

US I Unit 4

Unit: Social Sciences and History, Grade(s) Grade 9 - Grade 12

Emergence of Modern America Part 2

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

- EQ1: How did the United States become an industrialized society after Civil War?
 - EQ2: Why do people migrate?
 - EQ3: How is urban life different from rural life?
 - EQ4: How are empires built?
 - EQ5: Why do nations go to war?
 - EQ6: Can politics fix social problems?
 - EQ7: How was social and economic life different in the early 20th century from that of the late 19th century?
 - EQ8: How has the cultural identity of the United States changed over time?
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- EU1: Economic systems shape relationships in society.
 - EU2: Certain processes, patterns, and functions help determine where people settle.
 - EU3: People engage in politics to solve problems in their society
 - EU4: Countries are affected by their relationships with each other
 - EU5: Learning about the past helps us understand the present and make decisions about the future
 - EU6: Cultures are held together by shared beliefs, common practices, and values

Evidence of Learning/ Assessment

- Unit 4 Competency 1 and Evaluation
 - [Presentation Performance Assessment](#)
- Unit 4 Competency 2 and Evaluation:
 - [WWI Assessment](#)
- Formative Assessments
 - https://docs.google.com/document/d/1NON6_2Fj2tZBo1rEdLmvs8j9vSQXVIX0ala3s6vxVms/edit?usp=sharing

Instructional Design/Learning Plan

- Suggested Sequence for Learning
 - [Suggested Sequence](#)
- Suggested Learning Activities
 - <https://docs.google.com/document/d/13H5zuQzrIUWI6k9yDXubv41fA7T3fkZX9Ofcs4haIEg/edit?usp=sharing>

Unit Materials

<https://docs.google.com/document/d/1GUnWwmRqy0v7vU5L6zlt5dIxc7cH-JbVkJHe6MF1wxao/edit?usp=sharing>

InfoBase

Flocabulary

DBQ Project

Achieve 3000

Standards Covered

*Social Studies NJSLs

SOC.6.1.12: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.12.6: The Emergence of Modern America (1890-1930)

- SOC.6.1.12.A.6: Civics, Government, and Human Rights
 - SOC.6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
 - SOC.6.1.12.A.6.b: Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
 - SOC.6.1.12.A.6.c: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- SOC.6.1.12.A.7: Civics, Government, and Human Rights
 - SOC.6.1.12.A.7.a: Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
 - SOC.6.1.12.A.7.b: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
 - SOC.6.1.12.A.7.c: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- SOC.6.1.12.A.8: Civics, Government, and Human Rights
 - SOC.6.1.12.A.8.a: Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- SOC.6.1.12.B.6: Geography, People, and the Environment
 - SOC.6.1.12.B.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
 - SOC.6.1.12.B.6.b: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- SOC.6.1.12.B.7: Geography, People, and the Environment
 - SOC.6.1.12.B.7.a: Explain how global competition by nations for land and resources led to increased militarism.
- SOC.6.1.12.C.6: Economics, Innovation, and Technology
 - SOC.6.1.12.C.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

- SOC.6.1.12.C.6.b: Determine how supply and demand influenced price and output during the Industrial Revolution.
- SOC.6.1.12.C.6.c: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- SOC.6.1.12.C.7: Economics, Innovation, and Technology
 - SOC.6.1.12.C.7.a: Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
 - SOC.6.1.12.C.7.b: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- SOC.6.1.12.C.8: Economics, Innovation, and Technology
 - SOC.6.1.12.C.8.a: Analyze the push-pull factors that led to the Great Migration.
 - SOC.6.1.12.C.8.b: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- SOC.6.1.12.D.6: History, Culture, and Perspectives
 - SOC.6.1.12.D.6.a: Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
 - SOC.6.1.12.D.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
- SOC.6.1.12.D.7: History, Culture, and Perspectives
 - SOC.6.1.12.D.7.a: Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
 - SOC.6.1.12.D.7.b: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
 - SOC.6.1.12.D.7.c: Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- SOC.6.1.12.D.8: History, Culture, and Perspectives
 - SOC.6.1.12.D.8.a: Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
 - SOC.6.1.12.D.8.b: Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

SOC.6.3.12: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.12.A: Civics, Government, and Human Rights

- SOC.6.3.12.A.2: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

Materials

For a closer look at the materials list below, log onto <https://edconnectnj.schoolnet.com/5805>

Resources:

1. Unit 4 Reflection US I

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