**RHHS – US HISTORY 2 – CURRICULUM MAP**

Course: H6 Unit 2

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| Period of Study: WWI & THE ROARING 20’S | |
| **Common Core STANDARDS/SKILLS:** | **Social Studies Standards** |
| CCRS 2  CCRS 3  CCRS 4  CCRS 6  CCRS 7  CCRS 8  CCWS 1  CCWS 3  CCWS 10 | 1.2  1.3  1.4  4.1  5.1  5.2 |
| **REGENTS THEMES:**  **Immigration and Migration**  **Civic Values**  **Constitutional Principles**  **Cultural and Intellectual Life** | **ESSENTIAL Questions:**  **When is entry in war justified?**  **How does war impact countries and their people?**  **What impact do laws have on popular culture?**  **How does change affect society?** |
| **Focus Questions/ Topic Questions**  **1. *Focus:* Was the U.S. entry into the war justified?**  *Topics:* causes of war in Europe; factors affecting U.S. neutrality: cultural/linguistic ties to Britain; anti-  German propaganda; sinking of the Lusitania & unrestricted submarine warfare; Zimmerman note  **2. *Focus:* How did World War I transform the U.S.?**  *Topics:* mobilization; war bonds; attacks on civil liberties; Espionage & Sedition Acts; *Schenck v. the*  *U.S. & Debs v. U.S.* (use handouts); impact of the Allied Expeditionary Force in Europe  **3. *Focus:* Who should be held responsible for the Senate’s rejection of the Treaty of Versailles?**  *Topics:* Fourteen Points; conflicts among the “Big Four”; failures of the Treaty; arguments of the  “reservationists” and “irreconciables”; ultimate failure to ratify the treaty  **4. *Focus:* Were the 1920’s really the “Roaring Twenties”?**  *Topics:* Scopes trial; Prohibition & bootlegging; 19th Amendment & new freedoms for women;  explosive growth of popular culture  **5. *Focus:* Were the 1920’s a good time for African-Americans?**  *Topics:* black migration north; race riots of 1919; W.E.B. DuBois; Marcus Garvey; Harlem  Renaissance  **6. *Focus:* Did the 1920’s represent a “Return to Normalcy?”**  *Topics:* Red Scare & the Palmer raids; resurgence of the KKK; strikes; Sacco & Vanzetti trial;  restrictive immigration laws (pg. 640) | |
| **INSTRUCTIONAL Objectives:** | |
| **SWBAT**   * Analyze Wilson’s Progressive agenda and evaluate the extent of its success * Analyze the events that pushed the U.S. to enter World War I * Evaluate the impact of U.S. entry into World War I on American society * Compare and contrast the various viewpoints on the U.S. ratification of the Treaty of Versailles * Assess the arguments of “reservationists” and “irreconcilables” in terms of failing to ratify the Treaty of Versailles * Determine main events of the 1920s including Prohibition, 19th Amendment, and the Black Migration * Analyze the sequence and the relationships of: Prohibition and bootlegging; 19th Amendment and the development of flappers; the Black Migration and the race riots of 1919 and the Harlem Renaissance; the Red Scare and the Palmer Raids and Sacco & Vanzetti | |
| **VOCABULARY Tier II and Tier III:** | |
| |  |  |  | | --- | --- | --- | | “Clear and Present Danger” Rule  Armistice  Bootlegging  Casualties  Convoy system  Espionage  Evolution | Flapper  Fundamentalism  Harlem Renaissance  Isolationism  Mobilization  Nationalism  Neutrality  Pacifist | Prohibition  Propaganda  Quota  Red Scare  Sedition  Speakeasy  Unrestricted submarine warfare | | |
| **ASSESSMENT / EVIDENCE/ ACTIVITIES** | |
| Regents Multiple Choice/DBQ  Essay Questions  Create propaganda to encourage Americans to support American involvement in WWI  Create war mobilization posters advertising war bonds  Create posters promoting participation in the war effort, geared at different groups in society  Create artifact box or time capsule reflecting the Roaring Twenties or the Harlem Renaissance  Create a story book to teach younger children about the Roaring Twenties or the Harlem Renaissance | |
| **RESOURCES/TECHNOLOGY INTEGRATION:** | |
| *Castle Learning*  *Exam Wizard*  *Resource:* “Woodrow Wilson on World War I” (*Amsco Reader*, Unit 5, Chap. 9)  *Resource:* “Campaign Speech of May 1920” by Warren G. Harding & “On Prohibition” (*Amsco*  *Reader*, Unit 6, Chap. 1 & Chap. 3)  ***Video resource: Bill Moyers’ “The Roaring Twenties” (PBS)***  *Resource:* “Two Poems from the Harlem Renaissance” (*Amsco Reader*, Unit 6, Chap. 2)  ***Optional Activity: Use ASHP booklet and film: "Up South”***  *Resource:* “Last Courtroom Statement” by Bartolomeo Vanzetti (*Amsco Reader*, Unit 6, Chap. 4) | |