



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*US and World Affairs*

Unit title	<i>Unit 2: Developing a National Identity</i>	Unit duration (hours)	<i>20 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GA DoE Standards**

**Standards**

**Topics/GSE Alignment:**

**Topic 1: Geography**

Standard: Identifies the major continents, nations, and regions of the world.

**Topic 4: Nationalism**

Standard: Compares nationalism to internationalism.

**SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century.**

- a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.
- b. Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

**SSUSH16 Investigate how political, economic, and cultural developments after WWI led to a shared national identity.**

- a. Explain how fears of rising communism and socialism in the United States led to the **Red Scare (Bolshevik Revolution, Violent labor strikes, Mail Bombs to industrialists)** and immigrant restriction.

**Topic 5- Factors Affecting Relations Between Peoples**

Standard: Describes the role of patriotism; ethnic, racial and cultural identity; religious fanaticism; prejudice and intolerance.

**SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.**

- b. Describe the effects of the **Eighteenth (increase in organized crime)** and Nineteenth Amendments.

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- d. Describe the impact of radio and movies as a unifying force in the national culture.
- e. Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.

**SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations**

- c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.

#### **Topic 6: Traditionalism and Technology**

Standard: Examines the conflict between traditionalism and technology (e.g., information revolution).

**SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.**

- c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.

**SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.**

- b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon's resignation due to the Watergate scandal, and his pardon by Ford..

**SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.**

- c. Examine the influence of Sputnik on U.S. technological innovations and education.

**SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.**

- c. Examine the influence of technological changes on society including the personal computer, the Internet, and social media.

#### **Concepts/Skills to be Mastered by Students**

##### **Information Processing Skills:**

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams

14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

**Map and Globe Skills:**

4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**Literacy Standards:**

- L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
- L9-10WHST1: Write arguments focused on discipline-specific content.
- L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
- L9-10WHST7: 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.
- L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

**Essential Questions**

**Factual:**

What is nationalism?

What events led to growing American imperialistic policies?

What were the opposing arguments related to American Imperialism?

What impact did the 18th and 19th Amendments have on American society?

What technological advancements improved America's ability to become a world leader?

**Conceptual:**

How does nationalism unite a nation?

Why would many Americans be opposed to imperialism?

How do industrial expansion and new technologies improve the power of a nation?

How do new technologies influence culture and society?

**Debatable:**

Why did the developing American (national) identity impact society, culture, and America's position in the world?

To what extent do you agree with this statement and why: *technology improves culture and society*?

How might the world be different today if America did not become a world power?

**Assessment Tasks**

*List of common formative and summative assessments.*

**Formative Assessment(s):**

DBQ Document Analysis and Article Reviews

**Summative Assessment(s):**

**Inventions Across Time:** create a timeline of inventions from the standard and the impact of them on policies, public opinion, etc. Students create a one-pager about their assigned cause/effect and then match the causes and effects then put them in chronological order to develop a visual timeline of inventions across time.

<p style="text-align: center;"><b><u>Learning Experiences</u></b></p> <p style="text-align: center;">Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation  All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
<b>SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century.</b> a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism. b. Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.	Students will analyze documents related to <a href="#">Imperialism DBQ</a> in order to learn how countries increased power and influence.	Guided instruction, preview vocabulary, provide document analysis sheets (National Archives)
<b>SSUSH16 Investigate how political, economic, and cultural developments after WWI led to a shared national identity.</b> a. Explain how fears of rising communism and socialism in the United States led to the Red Scare ( <b>Bolshevik Revolution, Violent labor strikes, Mail Bombs to industrialists</b> ) and immigrant restriction.	Debate the issues <i>Research communism/ socialism vs. democracy/free market debate whether the US should allow a socialist movement during this time period</i>	Debate sentence starters, allow group or partner work if necessary, pre-teach content
<b>Topic 5- Factors Affecting Relations Between Peoples</b> Standard: Describes the role of patriotism; ethnic, racial and cultural identify; religious fanaticism; prejudice and intolerance. <b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</b> b. Describe the effects of the Eighteenth ( <b>increase in organized crime</b> ) and Nineteenth Amendments. d. Describe the impact of radio and movies as a unifying force in the national culture.	Developments leading to Mass Culture- <i>Investigate the elements of the standards and create a presentation from the point of view of a reporter during this time</i>	Guided instruction, preview vocabulary, allow group or partner work if necessary, pre-teach content

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e. Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance. <b>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</b> c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.		
Content Resources		