**Standards of Implementation**

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| **US HISTORY: UNIT 3 (WEEK: 9-14)** | | |
| NAME OF UNIT: **Challenges at Home and Abroad (ca. 1914-1945)** | | |
| Quality Core Process Skills | KCAS or CCSS | Quality Core |
| A-1-a. Apply terms relevant to the content appropriately and accurately.  A-1-b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding.  A-1-c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps.  A-1-d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms.  A-1-e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)  A-1-f. Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data.  A-1-h. Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion.  A-1-k. Analyze how the past influences the lives of individuals and the development of societies. | SS-H-HP-U-US1, SS-H-HP-S-2, SS-H-HP-S-3, SS-HS-5.2.4  SS-H-HP-U-US-1, SS-H-HP-U-U-4, SS-H-HP-S-3, SS-HS-5.2.4  SS-H-HP-U-US1,SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.4  SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.4  SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.4, SS-HS-5.2.5  SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.5  SS-H-HP-U-US1, SS-H-HP-U-US3, SS-H-HP-S-3, SS-HS-5.2.5 | D-1-a. Identify and analyze the causes and significant events of World War I and their impact; evaluate the impact of the Treaty of Versailles.  D-1-b. Describe and evaluate the impact of scientific and technological innovations of the 1920’s.  D-1-c. Identify and evaluate the impact of new cultural movements on American society in the 1920’s.  D-1-d. Identify the characteristics of social conflict and social change that took place in the early 1920’s.  D-1-e. Identify and explain the economic factors that contributed to the stock market crash of 1929 and the Great Depression.  D-1-f. Explain the economic, environmental, and social impact of the Great Depression on American Society.  D-1-g. Evaluate the impact of the New Deal on various elements of American Society (e.g., social, political, environmental, economic) |
| Essential Questions: 2-4 Question that guide lesson focus  *Each question reflects the following: content standards, problem solving in application of learning and engaging, student centered instruction.*   1. What factors combined to draw the world and ultimately the U.S. into World War I? 2. How did the United States’ entry into the war affect the nations already involved in the conflict? 3. To what extent can the 1920s be considered a pivotal decade in U.S. history? 4. What long-term effects did the Great Depression and New Deal have on the United States? | | |

**Standards Deconstruction: Targets/Formative Assessment**

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| **Day** | **Target Type** | **Specific Target** | **Formative Assessment(s)** | **Resources** |
| **1** | K | I can identify the causes of World War I and their impact. | How did the United States’ entry into the war affect the nations already involved in the conflict? | America Enters the War Interactive Lecture (PPT)  Enter Stage Right (InspirED) |
| **2** | K | I can list and explain new technologies and military strategies used during World War I and their impact. | How did innovations and inventions impact World War I? | World War I Cloze Notes  *Schenck v. United States*, Supreme Court Case Study 12 (p.23) |
| **3** | R | I can evaluate the changing nature of the war and public opinion. | How were the events of World War I recounted in song? | To End All Wars: World War I and the League of Nations Debate (*The Choices Program*) |
| **4** | K, P | I can work cooperatively in a group to organize a presentation that identifies the values and viewpoints of the Big Four. | What were the unique goals of each country’s representatives at the Paris Peace Conference? | To End All Wars: World War I and the League of Nations Debate (*The Choices Program*) |
| **5** | R, P | I can work cooperatively in a group to analyze the issues that framed the League of Nations debate and present our findings to the class. | Why was the Treaty of Versailles controversial when it reached the U.S. Senate for debate? | To End All Wars: World War I and the League of Nations Debate (*The Choices Program*) |
| **6** | R, P | I can cooperate with my classmates in staging a persuasive presentation that analyzes the issues that transformed the Senate debate on the League of Nations. | How did the debate in the U.S. Senate on the Treaty of Versailles shift? What caused this shift? | To End All Wars: World War I and the League of Nations Debate (*The Choices Program*) |
| **7** | R | I can examine excerpts of foreign policy speeches made by different U.S. presidents and compare the speeches to Wilson’s ideals. | How does the foreign policy of Wilson compare to that of other U.S. presidents? | To End All Wars: World War I and the League of Nations Debate (*The Choices Program*) |
| **8** | K | I can identify the characteristics of social conflict and social change that took place in the early 1920’s. | What divisive issues fractured American society in the 1920s? | The 1920s: Golden Age or Age of Illusion (*Historian’s Apprentice*)  “Scopes Monkey Trial” Interactive PPT (Political Cartoons) |
| **9** | R | I can assess and make a judgment on the guilt or innocence of Sacco and Vanzetti. | How does the Sacco and Vanzetti case depict the political and social climate of the 1920s? | Sacco and Vanzetti mock trial simulation (Teachers Pay Teachers) |
| **10** | R | I can evaluate the impact of new cultural movements on American society in the 1920’s. | How did the image of the “average” American change in the 1920s? | The 1920s: Golden Age or Age of Illusion (*Historian’s Apprentice*)  1920s Radio Show  *The Great Train Robbery* (clip) |
| **11** | R | I can categorize the areas of greatest social change from the 1920s. | What area of American life changed the most in the 1920s? | 1920s “Walking Tour” (Teachers Pay Teachers)  SAS Curriculum Pathways (QL #206) “The Roaring Twenties: Flapper Culture” |
| **12** | R | I can identify and interpret different types of primary sources from the 1920s. | How did entertainment and leisure shift outside the home in the 1920s? | The 1920s: Golden Age or Age of Illusion (*Historian’s Apprentice*)  Primary Source Analysis |
| **13** | R | I can identify and interpret different types of secondary sources from the 1920s. | How did the change in societal “norms” affect the family unit in the 1920s? | The 1920s: Golden Age or Age of Illusion (*Historian’s Apprentice*)  Secondary Source Analysis |
| **14** | R | I can compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion (discussing the topic “The 1920s: Golden Age or Age of Illusion?”). | “The 1920s has been called a ‘drunken fiesta,’ a time whose phony prosperity was  revealed by the Great Depression to be a house of cards. That’s what it was.” Assess the validity of this statement (that is, explain why you do or do not agree with it). | The 1920s: Golden Age or Age of Illusion (*Historian’s Apprentice*) |
| **15** | K | I can identify the economic factors that contributed to the stock market crash of 1929 and the Great Depression. | To what extent did the economic excess of the 1920s lead to the stock market crash? | Causes of the Great Depression Interactive Lecture (PPT) with guided student notes  Understanding the Business Cycle (Economics in History, McDougal Littell p. 12) |
| **16** | R | I can explain and evaluate the economic factors that contributed to the stock market crash of 1929 and the Great Depression. | How does economic opportunity and cost affect the process of economic choice? | 1929 Stock Market Simulation (SAS Curriculum Pathways QL #1136)  Mini-Constructed response using formative assessment questions at left. |
| **17** | K | I can explain the economic, environmental, and social impact of the Great Depression on American Society. | In what ways is the impact of the Great Depression shown in photographs of the era? | Pictures of the Great Depression (Photo Essay) – Performance Assessment Activity 17 (p. 39)  Dust Bowl Primary Source Analysis (What Caused the Dust Bowl, p. 131 – Mini-Qs in American History Volume 2) |
| **18** | K | I can outline the economic and social effects of the Great Depression. | Why were Americans overly willing to give Roosevelt power and control in battling the Great Depression? How did that power manifest itself in Roosevelt’s leadership? | FDR and the First Hundred Days *(Historian’s Apprentice*) Introduction |
| **19** | K | I can prioritize areas in the greatest need of economic reform during the Great Depression. | List 3 parts of the New Deal and explain them. | FDR and the First Hundred Days *(Historian’s Apprentice*) PPT |
| **20** | R | I can identify and interpret different types of primary sources from the Depression Era. | How did American opinion affect the implementation of NRA? | FDR and the First Hundred Days *(Historian’s Apprentice*)  Primary Source Analysis |
| **21** | R | I can organize, and interpret historical data from the Depression Era. | How do historians use historical evidence to support their different opinions? How was this shown in these two secondary sources? | FDR and the First Hundred Days *(Historian’s Apprentice*)  Primary Source Analysis (complete)  Secondary Source Analysis |
| **22** | R | I can examine a series of political cartoons in order to critique “FDR’s Court Packing Scheme.” | How did FDR try to expand presidential power during the New Deal? | FDR and the Court Packing Scheme  http://www.trumanlibrary.org/whistlestop/teacher\_less  ons/conference09/stewartcourt.pdf |
| **23** | P | I can compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion. | “FDR was a sunny, happy, confidence-inspiring dictator in the making.” Assess the validity of this statement (that is, explain why you do or do not agree with it). | FDR and the First Hundred Days *(Historian’s Apprentice*) |
| **24** | K | I can demonstrate mastery of learning targets not previously mastered. | Quality Core FIP questions divided by learning target | RTI review worksheets for each learning target (students complete those not mastered) |
| **25** | P | I can demonstrate mastery of the content taught in unit three by completing the unit exam with a score of 80% or higher. | PLC-C Exam (Questions taken from Quality Core FIP) | Unit 3/ PLC-C Exam (Quality Core FIP) |

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| **Critical Vocabulary** | |
| * Imperialism * Nationalism * Militarism * Alliances * Zimmermann Telegram * Selective Service Act * Neutrality * Trench Warfare * Armistice * Fourteen Points * Treaty of Versailles * “Big Four” * League of Nations * Schenck v. United States * Speculation * Stock Market Crash * Installment Plan * Dust Bowl * Hoovervilles * Jazz Age * Prohibition * The Lost Generation * Flappers * Harlem Renaissance * NAACP * Sacco and Vanzetti Trial * “Scopes Monkey Trial” * 1924 Native American Suffrage Act * Alphabet Soup * New Deal * Court Packing * Fireside Chats | |
| **Student Misconceptions** | **Clarifying HOT Questions** |
| 1. The United States fought throughout the entirety of World War I. 2. Flappers were prostitutes. 3. The Great Depression had an equally devastating effect on all Americans. | 1. How did the United States’ entry into the war affect the nations already involved in the conflict? 2. How did American society react as Women “changed with the times?” 3. Why and how does economic prosperity vary so much from one segment of society to the next? |
| **Recommended Instructional Practices of Engagement/ Strategies** | |
| * *The Historian’s Apprentice* * *SAS Curriculum Pathways* * *The Choices Program* * The Truman Library * *The DBQ Project* * Interpreting Political Cartoons (Glencoe) * Performance Assessment: Activities and Rubrics (Glencoe) * Economics in U.S. History (McDougal Littell) * Interactive Lectures * Cloze Reading * Maps * Primary and Secondary Source Data * Graphic Organizers | |
| **FAL Title Overview/ LDC Title Overview** | |
| N/A | |