Unit 1

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

United States History Two Honors, 11th Grade

Unit 1:The Roaring Twenties, The Nation's Sick Economy and the New Deal

Belleville Board of Education

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Unit Overview

In Unit 1 students will learn about the challenges and changes that the nation faced after World War I. They will discover the vibrant cultural life of the 1920s. They will examine business in America, postwar issues, changing ways of life, the twenties woman, education and popular culture, and the Harlem Renaissance.

Enduring Understanding

1. Although the U.S. government was rocked by scandal during the early 1920s, a business boom fueled a rise in America's standard of living.

2. A desire for normality after the war and a fear of communism and "foreigners" led to postwar isolationism.

3. Americans experienced cultural conflicts as customs and values changed in the 1920s.

4. American women pursued new lifestyles and assumed new jobs and different roles in society during the 1920s.

5. The mass media, movies, and spectator sports played important roles in creating the popular culture of the 1920s - a culture that many artists and writers criticized.

6. African American ideas, politics, art, literature, and music flourished in Harlem and elsewhere in the United States.

Essential Questions

1. Why did political, economic, and social tensions characterize the 1920s?

2. How did foreign policy of the 1920s support isolationism?

3. How did the prosperity of the 1920s shape American culture?

4. How did Americans resist cultural change in the 1920s?

Exit Skills

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.

Write an persuasive essay that answers this question:

Why did political, economic, and social tensions characterize the 1920s?

Your essay should include key people, events, and cultural trends of the 1920s.

1. Cite evidence to support your position.
2. Organize your essay into an introduction, body, and conclusion.

Vocabulary

Economy
Demobilization
Economic policies
New products and technologies
New infrastructure
Urbanization
Culture
Suffrage
Lost Generation
Social criticism
Art Deco
Expressionism and Surrealism

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.6	The Emergence of Modern America (1890-1930)
SOC.6.1.12.7	The Great Depression and World War II (1929-1945)
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.11	Civics, Government, and Human Rights
SOC.6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.
SOC.6.1.12.D.8	History, Culture, and Perspectives
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.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

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.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
0xLA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
0xLA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
0xLA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
0xLA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
0xLA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
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	Making Inferences and Justifying Conclusions
0xMA.9-12.S-ID	Interpreting Categorical and Quantitative Data
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.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.
0xTECH.8.2.12.E	Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Learning Objectives

1. Analyze how Republican policies and practices of big business stimulated the economy during this period.

2. Identify and explain the immigration policies of the 1920s.

3. Evaluate the impact of the automobile on American lifestyles.

4. Describe the changes in the mass media leading to a common American culture.

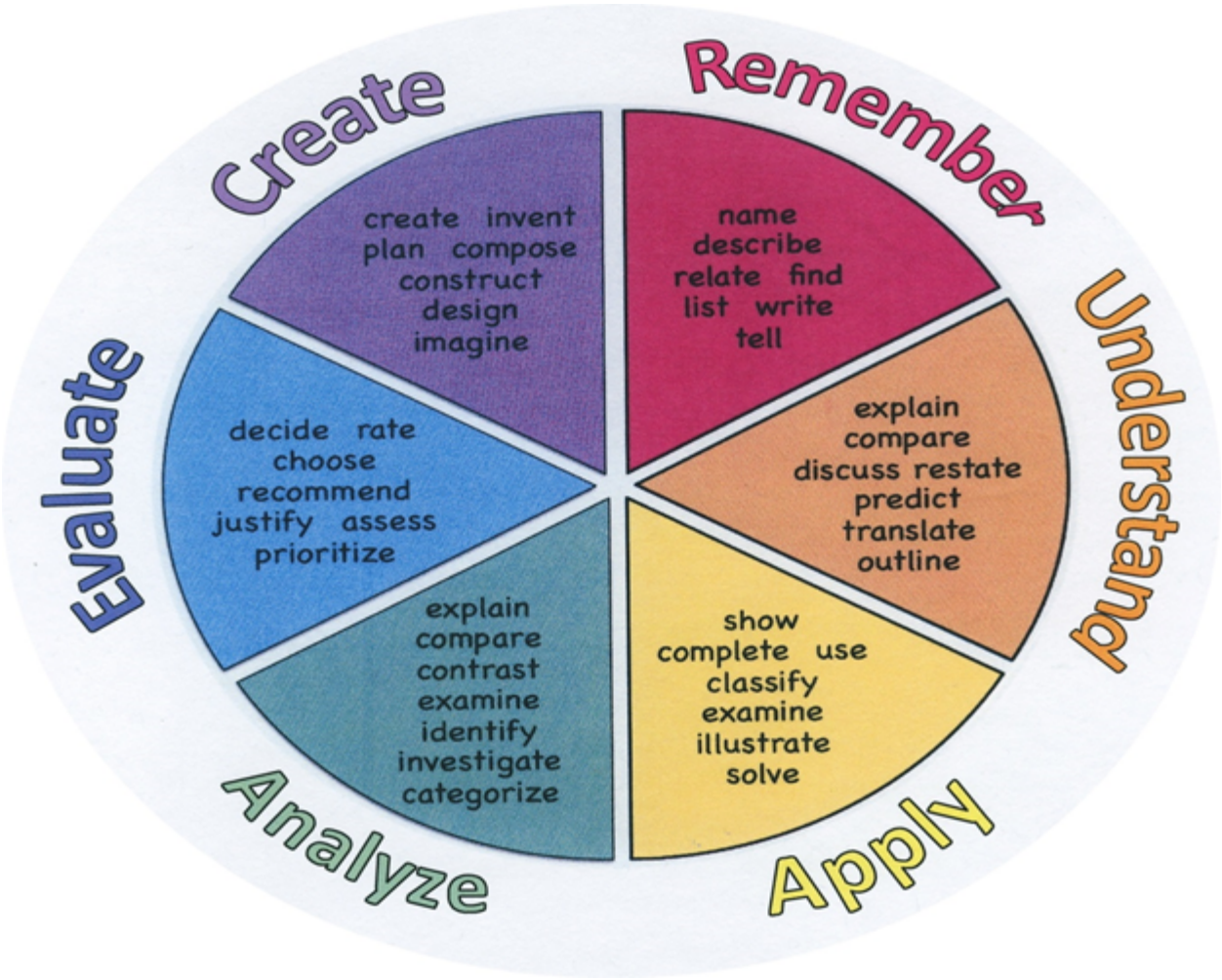
5. Summarize the changes in women's personal and economic status during the 1920s.

6. Analyze the significance of the Scopes Trial.

7. Analyze the election of 1928 as a reflection of the schism between rural and urban America.

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

1. Engage with History - Write a letter to your family in which you describe not just the excitement, but also the conflicts and difficulties of your life in the big city. Conclude by saying if you want to stay or go back home.

Imagine that you are a young man or woman in the 1920s who has moved to New York City from a small Midwest farming town. How are your days and nights different from what they were like before? What employment and entertainment opportunities are available to you? What ideas conflict with what you learned in you rural community? What previously unknown dangers may threaten your thrilling new rural life? Are you living the "American Dream"?

2. Focus on Writing

Imagine it is the 1920s. Write a persuasive letter to your member of Congress in support of or in opposition to a quota system for controlling immigration. In the first part of your letter, present the evidence that supports your position on immigration. In the second half of your letter, acknowledge the opposing viewpoint and provide a counterargument to address it.

3. Multimedia Activity

Use the internet and other sources to research the impact of mass production and the wide-spread availability of automobiles on the American economy and society. Work with a group to produce a multimedia presentation on the topic. Incorporate video, maps, art, graphs, or similar formats into your presentation.

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.

Assessment Evidence - Checking for Understanding (CFU)

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

Use the internet and other sources to research the impact of mass production and the wide-spread availability of automobiles on the American economy and society. Work with a group to produce a multimedia presentation on the topic. Incorporate video, maps, art, graphs, or similar formats into your presentation.-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/

Ancillary Resources

History Channel Videos

"Boom"

"The Presidents: Warren G. Harding"

"Henry Ford and the Model T"

"The True Story of Sacco and Venzetti"

"America Goes Dry with Prohibition"

"The Monkey Trial"

Document-based Investigations

Graphic organizers

Interactive games

Carousel: Women of the 1920s

Image with Hotspots: Harlem in the 1920s

Technology Infusion

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.

- Google Classroom activities
- Google exit tix
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools

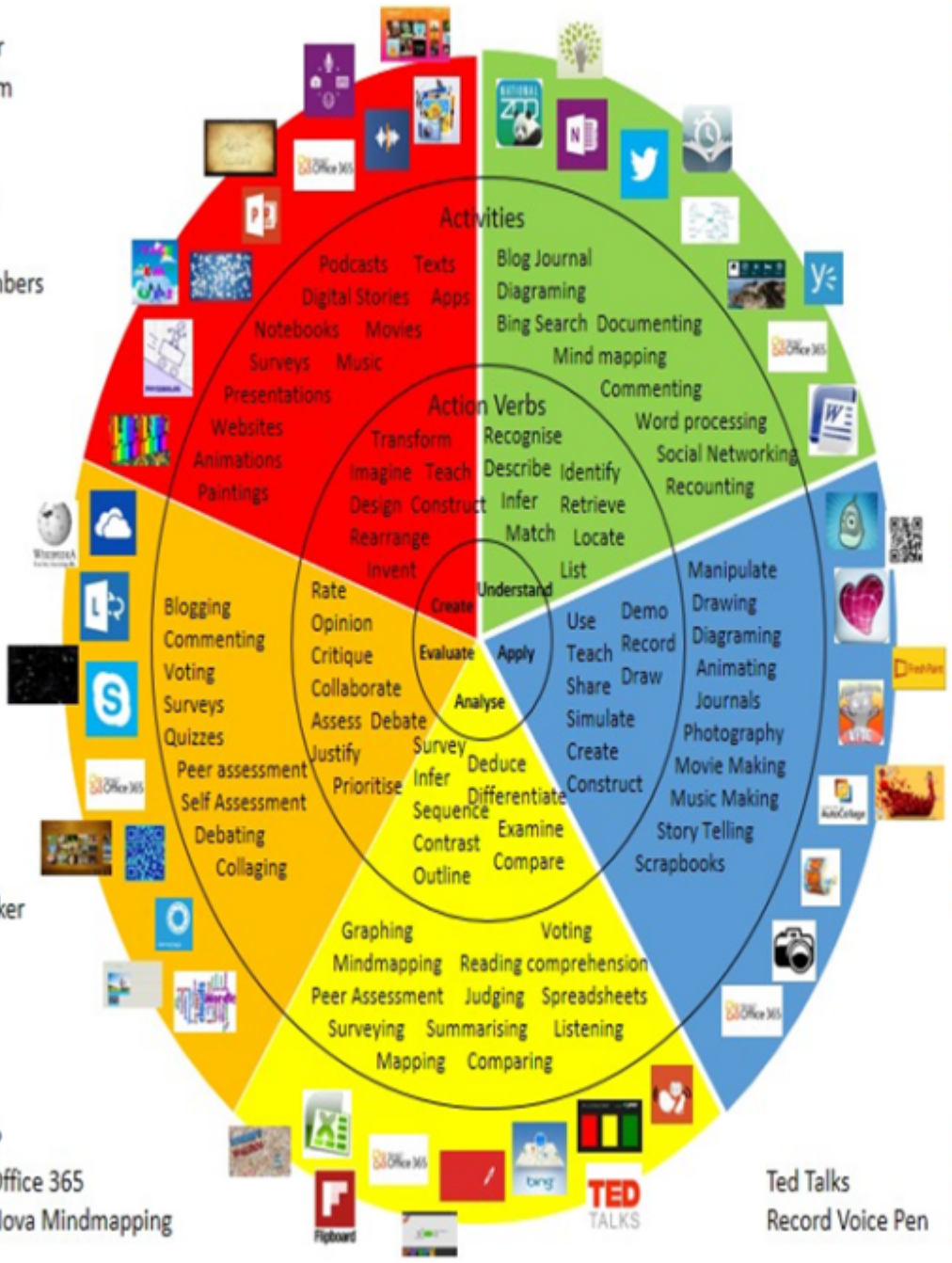
Win 8.1 Apps/Tools Pedagogy Wheel

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
Flipboard
Office 365
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

History Channel Videos

"Boom"

"The Presidents: Warren G. Harding"

"Henry Ford and the Model T"

"The True Story of Sacco and Venzetti"

"America Goes Dry with Prohibition"

"The Monkey Trial"

Document-based Investigations

Graphic organizers

Interactive games

Carousel: Women of the 1920s

Image with Hotspots: Harlem in the 1920s

21st Century Skills/Interdisciplinary Themes

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

- 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

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

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

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards http://www.state.nj.us/education/modelcurriculum/success/math/k2/

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
-

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:A New Deal

njsls :linked

Interdisciplinary Connection: ELA

Statement of Objective: SWDAT explains politics during the 1930's and the way the New Deal affected America.

Anticipatory Set/Do Now: Linked

Learning Activity: Students will watch a documentary on the New Deal and its effects on America Day 1
Student Assessment/CFU's: Linked

Materials: Text, notebooks

21st Century Themes and Skills: Linked

Differentiation: Linked

Integration of Technology: Laptop, projector