

Unit 3: WWI Era (Weeks 10-13)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The new century saw the United States emerge as a world power, owing principally to its participation in the Spanish-American War. The causes and course of the conflict should be examined, as well as the nation's emergence as a colonial power at war's end.

The years covered by Unit 10 constituted the best of times and the worst of times for the United States. They were filled with much promise, energy, reform, and disillusionment. Students must be exposed to the multifaceted developments during those years as seen through the optic of elites and non-elites comprising an increasingly diverse society. They should be introduced to how these people coped with the aftermath of World War I and the energies that were unleashed in its wake.

The years covered by the unit witnessed the intensification of the Jim Crow legislation, lynching, and segregation. The class should investigate the reasons for these developments. On the other hand, it should examine the objectives of the various civil rights organizations, such as the National Association for the Advancement of Colored People, the Urban League, and others that emerged. The modus operandi of these organizations also should be examined. Special attention should be paid to the organizations Black women founded to promote racial uplift. The race riots that occurred between 1898 and 1921 (Wilmington to Tulsa) and their causes and consequences should be carefully analyzed.

Special care should be taken to avoid painting a homogeneous view of the society since whites, blacks, and other ethnic groups were not treated as equal partners. The teacher should address the reasons for these disparities but at the same time, not ignore the roles of all peoples in constructing the nation. In order to assess the pulse of society and to be cognizant of its problems and challenges, the teacher should examine the significant national developments in the 1920s. This should include a survey of party politics and the principal social issues of the time. Students should know that white women could vote in 1920, but the franchise for black people was restricted in many states. Teachers should emphasize that the 1920s was a period of enormous national prosperity, but most people did not share. The teacher might wish to provide statistics on the distribution of income in America and engage the students in a discussion of the reasons that all Americans did not have an equal share of this economic prosperity. The rise of mass production and consumerism — and their societal consequences — should receive some attention.

It is also important to address the impact of the new technology that characterized the 1920s— automobiles, radios, electrical power — on American society. If time permits, social experiments such as Prohibition should be discussed. Although these important changes and developments should be emphasized, students should also know these years produced a resurgence of extra-legal organizations such as the Ku Klux Klan. They should be

aware of the Tulsa Riot of 1921, the continuation of Jim Crow, and lynching. The responses of blacks to these atrocities must be emphasized, particularly the rise of Garveyism, boycotts of businesses that practiced racial discrimination, and court cases led by the National Association for the Advancement of Colored People.

The cultural moorings of the period should form a major part of the unit. The Harlem Renaissance in literature, music, and art deserves serious attention in this regard, as does the impact of motion pictures on society. Students should also discuss the themes that the major writers and poets emphasized in their work.

Students will explore how the Great Depression impacted many cultures but, more importantly, through the loss of resources. Students will discover how racial minorities fared during this difficult time in American history.

ESSENTIAL QUESTIONS

- How did imperialism impact the nations of Africa and North America?
- How did the United States entering the war impact the governmental structure?
- How did the workforce expand as a result of World War I?
- How did racial tensions increase as a result of the Great Migration?
- How did the Great Depression impact racial minorities?
- How did women mobilize in order to get their voices heard?
- How did Reconstruction impact the economic stability of the South?
- How did the Harlem Renaissance shape American culture and values?

STANDARDS

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

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.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.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.

New Jersey (NJSL) - Grades 9-12 - Career Readiness, Life Literacies, and Key Skills (2020)

9.2.12.CAP.13:

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

SOC.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.

SOC.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.

SOC.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.

SOC.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.

WRK.9.2.12.CAP.13

Analyze how the economic, social, and political conditions of a time period can affect the

labor market.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

Highlighted Career Ready Practices:

CRP12. Work productively in teams while using cultural global competence.

PFL.9.1.12.FP.6

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

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

New Jersey Student Learning Standards: Technology

8.1.12.D.3

Compare and contrast policies on filtering and censorship both locally and globally.

PRE-ASSESSMENTS

- What were some of the main causes of World War I, and how did the conflict impact African Americans in the United States?
- What was the Harlem Hellfighters, and what was their role in World War I?
- How did African American soldiers contribute to the war effort during World War I, and what challenges did they face in the military?
- What were some of the major social, cultural, and economic changes that occurred in the United States during the World War I era, and how did they impact African Americans?

INSTRUCTIONAL PLAN

MODULE 1

Students will explore how governmental policies proved discriminatory post-Reconstruction for new immigrants, African-Americans, and Native Americans. Students will identify these policies that were deemed discriminatory in nature.

Students will explore the varying concerns of the economic structure of the southern region of the United States post-Reconstruction. The look at the governmental influence as a result of the change in the times will also be explored.

Students will understand how women worked in groups to ensure that their voices would be heard. In addition, students will discover the methods that they went through to find legitimate concerns and the importance of bringing those to the table to assist all women.

Students will understand the importance of the immobilization of organizations during Supreme Court cases such as Plessy versus Ferguson. Students will discover the racial inequalities in the United States and the need for a voice for African-Americans.

Student Learning Intentions (SLI) WALT: (We are learning to/that...)	Strategies for Student Learning	Formative Assessment (drives instructional decisions)	Activities and Resources
<p>6.1.12.CivicsHR.8.a: WALT 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.</p>	<ul style="list-style-type: none"> • Direct Instruction • Audio/Visual instruction • Activities that incorporate kinesthetic learning • Annotations • Supplemental Videos • Student/Teacher Led Read Alouds 	<ul style="list-style-type: none"> • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Student Conferences • Observation • RACE responses 	<ul style="list-style-type: none"> • Amistad Commission Interactive Curriculum • The Warmth o Other Suns: The Epic Story of America's Great Migratio

		<ul style="list-style-type: none"> • CommonLit • Google Forms • Turn and Talks • Multi-Text Assignments 	
<p>6.1.12.EconET.8.a: WALT 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.</p>	<ul style="list-style-type: none"> • Direct Instruction • Audio/Visual instruction • Activities that incorporate kinesthetic learning • Annotations • Supplemental Videos • Student/Teacher Led Read Alouds 	<ul style="list-style-type: none"> • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Student Conferences • Observation • RACE responses • CommonLit 	<ul style="list-style-type: none"> • Amistad Commission Interactive Curriculum • The Warmth o Other Suns: The Epic Story of America's Great Migratio

		<ul style="list-style-type: none"> • Google Forms • Turn and Talks • Multi-Text Assignments 	
<p>6.1.12.EconNM.8.a: WALT Analyze the push-pull factors that led to the Great Migration.</p>	<ul style="list-style-type: none"> • Direct Instruction • Audio/Visual instruction • Activities that incorporate kinesthetic learning • Annotations • Supplemental Videos • Student/Teacher Led Read Alouds 	<ul style="list-style-type: none"> • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Student Conferences • Observation • RACE responses • CommonLit • Google Forms 	<ul style="list-style-type: none"> • Amistad Commission Interactive Curriculum • The Warmth o Other Suns: The Epic Story of America's Great Migratio

		<ul style="list-style-type: none"> • Turn and Talks • Multi-Text Assignments 	
<p>6.1.12.HistoryCC.8.a: WALT 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.</p>	<ul style="list-style-type: none"> • Direct Instruction • Audio/Visual instruction • Activities that incorporate kinesthetic learning • Annotations • Supplemental Videos • Student/Teacher Led Read Alouds 	<ul style="list-style-type: none"> • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Student Conferences • Observation • RACE responses • CommonLit • Google Forms • Turn and Talks 	<ul style="list-style-type: none"> • Amistad Commission Interactive Curriculum • The Warmth o Other Suns: The Epic Story of America's Great Migratio

		<ul style="list-style-type: none"> • Multi-Text Assignments 	
<p>6.1.12.History CC.8.b: WALT Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.</p>	<ul style="list-style-type: none"> • Direct Instruction • Audio/Visual instruction • Activities that incorporate kinesthetic learning • Annotations • Supplemental Videos • Student/Teacher Led Read Alouds 	<ul style="list-style-type: none"> • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Student Conferences • Observation • RACE responses • CommonLit • Google Forms • Turn and Talks • Multi-Text Assignments 	<ul style="list-style-type: none"> • Amistad Commission Interactive Curriculum • The Warmth o Other Suns: The Epic Story of America's Great Migratio

<p>6.1.12.HistoryCC.8.c: WALT Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.</p>	<ul style="list-style-type: none"> • Direct Instruction • Audio/Visual instruction • Activities that incorporate kinesthetic learning • Annotations • Supplemental Videos • Student/Teacher Led Read Alouds 	<ul style="list-style-type: none"> • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Student Conferences • Observation • RACE responses • CommonLit • Google Forms • Turn and Talks • Multi-Text Assignments 	<ul style="list-style-type: none"> • Amistad Commission Interactive Curriculum • The Warmth o Other Suns: The Epic Story of America's Great Migratio

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc., prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the

assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

REFLECTIONS

N/A

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

RI.11-12.1. Accurately cite strong and thorough textual evidence (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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.