# Unit 2: "The World Wars"

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **12 Weeks**
Status: **Published**

## Summary

In the two part United States History sequence (US History I and US History II), students serve as novice historians as they engage in historical inquiry and refine key skills necessary for success in the 21st century. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

The following core understandings cut across historical eras. As such, students have the opportunity to draw connections between events, analyze historical patternization, and speculate about future occurrence in our republic:

1. While marked by unique circumstances, periods of migration and subsequent settlement are often motivated by a desire of one group to expand opportunities and access, often at the expense of another.

2. While America's commitment to democracy has served as a guiding principle, a source of stability, and an example to other countries, its inconsistent implementation has also resulted in tension, conflict, and unequal access at home and abroad.

3. Significant social change requires the coordinated and sustained efforts of countless individuals and groups; this change is often gradual, requires the use of various tactics, and is met with resistance that must then be counteracted.

4. Power relations between individuals, groups, or governments are ever-changing; attempts to exert influence, expand access, and assert control often lead to both intended and unintended consequences.

5. The American experience is rooted in the cultures, traditions, and contributions of various individuals and groups who have intersectional identities; a discussion of the contributions of diverse cultures, groups, and individuals offers a more complete understanding of US history.

This unit is part of the larger aforementioned course sequence and specifically focuses on life in America during and between the World Wars. Students will understand the ways in which the federal government expanded its reach into the everyday lives of Americans through political, social, and economic means during times of war and peace. By the end of this unit, students will be able to evaluate how actions taken by the US government impacted various groups both domestically and abroad, including soldiers, Black Americans, women, immigrants, Jews, Japanese, and Indigenous groups. Students will assess the US government's peacekeeping measures as American involvement was declared to protect democracy abroad and assess the efforts to fulfill that on the home front.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2022

## Standards

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment)

6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

6.1.12.EconET.8.a: 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.

6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence

6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression

6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).

6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.

6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide

economic collapse.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security)

6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.

6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.EconoNM.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).

6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.

6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.EconET.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.

6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy

6.1.12.HistoryCA.11.a: 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.

6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).

6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.HistoryCC.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.

6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

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.

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: 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.

6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

LA.RH.9-10.1 - [Progress Indicator] - 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 - [Progress Indicator] - 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.9-10.3 - [Progress Indicator] - 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 - [Progress Indicator] - 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.9-10.6 - [Progress Indicator] - 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.9-10.8 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RH.9-10.9 - [Progress Indicator] - 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.RH.9-10.10 - [Progress Indicator] - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LA.RST.9-10.1 - [Progress Indicator] - 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.

LA.RST.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary

of the text.

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.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.

LA.WHST.9-10.2.A - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.WHST.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.9-10.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LA.WHST.9-10.2.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LA.WHST.9-10.2.E - 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.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - 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.9-10.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

PFL.9.1.12.F.1 - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

PFL.9.1.12.F.3 - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit is aligned to the  English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate

for social and instructional purposes within the school setting.

- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

## Essential Questions and Enduring Understandings

**Essential Questions:**

- To what extent did the federal government expand its power during this time period?

- To what extent was the social construction of race and gender challenged by world events during this time period?

**Enduring Understandings:**

- The federal government expanded its reach into the everyday lives of Americans through political, social and economic means

- While the US government continued to legally codify race and institute immigration restrictions, events like the Great Depression and World War II challenged those ideas

## Objectives

**Students will know:**

- Terms, concepts and individuals (including, but not limited to): World War I, militarism, alliances, imperialism and nationalism and causes and distinct concepts, Central Powers, Allied Powers, Espionage and Sedition Acts, Debs v. United States, deportation of Emma Goldman and Alexander Berkman, sinking of the Lusitania, U-boats, Sussex Pledge, Zimmerman note, trench warfare, draft, propaganda, Liberty Bonds, War Industries Board, Paris Peace Conference, Wilson's Fourteen Points, League of Nations, "normalcy" isolationism, disarmament, 19th Amendment, flappers, Great Migration, Immigration Act of 1924, Ozawa vs. United States, United States vs. Bhagat Singh Thind,

Ghadar Party, barrios, Lost Generation, pastimes, jazz, Harlem Renaissance, bootleggers, speakeasies, Prohibition, 20th Amendment, Society for Human Rights, Eugenics movement, consumer culture, buying on margin, speculation, credit, advertising, Assembly Line, Henry Ford, Model T, Scientific Management, organized crime, NAACP, Red Summer, Sundown towns, Black Wall Street, Tulsa Race Massacre, Universal Negro Improvement Association, Ku Klux, Klan, American Civil Liberties Union, Red Scare, Sacco and Vanzetti, Black Thursday, Great Crash, Hoovervilles, Bonus Army, Dust Bowl, 21st Amendment, Franklin Delano Roosevelt, New Deal, Indian Reorganization Act 1934, Demagogues, Father Coughlin, Huey Long, Court Packing, overturning of the Scottboro Nine Decision, xenophobia, World War II, Double Victory Campaign, Zoot Suit Riots, Josefina Guerro, Navajo Code Talkers, facism, Benito Mussolini, Adolf Hitler, Axis Powers, Allied Powers, neutrality, Cash and Carry, Lend Lease Act, Fireside Chats, Pearl Harbor, Battle of Midway, island hopping, Manhattan Project, Hiroshima, Nagasaki, Selective Service Act, victory gardens, Mobilization, D Day, The Holocaust, MS St. Louis, nazi policies, Einsatzgruppen, Concentration camps /death camps, Nuremberg Trials, Bataan Death March, Geneva Convention, Japanese Americans and internment camps, Yalta Conference , United Nations , Desegregation of US military

- World War I led to a more prosperous United States economy through mobilization efforts.
- The United States abandoned its neutral foreign policy after the sinking of the Lustitania.
- The US entry into World War I helped tip the balance of power in favor of the Allies, despite the US's limited combat role.
- Trench warfare led to unsanitary fighting conditions and death by disease for many soldiers.
- Wilson's Fourteen Points influenced the Treaty of Versailles, to an extent.
- American consumer culture of the 1920s was characterized by the rise of the automobile, radio and movies.
- The Harlem Renaissance was a "golden age" in African American culture, including literature, music, stage performance, and art.
- The NAACP is a civil rights organization that was formed by white and Black activists in response to the ongoing violence against African Americans around the country in the early 20th century.
- The immigration restrictions of the 1920s reflected discrimination, xenophobia, and nativism.
- The 19th Amendment represented the achievement of the Women's Suffrage Movement's goals.
- The "boom" to "bust" cycle of the economy was reflected by 1920s prosperity followed by the 1930s depression.
- Herbert Hoover's response to the early Great Depression did not provide direct relief to citizens, and often led to "Hoovervilles."
- The Dust Bowl was caused by a surge in wheat farming during WWI with ineffective irrigation systems to Western farmland; it had profound effects on human and natural geography.
- The Bonus Army members sought to collect their promised payment from the US government after their service in WWI to relieve their economic struggles during the Great Depression.
- FDR's Hundred Days was defined by immediate relief legislation, but did not reach every group in the

United States effectively or equally.

- The New Deal's measures influenced art, culture, infrastructure, and the environment in an effort to bolster the economy.
- US foreign policy again moved away from isolation and neutrality after the Pearl Harbor attack, which was a catalyst for the country's formal entrance into WWII.
- US mobilization for WWII contributed to the end of the Great Depression.
- Antisemetic sentiments both within the United States and abroad impacted the view of war in Europe.
- The Holocaust was a genocide of Jewish individuals, as well as other "non-Aryan groups" such as Roma, LGBTQ individuals, differently-abled individuals.
- The development and use of the atomic bomb was highly controversial.
- The Nuremberg Trials and Geneva Convention played a part in the development of international laws that protect human rights.

**Students Will Be Skilled At:**

- Evaluating the roles and contributions of various groups in the World War I effort, including soldiers, Black Americans, women, and immigrants.
- Explaining the way in which the involvement in WWI changed the power of the US government and the success of the US economy.
- Assessing the causes and effects of the Great Migration of African Americans
- Evaluating the impact of World War I on immigrants and women within the United States.
- Assessing the degree to which the Treaty of Versailles addresses the causes of World War I successfully and was structured in a way to prevent future conflicts.
- Identifying the arguments of U.S. political leaders and foreign leaders in the ratification of the Treaty of Versailles.
- Establishing causes and effects of violent racial confrontations in the early 20th century.
- Explaining the rise and significance of consumer culture in relation to the post-war developments.
- Describing the controversies surrounding alcohol consumption and immigration which shape society and politics in the 1920s.
- Determining the causes and context for the creation of the ACLU.
- Analyzing art and literature from the Harlem Renaissance and explaining how it served as an expression of African American identity.

- Identifying the causes of the Great Depression.
- Describing the changing role of government and agencies under FDR during the Great Depression.
- Comparing and contrasting arguments of New Deal supporters and critics.
- Evaluating the causes, effects, and ethics of FDR's court packing plan.
- Explaining how facisim, then and today, is a threat to our democratic ideals.
- Tracking the evolution of United States neutrality to involvement in World War II through "cash and carry" supply laws, a peacetime draft, and a lend-lease program.
- Evaluating the role of women, African Americans, immigrants, and others in the war effort and home front.
- Determining the effects of wartime migration on the United States and immigrant groups.
- Explaining how the incarceration of Japanese Americans in internment camps represented a violation of American civil rights
- Explaining how D-Day and the Battle of Midway represented turning points during World War II.
- Assessing the ways governments attempt to create reparative justice and evaluating the effectiveness of different measures taken, including for victims of the Holocaust, Japanese internment, and the Tulsa Massacre
- Defining the goals of the Allied and Axis powers
- Evaluating the strategies used in the Pacific front, such as the use of Navajo code talking and island hopping.
- Evaluating the role of the Yalta Conference and Potsdam Conference in addressing the causes of World War II.
- Examining, analyzing, and interpreting primary and secondary source documents to determine application by historians.
- Working independently and collaboratively to present their comprehension and understanding.
- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Writing with evidence to support an original claim.
- Creating a claim to respond to a prompt.
- Establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.

## Learning Plan

This unit plan includes but is not limited to the following learning strategies:

- **WWI Town Hall**: Students will act as citizens living during the time of WWI meeting to discuss America's recent entry into the war. Students will hold positions surrounding varying perspectives (for or against US involvement) and use real-world evidence to create an argument over whether or not American entry into the war is justified. Roles include significant figures such as Woodrow Wilson, Emma Goldman, Eugene V. Debs, Alexander Birkman, Secretary of Navy, and members of Congress.

- **WWI Propaganda Analysis**: Students will evaluate propaganda posters to determine how the government attempted to garner support for the war. Students will identify tools of persuasion used by the U.S. government and use evidence from propaganda posters to support their claims.

- **Contributions in the War Effort Stations Activity**: Students will analyze the ways in which Americans of intersecting backgrounds (different races, genders, ethnicities, classes and abilities) contributed to the war effort. Students will reflect not only on their contributions, but also how their experiences differed based on their social identities.

- **League of Nations Debate**: Acting as members of Congress, students will read about the League of Nations and the benefits and detriments to joining. Students will then create an argument either for or against the U.S. approving and joining the League of Nations and argue their case in a class debate. The teacher will then reveal the historical reality and students will evaluate the impact.

- **19th Amendment Critical Analysis:** Students will use primary and secondary source documents to determine how women gained the right to vote and the tactics used to do so during WWI. Students will assess the successes and limitations of the women's suffrage movement, and reflect on the extent to which the movement represented the interests of all American women at the time.

- **Limitations on Immigration Court Case Studies:** Students will split into groups and be assigned one of two court cases (Ozawa v. United States, United States v. Bhagat Singh Thind) or how the Indian Nationalist party formed in the United States (Ghadar Party) to evaluate the impact of the Immigration Act of 1924 on Asian immigrants and Asian Americans. Students will analyze how limitations on immigration were based on the social construct of race and racism.

- **1920s Hallway Museum**: Students will choose one area of focus to study in the 1920s (Flappers, Baseball, Radio, Movies, Jazz, the Lost Generation, Harlem Renaissance, Bootleggers/Speakeasies, Society for Human Rights/origins of LGBTQIA+ movement, consumer culture, organized crime) and research how their area of focus shaped or challenged 1920s culture. Students will then create a photo collage highlighting their chosen topic with a brief description, which peers will then use to gain a more encompassing understanding of 1920s culture.

- **Eugenics Textual Analysis:** Students will read primary and secondary sources on the rise of the Eugenics movement and how it reflects racist beliefs of the time period. Sources will include narratives experienced by targeted groups, such as women, prisoners, and BIPOC.

- **Racism and Resiliency in the 1920s Civil Rights:** Students will watch American Experience: Red

Summer to gain context to the event, including the ways in which Black communities were subject to violence while trying to exercise citizenship rights post-WWI. Students will then examine primary and secondary sources regarding violence against Black Americans including Red Summer, the Tulsa Race Massacre, sundown towns, and resurrection of the KKK, as well as ways that Black Americans continued to show resiliency and resistance to white supremacist violence through organizations such as the ACLU, the NAACP, and Universal Negro Improvement Association. Students will attempt to answer the questions, "Why was there increased violence against Black Americans during the 1920s? How did Black Americans combat white supremacist violence?"

- **Sacco and Vanzetti News Report:** Students will first read and annotate an article regarding the case of Sacco and Venzetti. Then, acting as reporters either in favor or against the accused, students will write a newspaper article that highlights the significance of the case and how it garnered worldwide attention. Students will use evidence to defend their argument and portray a point of view representative of those present during the time period. Students will then write a brief reflection on their real-life takeaways of the case.

- **Great Depression Budgeting Activity:** Students will examine the impact of the Great Depression on families by attempting to create a budget based on salaries and prices during the time period. Students will draw conclusions on how the Great Depression impacted families and challenges faced by Americans.

- **Great Depression Regional Analysis:** Students will examine photographs and narratives of individuals living in different regions of the United States (Midwest, Northeast, South) to determine similarities and differences in the experiences of Americans during the Great Depression. Students will reflect on how geography impacted Americans' experiences and how social identity impacted individual experiences through a written response (Mexican Migrants, Black Americans, white Americans, Immigrants, etc.).

- **New Deal Alphabet Soup Activity:** Students will research and highlight varying New Deal policies through the creation of memorable images and decorate a soup can, either real or through drawing, which exemplifies the goal of the New Deal federal agencies. Students will include a reflection on the extent to which the New Deal benefited different Americans on their label, including historically marginalized groups, such as Indigenous peoples and Black Americans.

- **Scottsboro Nine Case Study:** Students will read and annotate a reading on the Scottsboro Nine Case and its overturning. Then, as a class, students will discuss the significance of the case through addressing questions such as: "How does the Scottsboro Nine Case serve as a reflection of race relations during the 1930s? How does this case relate to previous treatment of African Americans in the legal system (patternization)? To what extent did the Supreme Court rulings in overturning the Scottsboro cases bring about justice and equity for African Americans tried in lower courts?"

- **Forced Sterilization Connections over time:** Students will read a secondary source article on the sterilization of Puerto Rican women during the 1930s. Students will answer analysis questions and draw connections to other examples of government-sponsored violence/eugenics policies either from previous eras or present day.

- **American Experiences of WWII Stations Activity:** Students will examine the ways in which Americans, Indigenous Peoples, and Pacific Islanders under American Imperialism experienced and contributed to WWII efforts. Students will use videos, posters, art and primary and secondary texts to analyze how Black Americans, Indigenous People, Asian Americans, Mexican Americans, white men, and women with intersecting identities experienced war time. Focuses will include the Double Victory Campaign, Navajo Code Talkers, Zoot Suit Riots, the No-No Boys, Fred Korematsu, Josefina Guerro,

and fighting in the war. Students will assess how experiences of the war compared among social groups, and the extent to which war time contributed to a sense of unity among Americans.

- **WWII Propaganda Source Analysis:** Students will analyze excerpts from Fireside Chats, Newspaper Reports, Propaganda posters and films to determine how the government garnered support for WWII efforts. Students will compare propaganda tactics to those seen in WWI and draw conclusions on the extent to which propaganda can influence Americans' opinions and actions.

- **Japanese American Internment Primary Source Analysis**: Students will address the question "Why did the U.S. government incarcerate Japanese Americans during WWII" through the investigation of primary sources. Students will first as a class watch a government newsreel on Japanese American internment, analyzing the source's bias and drawing conclusions on how this source will impact American perception of Japanese Internment. Students will then read newspaper articles, court rulings, and government reports, corroborating evidence to assess bias and determine why Japanese Americans were incarcerated.

- **Impact of the Atomic Bomb**: Students will analyze how the U.S. decision to drop the atomic bomb at Hiroshima and Nagasaki impacted Japanese civilians through reading of first person narratives and poetry, listening to stories from survivors on film, and analyzing art. Students will assess the short and long term impacts of America's decision to use the atomic bomb.

- **The Holocaust- Survivor Testimonies:** Students will learn about the conditions of the Holocaust through listening and reading survivor testimonies to then write a reflection on how actions of German citizens and the SS contributed to the discrimination and genocide against Jewish people.

- **M.S. St. Louis and American Anti-Semitism:** Students will read and annotate an article regarding America's refusal to accept the M.S. St. Louis and discuss questions such as, "How did America contribute and respond to anti-Semitism during WWII? To what extent is the U.S. accountable for the violence committed against Jewish people during the Holocaust? What can be done to prevent atrocities such as this from occurring in the future?"

- **Addressing Human Rights Issues Jigsaw:** Students will work in groups to read about different aspects of the ending of the Holocaust and WWII including liberation, the Nuremberg Trials, formation of the United Nations, Bataan Death March, and the Geneva Convention. Students will complete a corresponding graphic organizer which highlights the significance of these events and how they impacted the way the United States and international community confront human rights violations. Students will share findings with peers to analyze how these events contribute to understanding the Holocaust and WWII.

- **WWII Reflection Response:** Students will write a response addressing the question, "To what extent did Americans experience positive social change with the conclusion of WWII?" Students will analyze sources regarding the impacts of WWII on white men, Black Americans, Japanese Americans, Indigenous peoples, Jewish Americans, and women to craft an argument and write a response supported by textual evidence.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

## Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

**Formative Assessments:**

Do Nows/ Exit Slips, Class Activities, Homework, Quizzes

**Summative Assessments:**

Unit Tests including Multiple Choice, Free (Paragraph-length) response questions, and Source Analysis

**Alternative Assessments:**

-Great Depression Photo Project: Students will use resources from class and independent research to create a photo project representing the experiences of Americans during the Great Depression. Students will include descriptions of how their images represent experiences of the Great Depression. Students will compare experiences of the Great Depression based on geography, race, ethnicity, socio-economic status, and age.

-World War II Case Study Creations: Based on handouts and independent research, students will work to create “case study folders" about their assigned topic. File folders will include: mock primary source (written by students), information summary, and student-generated multiple choice quiz (topics include: American involvement in WWII, important figures, major battles, propaganda, Wartime atrocities.)

**Benchmark Assessment:**

Written Responses to Document Analysis Questions

## Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course:Core

Book List

The following are approved resources that teachers can include to further unit related objectives:

Primary Sources

- Wilson Declaration of War
- Zimmerman Telegram
- Wilson's 14 Points
- Treaty of Versailles
- The Atlantic - March 1927 article of Sacco and Vanzetti
- "The Problem of the City Dweller"excerpt, February 1925, Mary Mcleod Bethune
- "On Migration and the Rise of Harlem" excerpt, 1925, Alain Locke
- "Red Summer in Chicago" excerpt, 1922, Charles S. Johnson
- Transcripts/audio of Fireside Chats

Archives Foundation Article: "Black Wall Street: 100 Years Since the Tulsa Race Massacre"

Choices Program Unit: Between World Wars: FDR and the Age of Isolationism

Choices Program Unit: Japanese American Incarceration in World War II

American Experience Great War - Film clips - PBS

Museum of Modern Art - Jacob Lawrence: Migration Series

National Museum of American History - “Dangerous Girls” - Flappers

The African American Odyssey: A Quest for Full Citizenship

Kennedy Center’s: "Drop Me Off in Harlem”

Primary and Secondary Sources Regarding the UNIA through National Humanities Divining America

Scenes from Cinderella Man

Library of Congress Photographs of the Great Depression

Library of Congress Photographs of the Dust Bowl and Mexican Migrants

Living New Deal Programs, Narratives, and Resources

WWII Propaganda Posters National Archives

American Experience: Red Summer Clip

PBS Film - Scottsboro: An American Tragedy

Jewish Virtual Library - Tragedy of the St. Louis

Japanese American Incarceration Materials (SHEG)

Facing History Holocaust Survivor and Witness Testimonies

Smithsonian Magazine Hiroshima and Nagasaki: Nine Eyewitness Accounts

Navajo Code Talkers Videoshere andhere

Indigenous People and serving in WWII fast facts

Zoot Suit Riots SHEG

Liberation of the Philippines 1945 Article from the WWII Museum

From Outcast to Spy to Outcast: The War Hero with Hansen's Disease (Josefina Guerrero)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

## Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.