use the Cause/Effect Chart on page 20 to record these. *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** How is this text organized? Why might the author have chosen this format for the material? *CCSS Reading 5*
- **Determine Author's Purpose** What is the author's purpose in presenting the text? How does the structure, as answered above, lend itself to this purpose? Cite details from the text in your answer. *CCSS Reading 6*

SPEAKING AND LISTENING

Research and Give an Oral Presentation Research one of the changes the war caused and create an oral presentation to explain your findings. Be sure to include the reasons for the change as well as its effects. Use any media that best supports your presentation.

ARTICLE: The Harlem Hellfighters

Magazine pages 28 - 30, Expository Nonfiction



The 369th Infantry Regiment, a unit of black soldiers also known as the Harlem Hellfighters, was loaned to France and performed well in combat.

ESSENTIAL QUESTION

How did World War I have multiple causes and effects?

CORE CONTENT CONCEPT

Social Studies Historical events may lead to changes in societies.

CROSS-CURRICULAR EXTENSION

Music Learn the characteristics of American blues and jazz.

KEY VOCABULARY

latrine (p. 29) an outdoor toilet that is usually a hole dug in the ground

slight (p. 29) to offend or insult (someone)

stagger (p. 29) to move or cause (someone) to move unsteadily from side to side

PREPARE TO READ

Explain the meaning of irony. Tell the students that America was segregated and black people were discriminated against, but many went to fight for democracy during World War I. Have the students write a paragraph explaining why this is an example of historical irony.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

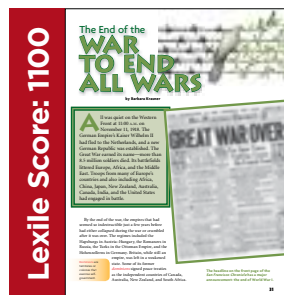
- What can you infer about Johnson's character based on how he described his actions? Cite the text in your response. *CCSS Reading 1*
- Is the main idea stated in the article? Use details from the text to support your answer. Write the main idea. *CCSS Reading 2*
- Compare how white Americans and the French treated the black soldiers. How does the author account for the differences? Use details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Interpret Figurative Language** What are the literal and figurative meanings of "Hellfighter"? Why does the term fit the 369th Regiment? Cite details from the text to support your answer. *CCSS Reading 4*
- **Analyze Literary Devices** Why does the author begin and end with Johnson? Use text support in your answer. *CCSS Reading 5*

WRITING

Write a Persuasive Essay Many black heroes fought in World War I, but they fought for a segregated military. Write an essay arguing that their military service proved their value and the military should've desegregated its forces after the war. Write from the perspective of a person at that time. Quote the text in your essay.



Peace treaties signed at the end of World War I established new national boundaries for much of Europe and created the League of Nations, which many hoped would preserve peace. Steep punishments for Germany led to a new government and the rise of Hitler, who began World War II.

ESSENTIAL QUESTION

How did World War I have multiple causes and effects?

CORE CONTENT CONCEPT

Social Studies Historical events have multiple short and long term causes and effects.

CROSS-CURRICULAR EXTENSION

Math and Economics Germany was forced to pay \$33 billion in reparations. What is this in today's dollars? Why are today's dollars valued differently than the dollars at the end of World War I?

KEY VOCABULARY

mandate (p. 33) to officially demand or require (something)

parcel (p. 32) to divide or share (something) among different people, groups, etc.

vanquish (p. 34) to defeat (someone) completely in a war, battle, etc.

PREPARE TO READ

Say to students, "We all have fights. Sometimes we make up. Sometimes we want someone else to pay for their mistakes, even if they don't perceive the mistake." Then, have students share details about a conflict they've had or witnessed and its resolution, whether peaceful or not.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What do the three treaties suggest about the Allies' feelings about each defeated nation? Cite details from the text in your response. *CCSS Reading 1*
- What do the section titles suggest as the main idea for this article? Does the article support this main idea? Use text support in your response. *CCSS Reading 2*
- How did Wilson's views of how to create peace differ from those of his counterparts? Write an essay to compare them. *CCSS Reading 3*

Craft and Structure

- **Interpret Visual Information** What symbols are in the image next to the title and what might they represent? Relate them to the article. *CCSS Reading 7*
- **Evaluate an Argument** What evidence supports the idea that Congress's refusal to support the League of Nations left it too weak to prevent future wars? Is the evidence sufficient? *CCSS Reading 8*

WRITING/SPEAKING AND LISTENING

Conduct A Survey Create a survey designed to determine whether different generations have differing views about whether Germany was punished too severely at the end of World War I. Be sure to administer the survey to groups from as many generations as possible and then tally your results.

Lexile Score: 1230



President Woodrow Wilson presented his Fourteen Points to Congress on January 8, 1918. They outlined programs and steps that he felt would lead to a lasting peace.

ESSENTIAL QUESTION

How did World War I have multiple causes and effects?

CORE CONTENT CONCEPT

Social Studies A person's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

Art Create a poster supporting one of the Fourteen Points.

KEY VOCABULARY

mutual (p. 35) shared by two or more people or groups

neutral (p. 35) not connected with either side involved in a war, contest, etc.

PREPARE TO READ

Work with the students to create a list of points for peace in your school. Promote these points to the school community.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What does the title suggest the article will be about? Check the accuracy of your predictions as you read. *CCSS Reading 1*
- Use a cluster map with the main idea at the center to create a visual representation of the article. (See Cluster Map on page 21.) *CCSS Reading 2*
- Which of the Fourteen Points would benefit from the existence of the League of Nations? Cite details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Analyze Word Choice** Which words from the quotations of Wilson's speech refer to civic values associated with democracy? Why might these words have proven effective with an American audience? *CCSS Reading 4*
- **Determine Author's Purpose** What is the author's purpose in writing this text? How do the quotations help support that purpose? *CCSS Reading 6*

WRITING

Research and Write an Essay Select one of Wilson's Fourteen Points. Research whether it was ever carried out, and if so, when and why. What were the results? If not, what prevented it from being attempted? Write an essay to explain your findings.



In 1918, an influenza virus spread from the United States throughout the world, killing many. It led to international cooperation among healthcare workers.

ESSENTIAL QUESTION

How did World War I have multiple causes and effects?

CORE CONTENT CONCEPT

Social Studies Historical events may lead to both intentional and unintentional consequences.

CROSS-CURRICULAR EXTENSION

Science Learn how viruses reproduce and spread.

KEY VOCABULARY

confound (p. 36) to surprise and confuse (someone or something)

devastate (p. 36) to cause great damage or harm (to something)

ordinance (p. 37) a law or regulation made by a city or town government

PREPARE TO READ

Have the students write a narrative of the time they felt the sickest. When they finish, ask if any of them had the flu and explain that the flu, although common, can have very severe consequences.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why were the conditions during war right for a virus? Use your own experience and details from the text in your response. *CCSS Reading 1*
- Trace the theme of public health throughout this article by citing steps that were taken to protect the public and other health crises that were mentioned. *CCSS Reading 2*
- How did the second wave differ from the first wave? Why is this significant? Use details from the text to support your response. *CCSS Reading 3*

Craft and Structure

- **Interpret Visual Information** How do the images that accompany the text add to your understanding of it? *CCSS Reading 7*
- **Analyze an Argument** How does the author support the statement that the flu epidemic is one of the deadliest natural disasters in history? Is the evidence complete? Why or why not? *CCSS Reading 8*

SPEAKING AND LISTENING

Conduct an Interview Interview people who must practice disease prevention as part of their professions. These may include healthcare workers, people who handle food, mothers of young children, school staff, and many others. Learn how they ensure the safety of others.



Anna Coleman Ladd made masks that disfigured soldiers could wear in public to hide their injuries. These masks gave them back their faces and, in some cases, their prewar lives.

ESSENTIAL QUESTION

How did World War I have multiple causes and effects?

CORE CONTENT CONCEPT

Social Studies An individual can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Art Use plaster and other media to make a mask in the form of a living creature, human or animal.

KEY VOCABULARY

repulse (p. 38) to cause dislike or disgust (in someone)

skeptical (p. 39) having or expressing doubt about something (such as a claim or statement)

stupendous (p. 39) so large or great that it amazes you

PREPARE TO READ

Display images of a variety of masks. Include some for holidays and others that are merely artworks. Ask the students to hypothesize about the uses and fun of masks and what they might symbolize. Then, explain that during World War I, one woman made masks of the faces of people that saved lives.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Would the masks have been as effective if Ladd hadn't gotten to know who the men were before the war? Use text support in your answer. *CCSS Reading 1*
- Is hope the main theme of this article? How does this balance the sadness at the beginning? Use text support in your answers. *CCSS Reading 2*
- The text describes past experiences for soldiers and Ladd. How did these inform the work she did? Cite details from the text in your response. *CCSS Reading 3*

Craft and Structure

- **Determine Author's Purpose** Why didn't the author use a fully chronological structure focusing on Ladd's biography? What does this suggest about the author's purpose in writing the text? *CCSS Reading 6*
- **Evaluate Evidence** What evidence supports the claim that Ladd wanted to "put the man in the mask"? Is it sufficient and relevant? *CCSS Reading 8*

WRITING

Write a Poem Imagine you are a *mutile* who has visited Ladd. Write a poem expressing your hopes, dreams, and fears during the maskmaking process. You may also write about your feelings after you see yourself in the mask or a poem contrasting the two.

CROSS-TEXT CONNECTIONS

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Create a timeline of events during the war. Use a separate color for events prior to the United States entering the war effort and those after it.
- Read “Points for Peace.” Refer to the other articles to find examples of events that may have led Wilson to conclude that these steps were necessary for a lasting peace. Write a paragraph arguing for each group of points referenced in “Points for Peace.”
- Read a variety of articles to learn how the war caused technological change. How did these changes change warfare?
- Refer to “Great Facts about the Great War,” “The Harlem Hellfighters,” “A Deadly Flu,” and “Maker of Masks” to learn about the roles of minority groups during the war. Consider the images as well as the texts. What do these roles suggest about society at the time? Write one paragraph about women and one about black Americans.
- Pick two articles and compare the information they present about the war. What information is similar? What is different?
- Reread “A Deadly Flu” and “Maker of Masks” to identify how illness and deformity created change. Were these changes lasting? Why or why not?

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

World War I was the first of what's considered a modern war. It was the first war fought in trenches and in the air. What caused it and what were its effects? This Mini-Unit will help your students explore those concepts as they work together to create an experiential museum of the war. Each group of students will set up an area of the room representing a time period (Before the War, Before U.S. Entry, Uncle Sam Wants You, Over There, and Aftermath). Individual students will also create cards to explain what one person was doing during each time period. Guests will visit each time period to learn about the causes and effects of the war in general and the individual they are following.

ENGAGE

READ FOR A PURPOSE

APPLY

ENGAGE: Engage students in the topic of World War I by asking them to consider the causes and effects of World War I. Show students the graphic organizer below. Define terms if necessary. Engage them in a discussion of how and why each item caused World War I to go global and consider what other effects each cause may have had.



READ FOR A PURPOSE

INTRODUCE THE ACTIVITY: World War I Museum: Ask if any of the students have been to a museum, like the Museum of Tolerance in California, in which the visitor follows the life of a person of the past through a museum exhibit. Explain how these museum exhibits work and tell the students they'll be creating one.

Separate the class into five groups and assign each group one of the time periods/topics mentioned in the introduction to the Mini-Unit. Explain that the groups will be responsible for showcasing the era to visitors to your museum. They may create posters or use trifold boards or other media. Decide whether you will allow time for outside research. Also note that each area must have a place to store the personal cards the students will create.

Each student will also be responsible for creating one card detailing an individual relevant to that time period/topic for each section of the museum. The cards will help visitors identify with the events. They may use a real or imagined person for their cards. For example, here is possible text for a fictional man: Before war broke out in Europe, Yosef immigrated to the United States with his wife and children. As the war heated up, Yosef feared for his parents who were still overseas. He tried to bring them to the United States, but worsening conditions made that difficult. He wrote to the government to ask for help. Once the United States entered the war, Yosef felt compelled to help. He left his now fifteen-year-old son in charge of his household and shipped out to training with his wife's approval. She hoped he'd find news of both their families. Over there, Yosef participated in the Meuse-Argonne Offensive and was injured. Yosef survived the war, but he learned his parents had been killed by flu.

RETURN TO THE TEXT: Explain to students that before they can create their exhibits and cards, they must gather information to help them decide what to include and who to write about. Students will need to read the entire issue to create their cards, but the information below should help them focus on specific articles for their portion of the exhibit. They may use the article pages in this guide and take notes on their topics.

- "The Great War: An Overview" covers the time Before the War.
- "Four Weary Years," "The War's Pull," and "Great Facts about the Great War" cover the years Before U.S. Entry.
- Articles from "Preparing to Fight" through "End of the War to End All Wars" and "A Deadly Flu" cover U.S. involvement, including both Uncle Sam Wants You and Over There.
- The remaining articles discuss the Aftermath of the war.

APPLY: WORLD WAR I MUSEUM Now that students have gathered information from their articles, they are ready to create their experiential museum exhibits and individual cards.

STEP 1: Plan Cards

Assist students as they imagine life during the war years. Remind them of the eras they'll need cards for and help them plan what to write. Write rough drafts on the Card Template on the next page. The ID (identification) card will be given to a guest at the entrance to the classroom. This will tell the guest which cards to look for as they proceed through the exhibit. Students should make these IDs fit the time period and the person. There were no drivers' licenses, but there may have been student cards and library cards as well as military IDs.

STEP 2: Finalize Cards

Have students trade cards with members of their group. Partners will verify that the cards are appropriate for each part of the exhibit and contain a sense of the person's life, including aspects of cause and effect. They will also proofread for errors. Use index cards for final versions and have the student's name on the back of each. File the cards alphabetically by student or by the card's subjects.

STEP 3: Exhibit Plan

As students finish their cards, they will use their notes to brainstorm ideas for their group display. They'll decide which media to use to present their information and what information to include. Verify students are considering the EQ as they work and encourage creativity.

STEP 4: Create Exhibit

Groups will work on their exhibits with your support, creating work ready for publication.

STEP 5: Set Up

Students will set up the classroom to display each group's exhibit. Have one group do a practice run to ensure visitors will be able to find their cards and have time to read or view the other material available.

STEP 6: Invite Guests

Invite other classes and school officials or family members to visit your museum.

STEP 7: Opening Day

Welcome your guests. Allow members of each group to visit the exhibit while one of them assists with the cards at their display. If you have more guests than students, invite them to share cards.

STEP 8: Regroup

Overall causes and effects are easy to spot. Engage students in looking for moments where an effect of one event became a cause for another and congratulate them on jobs well done.

CARD TEMPLATE

<p style="text-align: center;">BEFORE THE WAR</p> <p>Individual:</p> <p>Description:</p>	<p style="text-align: center;">BEFORE U.S. ENTRY</p> <p>Individual:</p> <p>Description:</p>
<p style="text-align: center;">UNCLE SAM WANTS YOU</p> <p>Individual:</p> <p>Description:</p>	<p style="text-align: center;">OVER THERE</p> <p>Individual:</p> <p>Description:</p>
<p style="text-align: center;">AFTERMATH</p> <p>Individual:</p> <p>Description:</p>	

NAME: _____

CAUSE/EFFECT

CAUSE	EFFECT

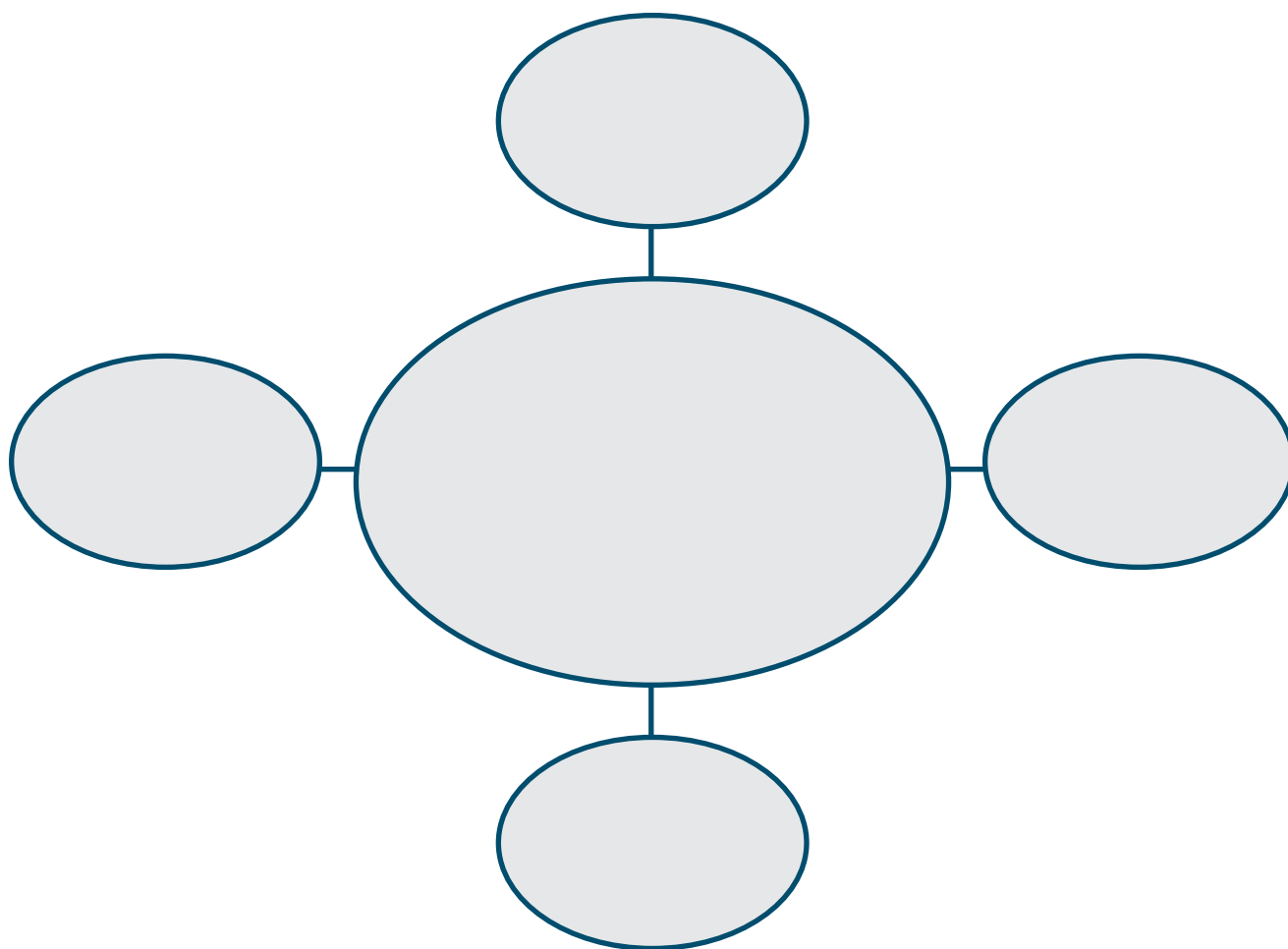
CAUSE	EFFECT

CAUSE	EFFECT

CAUSE	EFFECT

NAME: _____

CLUSTER MAP



Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
---------------------	----------------------	------------------------

KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects .	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

STATE OR DISTRICT STANDARD

CIVICS

Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions.	
Summarize core civic virtues and democratic principles .	
Evaluate policies intended to address social issues.	

ECONOMICS

Evaluate the benefits and costs of individual economic choices .	
Analyze economic incentives , including those that cause people and businesses to specialize and trade.	
Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production .	
Explain the functions of money in a market economy.	
Explain the importance of competition in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services .	
Analyze economic patterns , including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze movement of people, goods, and ideas .	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , both intended and unintended, of historical developments.	



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	SPACE SYSTEMS
<ul style="list-style-type: none">• Structure and Function of Living Things• Life Cycles and Stages• Reproduction & Inherited Traits• Animals• Plants	<ul style="list-style-type: none">• Forces and Interactions• Energy• Light• Sound• Electricity/Magnetism• Matter• Waves• Heat• Chemistry• Information Processing	<ul style="list-style-type: none">• Weather• Climate• Rocks & Soil• Erosion and Weathering• Landforms• Water• Oceans• History of Earth• Plate Tectonics• Volcanoes, Earthquakes, and Tsunamis	<ul style="list-style-type: none">• Solar System• Planets• Moon• Sun

