

**The Most Fundamental Cause of World War I**

**IMPLEMENTATION PLAN**

The debatable issue for this project is:

**What was the most fundamental cause of World War I (1914 – 1918): nationalism, militarism, imperialism, or romanticism?**

Day 1

Introduction to the unit: The Most Fundamental Cause of World War I, the debatable issue, and

 Table Debates

Read together the World War I historical overview

Define the four fundamental causes of the War that the project will be examining

Play “Rule, Britannia” to demonstrate all four causes

Conduct the Vocabulary Crowd Sourcing Activity

Day 2

Distribute Argument-Based Reflective Questions on WWI Videos

Screen the video “The Four M-A-I-N Causes of World War I”

Turn and Talk on what students learned and what they have questions about

Screen the video a second time

Screen the video “World War I in Six Minutes”

Turn and Talk on what students learned and what they have questions about

Screen the video a second time

Begin responding to the argument-based questions

Day 3

Screen the video “World War I Over-Simplified”

Turn and Talk on what students learned and what they have questions about

Screen the video a second time

Screen the video “Who Started World War I”

Turn and Talk on what students learned and what they have questions about

Screen the video a second time

Finish responding to the argument-based questions and submit them for formative assessment

Day 4

Return assessed argument-based reflection questions

Present short analytics on student work

Conduct teacher-led discussion of the questions and responses

Re-screen selective sections of the videos to deepen understanding

Begin to generate a claims list

Divide the vocabulary list in half and assign students one half to write full sentences demonstrating the meaning

Conduct a Think-Pair-Share on the vocab sentences

Day 5

Administer a vocabulary assessment, have students grade it and discuss challenging terms

Distribute Argument-Based Reflection Questions on Document Excerpts

Have students work on responses independently

Share out and discuss a single document and students’ argument-based responses

Day 6

Continue working on and complete their responses to the reflection questions on document excerpts

Announce team partners for the Multi-Sided Debates

Have partners share and discuss responses to the reflection questions on document excerpts, revising as appropriate

Collect these responses and formatively assess

Day 7

Return responses to reflection questions on document excerpts

Present analytics on student work

Review and discuss the growing claims list

Distribute and review Multi-Sided Debates Format

Distribute and review flow sheet model

Day 8

Assign a position to each partner-team

Post the two Multi-Sided Debate match-ups (meaning, which four partner-teams will be debating each other)

Distribute argument builders and an argument builder model

Review argument builder model

Begin argument building

Day 9

Continue argument building

Provide feedback to some partner-teams’ argument builders in class

Collect argument builders and formatively assess

Day 10

Turn back argument builders

Present analytics on student work, showcasing examples

Support students as they revise their argument builders

Have students take pictures of the two partner-teams’ argument builders that they will be counter-arguing against

Day 11

Distribute counter-argument builders and counter-argument builder model

Review counter-argument builder model

Support students in their counter-argument building

Day 12

Continue and complete counter-argument building

Provide feedback to some partner-teams’ counter-argument builders in class

Collect and formatively assess counter-argument builders

Day 13

Return counter-argument builders

Present short analytics on student work, showcasing examples

Review the Multi-Sided Debates format and flow sheet model

Day 14

Conduct the first round of Multi-Sided Debates

Day 15

Present feedback on the first round

Conduct the second and final round of Multi-Sided Debates

Summatively assess student performance in the debates

Collect and summatively assess argument writing on the builders

(Optional) Assign a summative argument essay