

Unit #10: World History Accelerated - Interwar Years

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Semester 2**
Length: **2 weeks**
Status: **Published**

Unit Introduction

This unit will explore the fallout of World War I and the Russian Revolution. Investigations into political, economic, and social changes will highlight the war's exhaustive effects but also explain the rise of Fascist governments in Italy and Germany. Key parallels will be made between totalitarian states on the left and the right. The unit serve as an overview into the causes of World War II.

Standards

SOC.6.2.12.A.4.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
SOC.6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
SOC.6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.C.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.
SOC.6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
SOC.6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.D.4.d	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.
SOC.6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
SOC.6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

Common Core Standards

CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-Literacy.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
CCSS.ELA-Literacy.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-Literacy.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-Literacy.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-Literacy.WHST.9-10.7	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.
CCSS.ELA-Literacy.WHST.9-10.8	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.
CCSS.ELA-Literacy.WHST.9-10.10	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.

Essential Questions

- How can economic philosophies drive a desire towards political change?
- What are the economic consequences of war?

Goals/Objectives

- Analyze social, political, and cultural change
- Analyze the impact of historical events on the modern world
- Apply problem-solving to develop solutions

- Evaluate communication of information for soundness of evidence and potential bias
- Evaluate concepts and themes through historical periods
- Examine source data to test credibility and evaluate bias
- Formulate questions from multiple perspectives, using multiple sources
- Reconcile primary and secondary source information

Content

Course Text: Beck, Black, Krieger, Naylor, Shabaka. *World History: Patterns of Interaction*. Orlando, FL: Holt McDougal, 2012.

- Cultural response to the First World War
- Expanding Political Spectrum
- Failure of the League of Nations
- Kellogg-Briand Pact
- Motivations for Japanese expansion and its international impact
- Munich Conference
- Propaganda as a means to increase citizens role within the government
- Social and Political impact of global depression
- Weimar Republic

Skills

- Analyze charts and tables
- Analyze political cartoons
- Assessing validity of sources
- Critical thinking
- Data analysis
- Distinguish facts and opinions
- Drawing inferences
- Identify main ideas and details
- Read for content mastery
- Recognize bias

Assessment of Learning

- Debate

- Discussion/Questioning
- Graphic Assessment
- Mapping
- Primary Source Analysis
- Projects
- Quizzes
- Statistical Analysis
- Unit Test
- Writing

Instructional Strategies

- Brainstorming
- Cooperative learning
- Demonstrations
- Direct instruction/Lecture
- Discussion
- Drill and Practice
- Games
- Graphic Organizers
- Guided reading
- Higher Order Thinking Skills
- Interactive instruction
- Journal writings
- Labs
- Manipulatives
- Problem-based instruction
- Structured overview

Differentiation

- Alternative assessments
- Choice of activities
- Flexible grouping
- Guided reading
- Homework options

- Independent research and projects
- Leveled rubrics
- Modified materials
- Multiple texts
- Multi-sensory
- Pre-teach
- Re-teach
- Stations/Centers
- Supplemental materials
- Supplemental teaching

Technology

- Computer Lab/Laptops
- DVDs/CDs/Videos/TV
- Internet Resources
- iPads
- Overhead Transparencies
- PowerPoint
- SMART Board

TECH.8.1.12	Educational Technology: 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.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.
TECH.8.2.12.A.CS2	The core concepts of technology.
TECH.8.2.12.A.CS3	The relationships among technologies and the connections between technology and other fields of study.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.
TECH.8.2.12.B.CS4	The influence of technology on history.

21st Century Themes

- Business, Financial, Economic and Entrepreneurial Literacy
- Civic Literacy
- Global Perspectives
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

Interdisciplinary Connections

- Art
- Business
- Health & PE
- Industrial Arts
- Math
- Music
- Science
- Social Studies

- World Languages