

Unit 11: Imperialism & World War I

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

State Mandated Topics Addressed in this Unit

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Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LBGT and Disabled Mandate	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards
History and Contributions of Asian American and Pacific Islanders	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

Unit 11: Imperialism & World War I (1870-1920)

Learning Objectives

- Identify the causes of the Russian Revolution
- Compare the experiences of African Americans and women during World War I

- Compare the foreign policy of William McKinley with another president from modern times, and determine how much foreign policy has changed
- Describe American conduct during the Filipino-American War
- Describe some themes of American propaganda during World War I
- Describe the experiences of soldiers during World War I
- Describe the foreign policy of Theodore Roosevelt
- Describe the homefront during World War I
- Describe the main causes behind World War I
- Describe Woodrow Wilson's 14 Points
- Determine how persuasive propaganda was during World War I
- Explain how American education changed during the turn of the century
- Explain how civil liberties were suppressed by the government during World War I
- Explain why the United States got involved in the affairs of China and Japan during the period of imperialism
- Explain why the United States wanted to expand into overseas territories
- Explain yellow journalism and its impact on American imperialism
- Identify and describe factors that pushed the United States into entering World War I
- Identify some territories the United States acquired during the period of imperialism

Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

Standards

SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
SOC.6.1.12.EconGE.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

SOC.6.1.12.HistoryCC.6.b	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
SOC.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).
SOC.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.
SOC.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.
SOC.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.
SOC.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.

Essential Questions

- Does might make right?
- How do you start something completely over from scratch?
- When is it best to get involved in someone else's fight?

Instructional Tasks/Activities

- Review games
- Textbook readings
- The Autobiography of Miss Jane Pittman
- Various TRL resources

Assessment Procedure

- Class work Activities
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Homework
- Journal / Student Reflection
- Kahoot
- Other named in lesson

- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing

- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans

- provide desktop list/formula

Honors Modifications

N/A

Resources

- Activities from publishers Teacher Resource Library
- DVD The Autobiography of Miss Jane Pittman
- Internet research
- Reading level appropriate on-line text (www.ducksters.com)
- Textbook: Pearson/AGS United States History ISBN:0-7854-3860-2