

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: SOCIAL STUDIES	US HISTORY 1	UNIT #: 5	UNIT NAME: The Emergence of Modern America: World War I and the Roaring Twenties (1890-1930)
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Code #	CCSS and/or NJCCCS
<p>7. The Emergence of Modern America: World War I United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.</p> <p>8. The Emergence of Modern America: Roaring Twenties The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.</p>	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
WHST.9-10.1 a-e	Write arguments focused on discipline-specific content.
WHST.9-10.6	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.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war

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	(i.e., the Espionage Act and the Sedition Amendment) on individual rights.
6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.

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6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence
6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<i>Write an argument evaluating the extent to which the national interests and foreign policies of Presidents McKinley, T. Roosevelt, Taft, and Wilson adhered to or conflicted with American ideals of freedom and self-determination (i.e., Spanish American War, Roosevelt Corollary to Monroe Doctrine, Panama Canal Dollar Diplomacy (Latin America), Open Door Policy (Asia)).</i>	WHST.9-10.1 6.1.12.D.6.b
2	Explain how global competition for land, resources, and trade by the United States, Germany, Russia, France, and Britain led to increased militarism and wars during this time period.	6.1.12.B.7.a 6.1.12.B.6.a
3	<i>Analyze in detail the series of events (i.e., loans to allies, sinking of the Lusitania, German submarine warfare against neutral countries and the Zimmerman telegram) that moved the United States from neutrality regarding WWI to entry into the war.</i>	RH.9-10.3 6.1.12.A.7.a
4	<i>Determine the extent to which text and visual propaganda by the government, the media, and</i>	RH.9-10.5

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	<i>special interest groups used structure and images to shape American public opinion and American foreign policy during World War I.</i>	6.1.12.D.7.b
5	Evaluate the impact on individual rights of government policies designed to promote patriotism and to protect national security during this time period and today (i.e., the Espionage Act and the Sedition Amendment).	6.1.12.A.7.b 6.3.12.D.1
6	Determine how new technologies altered the nature of World War I and influenced future technological advancement.	6.1.12.C.7.a
7	<i>Compare the point of view of two or more historians regarding their evaluation of the effectiveness of President Wilson's leadership on international issues (i.e., Fourteen Points, Treaty of Versailles and the League of Nations) and note which details they include and emphasize in their respective accounts.</i>	RH.9-10.6 6.1.12.D.7.a
8	<i>Analyze the impact (e.g., reparations, loss of land, disarmament) of the Treaty of Versailles and the League of Nations from the perspectives of different countries, citing specific text evidence and using quantitative data.</i>	RH.9-10.1 RH.9-10.7 6.1.12.A.7.c
9	<i>Analyze the push-pull factors that led to the Great Migration and increase in racial tensions, restrictive laws, repressive organizations, and violence, using quantitative or qualitative data.</i>	RH.9-10.7 6.1.12.C.8.a 6.1.12.D.8.a 6.1.12.C.7.b
10	<i>Cite specific evidence of social intolerance, xenophobia, and fear of anarchists that lead to government policies restricting immigration, advocacy, and labor organizations (e.g., Red Scare, Sacco and Vanzetti, National Origins Act of 1924).</i>	RH.9-10.1 6.1.12.A.8.c
11	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.	6.3.12.C.1
12	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. (e.g., F. Scott Fitzgerald, Ernest Hemmingway, T.S.	6.1.12.D.8.b

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	Elliot, Eugene O'Neill, Zora Neale Hurston, Louis Armstrong, Duke Ellington, Langston Hughes, Jacob Lawrence, Romare Bearden).	
13	<i>Use technology to demonstrate how social, cultural, and technological changes during the interwar period affected the role and status of women (e.g., radio, telephone, automobiles, streetcars, appliances, suburbs, movies, and popular magazines).</i>	WHST.9-10.6 6.1.12.C.8.b 6.1.12.C.7.b
14	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.	6.1.12.B.8.a
15	Analyze the extent to which post-war isolationism and protectionism (e.g., Hawley Smoot) conflicted with global economic interests.	6.1.12.A.8.b
16	<i>Draw evidence from informational texts to analyze the economic, social, and political factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</i>	WHST.9-10.9 6.1.12.D.7.c