

**Course: MD United States History 2
Unit 2 - Problems at Home and Across the Sea**

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Stage One - Desired Results

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

{provide all applicable links to standards here}
<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

New Jersey Student Learning Standards for Social Studies
(<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>)

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.12.A.7.a 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.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

6.1.12.C.8.b 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.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.

6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.

6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.

6.1.12.C.11.a Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.

New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills
<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.

9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

Transfer Goal: Students will be able to independently use their learning to analyze the effect war and economy have on the lives of American people and use that knowledge to participate as an active and civil citizen in a democratic society.

As aligned with LRHSD Long Term Learning Goal(s):
Maximize independence
Self-advocate in real life situations
Positively contribute to society

Enduring Understandings

Students will understand that. . .

EU 1

- American involvement in World War 1 had a major impact on our country.

EU 2

- the 1920's was a decade of economic, social, and political change.

EU 3

- the Great Depression had an economic and cultural impact.

EU 4

- conflict can be caused by a perceived need for political, economic, or social change by a population.

Essential Questions

EU 1

- Was war inevitable in 1914?
- Should the US have entered WW1?
- Which side won WW1?
- Did WW1 contribute to causing WW2?

EU 2

- What was post-war life like for American's in the 1920s?
- What was life like for African Americans and women in the 1920s?

EU 3

- How does the Stock Market affect society?
- How did the Great Depression impact Americans?
- How did political change impact the depression?

EU 4

- Was war inevitable in 1939?
- How did America's involvement in World War 2 impact the outcome of the war?
- What was life like for American's during World War 2?

Knowledge

Students will know . . .

Skills

Students will be able to. . .

EU 1

- that alliances contributed to bringing many nations to war. (6.1.12.A.7.a)
- the Treaty of Versailles treated Germany very harshly. (6.1.12.A.7.c)
- America's involvement brought needed resources and contributed to the Allies winning the war. (6.1.12.A.7.a)

EU 2

- cultural, industrial, and economic advancements improved aspects of American life. (6.1.12.C.8.b)
- the red scare and xenophobia were negative cultural influences of the 1920s. (6.1.12.A.8.c)
- the Harlem Renaissance impacted American culture. (6.1.12.C.8.b)
- the rise of flappers and women's suffrage advocates transformed the role of women in society. (6.1.12.C.8.b)

EU 3

- the stock market crash and the credit crisis contributed to the Great Depression. (6.1.12.C.9.d) (9.1.12.CP.4)
- many Americans lost their life savings, homes, businesses, and farms during the depression. (6.1.12.D.9.b) (9.2.12.CAP.13)
- the New Deal created several programs aimed at supporting the American people. (6.1.12.A.10.b) (9.1.12.CP.2)

EU 4

- the Treaty of Versailles and the rise of dictators contributed to WW2. (6.1.12.A.11.a)
- Industrial mobilization enabled America to battle the Axis powers in the Atlantic and the Pacific. (6.1.12.C.11.a) (9.2.12.CAP.13)

EU 1

- read and label a map. (6.1.12.A.7.a)
- differentiate between different viewpoints. (6.1.12.A.7.c)
- analyze graphic organizers. (6.1.12.A.7.a)

EU 2

- research useful and valid resources in all forms of media. (6.1.12.C.8.b)
- describe issues with discrimination. (6.1.12.A.8.c)
- connect historical events to present day issues. (6.1.12.A.8.c)

EU 3

- draw inferences from factual material. (6.1.12.A.10.b)
- analyze graphic organizers. (6.1.12.A.10.b)
- read and interpret graphs and charts. (6.1.12.C.9.d)
- understanding the importance of credit. (9.1.12.CP.2)

EU 4

- Read and label a map. (6.1.12.A.11.a)
- Recognize cause and effect relationships. (6.1.12.A.11.a , 9.2.12.CAP.13)
- Draw inferences from factual documents. (6.1.12.A.11.a)

- Americans at home made sacrifices to support the war efforts abroad. (6.1.12.C.11.a)

Stage Two - Assessment

Other Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Tests and quizzes
- Timelines
- Observations (observing the students identifying countries on a map or navigate their mock stock portfolio)
- Current Events
- Class Discussions
- Presentations (presentation of pop culture stars of the 1920's or a New Deal program)
- Videos ([America the Story of US : FDR](#) or [History Brief: The New Deal](#))

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.

- Identify and label Allies, Central and Neutral powers on a map. (A) (EU 1)
- Create a WW1 Army recruitment ad. (M) (EU 1)

- Create a poster asking people to buy Liberty Bonds. (M) (EU 1,4)
- Create a journal entry on why it was unfair for German Americans to lose their jobs during World War 1. (M) (EU 1)
- Create a protest poster for a Women's Suffrage advocate. (M) (EU 2)
- Create a Google slide presentation that highlights famous Jazz musicians in the 1920s. (M) (EU 2)
- Use a Venn Diagram to compare and contrast communism and democracy. (A) (EU 1,4)
- Create a journal assuming the role of a "bootlegger" during the Prohibition period. (M,T) (EU 2)
- Create a presentation highlighting one of the major pop culture stars of the 1920's. (A, M) (EU 2)
- "Purchase" stock on the NYSE and track the stock's progress over a time period. (T) (EU 3)
- Use a Venn diagram to compare and contrast life in the 1920's and 1930's (M) (EU 2,3)
- Write a journal entry as a poor farmer during the Dust Bowl highlighting the struggles of the time. (M,T) (EU 3)
- Create a presentation that highlights one of the programs in the New Deal. (M) (EU 3)
- Identify and label on a map the Allied and Axis powers. (A) (EU 4)
- Watch "The Boy in the Striped Pajamas" and write a reflection on the video's impact. (M) (EU 4)
- Write a letter home assuming the role of an American soldier in World War 2. (M,T) (EU 4)
- Read the novel Night by Elie Wiesel and discuss his experience as a prisoner in a concentration camp. (M) (EU 4)
- Compare and contrast the discrimination faced by certain groups in the 1920s to groups facing discrimination today. (T) (EU 4)