<table>
<thead>
<tr>
<th>Teacher: Andrea King</th>
<th>Period: All</th>
<th>Subject: U.S. Entry WWI</th>
<th>Unit: WWI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIM:</strong> Why was it difficult for the U.S. to remain neutral from 1914-1917?</td>
<td><strong>SWBAT (Objectives)</strong> 1. Define/Identify: Neutrality, Lusitania, Zimmerman Telegram 1. Explain how World War I differed from previous American conflict 2. Describe German use of U-boats in World War I 2. Explain how unrestricted U-boat warfare engaged the United States in World War I</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STANDARDS:</strong> NYSS: 1.2e; 2.1b; 2.2e; 3.1d CCLS: RH. 2; RH. 3; RH.7, WHST.1a</td>
<td><strong>MATERIAL NEEDED:</strong> 1. U.S. Entry into WWI power-point 2. Student Reading/Worksheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DO NOW (5 MIN)</strong> Teacher will post on the Smart Board:  • What does CCEJ stand for?  • 2-3 students will Share out CCEJ’s they wrote from yesterday.</td>
<td><strong>MOTIVATION/HOOK (1-2 MIN)</strong> Teacher will ask students the following questions:  • What are some things that might cause a country to enter into a war that is already taking place thousands of miles away?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MINI-LESSON (7 min)</strong> Teacher will pass out “The United States Enters The War” Teacher will assign sections of reading “Alliances and Early Statement of Neutrality” to 2 students Teacher will ask the following questions after first paragraph is read aloud:  • What does it mean that Americans could trace their ancestry to Britain? Teacher will ask the following questions after the second paragraph is read aloud:  • Why would many Americans believe it was best for Americans to remain neutral?  • What do you think rigid neutrality means? Teacher will show slide 2 of the power point to read a portion of Wilson’s neutrality statement Teacher and class will answer questions 1-2 together and Teacher will give students 1-2 minutes to answer question 3</td>
<td><strong>STUDENTS WILL BE...</strong> Following along with reading and ppt Answering class discussion questions Filling out worksheet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Teacher Note: Throughout lecture the (T) will have a power-point display to show the students important primary sources-these are not to be read verbatim, they only give student an opportunity to see the actual document or read actual quote.
GUIDED PRACTICE (10 MIN)
Teacher will call on students to read “German Warfare and Sinking of the Lusitania”

Teacher will ask the following questions after first paragraph:
• Why do you think Germany would start to conduct unrestricted U-boat warfare?
• What do you think thinly veiled warning means?

Teacher will show slide 3: Map of the German Submarine Blockade
Teacher will show slide 4: Wilson’s Thinly veiled warning

Teacher will ask the following questions after the second paragraph:
• Why would Germany ignore the United States message?
• How did Germany try to make the United States happy after the sinking of the Lusitania?

STUDENTS WILL BE....
Following along with reading and ppt
Answering class discussion questions
Filling out worksheet

INVIDDUAL PRACTICE (10-15 MIN)
Teacher will instruct students to pair up to read the next two sections, “The Zimmerman Telegram” and “The United States Declares War,” and answer the guided questions.

Teacher will assign each row a different section to read (first row Zimmerman/second row War 1-6) give students 5-7 minutes to read their section and answer questions.

Teacher will tell students to share answers with partners once they are finished reading and answering their sections.

Teacher will have students share some answers and show slides 5 and 6: The Zimmerman Telegram and slide 7: Declaration of War

STUDENTS WILL BE....
Following along with reading and ppt
Answering class discussion questions
Filling out worksheet

Summary
For any classes that have time left, teacher will play a 4 minute clip that recaps the reasons for U.S. entry into WWI
• Clip is from “World War I: A New Kind of War”-starts at around 4:30

Teacher will ask the following question:
• What German actions lead the United States to enter into World War I?

ASSESSMENT
Class Discussion
Class Worksheet
CCEJ Homework Assignment:
Using CCEJ method, answer the following question: Should the United States have entered into WWI?

* AIM and Name will be placed on worksheets below before printing
Alliances and Early Statement of Neutrality (1914)
Many Americans traced their ancestry to Britain. A common language and history tied Americans to the British. The United States, Britain, and France all shared the same democratic political system. More important, America’s economic ties with the Allies were far stronger that its ties with the Central Powers. Before the war, American trade with Britain and France was more than double its trade with Germany.

Many Americans believed it was best for Americans to just remain neutral. At the start of the war President Wilson announced the American stance of rigid neutrality reflecting U.S. popular opinion. During his address, he warned U.S. citizens against taking sides in the war for fear of risking the wider U.S. policy.

1. Why did Americans feel closer ties to the Allies?

2. What was Wilson’s policy at the beginning of World War I?

3. In your opinion, why did Wilson use this policy at the beginning of the war?

German Warfare and the Sinking of the Lusitania (1915)
Prior to World War I, no country’s navy had considered the submarine to be a viable wartime weapon. However, on February 4th 1915, Germany announced its plan to conduct unrestricted U-boat (submarine) warfare. The German Admiralty issued a formal declaration to the United States (and other “neutral countries”) to stay away from the waters surrounding Britain and Ireland. President Wilson, still maintaining a neutral stance in the war, issued a thinly veiled warning to the German government, that the United States would not be threatened in any way.

Germany ignored the Wilson’s warning and over the next six months, German U-boats sank 50 ships near the British Isles, including a passenger liner, the Lusitania. Outraged reaction to the sinking of the Lusitania and the deaths of 128 American passengers led to a German promise not to sink any more passenger ships. However, in March 1916, a German submarine torpedoed the Sussex, a French passenger ship, again triggering U.S. outrage. In February 1917, a desperate Germany announced that it would resume unrestricted submarine warfare. By April 1917, German U-boats had sunk over 1,000 merchant ships.

1. Explain the German naval policy used during World War I.

2. How do you think the sinking of the Lusitania influence American involvement in World War I?
The Zimmerman Telegram (1917)

On February 24, 1917 a secret message from the German foreign minister was sent to the German ambassador in Mexico. Intercepted by British agents, and released to the American government, the telegram proposed an alliance between Mexico and Germany and promised that if war with the United States broke out, Germany would support Mexico in recovering “lost territory in Texas, New Mexico, and Arizona.” The Zimmermann note helped turn United States public opinion against Germany during World War I and strengthened the advocates of United States entry into the war.

1. What did the Zimmerman Telegram ask Mexico to do?

2. In your opinion, was the German strategy a risky move? Why or why not?

3. Think about the Mexican dilemma created by the Zimmerman Telegram. Why would Mexico agree to such an alliance? Do you think Mexico could have been successful? Why or why not?

The United States Declares War (1917)

The fact that Germany had decided to resume its practice of unrestricted submarine warfare and tried to form an alliance with a country that bordered the United States convinced American leaders that war with Germany was inevitable. On April 6th 1917, the U.S. officially declared war on Germany and entered WWI. Wilson claimed that Americans were fighting because they had the right to the “freedom of the seas” and that the “world must be made safe for democracy.” Americans found it inspiring to endure the war for such high-minded ideals.

Before World War I, the United States had not sent significant numbers of soldiers across the Atlantic Ocean to fight. To meet the government’s need for more fighting power, Congress passed the Selective Service Act in May 1917, requiring draft registration for all men between the ages of 21 and 30. The United States mobilized four million soldiers, half of whom were sent to fight in France.

1. How did the declaration of war impact Americans?

2. In your opinion, what was the most important reason for the U.S. entering World War I? Why?