PLANNED COURSE Unites States History II – 10th Grade Wilkes-Barre Area School District

Academic Standard(s)
For United States
History II (10th Grade)
Unit 2 Title: WWI, the
1920's and the Great
Depression (1917–1932)
Chapters: 17, 18, 19
Textbook: McGraw-Hill
US History (& Geography)
Unit Length: 9 Weeks
Conceptual Lens:
Nationalism, Conflict,

and Change			
Content Standards	Big Ideas	Critical Content/ Key Skills /	
	_	Assessments	
Civics and Government	CULTURE	Students will know	
5.3 9E	 Rising racial tensions 	1. There were varied causes and	
5.4 9A	Resurgence of the Ku Klux	effects of the Great Depression.	
5.4 9B	Klan	2. The Great Depression in the	
5.4 9C		U.S. had a global impact.	
	Emergence of Garveyism	3. The New Deal had both	
Economics	 Rise of religious 	successful and unsuccessful	
6.1 9D	fundamentalism and the clash	outcomes.	
6.1 12D	between traditional moral		
6.2 9E	values and changing ideas as	Key Skills	
6.2 91	exemplified in the controversy		
6.4 9D	over Prohibition and the	Cite specific textual evidence to	
	Scopes trial	support analysis of primary and	
Geography	Harlem Renaissance	secondary sources, attending to	
7.1 9B		such features as the date and	
7.3 9B	Great Depression	origin of the information.	
7.3 9E	 Reasons for the deepening 	CC.8.5.9-10.A.	
7.3 12B 7.3 12E	crisis of the Great	Determine the central ideas or	
7.5 12E	Depression and the	information of a primary or	
History	Hoover Administration	secondary source; provide an	
8.1 9A	responses	accurate summary of how key	
8.1 9B	 Impact on the American 	events or ideas develop over the	
8.1 9C	family and on ethnic and	course of the text. CC.8.5.9-	
8.1 9D	racial minorities	10.B.	
8.1 12A	 Impact of the New Deal on 	10.13.	
8.1 12B	workers and the labor	Analyze in detail a series of	
8.1 12C	movement	events described in a text;	
8.1 12D	Re-emergence of labor	determine whether earlier events	
8.2 12A	_	caused later ones or simply	
8.2 12B	militancy and the struggle	preceded them. CC.8.5.9-10.C.	
8.2 12C	between craft and	•	

Assessment Anchors/ Eligible Content

R 11.A.2 A.2.1.1 A.2.1.2 A.2.2.1 A.2.2.2 A.2.3.1 A.2.3.2 A.2.4.1 A.2.5.1 R 11.B.3 B.3.1.1 B.3.2.1

- B.3.3.4 M 11.E.1 E.1.1.1
 - E.1.1.2 E.1.1.3

B.3.3.1

B.3.3.2

B.3.3.3

- industrial unions
- Labor union positions on minority and women workers
- Leading opponents of New Deal policies and assessment of the arguments

ECONOMICS

- Impact of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers
- Supply-side economics

GOVERNMENT

- Political and international affairs in the 1920's: Waning of Progressivism and the "return to normalcy"
- 18th Amendment Prohibition
- New Deal and the Roosevelt administration: Links between the early New Deal and Progressivism
- Factors contributing to the Roosevelt coalition in 1936 and subsequent electoral significance

GEOGRAPHY

- How characteristics contribute to regional changes
- How culture and experience influence perceptions of places and regions
- How structures and alliances impact regions

HISTORY

- Henry Ford and the assembly line
- Birth of the airline industry

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. CC.8.5.10.D.

Compare and contrast treatments of the same topic in several primary and secondary sources CC.8.5.9-10.I.

Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and Counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented. CC.8.6.9-10.A.

- Dust Bowl:
 - New technology: tractors led to overfarming, massive drought, dust storms
- Causes and consequences of the Stock Market Crash of 1929
- The causes of the Great Depression

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with wellchosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). CC.8.6.9-10.B.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.F.

CC.8.6.9-10.G.

Research Writing

*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.

*Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research CC.8.6.9-10.C.

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. CC.8.6.9-10.D.

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. CC.8.6.9-10.E.

Write routinely over extended time frames(time for reflection and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. CC.8.6.9.10.1

Assignments

- *Use APA Format.
- *Develop a clear & concise thesis statement and abstract paragraph
- *Construct a structured outline (Intro-Support Topics-Conclusion)
- *Compose an introduction with motivator, thesis, and preview of supporting topics
- *Collect a minimum number of valid electronic sources (avoid blogs and social media sites)
- *Format a References Page
- *Include a variety of effective citations (direct quotation, paraphrase, & summary)
- *Draw a reasonable conclusion

СС.8.6.9-10.Н.	question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation *Draw evidence from informational texts to support analysis, reflection, and research.	Assessments Teacher generated assignments Map Skills Teacher and/or text generated quizzes and tests Reader/writer responses Performance based worksheets Small/large group discussions Oral presentations District wide assessments
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