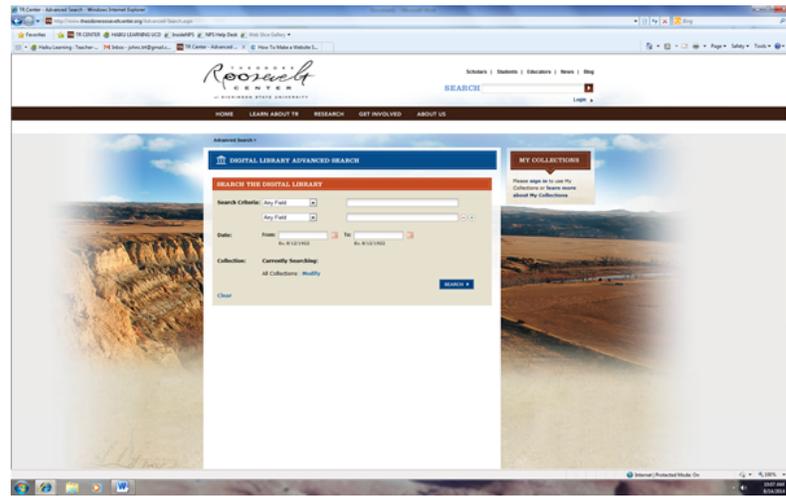


Theodore Roosevelt and the Great War



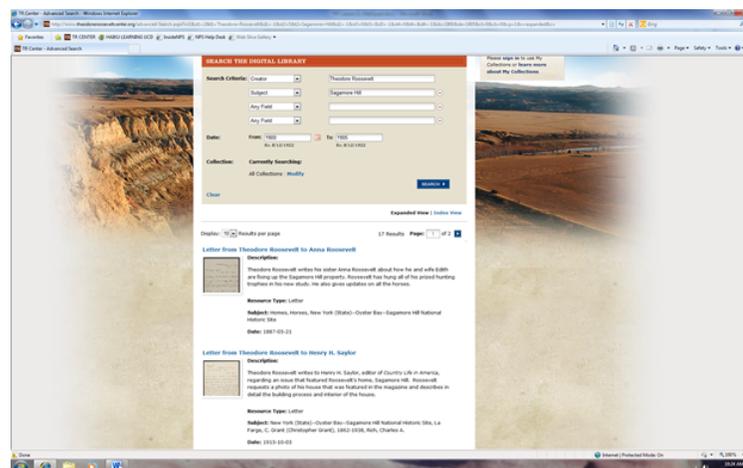
John Cipriano

Step 3: Click on “Advanced Search” which will bring you to the following page:



These search fields will help you navigate through the many sources found on the website. You may search for a wide range of letters and other primary and secondary sources using options such as “creator, recipient, subject and date”, among others. Be sure to try and use all the fields to narrow your search!

Example: If a person wanted to search for a letter written by Theodore Roosevelt between the years 1900-1905 regarding Sagamore Hill, they would choose Theodore Roosevelt as the “creator”, Sagamore Hill as the “subject” and 1900-1905 as the date range. The website would retrieve the following:



Name:

Date:

Theodore Roosevelt and the Great War: Web Quest Research

Directions: You will research four primary sources found on www.theodorerooseveltcenter.org. Two have been provided along with questions and space for any other information you may find useful (all must be filled in). Following this, you will research **two** of your own sources in which Theodore Roosevelt discusses World War I. Create a minimum of **two** questions for each of these documents and answer them along with other information found in that particular source. Keep in mind that you are collecting evidence that will be used in your writing assignment!

Source 1: "Letter from Theodore Roosevelt to Kermit and Belle Roosevelt (May 27, 1915)".

1.) What does Roosevelt say about President Woodrow Wilson and his neutrality policy?

2.) Why do you think Roosevelt writes about the American people being "misled"?

Other information found in this document:

Source 2: "Letter from Theodore Roosevelt to Kermit Roosevelt (May 31, 1915)".

1.) What do you think Roosevelt means when he writes about "peace propaganda"?

2.) Why do you think Roosevelt wanted control over the foreign affairs of the United States during this time?

Other information found in this document:

Source 3: _____

1.)

2.)

Other information found in this document:

Source 4: _____

1.)

2.)

Other information found in this document:

Name:

Date:

Theodore Roosevelt and the Great War:

Sagamore Hill Visit

Directions: Now that you have conducted research through some of the sources found on the Theodore Roosevelt Center website, create three other questions you would like to have answered by a park ranger at Sagamore Hill. Remember, this will assist you in the creation of your writing assignment and must be handed in as part of your research **AND** grade.

Question 1.) _____

Question 2.) _____

Question 3.) _____

Name:

Date:

Theodore Roosevelt and the Great War: Vocabulary Definitions

Directions: As you read through the documents found on the website for the Theodore Roosevelt Center, you may come across unfamiliar vocabulary. There are suggested words below and space to make a note of other words you may come across in your research. Be sure to define them all.

1.) Abject: _____

2.) Evident: _____

3.) Blunder: _____

4.) Folly: _____

5.) Contemptible: _____

6.) Hitherto: _____

7.) Grandiloquent: _____

8.) Magniloquence: _____

Additional Vocabulary:

9.) _____ :

10.) _____ :

11.) _____ :

12.) _____ :

Lesson Plan Title:

Theodore Roosevelt and the Great War

Grade: 11

Essential Question:

How did the events of World War I and the influence of Theodore Roosevelt affect the public attitude toward American involvement?

Overview:

This lesson has been created in accordance with the centennial of the beginning of World War I.

One of the biggest regrets of Theodore Roosevelt was that he was not able to lead the United States as president during a major conflict. While war raged in Europe in 1914, Roosevelt made it known that he would have done many things differently, as they pertained to the war, had he won the presidency in 1912. In the years following his own presidency the foundation of World War I began to be built. Roosevelt, along with the American public, held many opinions and views about what the role of the United States should be. This lesson is designed to allow students to examine primary and secondary sources as they relate to Theodore Roosevelt, public opinion and the role of the United States during the Great War. Students should be able to come to their own conclusions in regard to the events that occurred from 1914 to 1917 and support those conclusions with evidence found in the sources they have researched.

Activator: Imagine you are living in the United States between the years 1914-1917. Would a headline like the one below concern you? Why or why not?



The Ogden standard. (Ogden City, Utah), 28 July 1914. Chronicling America: Historic American Newspapers. Lib. of Congress. <http://chroniclingamerica.loc.gov/lccn/sn85058396/1914-07-28/ed-1/seq-1/>

Standard Image (Cover Photo):



Cover Credit: On the Eve of War. 1917.

On the Eve of War. 1917. Theodore Roosevelt Birthplace National Historic Site.

<http://www.theodorerooseveltcenter.org/Research/Digital-Library/Record.aspx?libID=o284967>. Theodore Roosevelt Digital Library. Dickinson State University.

Duration:

80 minutes (approximately 2 class periods) and a field trip.

Group Size:

Individual.

Location for this Lesson Plan:

Classroom/ Library/ Computer Lab/ Sagamore Hill National Historic Site.

Learning Objectives:

Students will draw on all of the lower and higher order thinking skills found in the revised version of Bloom's Taxonomy (2001).

- **Remembering:** Students will draw on previous knowledge as it relates to the Spanish-American War, the Progressive Era as well as other content related to Theodore Roosevelt. This will help in their understanding of a new topic and how it applies to the United States entry into World War One.
- **Understanding:** Students will be able to gain understanding from the writings of Theodore Roosevelt as well as from conversations with park rangers and their teacher.
- **Applying:** The use of a Web Quest will be a major component in this lesson in that students will have to follow specific directions in order to gain information that will be used in their assessment.

- *Analyzing*: Students will need to examine various pieces of writing and pull from them what is most relevant to their essential question. In addition, they will need to determine content that is consistent in helping to answer the essential question.
- *Evaluating*: Students will have to judge for themselves exactly what content will fit into their assessment and how.
- *Creating*: Students will combine all of the research they have done and the knowledge gained in order to develop a creative assessment in which they address the essential questions.

Common Core Skills:

CCSS.ELA-Literacy.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-Literacy.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Background Information for the Teacher to Conduct This Lesson Plan:

The teacher should familiarize themselves with the website www.theodorerooseveltcenter.org. A direct link for educators is provided below: <http://www.theodorerooseveltcenter.org/Educators.aspx>

A thorough understanding of the layout of the site and how the sources are categorized will be extremely useful in assisting students when questions arise. In addition, the teacher should have prior contact with the ranger that will be assisting the students at the park. The final product/ assessment for this lesson should be creative in its development, but should also weigh heavily on the content provided in the sources and from the visitation to the park.

Prior to beginning this lesson teachers should have conducted a lesson concerning the major causes of World War I. This should include the rise of nationalistic tension throughout European nations, the issue regarding “freedom of the seas” and the Lusitania, and the assassination of Archduke Francis Ferdinand. Ideally, this lesson should be conducted prior to teaching about the formal declaration of war made by the United States in 1917. In doing so, students will be able to form their own opinions and conclusions about why the United States remained neutral for the majority of the war and the reasons for eventually having gotten involved.

Major Vocabulary Introduced:

The following are some vocabulary words students may not know of. They will also be asked to make notes of their own that they may not be familiar with.

- Abject
- Evident
- Blunder
- Folly
- Contemptible
- Hitherto
- Grandiloquent
- Magniloquence

Procedure:

Day 1:

Step 1: Students should be taken to the library, computer lab or any other room where everyone would have access to a computer.

Step 2: The teacher should instruct students to log-on to www.theodorerooseveltcenter.org and using a Smart Board or other outlet, introduce the website and demonstrate how to

navigate and search the digital library.

Step 3: Students will be given the Web Quest, Vocabulary and Sagamore Hill Visit worksheets along with the grading rubric. The teacher will go over the instructions and requirements of the final assignment.

Step 4: After answering any questions, students will be allowed time to research and begin working.

Day 2:

Research and work time for students. The teacher will converse with students and make sure that everyone is preparing research questions for the field trip to Sagamore Hill.

Day 3 (Field trip to Sagamore Hill National Historic Site):

Step 1: Students will visit the park and be given a guided tour of the house as well as an opportunity to examine the many artifacts (informative plaques, photographs, medals etc.) found in the Old Orchard Museum.

Step 2: Students will be given time to ask the rangers their questions and collect any evidence found in the museum that would serve in the writing of their final assignment.

Assessment:

Students will create a piece of writing in the form of an interview with or letter to Theodore Roosevelt. Their views and opinions, along with those of Roosevelt's should be addressed. In the end, students should come to a final conclusion about whether or not the United States should enter the war. Students should also be sure to answer the essential question given at the beginning of the lesson. All of their research (the Web Quest and visit to Sagamore Hill) will be incorporated into this creative assignment.

Park Connections:

This lesson plan directly relates to park resources in that the website which the students will be working from is showcased in the museum at the park. Students will have the chance to conduct more research while at the park and examine the many artifacts that relate to their assignment thus giving them more access to content as it relates to their final writing assignment.

Extensions:

If tablet (I-pad) access is possible for the class, teachers may wish to examine documents with the class as a whole while visiting the park.

This lesson is designed in such a way so that schools that are not able to visit Sagamore Hill National Historic Site will still be able to use www.theodorerooseveltcenter.org as the major source of research.

This lesson can be re-constructed to incorporate sources from many different topics pertaining to Theodore Roosevelt such as the Rough Riders, the Spanish-American War, the Gilded Age and Progressivism.

Additional Resources:

Sagamore Hill National Historic Site (NPS): <http://www.nps.gov/sahi/index.htm>

Theodore Roosevelt Birthplace (NPS): <http://www.nps.gov/thrb/index.htm>

Theodore Roosevelt Island (NPS): <http://www.nps.gov/this/index.htm>

Materials Introduction:

The materials include various primary and secondary sources found on www.theodorerooseveltcenter.org. Additionally, there is an instruction page with direction about how to use the website, a vocabulary worksheet and question worksheet (all attached) which will be used while at the park. The teacher implementing this lesson may wish to create a scoring rubric based upon what he or she would like to score. However, it should be noted that this lesson was designed with focus on the research portion.

*******Worksheets will be found on the following pages*******

Name:

Date:

Theodore Roosevelt and the Great War



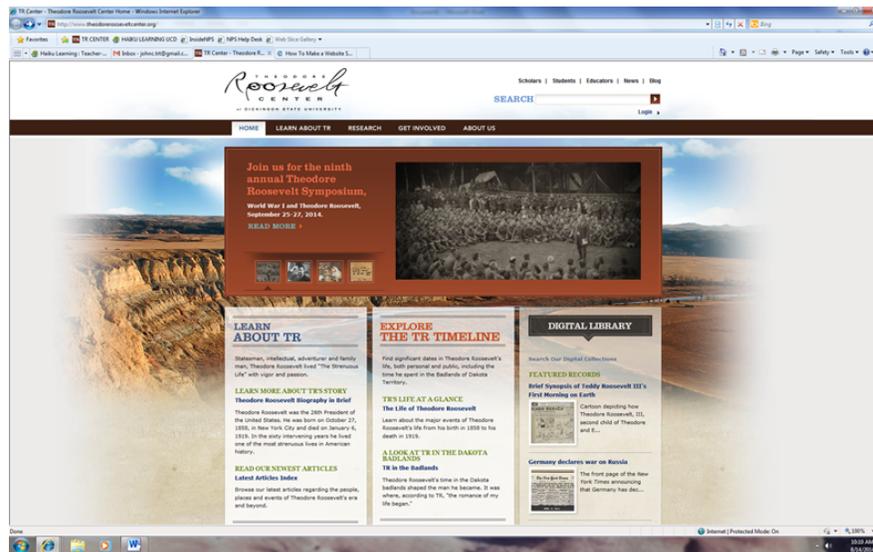
Directions: In this assignment you will be creating a writing piece in which you will discuss the role of the United States during World War I. You may choose to create an interview or write a letter to Theodore Roosevelt. Your assignment must be at least two pages in length (typed, Times New Roman, 12 point, double spaced) and incorporate the research you will do on the Theodore Roosevelt Center website as well as our field trip to Sagamore Hill National Historic Site. Remember, your research **MUST** be handed in with your writing assignment and will weigh heavily on your overall grade!

Things to consider:

- 1.) Woodrow Wilson's policy of remaining neutral.
- 2.) Theodore Roosevelt's feelings toward the war and American involvement.
- 3.) How might the role of the United States during World War I have been different had Theodore Roosevelt been president?
- 4.) If you were president, would you lean toward action or neutrality?
- 5.) Remember, you are answering the essential question as well as drawing your own conclusions!

Theodore Roosevelt Center: *Research Directions*

Step 1: Visit www.theodorerooseveltcenter.org.



Step 2: Scroll over the top menu bar and go to "Research". Then click the link to the "Digital Library". You will see the following screen:

