# Unit 6: The Times Between The Wars, 1920-1950 Copied from: US History AP, Copied on: 02/21/22

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

US History AP

Unit 6 – The Time Between the Wars and beyond, 1920-1950

**Belleville Board of Education**

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## Unit Overview

This unit will examine the Roaring Twenties, which will include isolationism, life and politics of the time period and how it helped shape the modern world. The second part of this unit will explain how the Great Depression began and how it had a major impact in the world. Then conclude with the New Deal and evaluate how it helped end the Great Depression and how many programs still exist today.

## Enduring Understanding

The impacts of post World War I Era, political, economic and social as well as United States isolationism.

Life in the 1920's.

Politics of the 1920's, including presidents and their policies. Causes of the Great Depression.

Life during the Great Depression.

The New Deal and its lasting influence, during and after the Great Depression through today.

The cost of War.

## Essential Questions

What were the political, social and economic results of World War I in the United States?

How was life in the United States during the 1920's? What were the causes of the Great Depression?

How did the New Deal change the United States and what are its lasting impacts upon our country?

What were the international problems that helped lead to World War II?

How did World War II begin and what happened prior to United States Entry?

How did the United States contribute to the Allied victory in World War II?

What were the political, economic and social results of World War II, including the use of the atomic bombs?

## Exit Skills

The students will:

- Explain the reasons why the Progressive Era was needed in the United States.
- Analyze political progressivism and the Muckrakers.
- Analyze and evaluate Theodore Roosevelt as a progressive President.
- Describe William Howard Taft as President.
- Analyze and evaluate Woodrow Wilson's Presidency as a Progressive.
- Compare and Contrast Roosevelt and Wilson as Progressives.
- Explain U.S. Foreign policy between 1912-1916.
- Explain and evaluate reasons for U.S. entry into WWI.
- Describe and evaluate WWI at home including the suspension of Civil Liberties and the economy.
- Describe how the U.S. fought WWI.
- Explain Wilson's 14 Points and explain the WWI Peace Conference.
- Analyze what the European leaders wanted from the Conference.
- Evaluate the Treaty of Versailles and its lasting impact on Europe.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| SOC.6.1.12.A.6 | Civics, Government, and Human Rights |
| SOC.6.1.12.A.6.a | Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. |
| SOC.6.1.12.A.7 | Civics, Government, and Human Rights |
| SOC.6.1.12.A.7.a | Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war. |
| SOC.6.1.12.A.7.c | Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. |
| SOC.6.1.12.A.8 | Civics, Government, and Human Rights |
| SOC.6.1.12.A.8.a | Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer. |
| SOC.6.1.12.A.8.b | Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism. |
| SOC.6.1.12.A.9 | Civics, Government, and Human Rights |
| SOC.6.1.12.B.9 | Geography, People, and the Environment |
| SOC.6.1.12.B.9.a | Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. |
| SOC.6.1.12.C.6 | Economics, Innovation, and Technology |
| SOC.6.1.12.C.6.a | Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups. |
| SOC.6.1.12.C.6.b | Determine how supply and demand influenced price and output during the Industrial Revolution. |
| SOC.6.1.12.C.6.c | Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. |
| SOC.6.1.12.C.8.b | Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women. |
| SOC.6.1.12.C.9.b | Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy. |
| SOC.6.1.12.D.5.d | Relate varying immigrants' experiences to gender, race, ethnicity, or occupation. |
| SOC.6.1.12.D.6 | History, Culture, and Perspectives |
| SOC.6.1.12.D.8 | History, Culture, and Perspectives |
| SOC.6.1.12.CS6 | The Emergence of Modern America: Progressive Reforms: Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power. |
| SOC.6.1.12.CS7 | The Emergence of Modern America: World War I: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war. |
| SOC.6.1.12.CS8 | The Emergence of Modern America: Roaring Twenties: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems. |

## Interdisciplinary Connections

| | |
|---|---|
| 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.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. |
| LA.RH.11-12.8 | Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. |
| LA.RH.11-12.9 | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| LA.WHST.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. |
| LA.WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| LA.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. |

## Learning Objectives

Understand the impacts of post World War I Era, political, economic and social as well as United States isolationism.

Evaluate life in the 1920's.

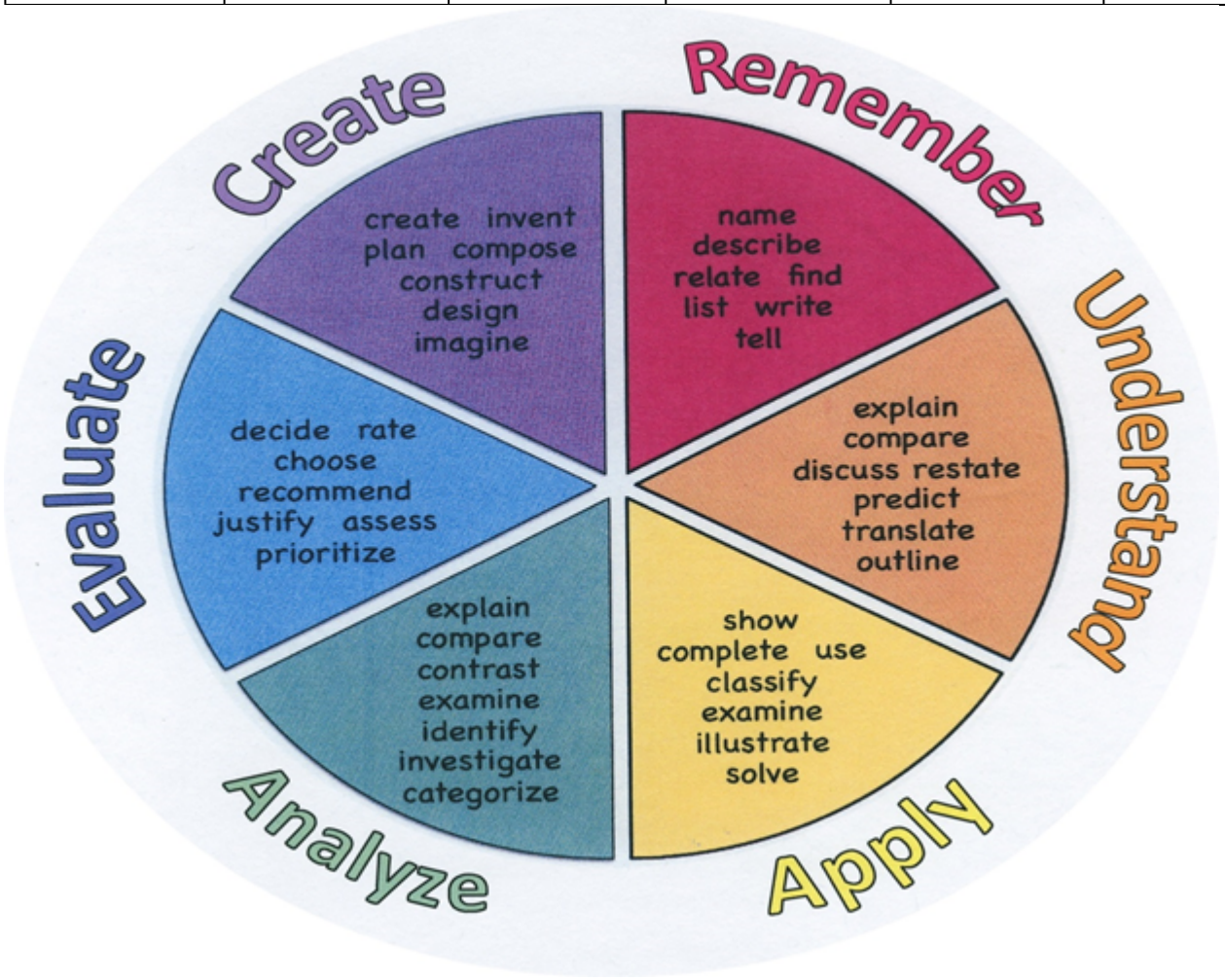
research the causes and effects of the Great Depression.

Evaluate the New Deal and its lasting influence, during and after the Great Depression through today.

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



## Suggested Activities & Best Practices

Define relevant vocabulary including but not limited to: Blitzkrieg, Hiroshima, Nagasaki, Holocaust, United Nations

Create a timeline of events explaining why America dropped the atomic bombs.

Identify relevant WWII battles on maps.

Read primary and secondary sources.

Compare and contrast to other historical events and modern historical events.

Suggested Activities Holocaust Blame Worksheet, WWII Battles Chart, Should America use Atomic Bombs Today?

Long Essay: Evaluate the extent to which technological advancements and mass consumerism contributed to maintaining continuity as well as fostering change in American identity during the first three decades of the 20th century.

Debate Diplomacy and WWII DBQ

## Evidence of Student Learning - Checking for Understanding (CFU)

1. Muckraking is used today to expose social injustices.

2: Sometimes countries need to enter wars to preserve world peace.

3: During times of wars, security often overrides liberty.

4: Americans are often split on whether America should intervene in foreign countries for the benefit of their citizens.

Unit test-summative assessment

Explaining-formative assessment

Question Stems-alternate assesssment

Long Essay: Some historians have argued that the progressive era was a turning point in the women's rights movement. Support, modify, or refute this interpretation, providing specific evidence to justify your answer.-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## Primary Resources & Materials

Textbook: America Pathways to the Present Prentice Hall

Reference: Bailey and Kennedy, The American Spirit, 11th edition, 2006 On-Line Version

DVD: America Story of US

## Ancillary Resources

- Notes lecture discussion on the rise of Hitler, Mussolini, and Japan as well as Fascism and Nazism
- Discuss how militarism was on the rise
- Notes, lecture, discussion on Munich Agreement and U.S. Neutrality Acts
- Notes on WWII
- Class discussion
- U.S. involvement, aid for the allies
- Notes on events leading up to the attack on Pearl Harbor
- Notes on wartime production, manpower, and woman power as well as rationing
- Background and notes on the treatment of Jewish people and other minorities in Europe, include Nuremberg Laws, Kristallnacht, and Final Solution
- Background and notes on treatment of Japanese Americans in WWII
- Notes, lecture, discussion on early battles for U.S. in WWII

## Technology Infusion

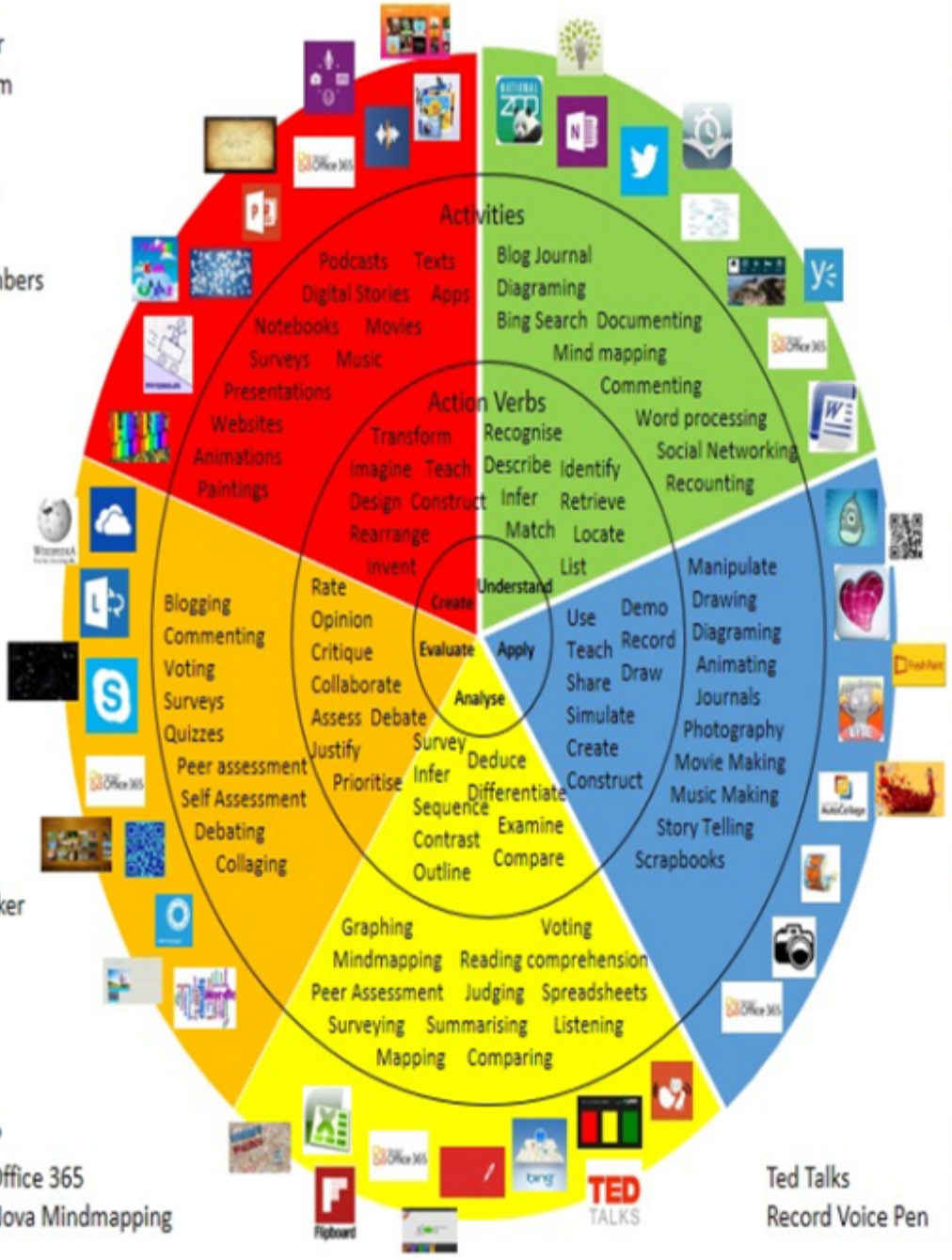
Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

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.

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## 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.

## 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

## 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

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

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

**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

## Intervention Strategies

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

## Special Education Learning

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
- 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

## Sample Lesson

**Name: Federal Government**
**Black History Month**
**Civil Rights Movement**

**NJSLS:linked**

**Interdisciplinary Connection:Linked**

**Statement of Objective: SWDAT Recognize and articulate the Civil Rights movement and Acts that go along with this objective by understanding how our government was affected by this movement. Students will research and report this** objective and report back to the class.
**Anticipatory Set/Do Now:Linked**

**Learning Activity: After a brief synopsis of the material in the objective, Students will research a topic from a list I provided.**

**Student Assessment/CFU's:Linked** Well written assignment, while also being able to articulate their research.

**Materials:** Laptop, LCD, Text Maps, handouts,Terms

**21st Century Themes and Skills: Linked**

**Differentiation: Tiered grouping, these groups are put together during the first few weeks of school and will change during the school year to improve success.**

Integration of Technology:Laptop, LCD, internet