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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

UNITED STATES HISTORY 2 UNIT 1 1929-1945 The Great Depression through WWII

Belleville Board of Education

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Unit Overview

1930s-1940s

Unit 1 will explain America's entry into the Great Depression. The unit will explain the factors that lead to the Stock Market Crash and the effect it had on every American. The unit will continue to discuss push and pull factors of the Great Migration of African Americans to the north from the south to more industrial style jobs. The unit will continue through the reforms created from the New Deal as well as the eventual entry into WWII and the effects of this war on the nation and all Americans, and America's eventual emergence as a superpower.

Enduring Understanding

The beliefs and ideals of a society influence the social, political, and economic decisions of that society.

When there is conflict between or within societies, change is the result.

The culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location affects a society's economy, culture, and development.

The movement or migration of people and ideas affects all societies involved.

Production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Essential Questions

What effect did the great migration continue to have on society?

Was the Great Depression inevitable?

Was the New Deal an effective response to the depression?

Did Franklin Roosevelt's New Deal weaken or save capitalism?

Did Franklin Roosevelt's New Deal undermine the constitutional principles of separation of powers and checks and balances?

Did minorities receive a New Deal in the 1930s?

Do labor unions and working people owe a debt to the New Deal?

Did the New Deal effectively end the Great Depression and restore prosperity?

Has the United States abandoned the legacy of the New Deal?

Did United States foreign policy during the 1930s help promote World War II? Or: Could the United States have prevented the outbreak of World War II?

Should the United States have aided the Allies against the Axis powers?

Does American security depend upon the survival of its allies?

Was war between the United States and Japan inevitable?

How important was the home front in the United States' victory in World War II?

Was the treatment of Japanese Americans during World War II justified or an unfortunate setback for democracy?

What was the double V Campaign and was it successful for African American Advancement?

Should the US employ atomic (nuclear) weapons to defeat its enemies in war? (President Truman's decision to drop the atom bomb on Japan)

Exit Skills

By the end of Unit 1

1. Establish *historical significance*
2. Use and analyze *primary source evidence*
3. Identify *continuity and change throughout history*
4. Analyze *cause and consequence*
5. Take *historical perspectives*, and historical interpretations.

New Jersey Student Learning Standards (NJSL-S)

SOC.6.1.9	The Great Depression and World War II: The Great Depression (1929–1945)
SOC.6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
SOC.6.1.12.HistoryCC.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
SOC.6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.HistoryCC.4.c	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.6.2.5	The 20th Century Since 1945: Challenges for the Modern World Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
SOC.6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

Interdisciplinary Connections

LA.RH.9-10	Reading History and Social Studies
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.RST.9-10.1	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.
SCI.HS.PS1.B	Chemical Reactions
LA.RST.9-10.6	Determine the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
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.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Learning Objectives

Analyze the causes and consequences of the Great Depression. •

Assess the changes to the American federal government as a result of the failure of the Hoover Administration and the New Deal initiatives of the Roosevelt Administration.

- Investigate the causes and implications of the Roosevelt Recession, 1937 – 38.
- Answer the following question: “Did the New Deal end the Great Depression?”
- Assess the role played by military industrial production as a result of Lend Lease in easing the Great Depression.
- Investigate the rationale and results of Court Packing.

Investigate US attitudes toward world events, vis a vis American economic realities, 1929 – 1939.

- Analyze the causes and consequences of the passage of the Neutrality Acts.
- Analyze the causes and consequences of US participation (or not) in WWII and post war world preparations, including Bretton Woods, Atlantic Charter and Potsdam.
- Investigate the social, political and economic consequences of the GI Bill and its effectiveness for minorities such as African American and Hispanic Veterans
- Assess the long term consequences of the Manhattan Project and its militarization of nuclear energy.

Analyze the role of minorities in the American War Effort

Connect the Bracero program with modern relationships between Mexico and the United States

Analyse the goals and the effectiveness of the Double V campaign for African Americans as a catalyst for the Modern Civil Rights Era

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Primary Source analysis

Argument development

Writing Exercises

Critical thinking Exercises

Close Reading

Group collaboration

Formal and Informal Assessments

Assessment Evidence - Checking for Understanding (CFU)

Benchmarks (Benchmark)

Unit Tests (summative)

Quizzes (Summative)

PBL (alt)

DBQ's (formative)

Essay Writing (formative)

Socratic Seminar (alt)

Evaluation Rubrics (formative)

Self Assessments (formative)

Compare & Contrast (alt)

Exit Tickets (summative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster

- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- <https://www.climategen.org/>
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quizzes
- Red Light, Green Light
- Self- assessments
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

HMH United States History Textbook

Ancillary Resources

Icivics

Bill of Rights Institute

Edsite Media

Sheg Stanford

Technology Infusion

- Google Suite
- Chrome books

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.
- Environmental climate change

PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP	Career Awareness and Planning
TECH.9.4.8.CI	Creativity and Innovation

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not

needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Differentiation

Small Group instruction, Highlighted text, student choice, PBLs, varied supplemental materials

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe

- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: The Double V campaign for African Americans in WWII

njsls :linked

Interdisciplinary Connection: ELA

Statement of Objective:

By examining multiple primary sources, students will be able to engage in a historical debate about African American responses to wartime racial discrimination and to describe the war from the perspective of young African Americans who were alive at the time.

Students will be able to analyze oral history interviews in order to describe African Americans' military experiences during WWII.

By analyzing a range of primary and secondary source materials, students will develop an interpretation about the war's impact upon African Americans and provide evidence to support their conclusion.

Anticipatory Set/Do Now: Read background essay

Learning Activity: USING the WWII National Museum Data Base

- Reading the two newspaper articles from the Pittsburgh Courier and answer corresponding questions
- Quote Analysis of Stephen Ambrose - Class Discussion
- Oral History Interviews & Questions = - Library of Congress Oral History Project: African American

Veterans: Pioneers

- Pearle Mack
 - Onieda Miller Stewart
 - Bobby J Wallace
- Quote Analysis of Veteran Joseph Harriston - Class Discussion and connection to present day

Student Assessment/CFU's: Exit ticket

Materials: handouts, chrome books

21st Century Themes and Skills:

Differentiation:

Integration of Technology: Laptop, projector