



## Curriculum Guide

# Table of Contents

<b><u>About Land of Liberty</u></b> .....	<b>3</b>
<b><u>Guiding Principles</u></b> .....	<b>4</b>
Knowledge	
Coherent System of Instruction and Assessment	
Importance of U.S. History Instruction	
<b><u>Curriculum Structure</u></b> .....	<b>5</b>
<b><u>Program Design</u></b> .....	<b>6</b>
Student Components	
The DBQ Workbook	
Unit Instructional Slide Decks	
Teacher Components	
What Teachers Need to Know (WTNK)	
Teacher Guide: Lesson Plans	
Teacher Guide: Resources	
<b><u>Materials Access</u></b> .....	<b>10</b>
Printing Specifications	
<b><u>Planning to Teach Land of Liberty</u></b> .....	<b>12</b>
Land of Liberty Scheduling Guidance	
Unit Overview	
Unit Study Protocol	
Lesson Study Protocol	

**Appendix A - Land of Liberty Sample Annotated Teacher Guide.....16**  
**Appendix B - Expanded Guidance on Program Components.....25**

## About Land of Liberty

*Land of Liberty: The History of the United States* is a whole-class instruction program created in partnership with the non-profit Core Knowledge Foundation®. Land of Liberty is designed to align with the high school U.S. History student expectations in the [2022 K-12 Louisiana Student Standards for Social Studies](#) (LSSSS) and was created using criteria similar to the [instructional materials review rubric's quality indicators](#).

Land of Liberty units are a coherent set of plans that ensure students have broad and deep knowledge of our country, can express reasoned, nuanced arguments, and are prepared to participate in civic life. Each unit topic is organized around a framing question, such as “What were the effects of U.S. involvement in World War I?” and contains engagingly written texts along with color illustrations, photographs, maps, and primary source documents.

Support is central to the design of Land of Liberty. The Student Volume and resources create a consistent structure that helps students and teachers stay on track and work toward a series of chapter assessments and unit performance tasks aligned with end-of-year expectations. Detailed teacher guidance provides scaffolds that connect specific objectives to the Louisiana state standards.

Please contact the Louisiana Department of Education (LDOE) via email at [socialstudies@la.gov](mailto:socialstudies@la.gov) with any questions.

## Guiding Principles

[\*Land of Liberty: The History of the United States\*](#) was designed with three guiding principles.

### Knowledge

Each Land of Liberty lesson supports an instructional process in which teachers set the context, explore authentic and engaging primary sources with students, develop and argue claims, and ultimately express those claims in writing. These materials advance [Louisiana Literacy](#) by building explicit content knowledge and disciplinary literacy skills. All units emphasize primary sources and have been reviewed by subject matter experts, typically university professors. Land of Liberty units are designed to help students establish, build, and expand their learning community. Students work both collaboratively and independently throughout the units to build knowledge.

### Coherent System of Instruction and Assessment

Everything that a student needs to master the Louisiana U.S. History standards is provided in Land of Liberty and is openly licensed<sup>1</sup>. This includes a coherent system of curriculum-embedded assessments. Each Land of Liberty unit concludes with a Performance Task that requires students to apply the knowledge and skills they have developed throughout the unit. In Land of Liberty, assessment is accomplished through three main practices:

- Topic (Chapter) Checks for Understanding
- Topic (Chapter) Assessments
- Performance Tasks

### Importance of U.S. History Instruction

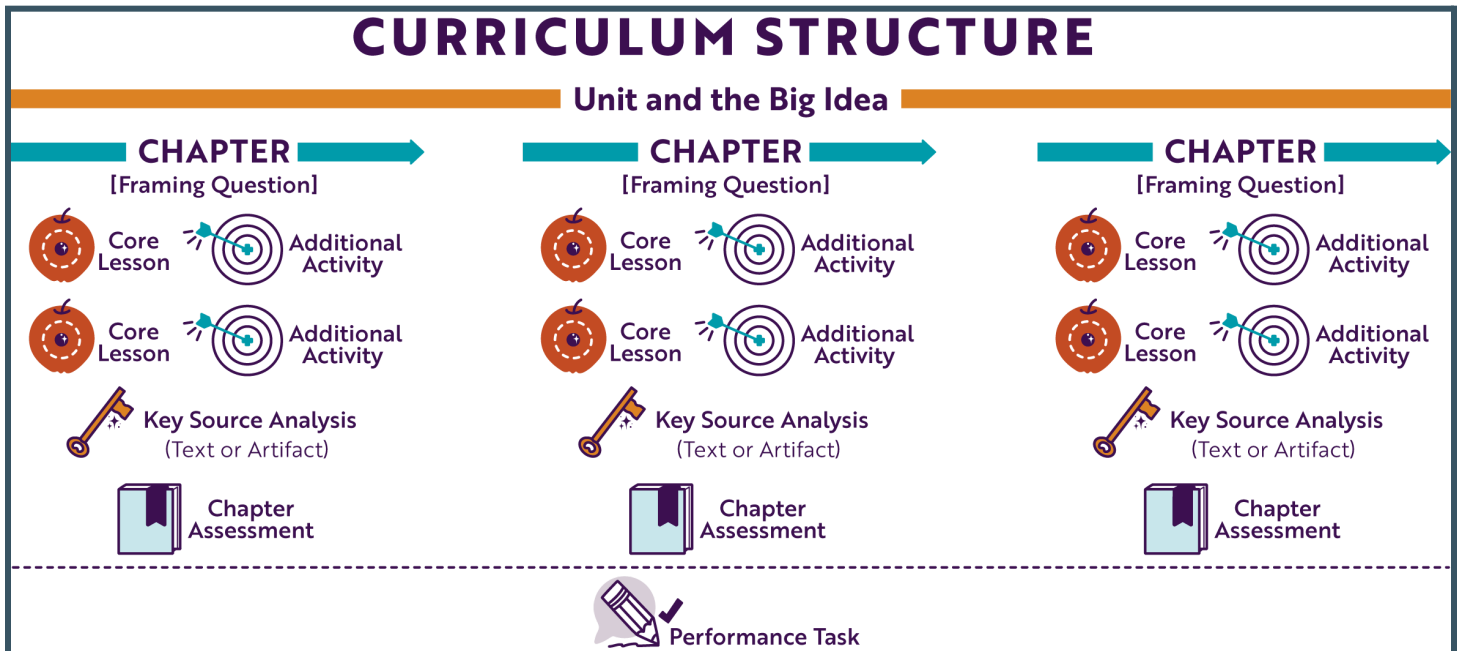
The study of U.S. History is essential to understanding the ideas, events, and struggles that have influenced America's past, present, and future. By learning about the founding of the republic, westward expansion, the Civil War and Reconstruction, the rise of industry, reform movements, the widening of civil rights and constitutional protections, and America's emergence as a world power, students gain insight into both the progress and the challenges of the nation's democratic experiment.

---

<sup>1</sup>Land of Liberty is a Louisiana United States History Program that is easy to access and use. These materials are an open educational resource ([CCBY Attribution-NonCommercial 4.0 International](#)) available for free download and free use non-commercially.

## Curriculum Structure

The graphic below demonstrates the overarching structure and progression of [Land of Liberty: The History of the United States](#). Each component of the curriculum builds upon the previous one. The Core Lessons establish the foundational context by delivering essential content instruction. Key Source Analysis and other supplementary activities guide students through the subsequent stages, allowing them to examine sources and formulate claims. The final stage occurs as students articulate their claims through completing the Performance Task.



## Land of Liberty Program Design

### Student Components

The two **Student Volumes** offer engagingly written text with color illustrations, maps, vocabulary, and sidebars. Student volume components include:

- **Framing and Supporting Questions** that focus learning and align with the [LDOE HS U.S. History Framework](#). Supporting questions support the Framing Question and are placed in the “Think Twice” question boxes throughout the chapters.
- **Chapter features** that include primary sources, both textual and visual, that align with the [LDOE HS U.S. History Framework](#). Domain-specific core vocabulary is defined in a glossary at the end of each volume. Each chapter begins with a *Setting the Scene* episode that provides historical “human stories” and establishes the context for each chapter.
- **Visual Supports** such as maps, charts, graphs, and diagrams contextualize historical content (e.g., Marshall Plan aid distribution, electoral maps, and international trade).

### The DBQ Workbook

The DBQ workbook is a single volume encompassing all six units. It features primary sources for student analysis that align with core lessons in the Student Volume. The activities allow students to analyze sources and respond to questions regarding primary source texts, editorial cartoons, maps, data, and diagrams. The DBQ workbook provides background on each source and offers opportunities for students to think across sources. The Teacher Guide includes implementation support and possible student answers.

### Unit Instructional Slide Decks

Instructional Slide Decks can be accessed via the [Land of Liberty](#) page on the LDOE website or the Online Resources on the [Core Knowledge webpage](#). Each Google Slides deck covers one unit and includes Framing Questions, brief teacher notes for each image, and one slide for each Student Volume image. Teachers should use these decks for instructional planning, content review, and classroom discussion.

### Teacher Components

**Teacher Guides** come in two volumes and include lessons aligned to each chapter in the Student Volume, core vocabulary, primary-source analysis, and discussion activities to reinforce the chapter content. Chapter Assessments, Checks for Understanding, and a Performance Task Assessment are included in Teacher Resources. All Teacher’s Guides include:

- **Content Support** such as
  - Core Vocabulary;

- Point-of-use support with content notes for teachers and activity suggestions to reinforce content understanding, such as
  - Section-by-section reading questions, including literal (DOK 1), analysis (DOK 2), and Inferential (DOK 3);
  - Teacher Directives for Think Twice (supporting questions) and connections to the Framing Questions;
  - Primary Sources that are integrated with concepts in the Student Volume that promote comparative analysis across sources;
  - Guidance for facilitation of discussion and debate; and
  - Connection to the Framing Question, providing key details for evaluating student understanding when utilizing Checks for Understanding in response to the Framing Question.
- **Topic (Chapter) Assessments and a Unit Performance Task** modeled on the Louisiana Educational Assessment Program (LEAP) assessment. Topic (chapter) Assessments are entirely stimulus-based, incorporating multiple-choice and multiple-select items. The Performance Task includes approximately four sources. These sources may include primary texts from the Student Volume or workbook, maps, timelines, editorial cartoons, or primary-source images. The prompt for the Performance Task is an open-ended question that aligns with the LEAP constructed and extended response rubrics.
- **Unit Activity Pages** aligned with suggested activities in the Teacher's Guide and designed to serve as a reproducible primary source analysis activity template.
- **Unit Answer Keys**, which include answers to Chapter Assessments, Activity Pages, and the Performance Task.

### What Teachers Need to Know (WTNK)

The **What Teachers Need to Know (WTNK)** resource page includes pedagogical content on teaching with primary sources and on implementing class discussions and debates, as well as topic-specific WTNKs that provide more detailed context and explanations for Student Volume content.

### Teacher Guide: Lesson Plans

**Topic Framing Questions** guide student learning throughout the topic, including the core lesson, targeted and additional activities, and primary source readings. The questions should be referenced often throughout the unit and culminate the unit by formally prompting students to discuss and/or answer the Framing Question as a Check for Understanding.

**Primary Focus Objectives** are aligned to the [Louisiana Student Standards for Social Studies](#).

**What Teachers Need to Know** provides background information related to the chapter content for teachers.

**Materials Needed** lists specific materials needed to implement the chapter, including any materials outside the curriculum, such as maps or globes.

**Core Vocabulary** comprises domain-specific terminology, phrases, and idiomatic expressions featured in each chapter of the Student Volume. It includes definitions for each core vocabulary term, example sentences illustrating the usage of each term, and variations (word families) for each core vocabulary word.

**The Core Lessons** include individual lesson implementation guidelines, encompassing supports for guided reading, such as instructions for read-aloud, independent reading, and partner reading; key actions to support students; text-dependent questions categorized as Literal, Inferential, and Evaluative, aligned with the high school U.S. History expectations of the [Louisiana Student Standards for Social Studies](#); sample responses for each category of text-dependent questions; and intentional scaffolding strategies to enhance student understanding, including the incorporation of core vocabulary and background information on primary sources for teachers.

**Checks for Understanding** formatively assess students' grasp of the Framing Question, drawing on the knowledge they have built so far.

**Online Resources** include links to [Land of Liberty](#) Online Resources, such as Instructional Slide Decks and Activity Pages.

## Teacher Guide: Resources

**Chapter Assessments** test student knowledge of each chapter using standard testing formats. They include the [Louisiana Student Standards for Social Studies](#) alignment.

**The Unit Performance Task** requires students to demonstrate and communicate the knowledge they have acquired throughout the unit in a written response. This task encompasses the student prompt, suggested scaffolding, a scoring rubric, and all essential activity pages. All performance tasks are aligned to the [Louisiana Student Standards for Social Studies](#).

**Student Activity Pages** include Chapter Activity Pages, Primary Source Analysis Worksheets, and Domain Vocabulary Checks.

### Answer Keys:

- Chapter Assessments Answer Keys and Scoring Notes
- Activity Pages Answer Keys
- Think Twice Answer Keys
- Domain Vocabulary Check Answer Key

## Land of Liberty Materials Access

To implement each [Land of Liberty](#) unit, teachers need

- teacher guide volumes;
- instructional slide decks;
- student volumes;
- student activity pages; and
- DBQ Workbooks.

Access decisions are local.

Materials	Description	Access
Teacher Guides	<p>Each Teacher's Guide Volume contains</p> <ul style="list-style-type: none"> <li>● resources for teachers to build their own content knowledge;</li> <li>● lists of core vocabulary;</li> <li>● pacing guides and calendars;</li> <li>● detailed lesson plans with supports that connect specific objectives to the <a href="#">Louisiana Student Standards for Social Studies</a>.</li> <li>● formative and summative assessments with scoring rubrics; and</li> <li>● student-facing worksheets/activity pages.</li> </ul> <p>The teacher guides can be accessed in two different ways:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Land of Liberty</a> page: Teachers should use this option to download and <a href="#">make copies</a> for a single classroom.</li> <li>2. Core Knowledge is available to provide quotes and receive orders for high-quality, color-printed materials of <a href="#">Land of Liberty: The History of the United States</a>. Please reference the <a href="#">Print Options</a> document for directions and submit requests for print materials as soon as possible to <a href="mailto:LA@coreknowledge.org">LA@coreknowledge.org</a>.</li> </ol>	<p><a href="#">Land of Liberty</a> for download</p> <p><a href="#">E-mail Core Knowledge to order print copies</a></p>

DBQ Workbooks	<p>The DBQ Workbook contains primary sources for student analysis that align with the core lessons in the Student Volume.</p> <p>The DBQ Workbooks can be accessed in two different ways:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Land of Liberty</a> page: Teachers should use this option to download and <a href="#">make copies</a> for a single classroom.</li> <li>2. Core Knowledge is available to provide quotes and receive orders for high-quality, color-printed materials of <a href="#">Land of Liberty: The History of the United States</a>. Please reference the <a href="#">Print Options</a> document for directions and submit requests for print materials as soon as possible to <a href="mailto:LA@coreknowledge.org">LA@coreknowledge.org</a>.</li> </ol>	<p><a href="#">Land of Liberty</a> for download</p> <p><a href="#">E-mail Core Knowledge to order print copies</a></p>
Instructional Slide Decks	<p>Each Instructional Slide Deck contains editable digital visual aids to reinforce the unit's big ideas, framing questions, and brief teacher notes for each image.</p> <p>The instructional slide decks for each unit can be accessed on the <a href="#">Land of Liberty</a> page. Teachers should download and project for classroom use.</p>	<p><a href="#">Land of Liberty</a> for download</p>

## Printing Specifications

Resource	Printing Specifications
Teacher Guide	<ul style="list-style-type: none"> <li>• 1 spiral-bound copy per teacher</li> <li>• Print in color (for maps, images, and primary sources)</li> <li>• Double-sided</li> <li>• 50 LB (or higher) Coated Gloss White paper</li> <li>• Trim: 8.5X11</li> </ul>
Student Volume	<ul style="list-style-type: none"> <li>• 2 hardbound volumes</li> <li>• Print in color (for maps, images, and primary sources)</li> <li>• Double-sided</li> <li>• 50 LB (or higher) Coated Gloss White paper</li> <li>• Trim: 8X10</li> </ul>
DBQ Student and Teacher Edition	<ul style="list-style-type: none"> <li>• 1 workbook per student and 1 spiral-bound Teacher Edition</li> <li>• Black and white print copy</li> <li>• Trim: 8.5X11</li> </ul>

## Planning to Teach Land of Liberty

### Land of Liberty Scheduling Guidance

At the high school level, it is best to think about instructional time in terms of hours per year per subject because there are many scheduling models. U.S. History instruction should receive at least 50 minutes a day, which equates to 150 hours/year in a 180-day school year. This is possible in most schools through either a 7-period / 8-period year-long schedule or a 4x4 block semester schedule.

### Land of Liberty Unit Overview

Unit Progression		
Unit	Unit Title	Unit Performance Task
1	Founding and Early Development of the Nation	Students apply and demonstrate their understanding of how values such as egalitarianism, liberty, and individualism were reflected during the first one hundred years of American history.
2	Revolutionary Advancements and Change	Students will analyze key developments in the United States during the late 1800s and early 1900s, including industrialization, westward expansion, and social reform movements, and determine which had the most significant impact on the nation's economic, political, and social growth.
3	Expansion and Conflict	Students will examine the foreign policy decisions of American leaders in the late 1800s and early 1900s, exploring the reasoning and arguments used to justify these actions, as well as the criticisms and challenges raised by opponents.

4	Between the Fires Through the World at War	Students will analyze President Franklin Roosevelt’s use of extensive government intervention during the Great Depression and World War II, evaluating the effectiveness and justification of his policies in addressing economic and wartime challenges.
---	--	---

5	Tension Abroad and Change at Home	Students will analyze the actions President Franklin D. Roosevelt took during the Great Depression and World War II and evaluate whether his use of large-scale government intervention was justified. They will use historical evidence to form an argument, consider different perspectives on the role of government, and clearly explain their reasoning in discussion or writing.
6	The Modern Age and the Recent Past	Students will assess how increasing concerns about national security between 1945 and 1991 influenced shifts in U.S. foreign policy, including diplomatic, military, and economic strategies.

## Unit Study Protocol

The [Land of Liberty](#) units are structured using a backward design model, ensuring that activities, lessons, and chapters effectively develop students’ knowledge and skills in preparation for the unit assessments.

To support this process, teachers are encouraged to use the Unit Study Tool, specifically designed for collaboration sessions.

### Preparing to Teach a Unit

#### Step 1: Start with the End in Mind

- Review the unit introduction and become familiar with the unit’s At A Glance important ideas, the Framing Questions, and the focus objectives/aligned standards for each chapter.
- Examine the Chapter Assessments and the Performance Task to identify the knowledge and skills required for the unit's Performance Task.

#### Step 2: Develop Background Knowledge

- Review and annotate the “*What Teachers Need to Know*” documents for each chapter.
- Read all student volume chapters and primary sources to determine the big ideas and how each source connects to and supports the demands of the Chapter Assessments and Performance Task.
- Annotate the sources to show how each contributes to developing background knowledge and social studies skills for students throughout the unit. Highlight any areas that may confuse students.
- Annotate the core vocabulary words and note how they are connected to the big ideas in the unit.

### Step 3: Trace Knowledge and Skills Through Assessment

- Complete a teacher-made response for the Unit Performance Task. Consider the key components of the “4” response exemplar.
- Complete the Chapter Assessments and connect the most important ideas from the unit to them.
- Return to each chapter Check for Understanding and student activity pages, and review the look-fors to determine the knowledge and skills demands of each formative assessment.
- Identify the knowledge and skills necessary to complete the Chapter Assessments and the Performance Task. Track how these knowledge and skill indicators evolve throughout the unit. These indicators should be considered high-leverage and will serve as the basis for making instructional decisions.

### Lesson Study Protocol

Grasping the backward design of the [Land of Liberty](#) units is crucial for effective daily lesson planning. The Checks for Understanding and Chapter Assessments help teachers evaluate whether students are prepared to succeed in the Performance Task. Therefore, it is vital to understand how to support students throughout the learning process when planning individual lessons.

### Preparing to Teach a Lesson

#### Step One: Review Unit Study Tool

- Review and complete the Unit Study Tool for your curriculum.
- In the final section of the Unit Study Tool, teachers should clearly connect the formative assessments to the specific content knowledge, skills, and practices students are expected to master throughout the unit.

#### Step Two: Support all students with lesson annotations

- Determine the purpose of each activity and question.
- Create exemplar responses for written and spoken expressions of understanding to serve as student look-fors.
- Identify possible student misconceptions.
- Create additional questions to help students meet the expectations of the student look-fors and clarify anticipated misconceptions.
- Identify places in the lesson that might need timing adjustments.
- Identify when supplemental DBQs will be used and how they will fit into the lesson.

Sample [annotated teaching resources](#) are available.

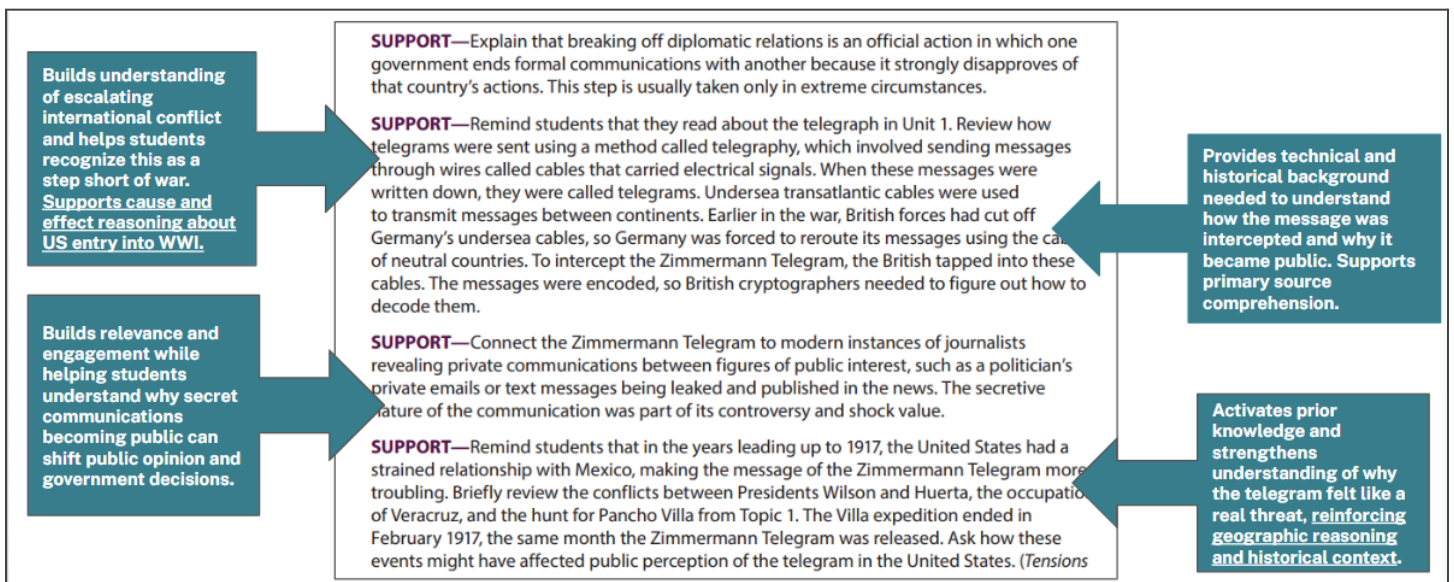
#### Step Three: Gather materials

- Identify which Document-Based Question (DBQ) activities are needed for the lesson and ensure those materials are accessible.
- Determine a procedure and explicit directions for distributing student activity pages to minimize disruptions to instructional time.

- ❑ Secure technology for displaying Instructional Slide Decks.

## Appendix A - Land of Liberty Sample Annotated Resources

### Teacher Guide: Purpose of Support Moves



## Teacher Guide: Misconceptions and Student Look-fors



## Teacher Guide: Connect to Student Goals

### Connects to Unit Goals:

- **Supporting Question:** How did the Zimmermann Telegram help lead the U.S. into WWI?
- **Framing Question:** What were the effects of U.S. involvement in WWI?
- **Performance Task:** Justifications for foreign policy vs opposition

**SUPPORT**—Explain that breaking off diplomatic relations is an official action in which one government ends formal communications with another because it strongly disapproves of that country's actions. This step is usually taken only in extreme circumstances.

**SUPPORT**—Remind students that they read about the telegraph in Unit 1. Review how telegrams were sent using a method called telegraphy, which involved sending messages through wires called cables that carried electrical signals. When these messages were written down, they were called telegrams. Undersea transatlantic cables were used to transmit messages between continents. Earlier in the war, British forces had cut off Germany's undersea cables, so Germany was forced to reroute its messages using the cables of neutral countries. To intercept the Zimmermann Telegram, the British tapped into these cables. The messages were encoded, so British cryptographers needed to figure out how to decode them.

**SUPPORT**—Connect the Zimmermann Telegram to modern instances of journalists revealing private communications between figures of public interest, such as a politician's private emails or text messages being leaked and published in the news. The secretive nature of the communication was part of its controversy and shock value.

**SUPPORT**—Remind students that in the years leading up to 1917, the United States had a strained relationship with Mexico, making the message of the Zimmermann Telegram more troubling. Briefly review the conflicts between Presidents Wilson and Huerta, the occupation of Veracruz, and the hunt for Pancho Villa from Topic 1. The Villa expedition ended in February 1917, the same month the Zimmermann Telegram was released. Ask how these events might have affected public perception of the telegram in the United States. (*Tensions*

## Student Reader

### The Zimmermann Telegram

Events in early 1917 pushed U.S. public and government opinion toward involvement in the war. At the beginning of the year, the heads of the German navy convinced the country's leaders that Britain and the Allies were vulnerable. They claimed they could end the war within five months by resuming unrestricted submarine warfare to starve Britain of food and supplies. Germany did just this in February 1917, breaking the Sussex pledge. In response, Wilson broke off diplomatic relations with Germany. He had long tried to keep the United States neutral and worried that he did not yet have enough public support to declare war, especially without clear evidence that Germany was attacking American ships. However, Germany's continued submarine campaign convinced him that conflict might be unavoidable, and he began arming U.S. ships in preparation.

This introduces the event central to the **supporting question**. Students learn how the Zimmermann Telegram became evidence used to justify U.S. entry into the war.

Essential context for the **supporting question**, showing a key cause that pushed the U.S. toward war.

Supporting Question: How did the Zimmermann Telegram help lead the United States into World War I?

This connects directly to the **framing question**, helping students evaluate the effects and escalation toward U.S. involvement.

Later in February, the British shared a telegram with the United States that their cryptographers, or code breakers, had intercepted before it reached its destination. This telegram was sent by Germany's foreign minister, Arthur Zimmermann, to the German ambassador in Mexico, Heinrich von Eckhardt. After describing Germany's plans to resume unrestricted submarine warfare, Zimmermann invited Mexico to join the German alliance if the United States declared war on Germany. He said that Germany would help Mexico regain the territories it had lost to independence movements and to the United States after the

This shows *why* the telegram was so alarming to Americans and how leaders used this as justification for entering the war.

Mexican-American War (1846–48), including Texas, New Mexico, and Arizona. Germany believed this proposal might succeed because U.S. relations with Mexico were already strained. As you have read, just a year earlier, U.S. troops had entered Mexico in pursuit of Pancho Villa, and tensions remained high. Britain hoped the telegram's threat would convince the United States to join the war on their side.

News of the Zimmermann Telegram broke to the public on March 1, shocking and angering many Americans. Wilson believed the telegram was evidence that Germany

This helps students answer the **framing question** by showing the chain of events that brought the U.S. into the war and the effects of those actions.

PT question: How did American leaders justify their foreign policy decisions in the late nineteenth and early twentieth centuries, and how did opponents challenge those justifications?

Framing Question: What were the effects of U.S. involvement in World War I?

## Primary Sources

**SUPPORT**—Remind students that Japan had entered the war in 1914 on the side of the Allies. In the telegram, Zimmermann tells Mexico that he hopes Japan will show “adherence,” a term that means loyalty or support. Zimmermann is asking Mexico both to encourage Japan to leave the war and to draw Japan toward cooperation with Germany and Mexico. In other words, Germany wants Japan to stop supporting the Allies and to consider aligning itself with the partnership Germany is proposing.

**SUPPORT**—When Zimmermann refers to “the President,” he means the president of Mexico, Venustiano Carranza, whom students learned about in Topic 1. Carranza did receive the telegram’s offer but declined it, deciding that Mexico would most likely lose an armed conflict against the United States.

Germany’s strategic motives, strengthening causal reasoning tied to the **supporting question** and building context needed for explaining foreign policy decision-making in the **performance task question**

Germany’s broader foreign policy strategy, allowing them to compare German goals with American justifications — important for the **performance task**

After students have read the source, ask the following questions:

**ANALYTICAL**—Why does Zimmermann suspect that the United States will declare war on Germany? (US.5.a, US.5.b, US.6.a, US.12.b)

- » Zimmermann knows that Germany plans to break the Sussex pledge and resume unrestricted submarine warfare and that the United States will most likely retaliate by getting involved in the war.

**ANALYTICAL**—What does the final sentence of the telegram reveal about Germany’s war goals? (US.5.a, US.5.b, US.6.a, US.12.b)

- » The final sentence reveals that Germany’s goals are to compel England to surrender within a few months.

Reinforces continuity, change, and regional tensions that shaped reactions to the telegram — helping students understand why the message mattered, which scaffolds both the **supporting question** and the **framing question**

## Introduction and Questioning Structure

PT question: How did American leaders justify their foreign policy decisions in the late nineteenth and early twentieth centuries, and how did opponents challenge those justifications?

What does it mean to justify a decision?  
What kinds of reasons might a leader give for taking a foreign policy action?

Review relevant prior knowledge

### Introduce "World War I"

Call students' attention to the Framing Question. Tell students to pay attention to events that unfolded before U.S. involvement, as well as events in which the United States was involved or directly affected. This will give them a broader context to respond to the Framing Question.

Framing Question: What were the effects of U.S. involvement in World War I?

Supporting Question: How did the Zimmermann Telegram help lead the United States into World War I?

What is a telegram?  
How might a single message influence public opinion or government decisions?

What might be some things that happen when a country joins a war? Think about home and abroad?  
How might war change politics, the economy or society?

C&C: How did U.S. policy shift from neutrality at the start of WWI to active involvement by April 1917?

C&C: What stayed the same about Wilson's goals even as his actions changed?

**GENERAL—Why did Germany resume unrestricted submarine warfare? (US.12, US.12.b)**

» Germany resumed unrestricted submarine warfare because it wanted to win the war quickly by starving Britain of food and supplies. German leaders knew this move risked bringing the United States into the war, but they believed they could defeat Britain before American troops arrived in Europe.

Causation: Why did the Zimmermann Telegram create such a dramatic shift in U.S. public opinion?

Causation: How did Germany's decision to resume unrestricted submarine warfare contribute to the U.S. move toward war?

**GENERAL—What did Zimmermann promise to do for Mexico if Mexico joined the war? (US.12.b)**

» Zimmermann promised to help Mexico regain territories it had lost to the United States in the Mexican-American War (1846–48), including Texas, New Mexico, and Arizona.

Comparison: How did Wilson's perspective differ from anti-war Americans after the telegram was released?

Comparison: How did American leaders justify entering WWI compared to how they justified other interventions during the late 19th and early 20th centuries?

## Unit Study Tool

Step 1: Start with the End in Mind			
Unit Title and Topic(s)	Unit 3 Topic 2 World War I	Connected Standards & Focus Objectives	What were the effects of U.S. involvement in World War I?
After a brief overview, what are the most important ideas and primary sources in the unit?	(big ideas, at-a-glance important ideas, key primary sources)		
Performance Task Prompt	How did American leaders justify their foreign policy decisions in the late nineteenth and early twentieth centuries, and how did opponents challenge those justifications?		
What do students need to know and be able to do to succeed on the Performance Task and chapter assessments? (Be sure to consult the scoring rubric.)	What knowledge (standards) will students need?		What skills (standards) will students need?
	Students will need to master standards US.12.a-f which focus on World War I.  <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Content knowledge students will need to master</div>		Throughout the unit, students will need to master standards US.1-US.6 Mostly focus on: <ul style="list-style-type: none"> <li>• Causation - PT and FQ</li> <li>• Point of View (US.6.b)</li> </ul> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; margin-top: 10px;">Reasoning Process and Skills and Practices</div>

Step 2: Develop Background Knowledge				
"What Teachers Need to Know" Notes	<div style="border: 1px solid black; border-radius: 10px; padding: 10px; text-align: center;">Relevant information you might need to fill your own content knowledge gaps.</div>			
Context-Setting Text or Source Title	How does this text/source support the development of background knowledge and social studies skills for students?	How does this source support students in successfully completing the Chapter Assessments and Performance Task?	What feature(s) of this source will students likely struggle with?	How is the Core Vocabulary for the unit supported in this source?
Zimmermann Telegram	Content: Builds background knowledge about the key events that pushed the United States toward entering World War I, specifically Germany's return to unrestricted submarine warfare and the Zimmermann Telegram. Skills: It helps students understand <b>cause-and-effect</b> relationships in history and strengthens skills in identifying how new information and global events can shift public opinion and government decisions. (PT)	Provides concrete examples students can use as evidence when explaining why the United States entered World War I. It supports Performance Task by asking students to analyze turning points, evaluate how leaders respond to international threats, and explain how foreign policy decisions are influenced by both military actions and diplomatic communications.  <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">What evidence will students use to support their claim?</div>	Connecting the background knowledge of tension with Mexico  <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">If unclear, look over the teacher supports for guidance.</div>	N/A

**Step 3: Trace Knowledge and Skills Through Assessment**

Step 3: Trace Knowledge and Skills Through Assessment				
Teacher Self Assessment		What are the key components of an exemplary "4" response?	How do the most important ideas in the unit connect to the Performance Task and Chapter Assessments?	What misconceptions do you anticipate that students will have?
<input checked="" type="checkbox"/> Complete the Chapter Assessments				
This is an important step and should not be skipped.			Changing role of the U.S. in world affairs → Ties the whole unit together and shows long-term significance	Everyone supported expansion Foreign policy decisions had only one cause. Opponents didn't care about national security
Topic	Check for Understanding	What knowledge will students need?	What skills will students need?	What misconceptions do you anticipate that students will have?
1	<p>What were the effects of U.S. involvement in WWI?</p> <p>Framing Questions</p>	<p>The U.S. policy of neutrality at the start of World War I</p> <p>Germany's use of unrestricted submarine warfare</p> <p>The idea that foreign nations could pose a direct threat to U.S. territory and security</p> <p>How the Zimmermann Telegram helped shift American opinion toward entering the war</p> <p>Answers to Framing Questions</p>	<p>Supports key social studies skills such as:</p> <p>Cause-and-effect reasoning (How did this telegram influence U.S. entry into the war?)</p> <p>Primary source analysis (Who wrote this? What was the purpose? Who was the audience?)</p> <p>Reasoning Process</p>	<p>The U.S. entered the war for only one reason (the telegram), rather than understanding it as one of several factors.</p> <p>The telegram was a public announcement rather than a secret diplomatic message.</p> <p>Mexico actually joined Germany in war against the U.S.</p> <p>Can be found in the support sections.</p>

## Appendix B - Expanded Guidance on Program Components



### Guidance for Think Twice

Each core lesson includes a “Think Twice” question intended as a supporting question. Students should be given this question before reading so they can actively look for evidence in the text and record their responses, helping to provide a purpose for reading.

### Guidance for Using Primary Sources

Each chapter includes a Student Volume feature and Additional Activities that explore primary sources. Primary sources are crucial for understanding history, as they offer a glimpse into the past and enhance our comprehension of the human experience. Students are encouraged to investigate these sources through the structured activities provided in each chapter.

### Guidance for Using the DBQ Workbook

Students have access to supplementary resources and can compare multiple sources using the DBQ Workbook. This workbook is designed to enhance the Core Lessons and provide additional practice in alignment with the Louisiana Student Standards for Social Studies skills and practices. However, it is not a mandatory part of the curriculum.