

Unit G -- Between the World Wars

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **March**
Length: **2 Weeks**
Status: **Published**

Unit Overview

This unit will cover the time period between 1919-1939. Students will learn what events during these twenty years led to a WWII. The unit will cover the following information:

- * Spanish Flu
- * A Global Depression
- * Germany In Debt
- * The Great Depression
- * The Rise of Fascism
- * Mussolini
- * Hitler and the Nazi's
- * Mein Kampf
- * Hitler Youth
- * Japanese Aggression
- * Nanking

Enduring Understandings

- Different religious, ethnic, cultural, and racial groups have difficulty coexisting and many ways of adapting to one another.
- Industry and new technological advances have a major impact on a society's culture and standard of living.
- The Great Depression had far reaching impacts and effects on American society and global economies.

Essential Questions

- Are the effects of the dramatically expanded governmental role in American lives after the Great Depression still felt today?

- Do all technological advances lead to positive consequences?
- How does the evaluation of past events help us to make future decisions?
- What effect does the economy have on a society?

Lesson Titles

- Spanish Flu
- Great Depression Group Activity
- Symbols Activity

Standards/Indicators/Student Learning Objectives (SLOs)

Compare and contrast different government responses in Europe and Asia to the Great Depression (i.e., fiscal and monetary policy).

RH.9-10.9
6.2.12.C.4.a

Use quantitative and qualitative analysis to compare and contrast the changing political boundaries Europe, Asia, and Africa in 1914 and 1939.

RH.9-10.7
6.2.12.B.4.a

Analyze how dictators used text (i.e., structure, vocabulary) and media (e.g., propaganda, radio, film) to gain and maintain authoritarian power (e.g., restrictions on mail and travel).

RH.9-10.5
6.2.12.C.4.d
6.2.12.D.4.g

Standards/Indicators

SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
SOC.6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental

	consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

21st Century Skills and Career Ready Practices

- Collaboration and Communication
- Critical Thinking and Problem Solving
- Global Perspectives
- Information Literacy

PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.B.8	Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
PFL.9.1.12.C.1	Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

ELA

Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
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.11-12.9	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.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.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.9-10.1.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.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
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.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.3.2	Primary and secondary groups

SOC.9-12.3.3.3	In-groups and out-groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality

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

Blooms:

Students will define new terms from the unit (Remembering).

Students will identify the meaning of symbols in a historical context (Understanding).

Students will be able to explain how the stock market crash was able to lead to a global depression (Applying).

Students will be able to compare and contrast the economy from the Great Depression and today (Analyzing).

Students will justify why people turn to an authoritarian leader in times of trouble (Evaluating).

Students will predict if the US is headed for another economic collapse (Creating).

- Analyzing Primary Sources
- Compare and Contrast
- Delsea One
- Group Activity
- Importance of Symbols
- In Class Reading
- Lecture /Discussion
- Review Game
- SWAG
- Vocabulary Exercise
- Writing Exercises

Modifications:

ELL Modifications

- Be flexible with time frames and deadlines
- Delsea One

- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Group students
- Provide ELL students with multiple literacy strategies
- Provide learning objective and skill objective
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Repeat, reword, clarify
- SWAG
- Use manipulatives where possible
- Use real objects when possible

IEP & 504 Modifications

- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- Delsea One
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- Preferential Seating
- Projects can be submitted digitally or paper
- providing students with content vocabulary (totalitarian) prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- Read test aloud
- Repeat reword and clarify
- Repetition of key concepts on totalitarianism through varied methods
- SWAG
- Test in small groups
- Use visuals on Between the World War maps

G&T Modifications

- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- Analysis of current events to understand origins from historical periods.
- Argumentation and debate

- Delsea One
- Document Based Questions on Dictatorships (DBQs)
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Media literacy to evaluate credible sources
- Modeling
- SWAG

At Risk Modifications

- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances
- SWAG

Technology

- Chromebooks
- DVD -- Spanish Flu
- GoGuardian.com
- Google Classroom
- Holocaust Commission Webpage --<http://www.nj.gov/education/holocaust/>
- Kahoot.com
- Quizlet.com
- Smartboard
- Sporcle.com
- Turnitin.com
- YouTube -- http://www.youtube.com/watch?v=cjVklA4y3_0
- YouTube -- <http://www.youtube.com/watch?v=JTbbY5FFuVE>
- YouTube -- <https://www.youtube.com/watch?v=d1oxvN7u-LQ>

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

TECH.8.2.12.B.4

Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

TECH.8.2.12.B.CS4

The influence of technology on history.

Formative Assessment

Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

Anticipatory Set:

Historical use of symbols

Importance of a strong economy

What it takes for people to turn to a dictator for leadership

Prepare and Motivate Students Before Their Test/Quiz

Closure:

Exit Card

Homework Assignments

Quizzes on the Great Depression, Fascism, and Nanking

Linkage

Think-Pair-Share

Whip Around

Oral Questioning

Summative Assessment

- DBQ on the Great Depression
- Notebook
- Test on Between the World Wars

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

- Chapter Primary Sources
- GoGaurdian
- Historical Maps of Totalitarian Governments
- Holocaust Commission Webpage --<http://www.nj.gov/education/holocaust/>
- Kahoot
- Quizlet
- Textbook -- World History : Connections To Today
- Turnitin