

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: U.S. History/Resource

Unit Name: The United States in a Changing World

Objectives:

Purpose of the Unit:

Students should understand why the United States rebuilds countries after both man-made (war) and natural disasters. They will understand what contributing factors can cause the economy to boom or bust in their lifetime, what we the people should do, and what role we should expected the government to play as they begin to develop their own political views.

Prerequisites:

World Civilization, U.S. History courses on World War I, and discussion on politics from 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	Students will rank Wilson’s 14 Points in	Authentic	Formative-students’ understanding gathered by walking around looking

		take 6months to create the Treaty of Versailles? Why did Wilson's 14 Points not work?	order of importance based how they believe they would benefit the United States.	Pair & Share Class discussion	at rankings and class discussion. Summative-Students are graded based on Wilson's 14 Points handout out activity.
2	QC D.1.b	Why were the 1920's known as the Roaring 20's? How did life change in the 1920's from previous generations?			KWL Worksheet
3	QC D.1.b	Why were the 1920's known as the Roaring 20's? How did life change in the 1920's from previous generations?			
4	QC D.1.b QC D.1.c QC D.1.D	Who impacted the Roaring 20's and how?	Summarizing and note taking research. Identifying similarities and differences	Personal reponse-compare individuals who impacted the 20's to some similar in today's society.	Formative-student progress checked by walking around classroom. Summative-questions to answer handout to be graded.
	QC D.1.b QC D.1.c QC D.1.D	Who impacted the Roaring 20's and how?	Summarizing and note taking research.	Personal reponse-compare individuals who impacted the 20's to some similar in	Formative-student progress checked by walking around classroom.

			Identifying similarities and differences	today's society.	Summative-questions to answer handout to be graded.
5	QC D.1.b QC D.1.c QC D.1.d QC D.1.e	How did the 1920's effect society culturally, socially, political, and industrially?			
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8	QC D.1.b QC D.1.c QC D.1.d QC D.1.e	How did the 1920's effect society culturally, socially, political, and industrially?			
9		What do we need to study for 20's	Study Guide	Complete study guide. Test Review.	Summative-Test over the Roaring 20's

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