



**Marietta City Schools**

**District Unit Planner**

*I&S US History through Film*

<b>Unit title</b>	<i>Americans Faces Conflict and Change</i>	<b>Unit duration (hours)</b>	<i>15 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**

**Standards**

**SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century.**

a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.

**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.

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

**Map and Globe Skills:**

4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
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 Skills:**

- 9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- L9-10RHSS2: 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.
- L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- L9-10RHSS4: 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 science.
- L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

- L9-10WHST1: Write arguments focused on discipline-specific content
- L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task,purpose, and audience
- L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- L9-10WHST6: 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.
- L9-10WHST7: 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.
- L9-10WHST8: 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.
- L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research

**Essential Questions**

**Factual-**

- What events led to American Imperialism?
- What events led to America’s shift from neutrality to engagement in WWI?
- What were the features of Wilson’s Fourteen Points?
- What led to the Red Scare and immigrant restrictions following WWI?
- What impacts did mass production and advertising have on the American economy?
- What were the origins of Jazz music?

**Conceptual-**

- How did American imperialism go against American ideals?
- How are the Great Migration, the Espionage Act, and socialist Eugene Debs related to America’s involvement in WWI?
- How did most Americans respond to the end of WWI?
- How did the 18th and 19th Amendments impact American society?
- How did the radio and movies help develop a national culture?
- How did cultural expression change during the Harlem Renaissance?

**Debatable-**

- Why did America become Imperialistic?
- Should the United States have joined the League of Nations?
- Were mass production and increasing consumerism good for the nation?

**Assessment Tasks**

*List of common formative and summative assessments.*

**Formative Assessment(s):** Review Formative and Summative to support EOC Express review. Digital games and jigsaw carousel to connect topics to each other.

First Semester Gamification for EOC:

[https://www.canva.com/design/DAGbXym6hNM/vRGf81ldOOSCXinc76ZMSQ/edit?utm\\_content=DAGbXym6hNM&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGbXym6hNM/vRGf81ldOOSCXinc76ZMSQ/edit?utm_content=DAGbXym6hNM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Second Semester Gamification for EOC:

[https://www.canva.com/design/DAGbSZpHEYM/WPYzAFhKaEaw6OY3ch1WgQ/edit?utm\\_content=DAGbSZpHEYM&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGbSZpHEYM/WPYzAFhKaEaw6OY3ch1WgQ/edit?utm_content=DAGbSZpHEYM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)





**Summative Assessment(s):**

**American Imperialism Choice Board**-Scholars will research topics on American imperialism and choose from a list of ways to present their knowledge

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation ownership of the local school to review and All information included by PLC in the differentiation box is the responsibility and approve per Board Policy IKB.
<p><b>SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century.</b> a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.</p>	<p><a href="#">Spanish American War &amp; Imperialism</a> (graphic organizer) Students will investigate the cause of the Spanish American War, War with the Philippines and craft pro and against for American Imperialism. <a href="#">Teacher Directions for Imperialism</a></p> <p>Additional Video Clips:  <a href="#">Spanish American War in Motion Pictures</a>  <a href="#">Crash Course US History: Imperialism</a></p> <p><a href="#">Review Questions for Crash Course US History Imperialism Video</a></p> <p>Images of Spanish American War:  <a href="#">The Spanish American War: The US becomes world power</a>  <b>Library of Congress Primary Source Analysis Tool</b>  <a href="https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf">hrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf</a></p>	<p>Guide learners through each document to ensure understanding. Model providing claims, evidence, and reasons as needed.</p>
<p><b>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.</b> a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.</p>	<p><a href="#">Should the United States Have Entered WWI</a> (Mini-DBQ) Students will develop an evidence -based argument about U.S. entry into the First World War through examining unrestricted submarine warfare and the Zimmerman note along with reading and analyzing two sources with conflicting perspectives.</p> <p>Additional Video Clips:  <a href="#">Causes of World War 1</a></p>	<p>Guide learners through each document to ensure understanding. Model providing claims, evidence, and reasons as needed.</p>

	<a href="#">The US and World War 1</a>	
<b>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.</b>	<p><b>Featured Movie: <i>All Quiet on the Western Front</i></b> Students will work in small groups to reflect on the themes presented in the movie by completing a jigsaw poster activity.</p> <p><a href="#">Unit 4 SS15a All Quiet on the Western Front Lesson</a></p>	Guide students through the themes to be explored to ensure understanding. Model selecting specific events from the movie that reflect the themes
<b>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. b.</b> Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.	<ul style="list-style-type: none"> <li> World War I: Exploring US Involvement and Domestic Impact</li> <li> The Great Migration: Crash Course Black American History #24</li> <li> America in World War I: Crash Course US History #30</li> </ul>	Guide learners through the speeches and primary source documents to ensure understanding. Model pulling supporting evidence from primary sources to support an argument.
<b>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. c.</b> Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.	<p><a href="#">Unit 4 SS15c Lesson:14 Pts &amp; Debate over League of Nations</a> (primary source analysis) Students will analyze congressional speeches debating the participation of the US in the League of Nations and Wilson’s 14 Points. Students will create a tri-fold pamphlet that presents arguments either for or against the US joining the League of Nations including evidence from the primary sources to support their argument.</p> <p>Video clip:  Great Senate Debates: League of Nations</p>	Guide learners through the speeches and primary source documents to ensure understanding. Model pulling supporting evidence from primary sources to support an argument.
<b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity. a.</b> Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.	<ul style="list-style-type: none"> <li> Red Scare SSUSH16 a.</li> <li> Communist Revolution in America? - The Red Scare 1919 I THE GREAT W...</li> </ul> <p><a href="https://www.youtube.com/watch?v=OdbCIUYaOU">https://www.youtube.com/watch?v=OdbCIUYaOU</a> History Brief: Red Scare of 1920’s</p>	Guide learners through the speeches and primary source documents to ensure understanding. Model pulling supporting evidence from primary sources to support an argument.
<b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity. b.</b> Describe the effects of the Eighteenth and Nineteenth Amendments.	<p><a href="#">Weighing the Evidence: The 18th Amendment</a> Learners will watch a short video clip about the 18th Amendment then analyze documents to determine if they believe Prohibition was appropriate for the nation. Teacher will print the documents and assign groups to analyze them. Then guide a discussion and complete the visual “weighing the evidence” on-line activity with the class.</p> <p><a href="#">Weighing the Evidence: Teacher Directions</a></p>	<p>Guide learners through the timeline- prefill dates and events to guide work.</p> <p>Model “weighing the evidence” and/or allow learners to collaborate to analyze the documents</p>

	<a href="#">18th Amendment</a> Video Clip	
<b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</b> b. Describe the effects of the Eighteenth and Nineteenth Amendments.	<a href="#">Investigating Voting Rights in The United States</a> Learners will watch a short video clip about ratification of the 19th Amendment, analyze arguments for and against women’s suffrage, and explore voting rights legislation throughout American History. They will create a P.S.A encouraging 17.5 year old MHS students to register to vote, citing at least three historical pieces of evidence to support voting for all.	Watch the video and complete the Z-chart whole-group. Teacher choosed 10 - 15 documents for learners to explore for completing the graphic organizer. Work in teams to develop the infographic (P.S.A.)
<b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</b> b. Describe the effects of the Eighteenth and Nineteenth Amendments.	<a href="#">PBS She Resisted</a> Students will work in groups to investigate the types of protests and actions taken by suffragettes during their campaign to vote. They will then create a PSA explaining how their efforts influence the 19th Amendment.  <a href="#">The 19th Amendment</a> Video Clip	Work in teams to develop the infographic (P.S.A.)
<b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</b> c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.	<a href="#">Henry Ford Assembly Line Activity</a> After learning about Henry Ford’s assembly line, students will participate in a hands-on activity to simulate mass production (Georgia Inspire Lesson).	Work in teams to create assembly line automobiles.

**Content Resources**

- [Causes of World War 1](#)
- [The US and World War 1](#)
- [18th Amendment](#)
- [Unrestricted Submarine Warfare](#)
- [The American Empire](#)
- [Great Senate Debates](#)
- [Men Who Built America: Henry Ford](#)