

Unit Five: The Great Depression and WWII

Content Area: **Social Studies**
Course(s): **Advanced Placement U.S. History II**
Time Period: **December**
Length: **3 weeks**
Status: **Published**

Enduring Understandings:

- FDR's presidency shaped America's path for the 20th century
- Immigration/migration patterns changed because of the Great Depression and WWII.
- Nativism was intensified as a result of WWII and was seen in the internment of Japanese-Americans
- Technology advanced dramatically as a result of the war, including computers, radar, sonar, and atomic weaponry.
- The Great Depression and WWII created hardship and opportunity for many minority groups.
- WWII production is credited with helping the United States get out of the Great Depression.
- WWII would lead to the Cold War

Essential Questions:

- How are immigrants/minorities treated as a result of WWII?
- How did FDR's actions impact the country at the time and moving forward through the 20th century?
- How did life change for minority groups because of the Great Depression and WWII?
- How did the Stock market crash of 1929 occur? How does FDR's first 100 days help to combat the effects of this crash?
- How did WWII lead to the Cold War?
- How does new technology emerge because of WWII? What impact does it have?

Lesson Titles:

- African Americans at War Group Assignment
- Ch 24 and 25 Annotations
- Ch 24 and 25 Notes/Lecture/Class Discussion
- Chain Links leading to WWII activity
- Eleanor Roosevelt research
- Fast Five Friday (People of the New Deal)
- FDR Political Cartoon Analysis Activity
- New Deal Organizational Chart
- SHEG Internment Camp Activity
- Textbook comparison reading
- Ultimate Guide to the Presidents Video Analysis
- Venn Diagram WWI and WWII

- War propaganda Analysis
- Women in the War Activity
- WWII Battle Internet Research

21st Century Skills and Career Ready Practices:

- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.F.6	Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
PFL.9.1.12.G.7	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Inter-Disciplinary Connections:

Language Arts Integration: Students will utilize reading and writing skills for understanding primary sources and secondary informational text.

Economics/Personal Financial Literacy: Students will analyze the boom and bust cycle of the American economy. Students will begin to analyze the concept of credit along with its pros and cons. Students will examine the New Deal programs that helped correct the issues of the Great Depression. Students will examine the concept of Social Security and financing various welfare programs.

Math: Students will analyze graphs and charts demonstrating the changes of populations due to the Great Depression and WWII, deaths in WWII, numbers of people impacted by New Deal programs, and shifts in general demographics of the era.

Art: Students will examine works of photography from the Great Depression and works of art used as war propaganda during WWII.

Sociology: Students will evaluate the shifts in population for work, the cultural impact of mass tragedy like the

Great Depression, the attack at Pearl Harbor, and the death of Roosevelt.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
SCI.9-12.5.1.12.C.2	Use data representations and new models to revise predictions and explanations.
SCI.9-12.5.1.12.C.c	Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.2.4.3	Social movements
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
	Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.
	Statistics and Probability

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.

- Thematic thinking: Understanding the AP theme Migration and Settlement, American National Identity, and Work, Technology, and Exchange. (Synthesis/DOK 4)
- Annotation writing of AMSCO book chapter 24 and 25 (Recall/ DOK 1)
- Lecture to present basic concepts on the Great Depression and WWII(Recall/DOK1)
- Linking historical events from one time period to another; WWI to WWII,the 1920s to the Great Depression (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- SHEG Internment Camp lesson. (Analysis/DOK 3 and 4)
- Battle Research (Analysis/DOK 3 and 4)
- War propaganda analysis (Interpret information from artifacts/ DOK 2)
- WWI and WWII Venn Diagram (Compare and contrast/DOK 2)
- Chain Links Chronology (Cause and Effect/ DOK 2)
- New Deal Programs Organizational Chart (Analysis/DOK 4)
- Compare and contrast the treatment of various groups who were considered "enemies" during the war. (Compare and contrast/ DOK 2)
- Delsea One
- SWAG

Modifications

Formative Assessment:

- Anticipatory Set: Current event analysis as needed to connect today to the past.
- Anticipatory set: FDR A Presidency Revealed Video Analysis
- Anticipatory set: Ultimate Guide to the Presidents Video Analysis
- CH 24 and 25 Annos
- Class discussion on the Great Depression and WWII
- Closure: Whip Around: How does WWI lead to WWII?
- Closure: Google Forms to rank the effectiveness of New Deal programs
- Closure: Kahoot to demonstrate retention of class activity
- Closure: One Minute Essay on the importance of Eleanor Roosevelt
- Closure: Quick Q&A related to minorities in the war.
- Closure: Turn to your partner and share one thing you learned about the battle you researched.
- Warm Up: Image of the Day (War Propaganda)
- Warm up: Q&A about the role of America in WWII.

- Warm-Up Person of the Day. One person per day for the entire unit.

Summative Assessment:

- Chapter 25 vocab quiz
- Great Depression and WWII SBMC test
- Internet Battle Research
- WWII map quiz (Islands of the Pacific Theater)

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

AMSCO text book

American Pageant textbook

Annotations Chart

Ultimate Guide to the Presidents (purchase on Amazon Prime for \$18.99)

Chain Links Worksheet

Zachor Holocaust Curriculum

[Female Spy](#) helps US in Pacific Theater.

[Woman Aviator](#)

[First Transgender soldier](#)

[Monopoly](#) invented by female to teach economics.

[WAC](#)

[Jackie Robinson the soldier](#)

[Black female aviator trains Tuskegee Airmen](#)

[Female Codebreaker](#)

[Korematsu](#)

[The Green Book](#)

[Black Artist creates WWII propaganda](#)

[Jim Thorpe's Daughter in WWII](#) (Native American history)

[Mexican-American WWII](#) soldier bio

[Josephine Baker](#) (Black American Spy in France)

[Asian-American WWII](#) soldier bio

[Edgar Cole](#): A Black Marine

[Double V Campaign](#)

[Eleanor Roosevelt](#) as a member of the [LGBTQ](#) community

[Female Native Americans in the military](#)

[Double V Campaign](#) PBS

[Women in the Military](#)

Female African American in the Army ([Entertainer](#))