

Lesson Guidance 17 (Optional)	
Grade	9
Unit	3
Selected Text(s)	<p><i>A Young People's History</i> by Howard Zinn Chapter 14 "World War 1- Diverse Experiences"</p> <ul style="list-style-type: none"> ▶ The Harlem Hellfighters & African Americans in WWI ≡ hellfighters notesheet ≡ Hellfighters Activity ■ "DO YOU REALIZE HOW MANY WOMEN ARE I... ≡ SATLYP Graphic Organizer - WW1 and Women Women in World War I How WWI Changed America ▶ Eugene Debs and Free Speech During World War.. ≡ Debs Sedition Notesheet U.S. Involvement in WWI C-SPAN.org The Espionage Act C-SPAN.org Background of Schenck v. United States C-SPAN.org ≡ Schenck v. the United States, EXPLAINED ▶ The Red Scare & Sacco and Vanzetti ≡ The Red Scare & Sacco and Vanzetti
Duration	Approx 2-3 Days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students should be able to gain a better understanding of the terror of war and the sacrifice made by soldiers during World War I. This specific lesson will focus on the minority soldier's experience during World War I. The lesson will specifically analyze the ventures of the Harlem Hellfighters and the 92nd Infantry Division.

CCSS Alignment

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.7



	<p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p>End of lesson task <i>Formative assessment</i></p>	<p>Ask students to respond to the following questions:</p> <p>How do the various voices in this chapter illustrate the point that fear rather than an understanding of principles was used to promote consensus for war? What role did fear play in attempts to build support for other twentieth-century wars? Explain.</p>
<p>Knowledge Check <i>What do students need to know in order to access the text?</i></p>	<p>Background knowledge</p> <ul style="list-style-type: none">• Understanding of the ideas below (this concepts will also be explored throughout the lesson:<ul style="list-style-type: none">○ Imperialism- a policy of extending a country's power and influence through diplomacy or military force.○ Militarism- the belief or desire of a government or people that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests.○ Trench Warfare- a type of combat in which opposing troops fight from trenches facing each other.○ Advanced Weaponry- Weapons of World War I



- **Allies:** Great Britain, France, Russia, Italy, Romania, Canada, Japan and the United States (the Allied Powers).
- **Central Powers:** During the conflict, Germany, Austria-Hungary, Bulgaria and the Ottoman Empire (the Central Powers).
- **'The Front':** The Western Front, a 400-plus mile stretch of land weaving through France and Belgium from the Swiss border to the North Sea, was the decisive front during the First World War. Whichever side won there – either the Central Powers or the Entente – would be able to claim victory for their respective alliance.
- **'Dug-out':** Dugouts were protective holes dug out of the sides of trenches. The size of dugouts varied a great deal and sometimes could house over ten men.
- **No Man's Land:** "No Man's Land" was a popular term during the First World War to describe the area between opposing armies and trench lines.
- **Suffrage Movement:** the right to vote in political elections.
- **Legislation-** laws, considered collectively.
- **19th amendment:** prohibits the United States and its states from denying the right to vote to citizens of the United States on the basis of sex, in effect recognizing the right of women to a vote

Key terms (*domain specific terms to analyze the text*)

- **cause and effect:** a relationship between events or things, where one is the result of the other or other

Vocabulary Words (*words found in the text*)

**These words appear in the text. It is not necessary to preteach them all, but be mindful that students may need support accessing the meaning of these words when they appear in the text or in class discussions.*

- **armistice:** an agreement made by opposing sides in a war to stop fighting for a certain time; a truce.
- **hypocrisy:** the practice of claiming to have moral standards or beliefs to which one's own behavior does not conform; pretense.
- **A. Philip Randolph:** The 'Messenger' and Randolph's Socialist Politics. Randolph and Chandler Owen, a law student and fellow socialist thinker, met in 1915 and became close friends. The two men joined the Socialist Party the following year and soon began publishing a magazine, *Hotel Messenger* (later renamed the *Messenger*), to advance their socialist views and rally fellow African Americans to the cause.
- **combat unit:** There are combat arms battalions, as well as combat support and combat service support battalions. An armor or air cavalry unit of equivalent size is known as a squadron.
- **stevedore battalions:** However, at first, the African-American troops were ordered to unload supply ships at the docks for their first months in France, joining the mass of supply troops known as stevedores, working long hours in the port at St. Nazaire.
- **Croix De Guerre:** a French military decoration awarded for gallant action in war.



- **Mobilize:** (of a country or its government) prepare and organize (troops) for active service.
- **Susan B. Anthony Amendment:** After 41 years of debate, the Senate finally approves a constitutional amendment to provide for woman suffrage, 56-25. Vice President Thomas Marshall, flanked by suffragists, signs the Susan B. Anthony Amendment in the Vice President's ceremonial office in the Capitol. Upon Tennessee's approval on August 18, 1920, the Nineteenth Amendment to the Constitution was ratified.

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

How would you define our First Amendment right to freedom of speech?

[ELD Tasks and Scaffolds](#)

Content Knowledge:

Day 1 - This lesson continues an exploration of World War I from Chapter 14 of *A Young People's History of the United States*. Capitalize on students' prior knowledge of the War and that information they gained in the previous lesson. Discuss the fact that not everyone had the same military experience during World War I; in fact, African Americans fighting in World War I abroad were also fighting for their own rights and freedoms here in the United States. Students will watch [The Harlem Hellfighters & African Americans in WWI](#) and complete the accompanying [hellfighters notesheet](#). Then students will then in pairs complete the [Hellfighters Activity](#)

Day 2 - While the men were away fighting the war, women were contributing both on the front lines and on the homefront. Students will view the infographic titled "[DO YOU REALIZE HOW MANY WOMEN ARE IN UNIFORM? THE LADIES' HOME JOURNAL, NOVEMBER 1918](#)"¹ and use the [SATLYP Graphic Organizer - WW1 and Women](#) strategy to analyze the image. Students will then watch [Women in World War I | How WWI Changed America](#) and discuss the following questions²:

1. Describe three roles women took in WWI on the homefront.
2. Thousands of women went overseas during WWI. Describe two roles that they filled.
3. How did WWI impact the profession of nursing and the impression of women in the workforce?
4. Who were Yeomen F and what role did they serve?
5. How did women's role in the war affect expectations of and on women?
6. How did WWI influence the 19th Amendment?

Small Group Reading and Analysis:

Free Speech Jigsaw

Divide students into groups to analyze the resources referencing the imprisonment of Eugene Debs, the trial and execution of Sacco and Venzetti, and Schenck vs. United States.

Group 1: Will watch [Eugene Debs and Free Speech During World War One](#) and complete the

¹ "Clipping : "Do you realize how many women are in uniform?" The Ladies' Home Journal. November 1918," Ann Lewis Women's Suffrage Collection, accessed September 19, 2022, <https://lewissuffragecollection.omeka.net/items/show/2207>

² Questions from https://www.ichangedus.org/all_resources/women-in-wwi-2/

☰ Debs Sedition Notesheet

Group 2: Will watch [United States Involvement in World War I](#), [The Espionage Act](#), [Background of Schenck v. United States](#) and complete the ☰ Schenck v. the United States, EXPLAINED

Group 3: Will watch [The Red Scare & Sacco and Vanzetti](#) and complete the

☰ The Red Scare & Sacco and Vanzetti

Ask students to then create a 3 - 5 slide presentation and present the knowledge they have acquired to the class.

[ELD Tasks and Scaffolds](#)

Formative Assessment:

Ask students to respond to the following questions:

How do the various voices in this chapter illustrate the point that fear rather than an understanding of principles was used to promote consensus for war? What role did fear play in attempts to build support for other twentieth-century wars? Explain.

[ELD Tasks and Scaffolds](#)

Optional Extension Activity:

1. Ask students to summarize the main idea of the song ☰ Two Good Men by Woody Guthrie
2. ☰ Primary Source: Farewell Letter Sacco and Vanzetti - Students will use the
☰ Text - Context - Subtext to analyze this primary source document.

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence N/A
Writing	Pattan Writing Scope and Sequence Purpose of Writing III. Opinion/Argument Essay Revision and Publication II. Presenting work for publication

Additional Supports

[ELD Practices](#)

Practices to promote Tier 1 access

☰ ELD ELA Tasks an...

[ELD Tasks and Scaffolds](#)



<u>SpEd Practice</u>	Practices to promote Tier 1 access
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access