

Ratcheting Up the Three R's

All Subjects Instructional Unit Plan

Subject: Social Studies	Estimated Length of Unit: 23 days	Beginning Date: Feb. 8, 2016	Projected Ending Date: March 11, 2016
Course APUSH		Grade 11	

Unit Theme, Big Idea, or *Essential Question*:

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role

UBD Stage One-Desired Results (A is Optional)

A. Students will be able to independently use their leaning to... (Transfer Goals)

1. Create Cornell notes over their reading.
2. Formulate discussion questions.
3. Analyze various historical perspectives.

B. Students will understand that...

1. Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.
2. A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.
3. Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

C. Students will know...

1. The continued growth and consolidation of large corporations transformed American society and the nation’s economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe.
2. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources.
3. National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the United States into a limited welfare state.
4. New technologies led to social transformations that improved the standard of living for many while contributing

to increased political and cultural conflicts.

5. The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe.
6. Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere.
7. Many Americans began to advocate overseas expansionism in the late 19th century, leading to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific.
8. World War I and its aftermath intensified debates about the nation's role in the world and how best to achieve national security and pursue American interests.
9. The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence and transformed both American society and the relationship between the United States and the rest of the world.

D. Students will be Skilled at...

1. Taking Cornell notes
2. Independently identifying key ideas
3. Analyze historical documents to understand how they fit within the larger historical context.
4. Identify various and often competing perspectives in history.

Frameworks and Common Core State Standards

Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
WOR-3	RI.11-12.1	W.11-12.1.C	SL.11-12.1
WOR-4	RI.11-12.2	W.11-12.1.D	SL.11-12.3
WOR-6	RI.11-12.3	W.11-12.1.E	
WOR-7		W.11-12.3	
ID-3			
ID-6			
ID-7			
ID-8			
WXT-3			
WXT-5			
WXT-6			
WXT-7			
WXT-8			
PEO-2			

PEO-3
 PEO-6
 PEO-7
 POL-2
 POL-3
 POL-4
 POL-5
 POL-6
 POL-7
 ENV-5
 CUL-5
 CUL-6
 CUL-7

Unit Specific Vocabulary

- Yellow journalism
- Darwinism
- Department stores
- modernism
- National Consumer League
- imperialism
- Spanish-American War
- “Open Door” Policy
- Sherman Anti-Trust Act
- Suffrage
- Triangle Shirtwaist Factory Fire
- Socialism
- Roosevelt Corollary
- Dollar Diplomacy
- Great Migration
- Ludlow Massacre
- Palmer Raids
- Red Scare
- The Fourteen Points
- Trench Warfare
- Prohibition
- Great Depression
- Tennessee Valley Authority
- Civil Works Administration
- Agricultural Adjustment Act
- Glass-Steagall Act
- nationalism
- militarism
- fascism
- Good Neighbor Policy
- Lend-Lease Act
- Neutrality Act
- Dawes Plan
- Atomic bomb
- Holocaust
- internment

-Manhattan Project

UBD Stage Two-Evidence

Pre Assessment

- **Attach Copy at the End of the Unit**

Traditional Assessment Each unit of study should have a traditional assessment with at least 1/3 of the points possible coming from constructed response questions.

- Proposed Date for Traditional Assessment **March 11**
- **Attach a copy to the end of this unit.**

Alternative Assessment or Big Finale -----What choices will be given students for this Unit?

Comic Strip Diary
Interview Letter to the Editor
Newspaper Story Radio Program
Newscast Monologue
Poem or Song Slideshow
Brochure Model
Press Conference Play
Soundtrack Essay
Rewrite Oral Interpretation

Introducing the Unit

Anchoring Activity

This activity should engage the students and establish the relevance of the entire unit of study.

Anchoring Activity	Description of Anchoring Activity
Video Clip, Song, Poem, Current Event Brainstorming Activity Socratic Seminar Other _____	Crash Course video about unit material to get students interested in the content.

Now that you have established what the students need to know and be able to do at the end of this unit of study, now plan the day-to-day learning experiences.

UBD Stage Three-Learning Plan		
Lesson # Date/Day	Teaching/ Delivery Method (What I will say or do)	Check for Understanding (What will the students say or do)
2-8-16	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
2-9-16	Mini-lecture to wrap up imperialism and review the causes of WWI from World History. Discuss why the US entered WWI.	SWBAT to define the Open-Door policy, Dollar Diplomacy, and the Roosevelt Corollary. Discuss the causes of WWI. SWBAT describe the US entry to WWI.
2-10-16	Assist students with document analysis.	SWBAT analyze Wilson's "14 Points" and describe the end of WWI. "Why didn't the US join the League of Nations?"
2-11-16	Mini-lecture.	Discuss the impact of WWI on civilian populations (Espionage and Sedition Acts, Great Migration, Red Scare, women, etc.)
2-16-16	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
2-17-16	Mini-lecture on new technology.	SWBAT identify new technologies and leisure activities (movies, cinemas, radio, etc.) SWBAT describe the changes in consumerism.
2-18-16	Lecture.	SWBAT to identify how social, economic, and political changes impacted women and minorities. Discuss nativism.
2-19-16	Help students analyze music and art.	SWBAT to define the Harlem Renaissance. SWBAT to analyze poems, art, and music from the Harlem Renaissance.
2-22-16	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
2-23-16	Mini-lecture on the causes of the Great Depression. Help students	SWBAT to identify the causes of the Great Depression. SWBAT compare the Great

Spring 2015

	make a comparison to the 2008 Financial Crisis. Assign DBQ “What Caused the Great Depression?”	Depression to the Economic crisis of 2008.
2-24-16	Gallery walk on Dorothea Lange photographs. Discuss impact of Great Depression on each group of people.	SWBAT describe how the Great Depression impacted various groups (women, African Americans, and Mexican-Americans). SWBAT analyze pictures from the Great Depression.
2-25-16	Lecture on comic books/superheroes and the Great Depression (because comics are AWESOME).	SWBAT to identify at least two ways that people coped with the Great Depression. SWBAT answer the following prompt: How did superheroes allow Americans to cope with economic, social, and political problems? What role do superheroes play in modern society?
2-26-16	Create a compare and contrast chart over Hoover and Roosevelt’s responses to the Great Depression.	SWBAT to identify two political responses to the Great Depression: Hoover and Roosevelt. SWBAT define the New Deal.
2-29-16	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
3-1-16	Create a word-web to describe New Deal Programs.	SWBAT to identify the NRA, TVA, and the CCC. SWBAT identify the Glass-Steagall Act and Social Security Act.
3-2-16	Document analysis.	SWBAT identify how the New Deal impacted women and African Americans. SWBAT analyze the impact of Jim Crow laws in the South. SWBAT to describe major criticism of the New Deal and describe FDR’s court packing.
3-3-16	Mini-lecture on Nazism in the US. Short film on the American Nazi party.	SWBAT to identify the causes of WWII in Europe. SWBAT describe the spread of Nazism into the US.
3-4-16	Lecture.	SWBAT to identify the Lend-Lease Act and the Good Neighbor Policy. SWBAT to describe America’s entrance into WWII.
3-7-16	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.

Spring 2015

3-8-16	Help students analyze pictures from internment camps (Rohwer and Jerome in Arkansas).	SWBAT to explain America's treatment of minorities during WWII. SWBAT describe the Korematsu v. US decision.
3-9-16	Lecture and class discussion.	SWBAT describe how opportunities for women and African Americans changed during WWII.
3-10-16	Watch clips from the Manhattan Project archives. Class discussion on why these technologies were important.	SWBAT describe at least three new technologies used during WWII. SWBAT identify the Manhattan Project.
3-11-16	Aid students with class debate.	SWBAT answer the following prompt: What President Truman justified in dropping the atomic bombs on Japan? Why or why not?