Teaching & Learning WWI
Real-World Strategies, Practices and Resources

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The Doughboy Foundation

Keeping Faith With the American Doughboy
And All Those Who Served in WWI

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Teaching & Learning WWI
Real-World Strategies, Practices and Resources

Welcome
Teaching & Learning WWI
Real-World Strategies, Practices and Resources
Executive Director
World War One
Centennial Commission
THE DOUGHBOY FOUNDATION™
WEBINARS
Theo Mayer
Chief Technologist & Program Manager

The Doughboy Foundation

US World War I Centennial Commission
Control Panel

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Chief Technologist & Program Manager

The Doughboy Foundation
US World War I Centennial Commission
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Handouts

• List of Links for EdTech Resources
• Registration Link to First Colors Live Broadcast
• The United States in WWI – The History in 20 pages
• A package of WWI articles written by panel member Mr. Paul LaRue

Theo Mayer
Chief Technologist & Program Manager
The Doughboy Foundation
US World War I Centennial Commission
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Introductions
Teaching & Learning WWI
Real-World Strategies, Practices and Resources

Paul LaRue
Classroom Teacher (30 years – retired)
Ohio

Sarah Lane
Educator
Washington

Ben Nichols
Educator
Kentucky

Mary Jones-Fitts
Educator: Adult Learners
Alabama

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Ben Nichols
Teacher: High School
Kentucky
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Teaching In These Covid Pandemic Times
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Developing Teaching Strategies
Incorporating Various State Standards
14. As a result of overseas expansion, the Spanish-American War, and World War I, the United States emerged as a world power.

CONTENT ELABORATION
Following the initial settlement of the western frontier, Americans developed favorable attitudes toward foreign expansion. Pushed along by global competition for markets, prestige, an expanded navy, and a sense of cultural superiority, the United States engaged in a series of overseas actions which fostered its move to global power status. Such actions included:

- the annexation of Hawaii;
- the Spanish-American War; and
- Big Stick Diplomacy.

With its entry into World War I, the United States mobilized a large army and navy to help the Allies achieve victory. After the war, European countries were forced to concentrate their resources on rebuilding their countries which allowed the United States to emerge as a world power.

EXPECTATIONS FOR LEARNING
Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.

Content Statement

15. After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

CONTENT ELABORATION
After World War I, the United States emerged as a world leader and pursued efforts to maintain peace in the world. The United States’ efforts partially helped shape the Treaty of Versailles, but debate over its terms and efforts to avoid foreign entanglements led to its defeat in the Senate and the United States’ decision not to join the League of Nations.

Desires to avoid another major war led to treaties addressing arms limitation and territorial expansion. In 1928, the United States signed the Kellogg-Briand Pact to prohibit war as “an instrument of national policy.” In later legislative acts, the United States sought to limit its involvement in international affairs.

EXPECTATIONS FOR LEARNING
Explain why and how the United States moved to a policy of isolationism following World War I.
TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941)

Content Statement

CONTENT ELABORATION
The Great Migration of African Americans to northern cities heightened racial tensions due to increased competition for jobs, housing, and public services. Evidence of racial tension throughout the nation included:

- enforcement of Jim Crow legislation that continued in the South during the post-war era;
- lynchings and threats of racial violence;
- racial intolerance and the revival of the Ku Klux Klan across the United States; and
- urban race riots.

An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas. Intolerance toward immigrants, Catholics, and Jews was exhibited by groups such as the Ku Klux Klan.

The rise of Communism in Russia as well as post-war labor strikes and violence in the United States stirred fears of revolution among Americans. The Red Scare of 1919-1920 was a reaction to these perceived threats and led to the incarceration and deportation of many immigrants.

EXPECTATIONS FOR LEARNING
Describe how racial intolerance, anti-immigrant attitudes, and the Red Scare contributed to social unrest after World War I.
High School: United States History Standards

Introduction
The United States history standards explore events, movements, and ideas from 1877 to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with analyzing the causes and consequences of the Industrialization of America, students explore reasons for and responses to the move from rural to urban spaces and to the open West. As students study the United States' transition to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1870, through its role as a nation on the global stage in World War I. Beginning with the Great Depression of 1930, students further analyze the roles of economic and political influences on what it means to be an American domestically and in World War II. Further, conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

Concepts and Practices

I: Questioning

HS.HI.I.Q.1 Generate compelling questions to frame thinking and/or understanding of key concepts in U.S. history.

HS.HI.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.

II: Investigating

Investigating occurs through the exploration of the discipline strands standards.

A: Change and Continuity

HS.HI.C.1 Analyze the ways various groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.

HS.HI.C.2 Analyze economic changes, including the role of government and the power of government between 1800-1945.

HS.HI.C.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.

HS.HI.C.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.

HS.HI.C.5 Analyze the impact of technology and new ideas on American culture from 1877-present.

HS.HI.C.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present.

B: Conflict and Compromise

HS.HI.C.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.

HS.HI.C.2 Analyze the role of the United States as a global power between 1890-1991.

HS.HI.C.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.

HS.HI.C.4 Assess the health of the U.S. economy by analyzing the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.

HS.HI.C.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.

HS.HI.C.6 Analyze how globalization impacted American culture and society from 1890-present.

HS.HI.C.7 Evaluate how U.S. expansion at home and abroad between 1877-1929.

HS.HI.C.8 Evaluate domestic responses to migration and immigration in the United States from 1877-present.

HS.HI.C.9 Analyze the role of the United States in global conflicts and conflicts between 1890-1945, the Intervar years and World War II.

HS.HI.C.10 Analyze the United States' role in global conflicts and conflicts between 1945-1991.

HS.HI.C.11 Analyze examples of conflict and compromise between the United States and other nations, groups and individuals in the post-Cold War Era from 1991-present.

II: Kentucky History

HS.HI.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.

III: Using Evidence

HS.HI.UE.1 Evaluate evidence from multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.

HS.HI.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.

HS.HI.UE.3 Use appropriate evidence to construct and revise claims and counterarguments relevant to compelling and/or supporting questions in U.S. history.

IV: Communicating Conclusions

HS.HI.CC.1 Engage in meaningful discussions of democratic discourse and respect diverse opinions relevant to compelling and/or supporting questions in U.S. history.

HS.HI.CC.2 Engage in discerning thinking and construct arguments, explanations or descriptions relevant to compelling and/or supporting questions in U.S. history.

HS.HI.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history.
### High School: World History Standards

The world history standards engage students in historical thinking focused on the Pre-Modern era to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Starting in the period 1300 through 1450, the Regional Transformation and Consolidation era develops many of the foundations of world history by requiring students to explore empires around the world and their early prominence on the world stage. The period 1450 through 1750, the Transregional and Global Interactions era, covers the global integration of ideas and movement by connecting major trends in world history like the Renaissance, Exploration, and Enlightenment. The next period, 1750 to 1900, covers the Political and Economic Revolution era by developing many of the resources and the corresponding global competition that led to a need for modernization. In the period 1900 to 1945, the standards cover Global Conflict through looking at the World Wars, other conflicts, and how and where the global scale attempted to prevent future conflicts. The period 1945 to the present, focuses on the Cold War, Decolonization, and the Modern World while covering many of the changing cultural components of the present age. The standards are designed to help students to recognize important social studies concepts (e.g., people, places, events, ideas and documents) and their use of disciplinary thinking skills in world history. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

<table>
<thead>
<tr>
<th>Concepts and Practices</th>
<th>Standards</th>
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<tbody>
<tr>
<td><strong>I. Questioning</strong></td>
<td>Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history.</td>
</tr>
<tr>
<td>HS.W.H.1.L.1.G</td>
<td>Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.</td>
</tr>
<tr>
<td><strong>II. Investigating</strong></td>
<td>Investigating occurs through the exploration of the discipline strand standards.</td>
</tr>
<tr>
<td>HS.W.H.1.O.1</td>
<td>Analyze the rise and fall of major states and empires in Africa, Asia, the Middle East, Europe and the Americas between 1300-1500.</td>
</tr>
<tr>
<td>HS.W.H.1.O.2</td>
<td>Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750.</td>
</tr>
<tr>
<td><strong>III. Change and Continuity</strong></td>
<td>Analyze the connections between industrialization and the development of total war between 1900-1950.</td>
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<tr>
<td>HS.W.H.1.O.4</td>
<td>Analyze how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888.</td>
</tr>
<tr>
<td>HS.W.H.1.O.5</td>
<td>Analyze how non-deteriorated empires and nation-states evolved and adopted new technological and industrial practices to fit new cultural contexts from 1850-1950.</td>
</tr>
<tr>
<td><strong>IV. Cause and Effect</strong></td>
<td>Examine the effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans-Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450.</td>
</tr>
<tr>
<td>HS.W.H.1.E.1</td>
<td>Analyze the political, economic, geographic and social causes and effects of world history between 1450-1750.</td>
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<tr>
<td>HS.W.H.1.E.2</td>
<td>Assess demographic, social and cultural consequences of forced migration and the expansion of plantation-based slavery into the Americas between 1500-1800.</td>
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<tr>
<td>HS.W.H.1.E.3</td>
<td>Analyze causes and effects of political revolutions in multiple global regions from 1750-present.</td>
</tr>
<tr>
<td>HS.W.H.1.E.4</td>
<td>Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850.</td>
</tr>
<tr>
<td>HS.W.H.1.E.5</td>
<td>Examine the causes and effects of imperialism from multiple perspectives between 1750-1900.</td>
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<tr>
<td>HS.W.H.1.E.6</td>
<td>Examine the ways non-imperial nations attempted to combat the rising power of European imperialism between 1750-1950.</td>
</tr>
<tr>
<td><strong>V. Conflict and Compromise</strong></td>
<td>Determine the causes of the World Wars and their global effects between 1900-1945.</td>
</tr>
<tr>
<td>HS.W.H.1.C.1</td>
<td>Analyze the causes of Decolonization, methods of gaining independence and geopolitical impacts of new nation-states from 1945-present.</td>
</tr>
<tr>
<td>HS.W.H.1.C.2</td>
<td>Assess how international and inter-regional interactions shaped the development of empires and cultures in multiple global regions between 1800-2050.</td>
</tr>
<tr>
<td>HS.W.H.1.C.3</td>
<td>Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</td>
</tr>
<tr>
<td>HS.W.H.1.C.4</td>
<td>Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950-present.</td>
</tr>
<tr>
<td>HS.W.H.1.C.5</td>
<td>Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.</td>
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<tr>
<td>HS.W.H.1.C.6</td>
<td>Analyze how advancements in communication, technology and trade impact global interactions from 1950-present.</td>
</tr>
<tr>
<td>HS.W.H.1.C.7</td>
<td>Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, nonviolent actions, boycotts, terrorism, guerrilla warfare and other methods from 1945-present.</td>
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<tr>
<td><strong>VI. Kentucky History</strong></td>
<td>Describe the impact of world history on Kentuckians and how Kentucky impacted the world.</td>
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### World History

<table>
<thead>
<tr>
<th>Period</th>
<th>Region</th>
<th>Event</th>
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<tbody>
<tr>
<td>1300-1450</td>
<td>Regional Transformation and Consolidation</td>
<td></td>
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<tr>
<td>1450-1750</td>
<td>Transregional and Global Interactions</td>
<td></td>
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<tr>
<td>1750-1900</td>
<td>Political and Economic Revolutions</td>
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<tr>
<td>1900-1945</td>
<td>Global Conflict</td>
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<tr>
<td>1945-Present</td>
<td>Cold War, Decolonization and the Modern World</td>
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Creative Engagement Strategies Using WWI Related Opportunities
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Question & Answers
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Wrapping Things Up

1. Download the resource links
2. Share with other teachers and learners
3. Contact Doughboy.org (register email)
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Video On Demand
Posting this weekend

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First Colors Ceremony
Registration opening 3/1
Invitations going out soon

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