

Lesson Description

This lesson is part of a unit on World War I, and focuses on why the United States decided to enter the war and the public opinion in the country at that time.

Materials & Sources

- *The Tacoma Times*, March 01, 1917
<http://chroniclingamerica.loc.gov/lccn/sn88085187/1917-03-01/ed-1/seq-1/#date1=1917&index=19&rows=20&words=1+war+world&searchType=basic&sequence=0&state=&date2=1917&proxtext=world+war+1&y=-221&x=-1103&dateFilterType=yearRange&page=1>
- The Zimmermann Telegram
<http://history1900s.about.com/od/worldwari/a/Zimmermann-Telegram.htm>
- Poetic Technique: Anaphora
<http://www.poets.org/viewmedia.php/prmMID/5770>

Objectives/Methods

Students will:

1. Discuss prior knowledge of the U.S.'s entrance into WWI.
2. As a class, look through *The Tacoma Times* (March 01, 1917) for articles and references concerning WWI and corresponding public opinion.
3. As a class, read through the article on and translation of the Zimmerman Telegram.
4. In groups, choose one of the articles found and make a list of words and phrases used to portray the author's message.
5. Discuss how vocabulary/word choice and structure are important in many types of writing, from newspaper articles to poems, and introduce the anaphora poetic technique.
6. Using some words/phrases from the created lists, each write a poem (anaphora) as if they lived in the U.S. in March 1917, expressing their opinion on whether the U.S. should enter WWI and why.
7. Create an audio or video recording of themselves reading their poem out loud.
8. Publish their poetry to the class wiki page along with a link to their recording.

Standards

- [CCSS.ELA-Literacy.RH.9-10.4](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- [CCSS.ELA-Literacy.RH.9-10.5](#) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- [CCSS.ELA-Literacy.WHST.9-10.2d](#) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- [CCSS.ELA-Literacy.WHST.9-10.6](#) 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.