

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: U.S. History **Unit Name:** The United States in a Changing World

Quality Core Objectives:

Unit 8 The United States in a Changing World	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	f. Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	j. Develop open-ended historical questions that can be addressed through historical research and interpretation
	k. Analyze how the past influences the lives of individuals and the development of societies
D.1. The United States in a Changing World	a. Identify and analyze the causes and significant events of World War I and their impact; evaluate the impact of the Treaty of Versailles
	b. Describe and evaluate the impact of scientific and technological innovations of the 1920s
	c. Identify and evaluate the impact of new cultural movements on American society in the 1920s
	d. Identify the characteristics of social conflict and social change that took place in the early 1920s
	e. Identify and explain the economic factors that contributed to the stock market crash of 1929 and the Great Depression
	f. Explain the economic, environmental, and social impact of the Great Depression on American society
	g. Evaluate the impact of the New Deal on various elements of American society (e.g., social, political, environmental, economic)

Purpose of the Unit:

Students need to see why we rebuild countries after both man-made and natural disasters, as well as how the economy will boom and bust in their lifetime so what should we do about it and what should we expect our government to do about it as our students develop their political views.

Prerequisites:

World civilization and U.S. History courses on World War I as well as discussion on politics during previous social studies classes in high school

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	QC D.1.a	Why did the Paris peace conference take 6 months to create the Treaty of Versailles?	Students will role play and rank the post-WWI objectives for the benefit of their country. Then negotiate the treaty to end WWI with a group.	Learning with others Authenticity Audience Emotional Safety	Formative-students' understanding can be gathered by walking around looking at rankings. Summative- students will be graded based on how many of their objectives get included on the final treaty
2	QC D.1.b QC D.1.c QC D.1.d	Why were the 1920s known as the roaring 20s?	Summarizing and notetaking on the 20s	Personal response	Formative- teacher walking around Summative- Students will turn in their 1920s research for a 50 point grade
3	QC D.1.b	Why were the 1920s known as	Summarizing and notetaking on the 20s	Personal response	Formative- teacher walking around

	QC D.1.c QC D.1.d	the roaring 20s			Summative- Students will turn in their 1920s research for a 50 point grade
4	QC D.1.b QC D.1.c QC D.1.d	Who impacted the roaring 20s?	Summarizing and notetaking research Identifying similarities and differences	Novelty and variety- powerpoint creation and presentation Sense of audience Personal response	Formative- student progress checked By walking around Summative-The presentation will be graded
5	QC D.1.b QC D.1.c QC D.1.d	Who impacted the roaring 20s?	Summarizing and notetaking research Identifying similarities and differences	Novelty and variety- powerpoint creation and presentation Sense of audience Personal response	Formative- student progress checked By walking around Summative-The presentation will be graded
6	QC D.1.b QC D.1.c QC D.1.d	Who impacted the roaring 20s?	Summarizing and notetaking research Identifying similarities and differences	Novelty and variety- powerpoint creation and presentation Sense of audience Personal response- compare your 20s character to someone like them in society today.	Formative- student progress checked By walking around Summative-The presentation will be graded

7	<p>QC D.1.b QC D.1.c QC D.1.d QC D.1.e</p>	<p>How did the 20s effect society culturally, socially, and scientifically</p>	<p>Review of decade as it impacted us in various areas- summarizing and notetaking</p> <p>Nonlinguistic representation-pics of various topics and line graphs</p>	<p>Personal response- pics of various topics</p> <p>Line graphs of economic indicators should give a feeling of authenticity.</p>	<p>Quiz over the line graphs will be summative</p>
8	<p>QC D.1.e QC D.1.f</p>	<p>How did the great depression impact society?</p>	<p>Summarizing and notetaking with gallery walk</p> <p>Advanced questions with writing prompt</p>	<p>Gallery walk allows for personal response and learning with others</p> <p>Writing letters allows for personal response and audience</p>	<p>Letters will be summative assessment</p> <p>Gallery walk oral questions will give formative assessment</p>
9	<p>QC D.1.f</p>	<p>How did the great depression impact society?</p>	<p>Identifying similarities and differences and summarizing and notetaking– compare the great depression to the great recession</p>	<p>Comparing economic downturns can show authenticity to society now.</p> <p>Learning with others discussing research</p>	<p>Essay- After reading, compare the great depression of the 30s to the great recession of today? (LDC lesson)</p>
10	<p>QC D.1.e QC D.1.f</p>	<p>How did the great depression impact society?</p>	<p>Identifying similarities and differences and summarizing and notetaking – compare the great depression to the great recession</p>	<p>Comparing economic downturns can show authenticity to society now.</p> <p>Learning with others discussing research</p>	<p>Essay- After reading, compare the great depression of the 30s to the great recession of today? (LDC lesson)</p>

11	QC D.1.e QC D.1.f	Are you more liberal or conservative?	Sim/Diff in politics using historical figures and political figures today Advanced organizers with political spectrum Summarizing and notetaking	Emotional/Intellectual safety to discuss difficult topics Learning with others through political discussion Authenticity- real world application to voting and politics	Formative- oral questions during political discussion Notebook check- solving the great depression with conservative or liberal or radical solutions
12	QC D.1.g	Is President Obama's modeling of the New Deal a mistake?	Organizers and notetaking with the New Deal Sim/Diff- between Obama/FDR	Authenticity- connecting history to today Safety- to discuss tough political opinions	Oral questions checking for learning
13	QC D.1.g	How did the New Deal impact society?	Summarizing and notetaking role of the alphabet agencies.	Learning with others- debating importance of each agencies then and now Safety- opinionated topics in politics Non-linguistic rep- spectrum of where agencies rank	Formative- spectrum of where agencies rank
14		What do we need to study about the 20s and 30s?	Study guide- Summarizing and notetaking	Authenticity- successful people study their craft in the real world	Summative- Test coming over the 20s and 30s

			Organizers		
15		What did the great depression look like?	Test over 20s and 30s	Clear expectations	Summative- Test over the 20s and 30s Movie writing assignment/quiz over Cinderella Man