

Unit Five: Twentieth Century Crises - Foreign and Domestic (1914-1940)
AP U.S. History / ECE History 1502

9 Class Meetings

Revised June 2019

Essential Questions

- How are World War I, the Great Depression, and the New Deal turning points in American history?

Enduring Understandings with Unit Goals

EU 1: 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.

- Analyze the political, social, environmental, and economic impact of World War I on American society
- Evaluate Wilson's role in post-war peace settlements

EU 2: Political leaders responded to the Great Depression by transforming the United States into a limited welfare state.

- Explain the causes of the Great Depression
- Evaluate the legacy of the FDR administration and the New Deal

Standards

Common Core State Standards/College and Career Readiness Anchor Standards:

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-Literacy.RH.11-12.2** 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.
- **CCSS.ELA-Literacy.RH.11-12.4** 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.
- **CCSS.ELA-Literacy.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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- **CCSS.ELA-Literacy.WHST.11-12.1** Write arguments focused on *discipline-specific content*.
- **CCSS.ELA-Literacy.WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **CCSS.ELA-Literacy.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **CCSS.ELA-Literacy.WHST.11-12.7** 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.
- **CCSS.ELA-Literacy.WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-Literacy.WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

College Career and Civic Life – C3 Framework for Social Studies State Standards:

- **D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.
- **D2.His.15.9-12.** Distinguish between long-term causes and triggering events in developing a historical argument.
- **D2.His.2.9-12.** Analyze change and continuity in historical eras.
- **D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

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MSMHS Academic, Civic, and Social Competencies

Competency 1: Read and write effectively for a variety of purposes

Competency 2: Speak effectively with a variety of audiences in an accountable manner

Competency 5: Contribute to a positive learning environment with respect and responsibility

Unit Content Overview

College Board Key Concept Alignment: 7.1, 7.2, 7.3

- World War I and its impact on American society
- Wilson and the League of Nations
- American consumerism and mass culture
- Technological and manufacturing developments of the 1920s
- Social and political figures of the 1920s
- Fundamentalism versus modernism
- Stock Market Crash
- Herbert Hoover's response to the Great Depression
- Dust Bowl
- FDR's New Deal
- Current Event Connections

Daily Learning Objectives with *TWPS Activities*

Students will be able to...

- Explain the global context of World War I.
 - *What were the major forces at play in the world during the early 1900s?*
- Analyze the political, social, environmental, and economic impact of World War I on American society
 - *Why do countries involve themselves in war?*
- Evaluate Wilson's role in post-war peace settlements
 - *Should the United States have joined the League of Nations?*
- Explain how and why cultural, economic, and technological developments resulted in conflict during the Roaring Twenties
 - *How were the Roaring Twenties an era of forcing and resisting change? Explain with specific examples of competing forces.*

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- Explain the causes and immediate effects of the Great Depression in urban and rural America
 - *What were the immediate needs of the average American and how should government respond? Explain with specific examples and ideas.*
- Compare the attempts of both Hoover and FDR at bringing the United States out of the Great Depression
 - *How did Hoover and FDR address the problems of the Great Depression similarly/differently?*
- Assess the effectiveness of FDR's New Deal on solving Great Depression
 - *Reflecting on your experience of listening to the First Fireside Chat and then reading the Second Fireside Chat, which format do you think would have been more effective in 1933? Explain your response with evidence from the texts.*
- Evaluate the legacy of the FDR administration and the New Deal
 - *To what extent did FDR's New Deal reform the relationship between the federal government and Americans?*

Instructional Strategies/Differentiated Instruction

- **HLP:** Academically Productive Talk
- **HLP:** Writing to Learn (TWPS)
- **HLP:** Effective Feedback
- Textbook, Primary Source, and Historical Scholarship Readings
- Vocabulary Lists (IDs)
- HAPPY Document Analysis/Living DBQ
- DBQ (Timed)
- Lecture
- Reading and Lecture Quizzes
- Roundtable Discussions
- Debates
- Essay writing
- One Pager Writing Activity
- Flexible grouping
- Examination of exemplary student work
- Teacher modeling
- Guided practice
- Student self-assessment
- Graphic organizers/outline
- Student restating information
- Rephrasing information for students
- Video Clips

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Interdisciplinary Connections:

- Science: Evolution and scientific theories of the 1920s
- English: Scholarly Reading and Research, Source Evaluation

Assessments

FORMATIVE ASSESSMENTS:

- ID List: *America Past and Present* Chapters 24-26
- Daily Think-Write-Pair-Share (TWPS)
- Oral Questioning
- Warm Ups
- Exit Slips
- Homework
- Cause-Effect-Solution Exercise
- Short Answer Practice
- Multiple Choice Practice
- Higher Order Thinking (HOT) Question Exit Tickets
- Great Debate: Wilson and the League of Nations
- DBQ: FDR and the New Deal
 - MSMHS Rubric 1: Literacy
 - Self-Assessment
- Roundtable: Heroes and Villains of the 1920s
 - MSMHS Rubric 2: Accountable Talk
 - Self-Assessment

SUMMATIVE ASSESSMENTS:

- Quiz: Chapters 24 and 25 (EU 1)
- DBQ: FDR and the New Deal (EU 2)
- Roundtable: Heroes and Villains of the 1920s (EU 1 and EU 2)
- Unit Test (IDs, Essay)

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Unit Task

Unit Task Name: New Deal DBQ

Description: In a timed setting, students will write an essay on FDR's New Deal (EU 2). Using the College Board format (bulleted items listed on the College Board scoring rubric), they will be given a prompt to address, along with seven primary or secondary documents to incorporate into their responses. Students will further practice DBQ writing skills introduced in Unit 2. Their responses should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Evaluation: MSMHS Rubric 1: Literacy

Unit Resources

- Textbook (*AMERICA: Past and Present AP Edition*)
- Armstrong, Stephen. *5 Steps to a 5 AP US History*, 2018. McGraw-Hill, 2018.
- Supplementary Reading Excerpts:
 1. *Constructing the American Past: A Source Book of a People's History, Volume 2*
 2. *Major Problems in American History, Volume 2 – Since 1865*
 3. *Taking Sides: Clashing Views in United States History, Volume 2 – Reconstruction to the Present*
 4. *Documenting United States History*
- Primary Source Documents
- MSMHS School-wide Rubrics
- Documentary Video Clips
- Laptops
- Internet