

Unit G -- Between the World Wars

Content Area: **Social Studies**
Course(s): **Honors 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:

- * Russian Revolution
- * Stalin
- * The Great Purge
- * 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
- Russian Revolution
- A Global Depression
- The Rise of Fascism
- Japanese Aggression
- Review Game

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.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.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
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

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

PFL.9.1.12.C.1	Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
PFL.9.1.12.C.9	Evaluate the implications of personal and corporate bankruptcy for self and others.
PFL.9.1.12.D.2	Assess the impact of inflation on economic decisions and lifestyles.
PFL.9.1.12.D.3	Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.
PFL.9.1.12.D.4	Assess factors that influence financial planning.
PFL.9.1.12.D.12	Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
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

VPA

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.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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.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.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.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.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.2	Cultural relativity

SOC.9-12.2.2.4	American values
SOC.9-12.2.4.2	Countercultures
SOC.9-12.2.4.3	Social movements
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
VPA.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.CS1	Theatre and the arts play a significant role in human history and culture.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

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).

SWAG

Meetings at Delsea One

- Analyzing Primary Sources
- Compare and Contrast
- Group Activity
- Importance of Symbols
- In Class Reading
- Lecture /Discussion
- Review Game

- Vocabulary Exercise
- Writing Exercises

Modifications:

ELL Modifications

- SWAG
 - Meetings at Delsea One
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- Be flexible with time frames and deadlines
 - Establish a framework allowing ELL students to understand and assimilate new ideas and information
 - Front load 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
 - Use manipulatives where possible
 - Use real objects when possible

IEP & 504 Modifications

- SWAG
 - Meetings at Delsea One
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- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
 - 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.
 - Political cartoons on totalitarianism and other images/graphics should include a synopsis
 - 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.

- Repeat reword and clarify
- Repetition of key concepts on totalitarianism through varied methods
- scaffolded notes
- Tap prior knowledge
- Test in small groups
- Use visuals on Between the World War maps

G&T Modifications

- SWAG
- Meetings at Delsea One
- Analysis of current events to understand origins from historical periods.
- Annotating
- Argumentation and debate
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Document Based Questions on Dictatorships (DBQs)
- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Free Response Question on the Great Depression (FRQs)
- Jigsaw
- Media literacy to evaluate credible sources
- Modeling
- Thematic learning

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

Benchmark Assessments

Skills-based assessment

Reading responses
Writing responses

Formative Assessment

Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

Journal Entry

Anticipatory Set:

Historical use of symbols

Importance of a strong economy

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

Who was Joseph Stalin?

Prepare and Motivate Students Before Their Test/Quiz

Closure:

Debriefing

Exit Card

Homework Assignments

Quizzes on the Great Depression, Fascism, and Nanking

Self Assessment

Linkage

Think-Pair-Share

Whip Around

Oral Questioning

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment

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

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 : The Modern Era"
- Turnitin

Technology

- Chromebooks
- DVD -- Spanish Flu
- GoGuardian.com
- 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.