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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 2: The Rise of Dictators

Belleville Board of Education

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Unit Overview

Unit 2 explores how the Great Depression allowed dictators to take hold of European countries because people looked to totalitarian rule to solve economic problems. Fascism and Communism spread through Europe. Most European countries practiced Appeasement to stay out of War, and Germany became strong under the Nazi Party which had strong anti-Jewish policies. Japan began to encroach into the Pacific, and the US strongly disagreed. The US debated becoming involved in World War II and remained out until the bombing of Pearl Harbor by the Japanese.

Enduring Understanding

1. The rise of rulers with total power in Europe and Asia led to World War II.
2. Dictators of the 1930s and 1940s changed the course of history when their actions started World War II, serving as a warning to be vigilant about totalitarian government
3. Americans debated involvement in World War II.
4. The global Depression made many European countries look towards dictators to rule and protect them.
5. Fascism, and Communism spread throughout Europe during the 1920's and 30's
6. Appeasement was a foreign policy used by many European Countries during the decade to avoid WWII.
7. Totalitarian dictatorships severely limited people's rights during the period of the 1930's
8. Germany rule by the Nazi Party was strictly anti-Jewish

9. Countries develop specific policies about ways to deal with other countries' aggressive acts.
10. Japan spread quickly throughout the Pacific in the 1930's damaging their relationship with the US in the 1930's
11. The United States became involved in World War II after an attack on its own soil on December 7th 1941.

Essential Questions

1. Why were American so isolationist after WWI?

2. Why did so many European countries look towards dictatorships in the period between the wars?

3. Which two ideologies spread in Europe, and why were they the most successful?

4. How does Appeasement work, and why was it unsuccessful in preventing WWII?

5. Were totalitarian governments worried about civil rights or individual liberties?

6. Why was Germany so Anti-Jewish leading up to WWII?

7. Was there a way that every country dealt with aggression leading up to WWII? (Consider Czechoslovakia, Poland, and Austria)

Exit Skills

By the end of Unit 2.

1. Students should be able to apply domain-specific vocabulary in their verbal and written responses, essays and papers.

2. Students should be able to choose a side to a query and provide logical argument for their choice.

3. Students should be able to deductively use new information and logically apply this evidence to a related problem.

4. Students should be able to inductively gather information and deduce a theory based on their findings.

5. Students should be able to gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.C.10	Economics, Innovation, and Technology
SOC.6.1.12.C.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
SOC.6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
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.6.1.12.D.11	History, Culture, and Perspectives
SOC.6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
SOC.6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.1.12.CS9	The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.
SOC.6.1.12.CS11	The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

Interdisciplinary Connections

Witness for the Prosecution—High school students take on the role of investigative journalist and read the play Witness for the Prosecution by Agatha Christie. After each act of the play, students write news stories using facts from the play. www.teachnet-lab.org/fklane/pmaslow/witness.htm

0xLA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
0xLA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
0xLA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
0xLA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as

	well as inferences drawn from the text, including determining where the text leaves matters uncertain.
0xLA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
0xLA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
0xLA.W.11-12.7	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.
0xMA.9-12.S-CP	Conditional Probability and the Rules of Probability
0xMA.9-12.S-CP.B	Use the rules of probability to compute probabilities of compound events in a uniform probability model
0xMA.9-12.S-IC.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
0xMA.9-12.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
0xMA.9-12.S-MD	Using Probability to Make Decisions
0xTECH.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
0xTECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
0xTECH.8.1.12.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
0xTECH.8.1.12.E	Students apply digital tools to gather, evaluate, and use information.
0xTECH.8.1.12.F	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
0xTECH.8.2.12.C	The design process is a systematic approach to solving problems.

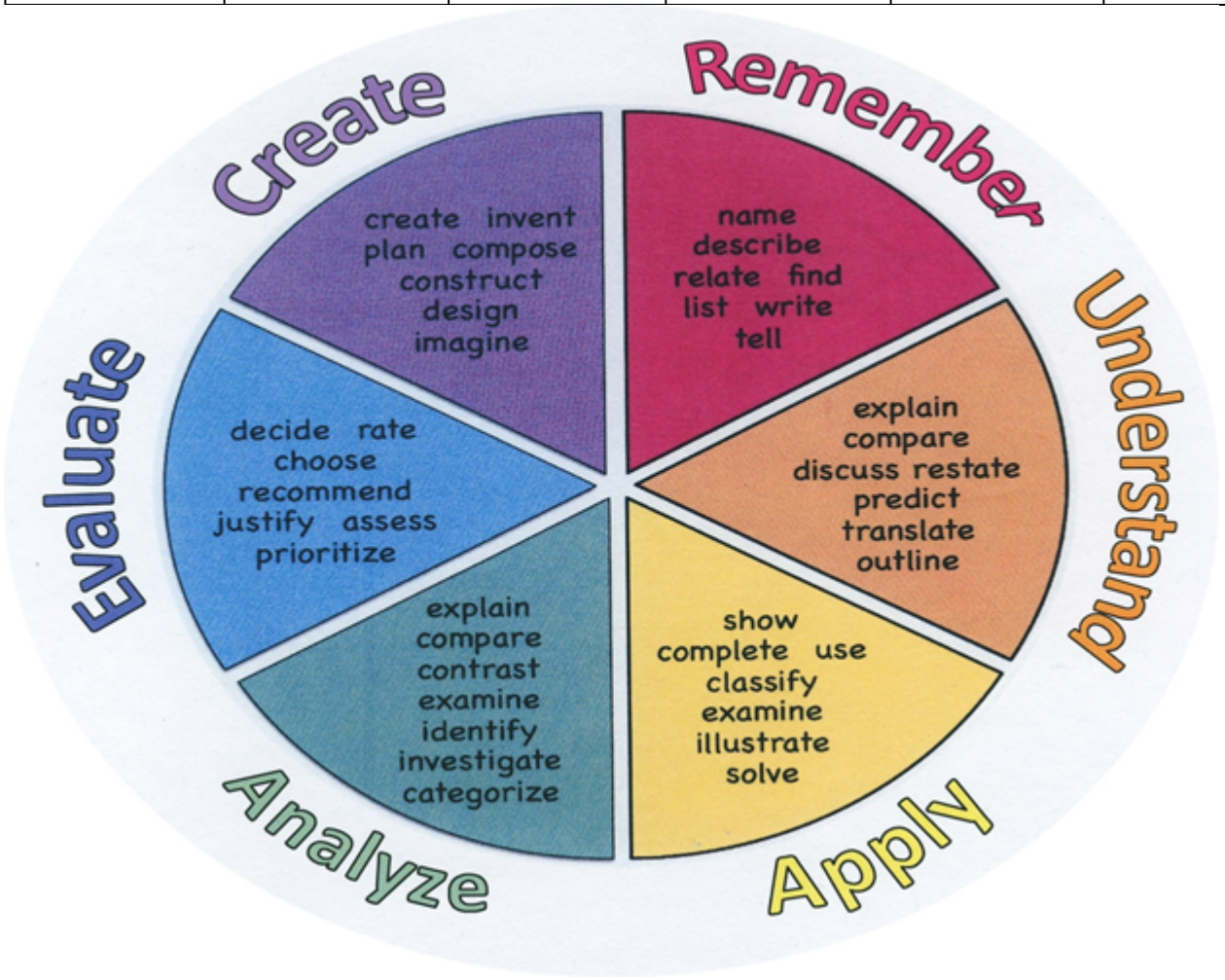
Learning Objectives

1. Define totalitarianism (Germany & Italy)
2. Explain how the Neutrality Acts intended to keep America out of war.
3. Identify the goals of the Lend Lease program.
4. The demand for war supplies finally ended the Great Depression
5. Describe conditions that led to the Japanese attack on Pearl Harbor

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 Name Omit Recite Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Give Examples Illustrate Indicate Interrelate Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Prepare Produce Select Show Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Point out Select Subdivide Survey Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Contrast Critique Determine Grade Justify Measure Rank Rate Support Test	Invent Make Originate Organize Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

What Do Best Practices Look Like? Classrooms that exemplify best practices are easy to detect as soon as you enter the room. • Project materials and books are numerous. • Students are engaged and focused on their work. • Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process. • Seating arrangements are clustered, varied and functional with multiinstructional areas. • Classrooms are activity-based spaces as opposed to places to "sit and get" lectures. • Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments. • There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

- Research and report what was the "tipping point" in the United States relationship with Japan in the 1930's.
- Create a timeline showing how did the attacks of Pearl Harbor of 12-7-41 galvanize the United States towards the War movement.
- Research and write persuasive essay explaining why were people drawn to authoritarian leaders, using many examples

Assessment Evidence - Checking for Understanding (CFU)

• Exit Tickets-formative assessment
• Admit Tickets
• Common benchmarks
• Evaluation rubrics
• Self- assessments
• Unit tests-summative assessment
• Quizzes

Create a Multimedia poster-benchmark assessment

Written reports-alternate assessment

- 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
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- 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

Text: American History (2018) HMH Social Studies

Website: The History channel, PBS, United streaming and Channel One News

The Great Gatsby

http://mrpatten17.com/Mr.Patten/Dictators_%26_World_War_II.html

https://prezi.com/hhl2t-keylm-/wwii-rise-of-dictators/

http://millercenter.org/academic/dgs/primaryresources/world_war2

Ancillary Resources

http://www.pbs.org/wgbh/americanexperience/features/primary-resources/eleanor-fbi/

http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/fdr-teachers-guide/

Technology Infusion

- Make an interactive website about how the Columbian Exchange affected the world we live in today.
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations

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

0x • Communication and Collaboration
0x • Information Literacy
0x • Media Literacy
0x • ICT (Information, Communications and Technology) Literacy
0x • Life and Career Skills
0x • Creativity and Innovation
0x • Critical thinking and Problem Solving

21st Century Skills/Interdisciplinary Themes

0x • Global Awareness
0x • Financial, Economic, Business and Entrepreneurial Literacy
0x • Civic Literacy
0x • Health Literacy
0x • Environmental Literacy

- 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

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

Differentiation

1. Content

- Match vocabulary words to definitions.
- Read a passage of text and answer related questions.
- Think of a situation that happened to a character in the story and a different outcome.
- Differentiate fact from opinion in the story.
- Identify an author's position and provide evidence to support this viewpoint.
- Create a PowerPoint presentation summarizing the lesson.

2. Process

- Provide textbooks for visual and word learners.
- Allow auditory learners to listen to audio books.
- Give kinesthetic learners the opportunity to complete an interactive assignment online.

3. Product

- Read and write learners write a book report.
- Visual learners create a graphic organizer of the story.
- Auditory learners give an oral report.
- Kinesthetic learners build a diorama illustrating the story.

4. Learning environment

- Break some students into reading groups to discuss the assignment.
- Allow students to read individually if preferred.
- Create quiet spaces where there are no distractions.

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 clarif
- 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 workpresented 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 workpresented 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 exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:WW2

njsls :linked

Interdisciplinary Connection: ELA

Statement of Objective: SWDAT explains WW 2 and politics during the 1930'sand 40s timeline exercise.

Anticipatory Set/Do Now: Linked A question of the day will be located on the board for them to answer in our Google Classroom.

Learning Activity: Students will read ch 20 and research a timeline of events leading towards and including WW2. Students will be in groups of 3-4 that have been created by me utilizing data from my PGP

Student Assessment/CFU's: Linked the Timeline will be reviewed in a Q and A session.

Materials: Text, notebooks, online textbook and paper

21st Century Themes and Skills: Linked

Differentiation: Linked Students have the ability to add or omit any item from the timeline.

Integration of Technology: Laptop, projector