

Part 1 – U.S. Entry into World War I

Vocabulary:

Directions: Define the following terms and explain how they relate to World War I.

Neutral	Punitive	Stance
Blockade	Combatants	Proclamation
Expedition	Stalemate	Allied Powers
Negotiate	Mobilization	Central Powers

Constructed Response:

Directions: Answer the questions using complete sentences and details from the text.

1. Do you think the U.S. remained neutral before declaring war against Germany on April 6, 1917? Why? Give two pieces of text evidence.
2. How was Great Britain's blockade defeated by Germany? How did this tactic change the war?
3. Why did Germany torpedo the *Lusitania*? What impact did this have on the war?
4. How were the German civilians affected during the war?
5. Why did President Wilson and his Cabinet members decide to ask Congress for a declaration of war?
6. Woodrow Wilson stated, "The world must be made safe for democracy." What does this quote mean?
7. Name one modern technology used during World War I for the first time.
8. How did the U.S. involvement in World War I unify the citizens of the United States? Give two pieces of text evidence.

Math Connection:

Directions: Answer the following mathematical questions related to the article.

1. In 1917, the U.S. population was approximately 103,000,000. There were 2,000 Americans that volunteered for the American Ambulance Field Service (AFS). What percentage of the U.S. population was involved with the AFS?
2. When the *Lusitania* sank, 1,200 people lost their lives. Of those 1,200, 128 of them were American. Write that number as a ratio. What is the percentage?

Research:

The *Lusitania* played a very important role in World War I. Research to find out when the *Lusitania* was built. Who built it? What was the purpose of the ship? Find three images.

Two military leaders in this feature have ties to Missouri: General John J. Pershing and Army officer Leonard Wood. Explore their connections to the state.

The Selective Service Act was passed in May of 1917. What was the goal of this legislation and what did it require?

Writing Link:

You are a news reporter covering President Wilson's speech to Congress as he asks for a declaration of war against Germany. Create a news article with facts about the speech.

Activity:

Telegrams were used to communicate during World War I. Have you ever tried to send a secret message? Was it successful? Try creating a scytale message.

Materials Needed:

Paper	tape	soda can
scissors	pen or pencil	

Procedure:

1. Cut a piece of paper into a couple of strips that are 16 inches long and $\frac{1}{2}$ inch wide. Tape them together so you have one long strip. The longer your message is, the longer the strip should be.

2. Tape one end of the long strip of paper to a soda can. Wrap the strip around the can (in a spiral, like a candy cane) and tape the other end in place. Make sure the paper doesn't overlap as you wrap it around the can.
3. Write your message across the can. Write one letter on each "stripe" of paper. The letters should all be next to each other. If you have more than one word in your message, leave a space in between.
4. Write some nonsense letters above and below your message, where the paper is blank. This will make your message look like it's in code when you unwrap it.
5. Unwrap the message. No one will be able to figure out what the message says unless they wrap it around a cylinder that is the exact same size as the one it was written on.
6. Give your strip of paper with the message and soda can to a friend. See if they can decode your secret message.

Standards:

R1.A.a Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly, as well as inferences drawn.

R1.B.f Use a dictionary, glossary, or thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings and alternate word choices.

R3.A.c. Read, infer and draw conclusions to interpret factual or quantitative information

Part 2 – The American Experience

Vocabulary:

Directions: Define the following terms and how they relate to World War I.

Inhabited	Scourge	Posthumously
Infestations	Integral	Valor
Infantrymen	Ratified	
Adobes	Porter	

Constructed Response:

Directions: Answer the following questions from the article and use specific text evidence to support your answer.

1. Why was World War I considered the first global war?
2. In your opinion, why was the term “adobes” replaced with “doughboys?”
3. How did soldiers deal with lice infestations?
4. How was medicine modernized during World War I?
5. How did women and children at home help during World War I? Why were their efforts so important?
6. What role did American women fill overseas?
7. Why was Henry Johnson awarded the Distinguished Service Cross?

Math Connection:

Directions: Answer the following questions using math from the article.

1. In 1914, 120,000 Americans served in World War I. In 1918, more than 4 million Americans were serving in the war. How many Americans joined the war in those four years?
2. By the end of the war, there were 30,000 American women serving in World War I. If there are 4 million Americans in the war, what percentage of American soldiers are women?

Research:

The Choctaw tribe from Oklahoma helped to translate radio messages during World War I. You can learn more about the Choctaw tribe by visiting: choctawnation.org and bigorrin.org.

Writing Link:

Create a pamphlet to explain the purpose of the Select Service Act.

Create a newspaper story about John Lewis Barkley or Eddie Rickenbacker.

Activity:

Liberty Gardens became popular during World War I. In this activity, you will sprout seeds to begin a garden.

Materials Needed:

Clear plastic gloves (usually used for serving food)

Permanent marker

Cotton balls

Water

5 different types of seeds

Bread bag tie or rubber band

Procedure:

1. Use the permanent marker to write the names of seeds on each finger of the glove.
2. Moisten cotton balls.
3. Place seeds on cotton balls.
4. Place seed and cotton ball in respective labeled glove finger. (1 cotton ball and type of seed per finger.)
5. Gently blow air into the glove and close it with a rubber band or twist tie.
6. Place the glove on a warm window sill and observe as the seeds begin to sprout.
7. Once seeds begin to sprout, cut off the finger of the glove and plant the cotton ball and seedling.

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R3.A.c. Read, infer and draw conclusions to interpret factual or quantitative information