

Course: Modern US Wars
Unit #: Unit 1- Age of Imperialism (Spanish American War/World War I)

Year of Implementation: 2023-2024

Curriculum Team Members Joseph Fisicaro jfisicaro@lrhsd.org; Christine Lorenz clorenz@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

[2020 New Jersey Student Learning Standards \(NJSLS\)](#)

- **Unit Standards:** *(keep each of the following headings in place)*

- **Content Standards**

- 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 6.1.12.HistoryCC.6.c: 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.
- 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 workforce 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). List all content-specific standards that apply to this unit here
- 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- **21st Century Life & Career Standards** <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
 - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
 - 9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
 - • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).
 - 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **English Companion Standards**
 - RH.9-10.2. 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.
 - RH.9-10.3. 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.
 - 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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.9. 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.
- RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently
- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- ***Interdisciplinary Content Standards***
 - List any standards from other content areas that apply to this unit.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 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 (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian

Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to evaluate the roles that militarism, imperialism and nationalism play in modern conflicts, particularly the Spanish American War and World War I.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhhsd.org/Page/6163>

- choose and analyze appropriate sources to gain content knowledge
- apply acquired content to connect past and present day events
- collaborate and interact with others in a diverse and ever-changing world
- independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
- independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics

Enduring Understandings

Students will understand that. . .

EU 1

the causes and outcomes of war are dependent upon many factors, including military techniques and strategies as well as political, economic and social influences.

EU 2

conflict is a result of a perceived need for political, economic or social change by a population.

Essential Questions

EU 1

- To what extent did propaganda, the media, and special interest groups shape American public opinion during the Spanish American War and World War I?
- How did the military strategy of the early 20th century evolve and change?
- How did the roles of various alliances among nations and their leaders influence the outcomes of World War I?

EU 2

- How can the government influence how the American public perceive war efforts? Economic? Political? The use of propaganda? Or was it a combination of factors?
- How did social, economic, and political factors in Europe make war inevitable by 1914?

EU 3

nationalism drives countries and its citizens to engage in behaviors to promote the interests of their homeland.

- How can an initial stance of neutrality be altered by social, economic or political factors?
- Does militarism protect or harm us?

EU 3

- How is patriotism different from nationalism?
- What drives nationalism?
- Can nationalism be dangerous?

Knowledge

Students will know . . .

EU 1

- how economic and imperial interests influenced U.S. involvement in Cuba.(6.1.12.EconEM.5.a)
- the major battles of the Spanish-American War & World War I. (6.1.12.HistoryCA.7.c)
- the consequences of the Spanish-American War and World War I. (6.1.12.HistoryCC.6.c)
- what contributed to the Great Migration and how it aided America in World War I. (6.1.12.EconNM.7.a)

EU 2

- the ways in which yellow journalism and political cartoons played a role in the outbreak of war. (6.1.12.HistoryCA.7.a)
- the events that led the United States to declare war on Germany. (6.1.12.HistoryCA.7.b)
- reasons why the provisions of the Treaty of Versailles laid the foundation for future conflict. (6.1.12.HistoryUP.7.a)

Skills

Students will be able to . . .

EU 1

- read and analyze primary source documents to determine different points of view. (6.1.12.HistoryCA.7.c)
- draw inferences from factual material. (6.1.12.EconNM.7.a)

EU 2

- compare and contrast the credibility of differing ideas, elements, or accounts. (6.1.12.HistoryCA.7.b)
- test the validity of information using criteria such as source, objectivity, technical correctness, and currency. (6.1.12.HistoryUP.7.a)
- identify persuasive techniques used in political cartoons and articles. (6.1.12.HistoryCA.7.a)
- research useful and valid media resources. (6.1.12.HistoryCA.7.a)

EU 3

- extreme nationalism sometimes leads to violations of human rights and Genocide. (6.1.12.CivicsDP.7.a)
- the positive and negative effects of propaganda. (6.1.12.HistoryCA.7.a)
- The Espionage and Sedition Acts and landmark court cases such as Schenk v. the United States & how each I affected civil liberties. (6.1.12.CivicsDP.7.a)

EU 3

- recognize and interpret different points of view. (6.1.12.HistoryCA.7.a)
- detect bias in data presented in various forms. (6.1.12.CivicsDP.7.a)
- develop media literacy to be able to identify valid online sources. (6.1.12.CivicsDP.7.a)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Mini lecture on the causes of the Spanish-American War. (A) (EU1, EU2, EU3)
- View video clips from the History Channel's *A Splendid Little War* in order to evaluate motivation and point of view for the causes of the Spanish American War. (A) (EU1, EU2, EU3)
- Students will complete a chart detailing the specifics of the battles of San Juan Hill and Manila and important officers involved, including Teddy Roosevelt, Leonard Wood, Admiral Dewey, etc. (A) (EU2)
- Students will label and annotate maps utilizing teacher created slides which will include identifying the Allied Powers, Central Powers, causes of the outbreak of war in Europe, major battles, theaters of operation, post war changes in political boundaries. (A, M) (EU1, EU2)
- Mini lecture and class discussion on the role of women and African Americans on the homefront during the World War I era. (A, M) (EU1 EU2)
- Dissect the Treaty of Versailles & discuss the far reaching implications on future world events. (A, M) (EU2)
- Discuss Wilson's "14 Points" and reasons why the European nations rejected it. The students will then get into pairs and create their own "5 Point Plan" that they feel would meet both American and European needs after this war. (A,M) (EU2)
- Read primary source accounts detailing the conditions in Cuba under Spanish rule and debate the role of the "yellow press" (media) and compare it with the role of the media in current conflicts to examine point of view and bias. (A, M, T) (EU 2, EU3)
- Students will research and stage a debate pitting George Washington against William McKinley and a current leader (president, secretary of state, etc.) regarding the United States involvement and relationships with other nations. Using primary source documents, students will construct arguments based on each president's point of view regarding foreign involvement. (A, M, T) (EU1, EU2, EU3)
- Students will create persuasive political cartoons in the style of the Yellow Press regarding a current event they have researched in relation to a current modern conflict. (A, M, T) (EU3)
- Create digital "StoryBoards" comparing and contrasting the Revolutionary War and the Spanish-American War by displaying the 'strategies', 'weapons', 'tactics', and 'other considerations' that were utilized for each. Storyboards will lay out the details of U.S. strategy. (A, M) (EU 1 EU2)

- Research the evolution of military technology and weaponry and the impact that had on both the Spanish American War and World War 1 and how that continues to evolve in present day conflicts. (A, M, T) (EU 2)
- Create a 'before/after' graphic organizer and map showing the effects of the population shift of African Americans during the 'Great Migration'. (A, M) (EU 1 EU2)
- Create a "one pager" that explains/illustrates the events that prompted US involvement in the Spanish American War and World War I (Maine Explosion, reconcentrado, yellow journalism, Zimmerman note, Sussex pledge, Lusitania). (A,M) (EU1, EU2, EU3)
- Create an infographic which lays out a plan for mobilizing a modern day war effort. (M,T) (EU1 EU3)
- Create propaganda posters for a present-day conflict using [Canva or another online graphic design tool](#). (M,T) (EU3)
- Debate the constitutionality of limiting civil liberties in times of crisis after exploring the Espionage and Sedition Acts and the constitutionality of these laws. (A,M,T) (EU1)
- View scenes from the movie *1917* and take on the role of one of the characters in describing the personal toll of the war. Compare a soldier's experience in 1917 with a current conflict and its impact on soldiers. (A, M, T) (EU1)
- Research the use of chemical weapons in the age of imperialism and today. [Debate the morality of chemical weapons](#). (A,M,T) (EU1 EU2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Age of Imperialism (Spanish American War & World War I)	30
2	World War II & Cold War Era (1939-1991)	30
3	Contemporary Wars (1991- present)	30
4		

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

- Splendid Little War (History Channel documentary)
- 1917 (movie clips)
- Colored pencils (for map annotations)

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.