



Marietta City Schools
2024–2025 District Unit Planner

United States History

Unit title	<i>Unit 6: World War I and the 1920's</i>	Unit duration (hours)	<i>10.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.

- a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.
- b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
- c. Explain Wilson's Fourteen Points and the debate over U.S. entry into the League of Nations.

SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.

- a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- b. Describe the effects of the Eighteenth and Nineteenth Amendments.
- c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.
- d. Describe the impact of radio and movies as a unifying force in the national culture.
- e. Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.

Information Processing Skills:

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
12. analyze graphs and diagrams
17. interpret political cartoons

Map and Globe Skills (MAGS):

- 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 8. draw conclusions and make generalizations based on information from maps
- 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Literacy Standards (LS):

- L11-12RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- L11-12RHSS4:** 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
- L11-12WHST1:** Write arguments focused on discipline-specific content
- L11-12WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Essential Questions

Factual

- What are the 18th and 19th amendments?
- Why did the United States enter WWI?
- How did the popularity of the radio impact American culture?
- How did the popularity of movies impact American culture?

Conceptual

- How did the policies of the United States regarding the Red Scare and immigration restrictions reflect the nation's beliefs and ideals?
- How did the US entry into World War I change the nation?
- How did the Harlem Renaissance reflect the customs and traditions of African American culture?

Debatable

- Why did Wilson's Fourteen Points challenge the beliefs and ideals of many Americans?
- How did advertising of the 1920s affect American society?
- How did the policies of the United States regarding the Red Scare and immigration restrictions reflect the nation's beliefs and ideals?

On-Level Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

USH Unit 6 Standard 15 CFA

Summative Assessment(s):

WWI and the 1920s AMP Summative Assessment

Honors Assessment Tasks

Formative Assessment(s):

USH Unit 6 Standard 15 CFA

Summative Assessment(s):

WWI and the 1920s AMP Summative Assessment

On-Level Learning Experiences

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare</p>	<p>https://www.archives.gov/education/lessons/zimmermann https://acrobat.adobe.com/id/urn:aaid:sc:US:851d2812-e072-4fc8-9e31-e6c3538eae80</p>	<p align="center">All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.</p> <p>Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.</p>

<p>and the Zimmerman Telegram. b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.</p>		
<p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.</p>	<p>https://acrobat.adobe.com/id/urn:aaid:sc:US:085cc092-76c9-4f6d-b06b-b0ea1b02fa8e https://acrobat.adobe.com/id/urn:aaid:sc:US:2f497c1a-04f8-4825-b277-8bc9823f81e7</p>	<p>Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.</p>
<p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs. SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity. a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.</p>	<p>https://www.pbs.org/wgbh/americanexperience/features/goldman-prelude-red-scare-espionage-and-sedition-acts/ https://www.history.com/news/sedition-espionage-acts-woodrow-wilson-wwi</p>	<p>Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.</p>
<p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. c. Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.</p>	<p>https://acrobat.adobe.com/id/urn:aaid:sc:US:5d12e855-fb16-4beb-8132-2e4d956ee372 https://acrobat.adobe.com/id/urn:aaid:sc:US:e9c2dd1c-9a16-445b-9540-d2362eac2671</p>	<p>Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.</p>
<p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</p>	<p>GADOE WWI and the 1920's Lessons and Activities</p>	<p>Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.</p>

<p>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p> <p>8. draw conclusions and make generalizations based on information from maps</p> <p>10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p> <p>11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p>	<p>https://oshermaps.org/teach/downloads/worksheets</p>	<p>Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.</p>
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Honors Learning Experiences

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.</p> <p>a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram. b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.</p>	<p>US Enters WWI DBQ</p> <p>https://acrobat.adobe.com/id/urn:aaid:sc:US:30a5b36d-6cba-42ee-8442-d24cd4e53e07</p>	<p>Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.</p>
<p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.</p> <p>b. Explain the domestic impact of World War I, including the origins of the Great</p>	<p>Mapping the Ripple Effects of WWI: (Small Group Work)</p> <ol style="list-style-type: none"> 1. Divide the class into three groups. Assign each group one of the following focus areas: 	<p>Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.</p>

<p>Migration, the Espionage Act, and socialist Eugene Debs.</p>	<ul style="list-style-type: none"> ● The Great Migration: Explore why African Americans moved to northern cities during WWI, the economic opportunities available. And the challenges they faced. ● The Espionage Act: Investigate how this legislation limited civil liberties, the justifications for its passage, and its long-term implications. ● Eugene Debs and Socialism: Examine Debs’ opposition to the war, his arrest under the Espionage Act, and the broader role of socialism in wartime America. <p>2. Each group will:</p> <ul style="list-style-type: none"> ● Use primary and secondary sources to identify key causes, events, and outcomes related to their topic. ● Create a cause-and-effect chart showing how their topic connects to US Involvement in WWI and its aftermath. 	
<p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. c. Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.</p>	<p>Writing Activity: Students will select from one of the writing prompts below.</p> <ol style="list-style-type: none"> 1. Explain the purpose of Wilson’s Fourteen Points and identify two specific goals he sought to achieve through this plan. Why did some Americans oppose the US joining the League of Nations? 2. Evaluate how Wilson’s Fourteen Points reflected his vision for global peace and compare it to the arguments made by opponents of the League of Nations. Was the US right to reject membership in the League? Use evidence to justify your answer. 	<p>Teacher will provide an overview of content, guided instruction, additional time, and peer to peer support.</p>
<p>Content Resources</p>		
<p><u>On-Level</u></p> <p>U.S. Entry into World War I Reading</p> <p>Unit 6 WWI and 1920’s Packet with Readings & Questions, ACE Writing Assignment https://marietta.schoology.com/course/6786925236/materials/link/view/7023158478</p> <p>https://docs.google.com/document/d/1w9mUUrzyyxV7zaQNQotKqdtDmmQZBegNY9aOCp7Dx_A/edit?tab=t.0</p> <p>GADOE Student Video Dictionary: A Shared National Identity After World War I</p>	<p><u>Honors</u></p> <p><u>WWI DBQ</u> https://acrobat.adobe.com/id/urn:aaid:sc:US:30a5b36d-6cba-42ee-8442-d24cd4e53e07</p> <p><u>RAFT Writing</u> https://acrobat.adobe.com/id/urn:aaid:sc:US:7da43f26-3bcc-448e-a2f5-e4429a849b4d</p>	

[C Span Classroom videos on the Espionage Act](#)

Discovery Education Channels:

Social Studies Interactives Channel

Museum Access Channel

Newsy Channel

News and Current Events Channel

Stuff You Missed in History Class Podcast Channel

World History Channel

Contemporary World History Channel

Social Studies Channel

This unit has a Museum Box that includes artifacts and documents related to SSUSH15a and the Harlem Renaissance. To reserve the museum box, complete the [Museum Box Request form](#).

WWII DBQ

<https://acrobat.adobe.com/id/urn:aaid:sc:US:64e7c940-330a-4458-b8ac-e24ea79388a5>