



Causes of World War I

Participant Name:	Peter McLean
District:	Norwood Norfolk Central School
Grade Level:	10
Subject/Course:	Global Studies and Geography II
Cross-curricular Link:	
Approximate Time (IN MINUTES):	3 classes of 39 Minutes

CONTENT AND SKILLS

Learning Objectives:

- Students will define and identify the five major underlying causes of WWI (Militarism, Alliances, Imperialism, Nationalism, and the Assassination).
- Students will apply computational thinking (decomposition) to break down a complex historical event into its component factors.
- Students will model and visualize (abstraction) the complex causal relationships between these historical factors using a digital flow chart.

Essential Questions:

- How can we use computational thinking (decomposition and modeling) to better understand the complexity of historical cause-and-effect?
- What is the difference between an underlying historical cause and a trigger event, and how did they interact to start WWI?
- How do digital visualization tools allow us to communicate non-linear, systemic relationships in history?

Student Objectives:

- I can break down the causes of World War I into its main component parts (M.A.I.N.).
- I can use digital technology to create a clear visual mode (maps and flow charts) showing how historical factors are interconnected.
- I can evaluate digital sources for historical evidence and reliability (reliability previously taught) and use them to support my analysis.

How will you meet the needs of SWD and ELL/MLL students?

- Differentiation for SWD: Provide pre-labeled nodes and basic causality arrows within the digital mapping tool template to reduce the cognitive burden of starting the model. Offer graphic organizers (T-charts or Frayer Models) for the research phase.
- Differentiation for ELL/MLL: Pre-teach high-leverage vocabulary (e.g., Militarism, Imperialism, Decomposition, Causal). Allow the use of native language translation tools during the digital research phase. Strategically pair students with strong English-speaking peers during the collaborative modeling activity.

NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS

List all standards that authentically align (e.g., K-1.CT.4)

- 9-12.CT.1 Create a simple digital model that makes predictions of outcomes.
- 9-12.CT.4 Implement a program of student-defined and third-party functions to organize the computation.
- 9-12.DL.1 Type proficiently on a keyboard.

OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks)

List all standards that authentically align

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- **10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945):** World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace
 - 10.5a

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

Add and highlight Standard Indicator next to activity that aligns

Day 1: Research (39 Minutes)

1. Engage (10 min): Bell Ringer: What is the difference between an immediate trigger and a long-term cause in history? Introducing the M.A.I.N. acronym (Militarism, Alliances, Imperialism, Nationalism) and the trigger event (Assassination).
2. Expert Group Work: Divide the class into five "Expert Groups, assigning each group one root cause.
 - a. Instructions: You are tasked with becoming the expert on your assigned cause. Show your cause by finding 2-3 specific historical examples
3. Digital Research & Data Gathering: Students use digital resources for supporting evidence.
 - a. Instructions: Using your device, find at least three validated digital sources to support your examples. Gather key data (names, dates, statistics) to annotate your future model. Save the links.

Day 2: Modeling and Digital Communication (39 Minutes)

1. Modeling Introduction: Introduce Cause-effect model and flow charts. Demonstrate using a simple real-world example (traffic as the final node influenced by rush hour, rain, and accident).
 - a. Create a digital model to represent the systemic behavior of history, showing how factors are interconnected
2. Collaborative Digital Modeling: Students) move to the digital tool to build their map.
 - a. Instructions: Use your chosen digital tool to create your final product: The WWI Cause Map. The model must:
 1. Include a node for each of the five M.A.I.N. factors.
 2. Use arrows to show the relationship between factors such as Imperialism and Nationalism
 3. Annotate each with the historical evidence collected on Day 1.
 4. Include a final arrow pointing to the Event (or Node): 'Outbreak of WWI'."

Day 3: Presentation

3. Gallery Walk/Digital Share & Critique: Students share their final models.
 - a. Instructions: Post finalized model link to our google classroom. As a class, we will critique the effectiveness of the model—did the student clearly communicate the complexity of the causes using visual structure and digital annotation?

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- Google Classroom for link sharing
- Google Slides/Drawings, Canva, Miro, or similar software with flowchart/diagram capabilities.
- A list of approved historical websites and digital archives to expedite research and ensure reliable sourcing.
 - <https://guides.loc.gov/wwi/digital-collections>
 - <https://www.rbhayes.org/research/world-war-i-online-resources/>
 - <https://www.theworldwar.org/research/database>
 - <https://encyclopedia.1914-1918-online.net/>
- Template: if needed