**Unit Plan**

**Title of Unit:** American History II: War, Depression, and Recovery

1. **Overview**

My unit plan focuses on the topics of World War I, the Great Depression, the New Deal, and World War II. I created this unit to get students interested in one of my favorite units of study and to get them to question the information that they may already know about it! There is still so much to discuss and discover about the events that took place back then and how they affected peoples’ lives both then and now!

a. **Timeline**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Cooperative Learning Lesson Plan- World War I | Direct Instruction Lesson Plan- Effects of Civic Action in WWII | Concept Attainment Lesson Plan- Propaganda in WWII | Multimedia/Inquiry Lesson Plan- The Holocaust | (Choice Lesson) Cause and Effect Lesson Plan- World War II Causes and Effects of Japanese Internment |

b. **Unit Standards, Unit Goals, Unit Objectives, Unit Assessments**

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| Standards (content area) | |
| AH2.H.1  Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.  AH2.H.1.3  Use Historical Analysis and Interpretation to:  1. Identify issues and problems of the past.  2. Consider multiple perspectives of various peoples of the past.  3. Analyze cause-and-effect relationships and multiple causation.  4. Evaluate competing historical narratives and debates among historians.  5. Evaluate the influence of the past on contemporary issues.  AH2.H.1.4  Use Historical Research to:  1. Formulate historical questions.  2. Obtain historical data from a variety of sources.  3. Support interpretations with historical evidence.  4. Construct analytical essays using historical evidence to support arguments.  AH2.H.2  Analyze key political, economic and social turning points in American History using historical thinking.  AH2.H.2.1  Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).  AH2.H.2.2  Evaluate key turning points since the end of Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).  AH2.H.4  Analyze how conflict and compromise have shaped politics, economics and culture in the United States.  AH2.H.4.1  Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).  AH2.H.4.2  Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).  AH2.H.6  Understand how and why the role of the United States in the world has changed over time.  AH2.H.6.2  Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).  AH2.H.7  Understand the impact of war on American politics, economics, society and culture.  AH2.H.7.1  Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).  AH2.H.7.2  Explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, WWII farming gains, GI Bill, etc.).  AH2.H.7.3  Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).  AH2.H.8  Analyze the relationship between progress, crisis and the “American Dream” within the United States.  AH2.H.8.4  Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction (e.g., Great Depression, Dust Bowl, New Deal, oil crisis, savings and loan crisis, dot.com bubble, mortgage foreclosure crisis, etc.). | |
| Standards (technology) | |
| HS.SI.1  Evaluate resources needed to solve a given problem.  HS.SI.1.1  Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).  HS.SI.1.2  Evaluate resources for point of view, bias, values, or intent of information.  HS.SI.1.3  Evaluate content for relevance to the assigned task.  HS.TT.1 Use technology and other  resources for assigned tasks.  HS.TT.1.1 Use appropriate technology tools and other resources to  access information (multi-database search engines, online  primary resources, virtual interviews with content experts).  HS.TT.1.2 Use appropriate technology tools and other resources to  organize information (e.g. online note-taking tools,  collaborative wikis).  HS.TT.1.3 Use appropriate technology tools and other resources to  design products to share information with others (e.g.  multimedia presentations, Web 2.0 tools, graphics,  podcasts, and audio files).  HS.SE.1 Analyze issues and practices of  responsible behavior when using resources.  HS.SE.1.1 Analyze ethical issues and practices related to copyright,  not plagiarizing and netiquette.  HS.SE.1.2 Analyze safety issues and practices when using online  resources (legal and criminal consequences, long-term  career consequences of behavior). | |
| Unit Goals (1-3) | |
| 1. Students will understand the causes and consequences of: 2. World War I 3. The Great Depression 4. The New Deal 5. World War II 6. Students will learn to understand events from this period of War, Depression, and Recovery from different points of view. | |
| Unit Objectives (3-8) | Unit Assessments |
| 1. The students will analyze the text of Woodrow Wilson’s Fourteen Points speech, evaluate the effect of the Fourteen Points on the Versailles peace talks, and draw conclusions about the viability of the Fourteen Points within the context of the carnage of the Great War. 2. The students will summarize the main points of the speech and share their summaries with their group members. 3. The students will get into five groups and analyze primary source materials to investigate how 4-H clubs made an impact on the home front in completing projects that supported the war effort during World War II. 4. When shown a propaganda poster the student will look at a photo to extend their own thoughts and ideas about propaganda. The students will be able to creatively design 1 out of the 2 propaganda posters assigned using the techniques talked about in class. 5. Students will understand the U.S. government’s actions that led to the internment of Japanese Americans in 1942, analyze primary and secondary sources, describe life during the early months of internment, and identify racial and other forms of bias at the time. | 1. Students will be split up into groups where they will become experts at the excerpt they are given and be able to teach the main points of their excerpt to the rest of their group. 2. Students will also take part in a class discussion where they answer questions about what they have just read and learned about in their groups. As a homework assignment, students will write a 3-5 paragraph essay that will answer the question that they are given. 3. Assessment will be from teacher observation of student discussion and demonstration of understanding. Students will also complete the county sheets in groups and should be able to articulate at least three ways that the 4-H clubs of North Carolina supported the war effort during World War II. Students will also complete a homework assignment designed to address the skill of historical empathy. The articles should be evaluated as completing the three required items, but also should include an understanding of the impact the 4-H club work had on local communities. There should be some indication of civic pride on the part of the reporter for what the club members accomplished. 4. Using their notes, students will open a Word document and create two propaganda posters. One the British might have created and one the Nazi government might have created. Students will also complete a homework assignment designed to get them thinking about how and why propaganda was used in WWII. 5. Students will read several articles and look at several photographs pertaining to the internment of Japanese Americans during WWII and answer corresponding questions. Some of these questions will be discussed with a partner. As a homework assignment, students will create a fictional detainee and compose a description of him or her (age, personality, physical description). Students will create one week of a fictional diary for the detainee. The diary should describe living and working conditions in detention. |

c. **Pre and Post Assessments with Gradebook**

Documents attached!

d. **Differentiation**

1) Add in how you would accommodate for Lee or Sandra in your unit plan.

I would accommodate for Lee by scaffolding her assignments to give them structure and gradually get her to be more creative with them by guiding her in a creative direction. I would also give her choices in some of her assignments so that she could complete them in a way that makes her feel comfortable and not stressed out. Given that she likes how math and science classes are laid out and she has a good memory for facts, I would let her tell me the information that she has learned in a way that follows her way of thinking and processing.

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| **Model Lesson Plan** | **Type of Differentiated Instruction with short description. (Only need 4)** |
| Direct Instruction | Flexible Grouping-Students will work in groups that they choose randomly or that I assign in order to work with different kinds of people. |
| Concept Development or Attainment | Tiered Assignments- Students will have different pictures with different questions depending on their understanding on the topic. |
| Inquiry | Compacting- Students will answer discussion question(s) as a class prior to the lesson to help establish prior knowledge and prevent misunderstanding. Students will then create a KWL chart to organize their knowledge of the topic. |
| Cooperative Learning | Multiple Levels of Questions- Students will answer a variety of questions that will challenge them on several different levels on the topic(s). |
| Choice (model of your choice) |  |

2. **Assessment Section:**

1. Propaganda Posters Project: As a part of my Concept Attainment lesson plan, I will have students create two propaganda posters on the computer using Microsoft Word. One of the propaganda posters will be one the British might have created and one the Nazi government might have created during the time of WWII. I will let them use their notes and pictures form the Internet to complete this project.

I will grade it by using the rubric that is attached.

1. Short Answer: As a part of my Cooperative Learning lesson plan, I will have students write a 3-5 paragraph essay answering the following question related to the following quote:

“At the end of World War I, Woodrow Wilson presented a plan to create a lasting peace. His plan, known as the Fourteen Points, met stiff opposition at both the Paris peace talks and back home in the United States. Describe the ideals expressed in this document and how well it addressed the causes of the war. Explain why many Europeans and Americans objected to the Fourteen Points. In your opinion, was Wilson’s plan a viable proposal? Explain.”

I will grade their answers by reading to see if their reasoning was logical and whether they could back it up with evidence.

1. Multiple Choice Test: As a follow up to my WWII Cause and Effect lesson plan, I will give students a short multiple choice test the day after the lesson to see what they remember from that particular lesson and from previous lessons that I’ve taught on WWII.

I’ve attached the test and I will grade it for correctness. My hope is that students will get at least 8 out of 10 questions correct!

3. **Technology Section:**

1. SMARTBoard Lesson: I created a SMARTBoard lesson that teaches students about the Holocaust. It was kind of difficult for me to make at first, but eventually I got the hang of it! It can be found linked to my Dropbox account on the Lessons page.
2. Student Computer use: I had students use computers to complete an assignment and a propaganda posters project in my Concept Attainment-Propaganda in WWII lesson plan. The lesson plan can be found on the Lessons page.
3. List of Supporting Websites: Here is a list of supporting websites that I used during my unit:

* I used Rubistar to create a rubric for a project that I assigned in my Concept Attainment lesson plan. <http://rubistar.4teachers.org/>
* I used SMART Exchange to help me design a SMARTBoard lesson plan. <http://exchange.smarttech.com/search.html?q=&subject=History&grade=Grade+11&region=en_US#type=SMART%20Notebook%20lessons>
* I used the NC Essential Standards website to keep the standards in mind that I had to reach for my unit plan and lesson plans. <http://www.ncpublicschools.org/acre/standards/new-standards/>
* I used Sliderocket to create a presentation for my lesson plan on the FDR & the New Deal. <http://www.sliderocket.com/>
* I used Learn NC to develop my Direct Instruction lesson plan on the Effects of Civic Action in WWII for my unit plan. <http://www.learnnc.org/lp/pages/1597?ref=search>
* I used Learning Center: Lesson Plan: High School: Japanese Internment as my choice cause and effect lesson plan to end my unit. <http://www.ohs.org/education/oregonhistory/learning_center/dspPrint.cfm?resource_ID=FC218438-FF32-E1B7-86B4F4B030BFC962>

All lesson plans can be found on the lessons page.

4. **Five Lessons**

All lesson plans & supplemental documents attached!

**Curriculum Plan**

Curriculum Plan attached.