



Marietta City Schools
2023–2024 District Unit Planner

United States History

Unit title	<i>Unit 6: World War I and the 1920's</i>	Unit duration (hours)	<i>10.5 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

SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.

- Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.
- Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
- Explain Wilson's Fourteen Points and the debate over U.S. entry into the League of Nations.

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

- Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- Describe the effects of the Eighteenth and Nineteenth Amendments.
- Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.
- Describe the impact of radio and movies as a unifying force in the national culture.
- Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.

Information Processing Skills:

- compare similarities and differences
- identify issues and/or problems and alternative solutions
- identify and use primary and secondary sources
- interpret timelines, charts, and tables
- analyze graphs and diagrams
- interpret political cartoons

Map and Globe Skills (MAGS):

- 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 8. draw conclusions and make generalizations based on information from maps
- 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Literacy Standards (LS):

L11-12RHSS2: 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.

L11-12RHSS4: 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

L11-12WHST1: Write arguments focused on discipline-specific content

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Essential Questions

Factual

- What are the 18th and 19th amendments?
- Why did the United States enter WWI?
- How did the popularity of the radio impact American culture?
- How did the popularity of movies impact American culture?

Conceptual

- How did the policies of the United States regarding the Red Scare and immigration restrictions reflect the nation's beliefs and ideals?
- How did the US entry into World War I change the nation?
- How did the Harlem Renaissance reflect the customs and traditions of African American culture?

Debatable

- Why did Wilson's Fourteen Points challenge the beliefs and ideals of many Americans?
- How did advertising of the 1920s affect American society?
- How did the policies of the United States regarding the Red Scare and immigration restrictions reflect the nation's beliefs and ideals?

Assessment Tasks
<i>List of common formative and summative assessments.</i>
<p><u>Formative Assessment(s):</u></p> <p>USH Unit 6 Standard 15 CFA</p> <p><u>Summative Assessment(s):</u></p> <p>WWI and the 1920s AMP Summative Assessment</p>

<u>Learning Experiences</u> Add additional rows below as needed.		
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.
SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram. b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.	Zimmerman Telegram brings U.S. into World War I Newsela reading and Activity	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.
SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.	The Great Migration Lesson	Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.

<p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.</p> <p>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity. a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.</p>	<p>The Espionage Act, Eugene Debs, and the Red Scare Reading and Activity</p>	<p>Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.</p>
<p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I. c. Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.</p>	<p>Woodrow Wilson 14 points Activity</p>	<p>Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.</p>
<p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.</p> <p>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</p>	<p>GADOE WWI and the 1920's Lessons and Activities</p>	<p>Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.</p>
<p>6.use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 8. draw conclusions and make generalizations based on information from maps 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 11.compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p>	<p>US History Map Activities</p>	<p>Individualized instruction (remediation or enrichment) will be based on IEPs, Gifted and/or 504 documentation.</p>
<p>Content Resources</p>		
<p>U.S. Entry into World War I Reading</p> <p>Unit 6 WWI and 1920’s Packet with Readings & Questions, ACE Writing Assignment https://marietta.schoology.com/course/6786925236/materials/link/view/7023158478</p>		

[WWI and the 1920's Book Project](#)

[GADOE Student Video Dictionary: A Shared National Identity After World War I](#)

[C Span Classroom videos on the Espionage Act](#)

[Discovery Education Channels:](#)

Social Studies Interactives Channel

Museum Access Channel

Newsy Channel

News and Current Events Channel

Stuff You Missed in History Class Podcast Channel

World History Channel

Contemporary World History Channel

Social Studies Channel

This unit has a Museum Box that includes artifacts and documents for SSUSH15a and the Harlem Renaissance. Complete the [Museum Box Request form](#) to reserve the Museum Box.