

Course: U.S. History II Unit #3: World Wars and Growing American Influence	Year of Implementation: 2021-2022
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
Unit Standards: <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p>	

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.EconET.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.

6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

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

6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social

comparison, and achieving societal responsibilities.

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.*

Transfer Goal:

Students will be able to independently use their learning to analyze dissenting opinions to debate the constitutionality of limiting civil liberties in times of crisis.

Identify problems in times of crisis through appropriate sources to ascertain point of view and bias, summarize key points, and determine the validity of the source.

As aligned with LRHSD long term learning goal(s):

1. Choose and analyze appropriate sources to gain content knowledge
2. Apply acquired content to connect past and present day events
3. Collaborate and interact with others in a diverse and ever-changing world
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
5. Communicate effectively through written, oral, and visual means

<p><u>Enduring Understandings</u> Students will understand that. . .</p> <p><i>EU 1</i> there are multiple and complex causes and effects of historical events.</p> <p><i>EU 2</i> social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p> <p><i>EU 3</i> the causes and outcomes of war are dependent upon many factors, including military techniques and strategies as well as political, economic and social influences.</p>	<p><u>Essential Questions</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● How did social, economic, and political factors in Europe make war inevitable by 1914? ● How did US foreign policy evolve from 1900 to 1945? ● Was the US justified in joining World War I and World War 2? ● How did the end of World War 1 and the Treaty of Versailles create a climate that led to World War 2? <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● How can a democratic government promote patriotism and protect national security while protecting constitutional rights during times of war? ● What ethical responsibilities do the United States and other nations have in response to the violation of human rights? ● How does the opinion towards, and treatment of American minorities change during times of crisis? <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● To what extent did propaganda, the media, and special interest groups shape American public opinion during the world wars?

<p><i>EU 4</i> advancements in technology along with investments in capital goods and human capital increase economic growth and standards of living.</p>	<ul style="list-style-type: none"> ● How did the roles of various alliances among nations and their leaders influence the outcomes of the world wars? ● How did the military strategy of the early 20th century evolve and change? <p><i>EU4</i></p> <ul style="list-style-type: none"> ● What are the implications of the use of atomic weapons? ● How did technology evolve in the early 20th century and what impact did it have on the world wars? ● How did the United States emerge as a global economic power after the world wars?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● there were various factors that led to the United States entering World War I and World War II (such as the need to spread democracy, reactions to acts of aggression) (6.1.12.HistoryCA.7.b & 6.1.12.HistoryCA.7.c) ● the implications of the Treaty of Versailles (such as: the rise economic depression and authoritative regimes). (6.1.12.HistoryUP.7.a) 	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1, EU 2, EU 3, EU 4</i></p> <ul style="list-style-type: none"> ● read and analyze primary source documents to determine different points of view. ● draw inferences from factual material. ● recognize and interpret different points of view. ● detect bias in data presented in various forms. ● compare and contrast the credibility of differing ideas, elements or accounts. ● test the validity of the information, using criteria as source, objectivity, technical correctness, and currency. ● research useful and valid resources in all forms of media ● develop media literacy.

EU 2

- extreme nationalism sometimes leads to violations of human rights and Genocide. (6.1.12.CivicsHR.11.a, N.J.S.A. 18A:35-28 & 6.1.12.HistoryCC.11.d)
- that during times of crisis our government takes extraordinary measures. (such as: Internment, Sedition Acts, ect) (6.1.12.CivicsDP.7.a & 6.1.12.CivicsPR.10.a)
- women and minority groups entered the workforce in large numbers to promote the war effort. (6.1.12.EconNM.7.a & 6.1.12.HistoryCC.11.c)
- in the wake of conflict, efforts are made to promote peace and prosperity. (such as League of Nations, United Nations) (6.1.12.CivicsHR.11.b & 6.1.12.HistoryCA.11.)

EU 3

- U.S. Presidents make critical decisions as to American policy during wartime. (6.1.12.HistoryCC.7.a)
- that propaganda, the media, and special interest groups shape American public opinion during the world wars. (6.1.12.HistoryCA.7.a)
- during wartime, there is an economic emphasis on production of necessary materials. (6.1.12.EconET.11.a)
- various alliances among nations and their leaders influence the outcomes of the world wars. (6.1.12.History CC.11.b)

EU 4

- World War 1 and World War 2 both helped to stimulate the American economy. (9.1.12.EG.3)
- the United States emerged from World War 2 as a global economic superpower. (9.1.12.EG.5)
- the implications of scientific and technological advancements developed during the world wars. (6.1.12.EconNM.11.a)

Stage Two - Assessment	
<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Tests/Quizzes ● Discussion/Debate, etc. ● Essays /DBQ ● Presentations ● Research projects ● Primary and secondary source analysis 	
Stage Three - Instruction	
<p><u>Learning Plan:</u> 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.</p> <ul style="list-style-type: none"> ● Label a map of World War 1 or World War 2 identifying the following --the alliances in Europe, the battles and theaters of operation and postwar changes in political boundaries. (A) (EU 1, 3) ● Discussion/PowerPoint/lecture which introduces the various causes of the outbreak of wars in Europe. (A) (EU 1) ● Analyze propaganda posters from both World War 1 and World War 2- evaluate the methods, message and effectiveness of each. (M) (EU 2, 3) ● Create propaganda posters for a present-day conflict. (M,T) (EU 2, 3) ● Create a plan for mobilizing a modern day war effort. (M,T) (EU1, 3) ● Write a journal entry of a soldier from World War 1 or World War 2 from the Allied side and a journal entry from the enemy side. (A, M) (EU 3) ● Research the evolution of military technology and weaponry and the impact that had on World War 1 and World War 2 and how that continues to evolve in present day conflicts. (A, M, T) (EU 4) ● Discuss/evaluate/analyze the events that prompted US involvement in the wars (Zimmerman note, Sussex pledge, Lusitania, Pearl Harbor). (A,M) (EU 1) ● Create a 'before/after' graphic organizer to show the effects of the population shift of African Americans during the 'Great Migration'. (A, M) (EU 2, 4) 	

- Discussion/PowerPoint/lecture the role of minorities on the home front. (A) (EU 2)
- Debate the constitutionality of limiting civil liberties in times of crisis. (A,M,T) (EU 2)
- Write an editorial taking a stand on whether the internment of Japanese-Americans was justified. (A,M) (EU 2)
- Students will participate in a discussion on individual responsibility relating to the Holocaust and being an Upstander. (M, T) (EU 3)
- Read excerpts from *Night* by Elie Wiesel and discuss the experiences of Jews living in a concentration camp. Compare with other modern genocides and crimes against humanity. (M) (EU 2)
- Debate the decision to drop the atomic bomb after analyzing primary source documents. Have groups create persuasive arguments based on the documents for and against the decision to drop the atomic bombs on Hiroshima and Nagasaki. (A,M) (EU 4)
- Analyze economic statistics to demonstrate the effect of war on the American economy. (A, M, T) (EU 3, 4)
- View and discuss excerpts from films such as “1917,” “*All Quiet on the Western Front*,” “*Saving Private Ryan*” and “*Schindler’s List*” or other applicable WWI and WWII films. (A, M) (EU 1, 2, 3, 4)
- Use [this resource](#) to help craft lessons around educational awareness regarding African American history and the many contributions Africans have made to American society. (A,M, EU2)