

# OTP11 -1900's SS1

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **2 marking periods**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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Students will be able to understand the development of the United States as a world power through the 1900s. Events will include World War 1, World War 2, the Civil Rights Movement, the Cold War, Korea, Vietnam and the Gulf War.

## Transfer

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Students will be able to use their learning to identify that active American involvement in world affairs leads to conflict for years to come.

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## Meaning

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## Understandings

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Students will understand that

- their own personal heritage most likely is from relatives that came to the USA from another country and that America is a melting pot.
- World War I caused great political, social, and economic changes in America.
- World War II caused great political, social, and economic changes in America which created other conflicts throughout the world.
- The war on civil rights started after the civil war and continues to be fought for today, despite great

movements from leaders such as Rosa Parks, Martin Luther King and Malcolm X.

- Unlike any other war the USA fought, the Cold War moved us to becoming a world super power through social and technological advances.

- As a world super power, the USA got involved in more world affairs which led to the Korean, Vietnam and Gulf Wars.

## **Essential Questions**

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Students will keep considering...

- How did Americans view war during this time?

- How does American prosperity lead to future American successes and failures?

- Even though war is generally a bad circumstance, what are some of the positive ramifications that are a result of war?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

What countries were involved in WWI and WWII?

What is the difference between Allied and Axis Powers?

Why was it called the Cold War?

What led to the spark of the Civil Rights movement of the 1960's?

Why did the USA get involved in the Korean War?

Why did the USA get involved in the Vietnam War?

Why did the USA get involved in the Gulf War?

### **Students will be skilled at...**

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Students will be skilled at...

-locating specific countries of discussion on a world map.

- identifying technology that was developed as a result of competition between countries.

-arguing the need for civil rights for all people.

### **Academic Vocabulary**

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Allies

assassinate

Axis Powers

Cold War

casualties

Central Powers

Communism

concentration camps

D-Day

genocide

Holocaust

Nazi

resistance

trench

## **Target 2**

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- Gather evidence that supports the United States involvement in World War I.

## **Target 1**

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- Examine the consequences of WWI and illustrate its connections to Adolf Hitler and his rise to power.

## **Learning Goal 3**

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- Students will recognize events of WWII that pushed the United States into conflict with the Soviet Union.

## **Target 1**

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- Students will understand that the conflict between the United States and the Soviet Union nearly led to a nuclear war.

## **Target 2**

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- Students will investigate the Korean War which was a repercussion of the conflict with the Soviet Union.

## **Target 3**

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- Students will indicate reasons in which the United States inserted itself into the Vietnamese conflict and quantify the collateral damage to both sides.

## **Summative Assessment**

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Link to summative assesment guidelines and tools: <http://www.edudemic.com/summative-and-formative->

- End of semester exam
- end of unit or chapter tests
- essay or report
- oral examination
- participation in lecture, discussion or group work
- performance task with rubric or checklist
- presentation
- projects
- structured observations

## **21st Century Life and Careers**

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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.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.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

## **Formative Assessment and Performance Opportunities**

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- Do Now
- exit ticket
- graphic organizer
- group project
- independent project
- questioning/discussion
- role play
- simulation
- task analysis
- task rubric
- teacher observation
- think-pair-share
- visual representations
- weekly quiz
- work product

## **Differentiation/Enrichment**

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- 1:1 instruction
- community based instruction
- cueing/prompting
- reinforcement activities
- role playing/simulation
- small group instruction
- visual supports

## **Unit Resources**

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**Spotlight On America - 20th Century Wars**

**Leveled Texts for Social Studies - The 20th Century**

**Leveled Texts for Social Studies - American Biographies**

**US History Shorts - Mid 1800's - Present**

**See 1900's Folder located in OTP Curriculum folder**

various books

various workbooks

board games

interactive activities

online activities

video presentation

[1900s Website Resources](#)

[WW1 Resource Website](#)

[Cold War Resource Website](#)

[Civil Rights Resource Website](#)

[Peaceful Protests](#)