

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the US History Social Studies Course.

US History - Unit 7 – World War I and the 1920s	
<b>Elaborated Unit Focus</b>	<p>Unit 7 focuses on change at the beginning of the 20<sup>th</sup> Century when America was influenced by World War I and the political, economic, and cultural changes of the 1920s. Students will examine why the United States abandoned its neutrality proclamation and ultimately engaged in World War I. President Woodrow Wilson took his Fourteen Points to Europe where he helped write the Treaty of Versailles to end the war. Students will study the controversial provisions of this treaty, including the reasons why the United States did not ratify it. Students will analyze how World War I led to a fear of Communism and what prompted the Eighteenth and Nineteenth Amendments to be added to the US Constitution. Mass production and advertising changed the economy in the early 1920s. Students will investigate how these changes both helped and hurt the US economy. The 1920s was a period of cultural Renaissance and students will examine the impact of the radio, movies, and the Great Migration on American culture.</p>
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <ul style="list-style-type: none"> <li>• Woodrow Wilson’s Fourteen Points</li> <li>• Red Scare and Immigration Restrictions</li> </ul> <p><b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p> <ul style="list-style-type: none"> <li>• US entrance into World War I</li> <li>• Great Migration</li> <li>• Espionage Act</li> <li>• League of Nations Debate</li> <li>• 18<sup>th</sup> and 19<sup>th</sup> Amendments</li> </ul> <p><b>Culture:</b> The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p> <ul style="list-style-type: none"> <li>• Radio</li> <li>• Movies</li> <li>• Jazz</li> <li>• Harlem Renaissance</li> </ul> <p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <ul style="list-style-type: none"> <li>• Eugene Debs</li> <li>• Henry Ford</li> <li>• Louis Armstrong (Jazz)</li> </ul> <p><b>Production, Distribution, and Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p> <ul style="list-style-type: none"> <li>• Allotment of resources during World War I</li> <li>• Mass Production</li> <li>• Advertising of the 1920s</li> </ul>
<b>GSE for Social Studies</b>	<b>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.</b>

<p><b>(standards and elements)</b></p>	<ul style="list-style-type: none"> <li>a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.</li> <li>b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.</li> <li>c. Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.</li> </ul> <p><b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</b></p> <ul style="list-style-type: none"> <li>a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.</li> <li>b. Describe the effects of the Eighteenth and Nineteenth Amendments.</li> <li>c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.</li> <li>d. Describe the impact of radio and movies as a unifying force in the national culture.</li> <li>e. e. Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.</li> </ul>
<p><b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b></p>	<p><b>L11-12WHST1-</b>Write arguments focused on discipline-specific content.</p> <p><b>L11-12WHST2-</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>L11-12WHST4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>L11-12WHST7-</b> 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.</p> <p><b>L11-12WHST8-</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>L11-12RHSS1-</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RHSS2 -</b> 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.</p> <p><b>L11-12RHSS3 -</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>L11-12RHSS4-</b> 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 (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>L11-12RHSS7 -</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>

<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>INFORMATION PROCESSING SKILLS:</b></p> <ol style="list-style-type: none"> <li>1. Compare Similarities and differences</li> <li>2. Organize items chronologically</li> <li>3. Identify Issues and/or problems and alternative solutions</li> <li>4. Distinguish between fact and opinion</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in social studies context</li> <li>6. Identify and use primary and secondary sources</li> <li>8. Identify social studies reference resources to use for a specific purpose</li> <li>9. Construct charts and tables</li> <li>11. Draw conclusions and make generalizations</li> <li>12. Analyze graphs and diagrams</li> <li>14. Formulate appropriate research questions</li> <li>15. Determine adequacy and/or relevancy of information</li> <li>17. Interpret political cartoons</li> </ol> <p><b>MAP AND GLOBE SKILLS:</b></p> <ol style="list-style-type: none"> <li>6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>7. Use a map to explain impact of geography on historical and current events</li> <li>8. Draw conclusions and make generalizations based on information from maps</li> <li>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</li> </ol>
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## Essential Questions and Related Supporting/Guiding Questions

<p><b>Enduring Understanding 1</b> <b>(Beliefs and Ideals)</b></p>	<p>How did the beliefs and ideals of the United States in the early Twentieth Century influence the nation's approach to international affairs?</p> <ul style="list-style-type: none"> <li>• Why did Wilson's Fourteen Points challenge the beliefs and ideals of many Americans?</li> <li>• How did the policies of the United States regarding the Red Scare and immigration restrictions reflect the nation's beliefs and ideals?</li> </ul>
<p><b>Enduring Understanding 2</b> <b>(Conflict and Change)</b></p>	<p>How did the international, social, and political conflicts of the early Twentieth Century bring about change in the United States?</p> <ul style="list-style-type: none"> <li>• How did the US entry into World War I change the nation?</li> <li>• How does the Great Migration reflect social conflict in the United States?</li> <li>• Why did the Espionage Act lead to conflict in the United States?</li> <li>• How did the League of Nations debate in the United States impact the nation's foreign policy approach?</li> <li>• How does the passage of the 18<sup>th</sup> and 19<sup>th</sup> Amendments reflect social change as a result of social conflict?</li> </ul>
<p><b>Enduring Understanding 3</b> <b>(Culture)</b></p>	<p>How did the religion, beliefs, customs, traditions, and government of the early Twentieth Century shape American culture?</p> <ul style="list-style-type: none"> <li>• How did the popularity of the radio impact American culture?</li> <li>• How did the popularity of movies impact American culture?</li> <li>• How did the popularity of Jazz music impact American culture?</li> <li>• How did the Harlem Renaissance reflect the customs and traditions of African American culture?</li> </ul>
<p><b>Enduring Understanding 4</b> <b>(Individuals, Groups, and Institutions)</b></p>	<p>How did individuals impact the social, political, and economic development of the United States in the early Twentieth Century?</p> <ul style="list-style-type: none"> <li>• How did Eugene Debs impact the political development of the United States?</li> <li>• How did Henry Ford impact the economic development of the United States?</li> <li>• How did Louis Armstrong impact the social and cultural development of the United States?</li> </ul>
<p><b>Enduring Understanding 5</b> <b>(Production, Distribution, Consumption)</b></p>	<p>How did the location, customs, beliefs, and laws of the United States in the early Twentieth Century affect the economic production, distribution, and consumption of goods?</p> <ul style="list-style-type: none"> <li>• How did the laws of the United States affect the allocation of resources during World War I?</li> <li>• How did the development of mass production of goods affect the economy of the United States?</li> <li>• How did advertising of the 1920s affect American society?</li> </ul>

## Sample Instructional Activities/Assessments

### On the Brink of War Activity

In this activity, students will work in groups to examine the reasons the United States entered World War I. First, each group will use primary sources to create a list of Pros and Cons (relevant to the early Twentieth Century) in order to better evaluate whether the US should enter the war. Next, each group will make a decision about whether they would have favored US entry into World War I- at the time. Once the decision is made, students will design their own political cartoons to illustrate their decision.

<b>GSE Standards and Elements</b>	<p><b>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.</b></p> <p>a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS1-</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RHSS2 -</b> 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.</p>
<b>Social Studies Matrices</b>	<p><b>INFORMATION PROCESSING SKILLS</b></p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>9. Construct charts and tables</p> <p>11. Draw conclusions and make generalizations</p> <p>17. Interpret political cartoons</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and Change</p>

## On the Brink of War, January-March, 1917

**Directions:** In this exercise, your group will create a political cartoon responding to two war-related crises from early 1917. The purpose of your cartoon is to indicate whether or not the United States should declare war on Germany. The two war-related crises are Germany's declaration of unlimited submarine warfare and the German attempt to ally with Mexico in case of war against the United States. To make your cartoon, you will read about the two crises, and then complete a list of reasons (below) to go to war and *not* to go to war. After making this list and reading the cartoon instructions provided below, your group will create the cartoon.

Reasons to Declare War (Pro)	Reasons NOT to Declare War (Con)

**Cartoon instructions:**

1. Use white 8 ½” x 11” paper.
2. Tape a 3” x 5” card to the bottom edge of the cartoon with the following information:  
Names of your group members  
date  
title of your cartoon  
brief explanation of the cartoon’s meaning
3. The design must be original (bold, readable designs preferred).
4. Use colored pencils or markers (pencil may be used for detailed drawing).

**Crisis 1: Unlimited Submarine Warfare**

Germany’s declaration of unlimited submarine warfare effective February 1, 1917, message from German Ambassador Count Johann von Bernstoff to the U.S. Secretary of State, Robert Lansing:

*A new situation has thus been created which forces Germany to new decisions. Since two years and a half England is using her naval power for a criminal attempt to force Germany into submission by starvation. In brutal contempt of international law, the group of powers led by England not only curtail the legitimate trade of their opponents, but they also, by ruthless pressure, compel neutral countries either to altogether forego every trade not agreeable to the Entente Powers [England and its allies] . . .*

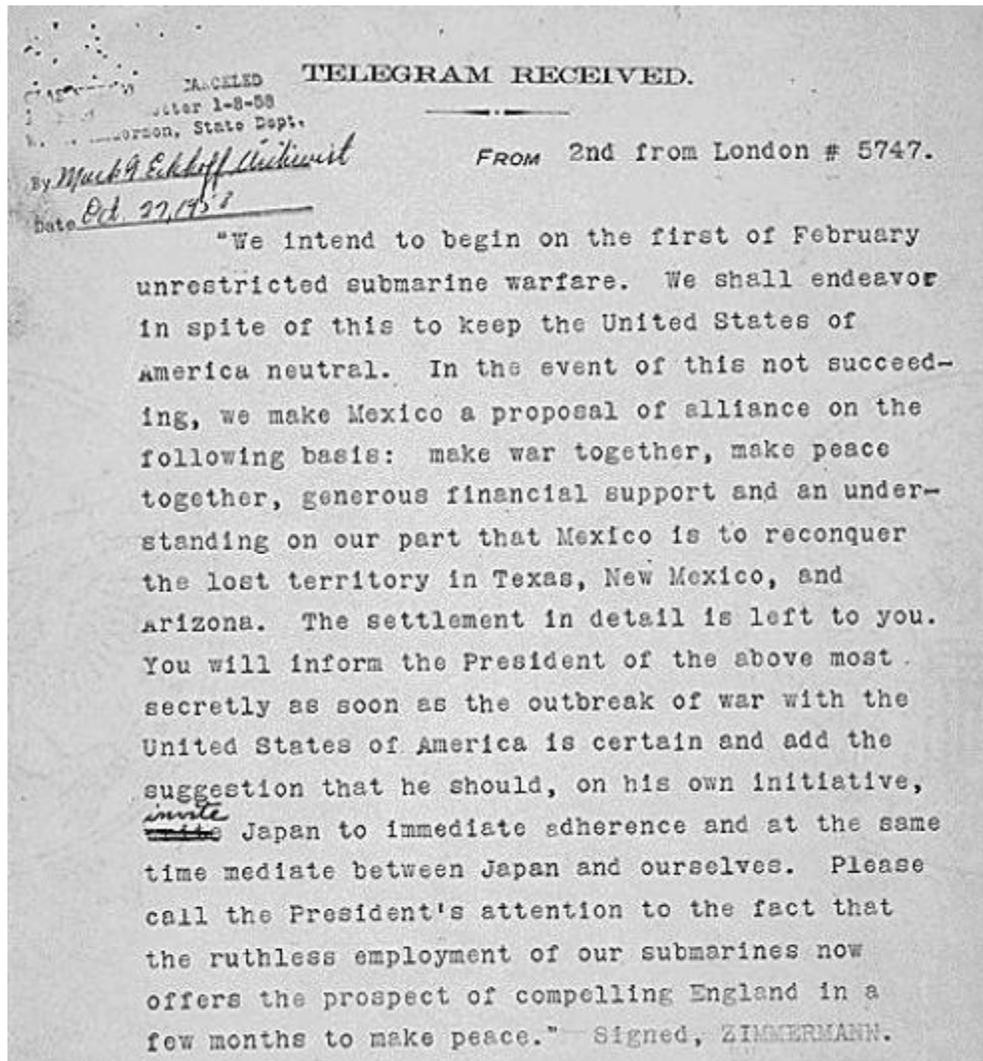
*Since the attempts to come to an understanding with the Entente Powers have been answered . . . with the announcement of an intensified continuation of the war, the Imperial Government [Germany]--in order to serve the welfare of mankind in a higher sense and not to wrong its own people--is now compelled to continue the fight for existence . . . with the full employment of all the weapons which are at its disposal.*

*Sincerely trusting that the people and the Government of the United States will understand the motives for this decision and its necessity, the Imperial Government hopes that the United States may view the new situation from the lofty heights of impartiality, and assist, on their part, to prevent further misery and unavoidable sacrifice of human life . . .*

*From February 1, 1917, sea traffic will be stopped with every available weapon and without further notice in . . . blockade zones around Great Britain, France, Italy and in the Eastern Mediterranean . . .*

## Crisis 2: The Zimmermann Telegram

Arthur Zimmermann was the German Foreign Minister. The telegram was written on January 19, 1917 but was not sent to Mexico until February 24. British intelligence agents obtained a copy and gave it to the United States, which publicly released the telegram on March 1:





Name \_\_\_\_\_

## US Enters World War I

Directions: Use each of the primary sources below to answer the questions.

### **Part 1 - President Wilson's Declaration of Neutrality – August 19, 1914**

“The effect of the war upon the United States will depend upon what American citizens say and do. Every man who really loves America will act and speak in the true spirit of neutrality, which is the spirit of impartiality and fairness and friendliness to all concerned. The spirit of the nation in this critical matter will be determined largely by what individuals and society and those gathered in public meetings do and say, upon what newspapers and magazines contain, upon what ministers utter in their pulpits, and men proclaim as their opinions upon the street.

The people of the United States are drawn from many nations, and chiefly from the nations now at war. It is natural and inevitable that there should be the utmost variety of sympathy and desire among them with regard to the issues and circumstances of the conflict. Some will wish one nation, others another, to succeed in the momentous struggle. It will be easy to excite passion and difficult to allay it. Those responsible for exciting it will assume a heavy responsibility, responsibility for no less a thing than that the people of the United States, whose love of their country and whose loyalty to its government should unite them as Americans all, bound in honor and affection to think first of her and her interests, may be divided in camps of hostile opinion, hot against each other, involved in the war itself in impulse and opinion if not in action.

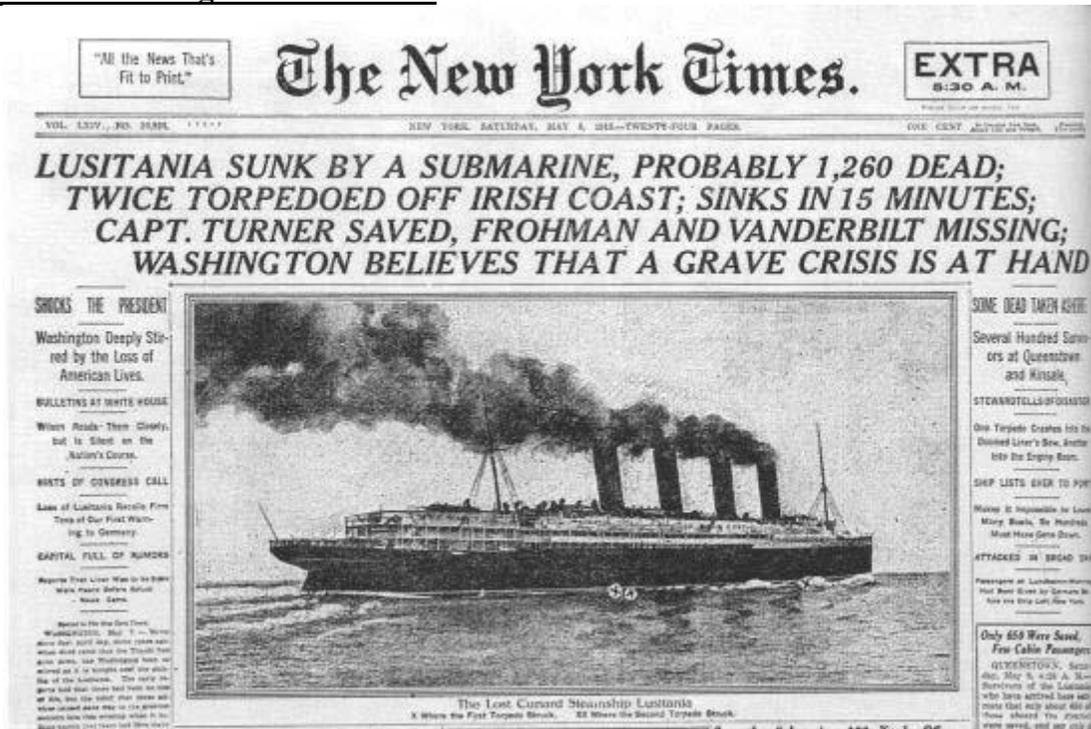
Such divisions amongst us would be fatal to our peace of mind and might seriously stand in the way of the proper performance of our duty as the one great nation at peace, the one people holding itself ready to play a part of impartial mediation and speak the counsels of peace and accommodation, not as a partisan, but as a friend.

I venture, therefore, my fellow countrymen, to speak a solemn word of warning to you against that deepest, most subtle, most essential breach of neutrality which may spring out of partisanship, out of passionately taking sides. The United States must be neutral in fact, as well as in name, during these days that are to try men's souls. We must be impartial in thought, as well as action, must put a curb upon our sentiments, as well as upon every transaction that might be construed as a preference of one party to the struggle before another.”

Source: Woodrow Wilson, *Message to Congress*, 63rd Cong., 2d Sess., Senate Doc. No. 566 (Washington, 1914), pp. 3-4.

1. What does it mean to remain neutral in a war?
2. What key movement of the late 19<sup>th</sup> Century is of particular concern to Wilson? Why would this impact neutrality?
3. What is Wilson asking the nation to do? Why does he feel it is so important?

**Part 2 - The Sinking of the Lusitania**



**Excerpt from a note from President Woodrow Wilson to the German government dated July 21, 1915**

“...In view of the admission of illegality made by the Imperial Government when it pleaded the right of retaliation in defence of its acts, and in view of the manifest possibility of conforming to the established rules of naval warfare, the Government of the United States can not believe that the Imperial Government will longer refrain from disavowing the wanton act of its naval commander in sinking the *Lusitania* or from offering reparation for the American lives lost, so far as reparation can be made for a needless destruction of human life by an illegal act...

..The Government of the United States and the Imperial German Government are contending for the same great object, have long stood together in urging the very principles upon which the Government of the United States now so solemnly insists. They are both contending for the freedom of the seas...

...Repetition by the commanders of German naval vessels of acts in contravention of those rights must be regarded by the Government of the United States, when they affect American citizens, as deliberately unfriendly...”

4. Judging by the coverage this event received on the front page of the *New York Times*, what do you think was the American people's reaction to the event?

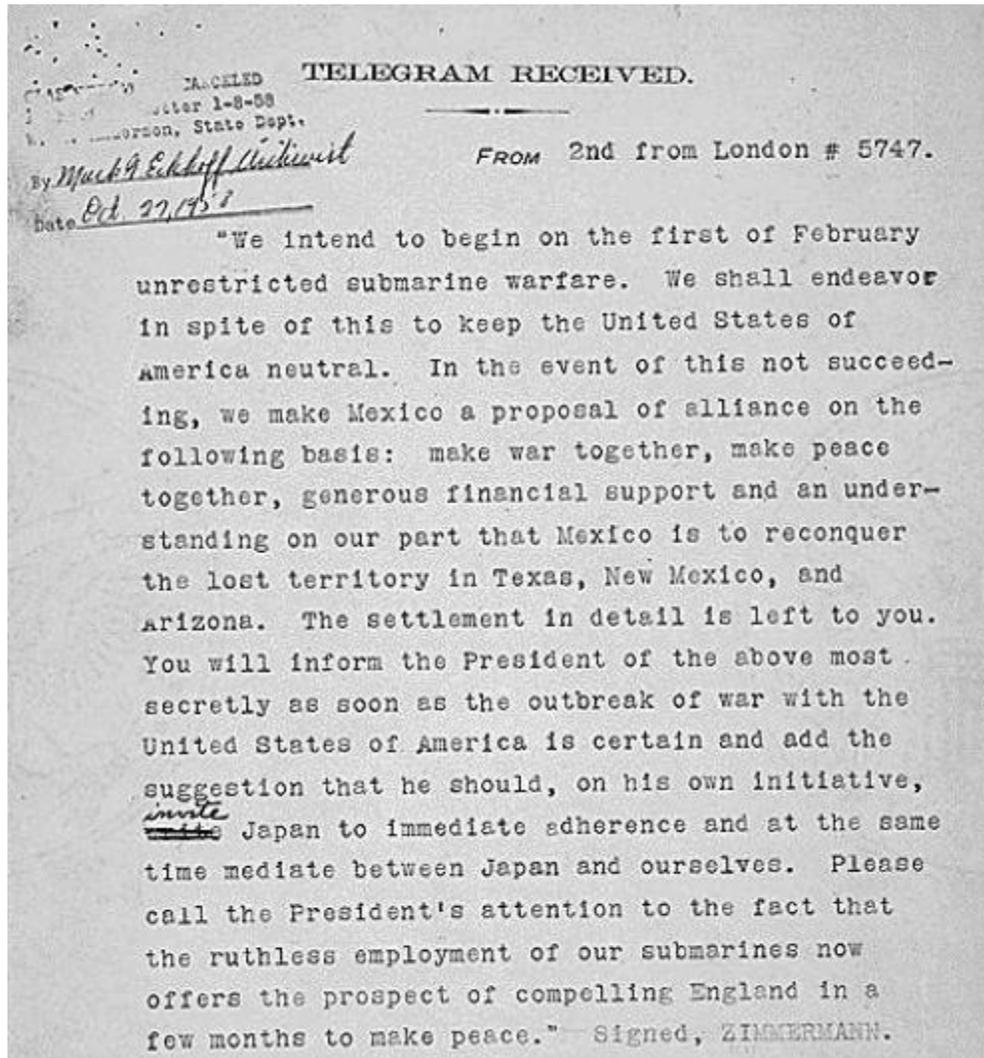
5. What was a U Boat? Why do you think the Germans used them to attack?

6. What two things is Wilson asking the German government to do?

7. What is Wilson signaling to the German government through this letter?

**Part 3 – The Zimmerman Note**

**(From Germany to Mexico -- intercepted by Britain and turned over to the United States)**



8. What is unrestricted submarine warfare?

9. Why would this note cause diplomatic tensions between the United States and Germany?

**Part 4 – Declaration of Congress, April 6, 1917**

Whereas the Imperial German Government has committed repeated acts of war against the Government and the people of the United States of America; Therefore be it Resolved by the Senate and the House of Representatives of the United States of America in Congress Assembled, that the state of war between the United States and the Imperial German Government which has thus been thrust upon the United States is hereby formally declared; and that the President be, and he is hereby, authorized and directed to employ the entire naval and military forces of the United States and the resources of the Government to carry on war against the Imperial German Government; and to bring the conflict to a successful termination all of the resources of the country are hereby pledged by the Congress of the United States.

CHAMP CLARK

Speaker of the House of Representatives

THOS. R. MARSHALL

Vice President of the United States and President of the Senate

Approved, April 6, 1917

WOODROW WILSON

10. What is this document? Based on what you've learned, write one paragraph in which you discuss three reasons why this document was created.



# Station 1

# Committee of Public Information

**Committee of Public Information**



George Creel was the director of the Committee of Public Information during World War I. It was a propaganda organization created by President Woodrow Wilson during World War I. In addition to the examples that appear below, the Committee of Public Information also distributed leaflets, pamphlets, booklets, and put up billboards.

Source: By Bain - Library of Congress, Public Domain:  
<https://commons.wikimedia.org/w/index.php?curid=45374258>

## Propaganda Movies During World War I

**TO HELL WITH THE KAISER**

*Written by June Mathis, Directed by George Irving*

**W**ITH astounding realism portraying the lustful, remorseless avalanche of barbarism with which the Hun has cursed the world.

*Showing what every American wants to see, the truth naked and undraped.*

**CAPTURING the unspeakable monster of the world, the Kaiser, with a fleet of American Aeroplanes.**

**A SCREEN CLASSICS INC. PRODUCTION**  
Distributed by Metro Pictures Corporation  
Maxwell Karger, Mgr. of Productions.

*Featuring Lawrence Grant as the Kaiser with Olive Tell and a cast of 12,000 -*

**E**VERY heart in America will beat faster, Every hand in America will grip tighter, Every mind in America will see clearly the supreme duty of the hour.

**O**F all box office attractions ever offered this is the one that you know will bring the greatest cash returns.

**Book it - Advertise it - Get back of it! -**

**A SCREEN CLASSICS INC. PRODUCTION**  
Distributed by Metro Pictures Corporation  
Maxwell Karger, Mgr. of Productions.

The bottom section of the poster features three black and white film stills: on the left, a group of women in period dress; in the center, a man in a military uniform standing over a woman; on the right, a chaotic battle scene with soldiers and civilians.

Source:

[https://www.google.com/search?q=george+creel&lr=&safe=strict&hl=en&tbs=sur:f&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiZjtjy-vbQAhUDVyYKHcBTB8oQ\\_AUICCGb&biw=1366&bih=651#safe=strict&hl=en&tbs=sur:f&tbm=isch&q=the+beast+of+berlin+&imgcr=NiQaHw4srDaPIM%3A](https://www.google.com/search?q=george+creel&lr=&safe=strict&hl=en&tbs=sur:f&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiZjtjy-vbQAhUDVyYKHcBTB8oQ_AUICCGb&biw=1366&bih=651#safe=strict&hl=en&tbs=sur:f&tbm=isch&q=the+beast+of+berlin+&imgcr=NiQaHw4srDaPIM%3A)

## **Propaganda Songs During World War I**

“Over There”

By George M. Cohan

### **Verse 1**

Johnny, get your gun, get your gun, get your gun.  
Take it on the run, on the run, on the run.  
Hear them calling you and me,  
Every Sons of Liberty.  
Hurry right away, no delay, go today.  
Make your Daddy glad to have had such a lad.  
Tell your sweetheart not to pine,  
To be proud her boy's in line.

### **Verse 2**

Johnny, get your gun, get your gun, get your gun.  
Johnny, show the "Hun" you're a son-of-a-gun.  
Hoist the flag and let her fly  
Yankee Doodle do or die.  
Pack your little kit, show your grit, do your bit.  
Yankee<sup>[1]</sup> to the ranks from the towns and the tanks.  
Make your Mother proud of you  
And the old red-white-and-blue<sup>1</sup>

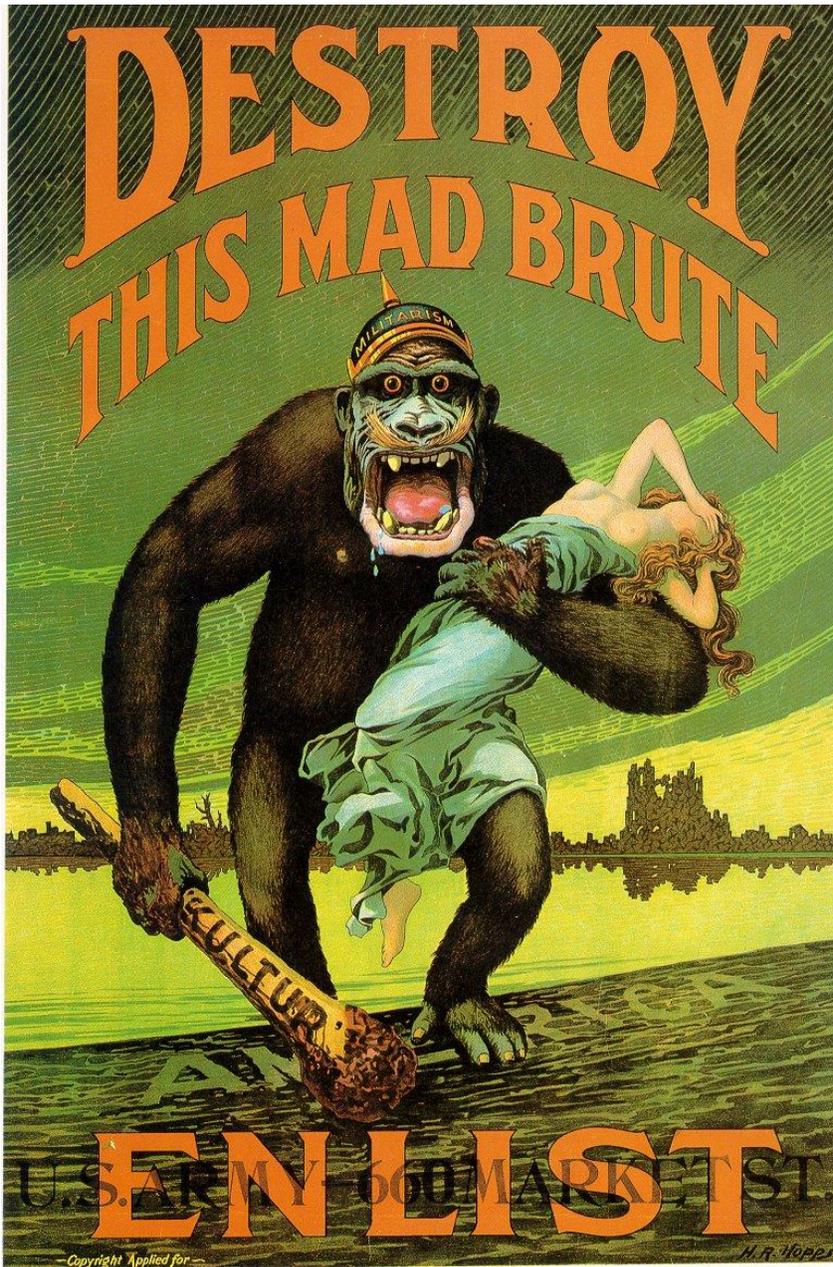
### *Chorus*

Over there, over there,  
Send the word, send the word over there  
That the Yanks are coming, the Yanks are coming  
The drums rum-tumming everywhere.  
So prepare, say a prayer,  
Send the word, send the word to beware -  
We'll be over, we're coming over,  
And we won't come back till it's over, over there.

Source: [https://en.wikipedia.org/wiki/Over\\_There](https://en.wikipedia.org/wiki/Over_There)

Listen to the Song Here: <https://www.youtube.com/watch?v=D--Tr6SDiIQ>

**Propaganda Posters During World War I**



Source: <https://upload.wikimedia.org/wikipedia/commons/0/05/'DestroyThisMadBrute'-US-poster.jpg>

# Station 2

# Anti-German Hysteria



Source: [https://en.wikipedia.org/wiki/Anti-German\\_sentiment#/media/File:Doings\\_of\\_the\\_Duffs\\_\(December\\_8,\\_1917\).jpg](https://en.wikipedia.org/wiki/Anti-German_sentiment#/media/File:Doings_of_the_Duffs_(December_8,_1917).jpg)

# TO STRIKE GERMANY FROM MAP OF U. S.

**N**OW is the time to put a quietus in America on German pride, sympathy, sentiment, and preferment, in the opinion of Representative J. M. C. Smith of Michigan. He has introduced in the House of Representatives a bill to change the names of municipalities, counties, townships, streets and highways from "Berlin" or "Germany" to "Liberty," "Victory," or some other patriotic designation.

"A blow at German sentiment is the purpose of the bill," Mr. Smith explained the other day. "When cities and streets were named 'Germany' and 'Berlin' it was with the view of expressing preference over any other names which might have been given them, or showing loyalty or devotion to the Fatherland."

The movement "to give expression to public sentiment and oppose Germany" is taking shape in the opposition to study of German in elementary and secondary schools, in the change from sauerkraut to "liberty cabbage," and in various branches of art. Mr. Smith's purpose has already taken definite form, for Portland, Ore., has changed the Teutonic names of several of its streets. Loyal Americans who possess forms of the G<sup>e</sup>rf<sup>h</sup>h patronymic are striking them out, and similarly in the case of those who are becoming citizens.

A study of the Century atlas shows that there are twenty-eight places in the United States which have "German" or its variation as their name. There are thirty which are called "Berlin," or a term derived from it. The State of Ohio has nine comprising either appellation; Iowa, six; Pennsylvania, five, and Wisconsin, three.

Those with "German," or akin to it, are: German, New York, Ohio, West Virginia; German City, Iowa; Germania, Iowa, Pennsylvania, Texas, and Wisconsin; German Station, Pennsylvania; Germano, Ohio; Germantown, North Carolina; ~~Germantown~~, Cal-

ifornia, Illinois, Iowa, Kentucky, Maryland, Massachusetts, Nebraska, New York, Ohio, Pennsylvania, Tennessee, Texas, and Wisconsin; German Valley, Illinois, Iowa, and New Jersey; Germanville, Iowa.

Those towns or villages with "Berlin": Berlin, Alabama, Connecticut, Illinois, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Missouri, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Oklahoma, Pennsylvania, Vermont, Virginia, West Virginia, and Wisconsin; Berlin Centre, Ohio; Berlin Cross Roads, Ohio; Berlin Heights, Ohio; Berlin Junction, Ohio; Berlin Mills, New Hampshire; Berlin Station, Connecticut; Berlinsville, Pennsylvania.

The bill of Representative Smith (H. R. 11,950) has been referred to the Committee on Judiciary. Its text is:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the names of all cities, villages, counties, townships, boroughs, and of all streets, highways, and avenues in the United States, its Territories or possessions, named Berlin or Germany, be changed from the name Berlin or Germany to the name of Liberty, Victory, or other patriotic designation.

Sec. 2. That the municipality where any of the above names occur shall forthwith upon the passage of this act take proper proceedings to make the changes above specified.

Sec. 3. That from and after the passage of this act all letters or mail matter addressed to any person residing in any municipality called Berlin or Germany shall be prohibited from transportation or delivery in the United States, its Territories or possessions.

Twelve towns in the United States are named "Bismarck." Those which honored the Iron Chancellor are: Bismarck, Alabama, Arkansas, Illinois, Michigan, Mississippi, Missouri, Nebraska, North Carolina, North Dakota, Pennsylvania, Texas, and West Virginia.

But there are no towns which have so honored Wilhelm, according to the atlas.

This article appeared in *The New York Times*, June 1918.

Source: [http://www.authentichistory.com/1914-1920/2-homefront/4-hysteria/19180602\\_Bill\\_to\\_Strike\\_Germany\\_From\\_the\\_US\\_Map.jpg](http://www.authentichistory.com/1914-1920/2-homefront/4-hysteria/19180602_Bill_to_Strike_Germany_From_the_US_Map.jpg)

# Station 3

# The Espionage and Seditious Acts

### **Espionage Act (1917) and Sedition Act (1918)**

#### **Espionage Act (1917)**

The Espionage Act prohibited interference with military operations, including the draft, the support of enemies of the United States during the war, the promotion of insubordination in the United States military.

#### **Sedition Act (1918)**

The Sedition Act restricted free speech, prohibiting the right of Americans to speak against the government or the war.

#### **Eugene V. Debs**

Eugene V. Debs was a Socialist who was convicted under the Espionage Act in 1918 for his Anti-War Proclamation and Program. The next year, his conviction was upheld by the Supreme Court and Debs went to prison to serve a ten-year sentence. He ran for President in 1920 from his jail cell.

#### **Excerpt from Anti-War Proclamation and Program, 1917**

“...the Socialist Party emphatically rejects the proposal that in time of war the workers should suspend their struggle for better conditions. On the contrary, the acute situation created by war calls for an even more vigorous prosecution of the class struggle, and we recommend to the workers and pledge ourselves to the following course of action:

1. Continuous, active, and public opposition to the war, through demonstrations, mass petitions, and all other means within our power.
2. Unyielding opposition to all proposed legislation for military or industrial conscription. Should such conscription be forced upon the people, we pledge ourselves to continuous efforts for the repeal of such laws and to the support of all mass movements in opposition to conscription. We pledge ourselves to oppose with all our strength any attempt to raise money for payment of war expense by taxing the necessities of life or issuing bonds, which will put the burden on future generations. We demand that the capitalist class, which is responsible for the war, pay its cost. Let those who kindled the fire, furnish the fuel.
3. Vigorous resistance to all reactionary measures, such as censorship of the press and mails, restriction of the rights of free speech, assemblage, and organization, or compulsory arbitration and limitations of the right to strike...”

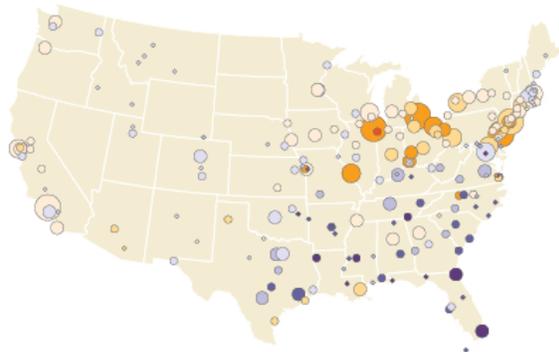
Source: <https://archive.org/stream/MembersIndividualBallotNationalReferendumb1917Anti-war/0505-spa-referendumb1917#page/n1/mode/2up>

# **Station 4**

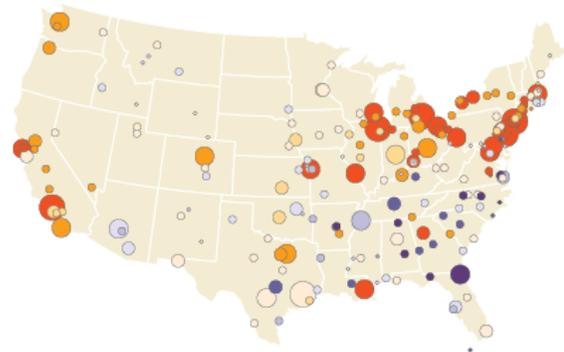
# Great Migration

During the Great Migration from 1910 - 1970, six million African Americans relocated from the South to cities in the Northeast, Midwest, and West.

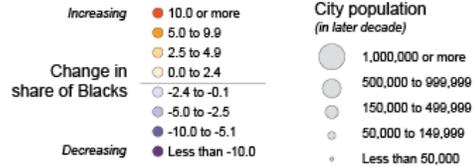
The First Great Migration:  
1910-1940



The Second Great Migration:  
1940-1970



The change in share of Blacks in cities is based on the percentage point difference in the percent of population that was Black in the later time period compared to the earlier. For example, 18.3 percent of the population in Gary, IN was Black in 1940 but was just 2.3 in 1910, which represented a 16.0 percentage-point change in the share of Blacks in the city. It was the largest change in share during the First Great Migration. By the end of the Second Great Migration, Newark, NJ had realized the largest increase in Black population share, with the Black proportion of the city rising from 10.6 in 1940 to 54.2 in 1970.



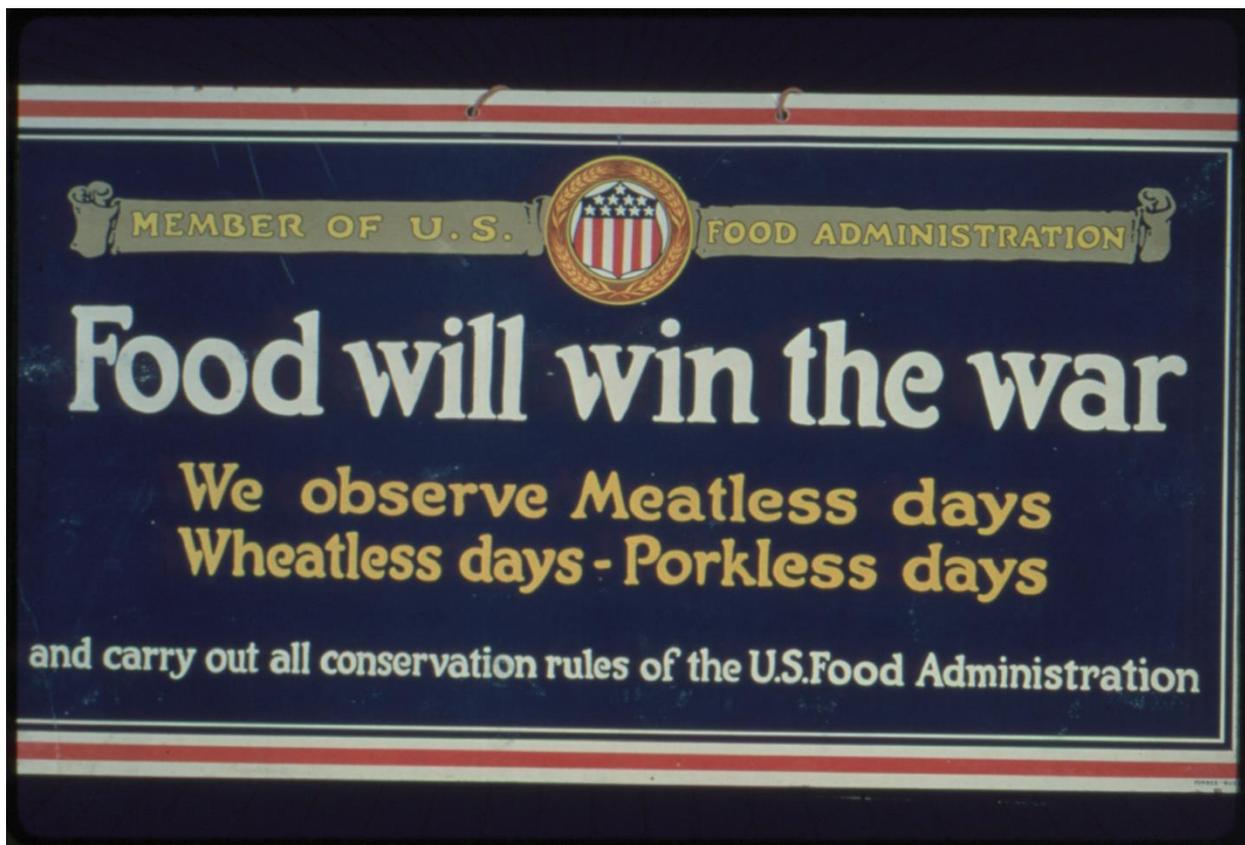
Source: <https://upload.wikimedia.org/wikipedia/commons/1/1c/GreatMigration1910to1970-UrbanPopulation.png>

Use this site to gather more information about the causes of the Great Migration:

<http://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Essays/Temporary-Farewell/World-War-I-And-Great-Migration/>

# Station 5

## The Economy During World War I



Source:

By Unknown or not provided - U.S. National Archives and Records Administration, Public Domain,  
<https://commons.wikimedia.org/w/index.php?curid=15927319>

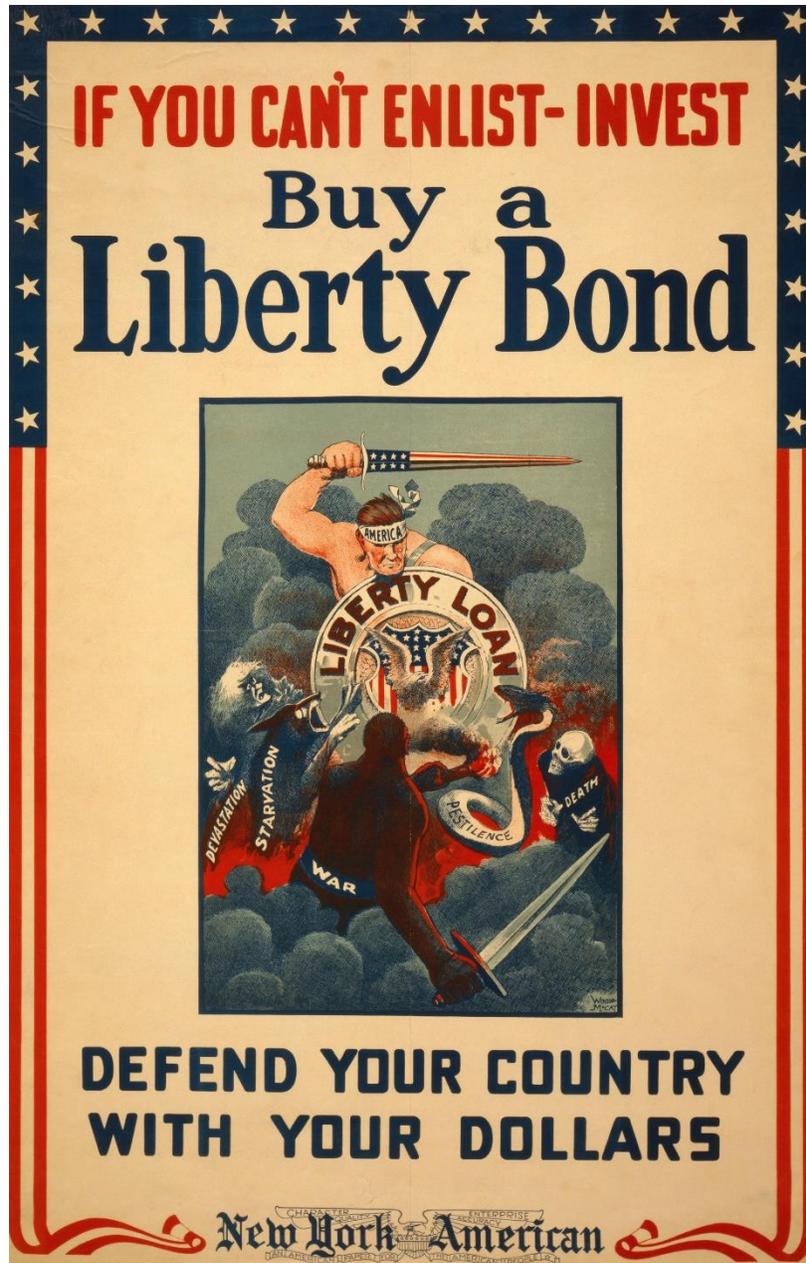


Source: By Edward Penfield - U.S. National Archives and Records Administration, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=16065939>



Source:

[https://en.wikipedia.org/wiki/United\\_States\\_Food\\_Administration#/media/File:%22Sugar\\_means\\_Ships...Every\\_Spoonful\\_-Every\\_Sip-\\_Means\\_less\\_for\\_a\\_Fighter.%22,\\_ca.\\_1918\\_-\\_ca.\\_1918.tif](https://en.wikipedia.org/wiki/United_States_Food_Administration#/media/File:%22Sugar_means_Ships...Every_Spoonful_-Every_Sip-_Means_less_for_a_Fighter.%22,_ca._1918_-_ca._1918.tif)



Source: <https://upload.wikimedia.org/wikipedia/commons/5/5b/LibertyBond-WinsorMcCay.jpg>



Source: [https://upload.wikimedia.org/wikipedia/commons/0/03/Sow\\_victory\\_poster\\_usgovt.gif](https://upload.wikimedia.org/wikipedia/commons/0/03/Sow_victory_poster_usgovt.gif)

Name \_\_\_\_\_

## **World War I on the Homefront Primary Source Activity**

Directions: You and your partners will move around the room to each station. Complete the questions and activities that correspond to each station.

### **Station 1 – Committee of Public Information**

1. What was the Committee of Public Information? Who was its director?
2. What kinds of things did the Committee of Public Information do during World War I?
3. Name and describe three propaganda techniques during World War I.  
  
Technique 1 –  
  
Technique 2 –  
  
Technique 3 –
4. Who is the clear enemy in each piece of propaganda? How do you know (give specific examples)?

### **Station 2 – Anti-German Hysteria**

5. Examine the political cartoon. What is the issue here? Why is the gift broken?
6. Read the article from *The New York Times*. List all of the steps taken to remove all elements of German culture from the United States.
  - 
  - 
  - 
  -

**Station 3 – The Espionage and Sedition Acts**

7. Explain the Espionage Act.

8. Explain the Sedition Act.

9. Who was Eugene V. Debs? What did he do and what was the consequence?

10. Summarize the Anti-War Proclamation and Program. Why would it have been so controversial?

**Station 4 – The Great Migration**

11. What was the Great Migration?

12. Take a look at the map on the left hand side. Where were African Americans leaving?

13. Think about what we learned last semester. Why did African Americans want to leave these areas?

14. Where did they relocate to?

15. Why were these areas chosen?

**Station 5 – The Economy During World War I**

16. In what ways were American women encouraged to save food for the war effort? Be specific.

- 
- 
- 
- 

17. Which people were these women helping by doing this?

18. What is a Liberty Bond? Who would be encouraged to buy them?

19. What was a Victory Garden? What was its purpose? Who would plant one?

**Culminating Activity**

As a group, choose ONE of the assignments below to complete.

1. Create a piece of propaganda for World War I. This could take the form of a poster (including a movie poster), song, newspaper editorial, etc.

2. Reread the information on the Espionage Act of 1917 and Sedition Act of 1918 and create an illustration to summarize the purpose of each bill. Be sure and define the differences between them so you can tell them apart.

3. Create a recruitment poster, leaflet, or newspaper article designed to bring workers to Northern cities as a part of the Great Migration.

**Treaty of Versailles Simulation and Response**

In groups, students will engage in a simulation to learn about the various viewpoints and options available to the leaders that attended the peace conference to end World War I. This simulation can be found here:

<http://www.studentsfriend.com/aids/ewExternalFiles/versaillessimulation.pdf>

Teachers may modify the simulation by giving students pages 3 – 10 and allowing them to work in groups of 3. When the group is finished, have them summarize their learning using the prompt below.

<b>GSE Standards and Elements</b>	<p><b>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.</b></p> <p>c. Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.</p>
<b>Literacy Standards</b>	<p><b>L11-12WHST1-</b> Write arguments focused on discipline-specific content.</p> <p><b>L11-12RHSS1-</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
<b>Social Studies Matrices</b>	<p><b>INFORMATION PROCESSING SKILLS:</b></p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>3. Identify Issues and/or problems and alternative solutions</li> <li>4. Distinguish between fact and opinion</li> <li>5. Identify main idea, detail, sequence, and cause and effect in a social studies context</li> <li>11. Draw conclusions and make generalizations</li> <li>12. Analyze graphs and diagrams</li> </ol>
<b>Enduring Understanding(s)</b>	<p>Beliefs and Ideals</p> <p>Conflict and Change</p>

**Treaty of Versailles Simulation Response**

After completing your group simulation, please respond to the following prompt in one full paragraph (minimum 7 sentences):

What are the problems with the Treaty of Versailles? What decisions could have been made that may have led to a different outcome in both American and European history?

US Debate over the League of Nations

Students will examine President Wilson’s Fourteen Points and the US Debate over the League of Nations using primary sources, including a political cartoon. Student handout begins on the next page.

**GSE Standards and Elements**

**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.

**Literacy Standards**

**L11-12RHSS1-**

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**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.

**L11-12RHSS3 -**

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Social Studies Matrices**

**INFORMATION PROCESSING SKILLS:**

3. Identify issues and/or problems and alternative solutions

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

11. Draw conclusions and make generalizations

17. Interpret political cartoons

**Enduring Understanding(s)**

Conflict and Change

Name \_\_\_\_\_

## US debate over the League of Nations

### **Part One – President Wilson's Fourteen Points, 1-5 and 14**

I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.

III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.

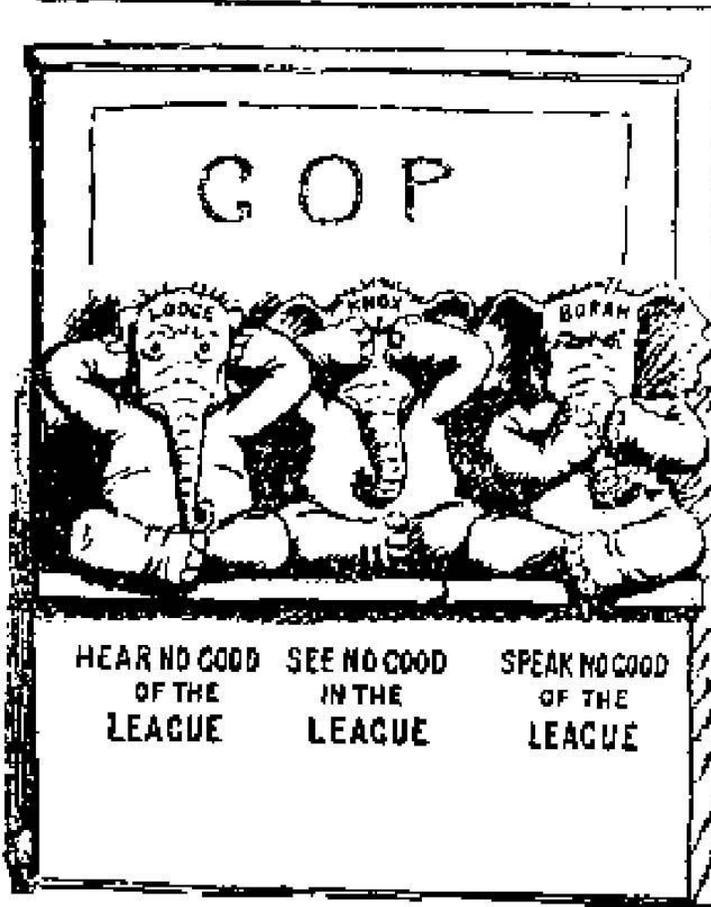
IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

1. Which, if any, would be of little benefit to powerful nations like the U.S.?
2. Which, if any, would be of great benefit to powerful nations like the U.S.?
3. Which, if any, would be of little benefit to weaker nations?
4. Which, if any, would be of great benefit to weaker nations?
5. Which, if any, would likely be regarded as taking away some of the power of the U.S. as a sovereign nation?

**Part Two – Three Little Elephants Political Cartoon**



*Three Little Elephants*

4. What message does the cartoon communicate?

5. Article 10 of the Covenant was the most controversial point in the U.S. Senate. Why?

The Members of the League undertake to respect and preserve as against external aggression the territorial integrity and existing political independence of all Members of the League. In case of any such aggression or in case of any threat or danger of such aggression the Council shall advise upon the means by which this obligation shall be fulfilled.



**Red Scare and Immigration Restrictions**

In groups, students will examine information about the Red Scare in order to debate the question: "*Were the Palmer Raids and Immigration Restrictions justified?*".

Students and teachers should follow the instructions on the student handouts below.

<b>GSE Standards and Elements</b>	<p><b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</b></p> <p>a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS7 -</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Social Studies Matrices</b>	<p><b>INFORMATION PROCESSING SKILLS:</b></p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>11. Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and Change</p>

## Red Scare and Immigration Restrictions

During today's class, you will work in teams to discuss if the Palmer Raids and Immigration Restrictions were justified. Your goals for today should include looking at all the issues, seeing both sides of the conflict, and finding common ground.

### QUESTION

*Were the Palmer Raids and Immigration Restrictions justified?*

Each of you have been assigned one of the following roles in this debate:

- Mitchell Palmer
- Albert Johnson
- Emma Goldman
- Aldolph Sabath
- Woodrow Wilson
- Warren G. Harding

### EVIDENCE

As you develop your arguments for the SAC (Structured Academic Controversy), use as many possible sources of evidence as you can from the websites listed below.

Red Scare Timeline: <https://herb.ashp.cuny.edu/items/show/1906>

Palmer Raids: <https://www.britannica.com/topic/Palmer-Raids>

Immigration Act of 1921:

<http://www.dentonisd.org/cms/lib/TX21000245/Centricity/Domain/535/Immigration%20Act.pdf>

### PROCEDURE

**20 minutes** On your own, read the sources above. Use the graphic organizer to outline major events involved.

**15 minutes** Each of you will now get into groups according to the person you've been assigned to represent. In your groups, decide whether your person would be in favor of the Palmer Raids and immigration restrictions based on the information provided. Use the data provided to back up your argument on the group graphic organizer.

**15 minutes** Each group will be given one minute to introduce the person they represent and His/her take on the Palmer Raids and immigration restrictions. Once introductions are made, the teacher will pose a series of questions. You and the members of your group will respond to these questions as representatives of your assigned person.

What key events during and after World War I created concern about Communism?

Explain the Palmer Raids.

Explain the Emergency Quota Act and the Immigration Act of 1924.

**Palmer Raids and Immigration Restrictions Group Graphic Organizer**

Group Members: \_\_\_\_\_

\_\_\_\_\_

Your Group Represents: \_\_\_\_\_

Who was he/she?

Would he/she be in favor of the Palmer Raids and Immigration restrictions?

Why? Use the sources you have been provided with to back up your argument below. You should have at least five pieces of data below.

Social Changes of the 1920s

Students will examine the social changes in the 1920s through reading the 18<sup>th</sup> and 19<sup>th</sup> Amendments and analyzing advertising of the period. The student handout begins on the next page.

<p><b>GSE Standards and Elements</b></p>	<p><b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</b></p> <ul style="list-style-type: none"> <li>b. Describe the effects of the Eighteenth and Nineteenth Amendments.</li> <li>c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.</li> </ul>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>L11-12WHST1-</b> Write arguments focused on discipline-specific content.</p> <p><b>L11-12WHST4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>INFORMATION PROCESSING SKILLS:</b></p> <ul style="list-style-type: none"> <li>3. Identify issues and/or problems and alternative solutions</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. Identify and use primary and secondary sources</li> <li>11. Draw conclusions and make generalizations</li> </ul> <p>Conflict and Change</p>

Name \_\_\_\_\_ **Social Changes of the 1920s**

Directions: With a partner, read each of the following amendments and answer the questions.

**Part 1 – The 18<sup>th</sup> Amendment (1919)**

Section 1. After one year from the ratification of this article the manufacture, sale, transportation, importation or exportation of intoxicating liquors in the United States and all its territory is hereby prohibited.

Section 2. The Congress and the States shall both have power to enforce this article by appropriate legislation.

Section 3. This article shall have no power unless it shall have been ratified as an amendment to the Constitution by the legislatures of the States, as provided in the Constitution, within seven years from the date of the submission to the States by the Congress.

**Questions:**

1. What did the 18<sup>th</sup> Amendment to the US Constitution do?
2. What problems was this amendment trying to solve?
3. How do you think the public responded to this amendment?

**Part 2 – The 19<sup>th</sup> Amendment (1920)**

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

**Questions:**

4. What did the 19<sup>th</sup> Amendment to the US Constitution do?
5. What problems was this amendment trying to solve?
6. How do you think the public responded to this amendment?

**Part 3 – Advertising in the 1920s**

Directions: With one partner, answer the questions below.

7. What is the purpose of advertising?

8. What was the effect of advertising and credit in the 1920s?

9. Go to the following website: <https://repository.duke.edu/dc/adaccess>  
Scroll down and locate the section that says “Limit Your Search” on the left hand side of the page. Use the bar to limit your search from 1920 – 1929.

Choose three ads from this site to analyze. One must target women. One must target men. One must advertise a household product such as a radio or car. You must complete one "Written Document Analysis Worksheet" for each of the three ads. The "Written Document Analysis Worksheet" can be found here:

[https://www.archives.gov/files/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

10. When you are finished with the three "Written Document Analysis Worksheets," you and your partner should create your own ad based on those of the 1920s. Your ad may be for any product, but you may not copy any ad you've seen on the website.

[Assembly Line Activity](#)

After learning about Henry Ford’s assembly line, students will participate in a hands-on activity to simulate mass production. The student instructions begin on the next page. Teachers will need to have scissors, glue, and markers for students to use during the activity. Teachers will need to copy car templates before hand – about 20 per group. Any car template will work, but here is an idea: <http://www.silkysteps.com/pages-activities/outline-templates/car-outline-template-transport-road-activity-preschool-craft-topic.html>

<b>GSE Standards and Elements</b>	<p><b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</b></p> <p>c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.</p>
<b>Literacy Standards</b>	n/a
<b>Social Studies Matrices</b>	<p><b>INFORMATION PROCESSING SKILLS</b></p> <p>2. Organize items chronologically</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>11. Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	Production, Distribution, and Consumption

## Henry Ford's Assembly Line

Each of the following steps must be completed by a different worker on your assembly line (that means you should have six workers total). Remember, the goal is to produce as many quality cars as possible in 10 minutes. The group that produces the most quality cars will be given a "bonus."

Worker 1. Use the outline of the car you've been given. On another sheet of paper, draw two wheels that will fit your car.

Worker 2. Draw in a windshield and a door handle.

Worker 3. Cut out the car and the wheels.

Worker 4. Color the car either red, blue, or green.

Worker 5. Color the tires black or gray.

Worker 6. Glue the tires onto the car.

Following the assembly line simulation, students should develop a list of benefits and a list of difficulties for using assembly line production.



Teacher Instructions:

1. Approximately one week before the Jazz Club, put the students into groups and assign each group one of the major cultural movements of the 1920s. Students should be allowed to choose the format of their presentation, but steer them away from powerpoints. Presentations should demonstrate an culture of the period. Group assignments:

- Henry Ford and the automobile
- Radio
- Movies
- Jazz Music
- Harlem Renaissance
- Tin Pan Alley
- Women

2. One of the elements of the project is that students dress in school appropriate costumes that reflect the 1920s. Show the students examples of 20s fashion for both men and women. Encourage them to make costumes out of what they can find at home, borrow, or find at thrift stores. Teachers should dress up too! Tell students that the requirement is based on effort, not at how much money is spent (free is best!).

3. Give the students 1 – 2 class days to work on their presentations in class.

4. Before the Jazz Club, the teacher should do the following:

- Transform the classroom by putting up decorations such as white Christmas lights, soft lamps, etc.
- Since this activity simulates the Speakeasy, create a password for students to enter your classroom and determine how you will get this information to students. It could be over the morning announcements or via text.
- I bring an electric tea kettle and hot chocolate for students. The teacher can determine whether or not to invite the students to bring additional snacks.

5. On the day of the Jazz Club, turn off all the lights in your classroom and use just the Christmas lights and/or lamps. It creates the mood of an underground club. When the students enter, play music from Louis Armstrong. Lots of playlists can be found on You Tube for free. Allow each group to present their projects (typically 2 – 4 minutes).

6. If time remains, teach the students to do the Charleston. There are tons of videos on You Tube that will help with this. Try to get everyone involved. Next, show clips from Charlie Chaplin videos, again available for free on You Tube. Effective clips include “The Kid” and “The Lion’s Cage”, but there are lots of options available.

## Jazz Club

The decade of the 1920's was the dawning of the Jazz Age. Each of you will be performing in our Jazz Club as if you were a great performer from the 1920's demonstrating culture one would have seen or heard.

You will be divided into groups of four. Each group will be assigned one of the cultural milestones of the 1920s. Each person in the group must participate and have their own role in the performance. Your task as a group is to give your classmates an understanding of your assigned topic as well as providing them with examples from the time period.

Topic Assignments:

- Henry Ford and the automobile
- Radio
- Movies
- Jazz Music
- Harlem Renaissance
- Tin Pan Alley
- Women

You must choose one of the following areas to present your interpretation of the 1920's. No Powerpoints! Your presentations should be performance based and should give examples from the time period or be created to reflect the culture of the time period.

- Poem
- Skit
- Dance
- Silent Film
- Song
- Short Story
- Playing musical instruments

This assignment is worth 50 points. Please see the point values below.

Requirements:

- Content: Must be related to your assigned topic (20 points)
- Costume: You must dress in a costume that reflects the time period. (10 points)
- Must be 2 – 4 minutes in length (20 point)

**Culture of the 1920s Writing Prompt**

Students will construct an essay in response to the prompt below. Teachers should differentiate this assignment for their students in terms of length, but the rubric that follows is for a five-paragraph essay. Teachers may also decide whether the essay is written in class or assigned for homework. There are many ways for students to answer this prompt. Responses may include discussions of the 18<sup>th</sup> and 19<sup>th</sup> Amendments, mass production, radio, movies, jazz, and the Harlem Renaissance.

<b>GSE Standards and Elements</b>	<p><b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</b></p> <ul style="list-style-type: none"> <li>b. Describe the effects of the Eighteenth and Nineteenth Amendments.</li> <li>c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.</li> <li>d. Describe the impact of radio and movies as a unifying force in the national culture.</li> <li>e. Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.</li> </ul>
<b>Literacy Standards</b>	<p><b>L11-12WHST2-</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>L11-12WHST4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<b>Social Studies Matrices</b>	<p><b>INFORMATION PROCESSING SKILLS:</b></p> <ul style="list-style-type: none"> <li>1. Compare Similarities and differences</li> <li>3. Identify issues and/or problems and alternative solution</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>11. Draw Conclusions and make generalizations</li> <li>14. Formulate appropriate research questions</li> <li>15. Determine adequacy and/or relevancy of information</li> </ul>
<b>Enduring Understanding(s)</b>	<p>Beliefs and Ideas</p> <p>Individuals, Groups, and Institutions</p> <p>Culture</p>

**Writing Prompt:**

The 1920s has been described as a period of cultural renaissance in the United States. Choose three movements of the time period which support this view and explain your reasons for selecting them as the most influential.

### U.S. HISTORY FREE RESPONSE RUBRIC

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Total points: \_\_\_\_\_

Grade Conversion: \_\_\_\_\_

<b>INTRODUCTORY AND CONCLUSION PARAGRAPHS</b>	Intro.	Conclusion	
<b>Outstanding:</b> Introduction or conclusion clearly addresses the question w/relevant, accurate background information; Issues to be discussed and a thesis are included; a minimum of 3 sentences	3	3	
<b>Valid:</b> Introduction or conclusion deals with significant issues and trends or some restatement of the question; weaker development of background information; issues to be addressed are not as clearly identified; thesis may be missing; 2 sentences in length	2	2	
<b>Poor:</b> Introduction or conclusion are weak or doesn't address the question; little development of background information; issues to be addressed are not included; thesis missing	1	1	
<b>None:</b> No introduction or conclusion paragraph included	0	0	
<b>Comments:</b>			
<b>CONTENT (Body Paragraphs)</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Abundant, accurate specifics (dates, people, places, events) which are relevant to the question. Good analysis described and understanding of the question	6	6	6
Demonstrates well-reasoned analysis and relationship of events, and cause and effect. Good use of dates, people, places and events	5	5	5
Some accurate specific information relevant to the question. Basically answers the question	4	4	4
Does not completely answer the question – superficial data and analysis which is limited in depth; fails to answer one part of the question	3	3	3
Superficial; inappropriate or erroneous information; analysis may be absent; error ridden (no real knowledge of the subject matter displayed)	2 or 1	2 or 1	2 or 1
<b>Comments:</b>			
<b>ORGANIZATION</b>			
Standard organization (best for topic) – introduction, body & conclusion	1		
Some elements missing (see above or not covering all topics)	0		

Total Score: \_\_\_\_\_

## Culminating Unit Performance Task

### Children's Book

Students will construct a Children’s Book about either World War I or the 1920s. Instructions and rubrics begin on the next page. Books can take a variety of formats and can be written in textbook format or as a novel, diary, or journal. Books could be in “ABC” format, using one important event, item, person, etc. for each letter of the alphabet. Teachers may choose to collaborate with a nearby elementary/middle school to allow students to share their books with younger children.

<b>GSE Standards and Elements</b>	<p><b>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.</b></p> <ul style="list-style-type: none"> <li>a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.</li> <li>b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.</li> <li>c. Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.</li> </ul> <p><b>SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</b></p> <ul style="list-style-type: none"> <li>a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.</li> <li>b. Describe the effects of the Eighteenth and Nineteenth Amendments.</li> <li>c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.</li> <li>d. Describe the impact of radio and movies as a unifying force in the national culture.</li> <li>e. Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.</li> </ul>
<b>Literacy Standards</b>	<p><b>L11-12WHST1</b>-Write arguments focused on discipline-specific content.</p> <p><b>L11-12WHST8</b>- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<b>Social Studies Matrices</b>	<p><b>INFORMATION PROCESSING SKILLS:</b></p> <ul style="list-style-type: none"> <li>1. Compare Similarities and differences</li> <li>2. Organize items chronologically</li> <li>3. Identify issues and/or problems and alternative solutions</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. Identify and use primary and secondary sources</li> <li>8. Identify social studies reference resources to use for a particular purpose</li> <li>11. Draw conclusions and make generalizations</li> <li>14. Formulate appropriate research questions</li> <li>15. Determine adequacy and/or relevancy of information</li> </ul>
<b>Enduring Understanding(s)</b>	<p><b>Beliefs and Ideas; Conflict and Change; Culture; Individuals, Groups, and Institutions</b></p>

### World War I/1920s Children's Book

You will create a children's book to explain WWI or the 1920s. The book must target the age of a 10-12 year old, so the language, content, and graphics must be age appropriate.

This project will be completed in groups of two. Within your group, it is your responsibility to make sure that all the work is completed in the time allotted. If one partner does not do his/her share of the work, that student can expect to earn a lower grade.

If you choose to make a WWI book: You should focus more on the role of the US in WWI. Keep in mind you want to explore all aspects of the war not just the fighting.

If you choose to make a 1920s book: You should focus on the major political, economic, and cultural events of the 1920s.

#### Requirements:

- Format:
  - Book cover including the title of book and an illustration
  - Title page with title of the book, your names, and class period
  - Brief summary on back of book
  - Table of contents using the content below
  - Author's profile
  - Must look like a book
- Min. of 1 illustration per page (related to content!)
- WWI Content:
  - Causes of WWI
  - US neutrality and eventual entry- why??
  - US role in the war
  - War effort at home
  - Technological advancements
  - Treaty of Versailles
  - Final Cost and Impact
- 1920s Content:
  - Fear of Communism
  - Eighteenth and Nineteenth Amendments
  - Mass production
  - Advertising and the Rise of Consumerism
  - Impact of Radio and Movies
  - Major Cultural Movements

\*\* Everything written must be in your own words!! Do not plagiarize or you will earn a 0.

**WWI Children’s Book**

**Names:**

Format	5 points	3 points	4 points	Total
<b>Book Cover</b>	Title of book and illustration included.	1 required element missing	No Book Cover present	
<b>Title Page</b>	Title page includes book title, authors’ names, class period.	1- 2 required elements missing	No Title Page present	
<b>Book Summary</b>	Back of the book includes a summary of 3 – 4 sentences.	Back of the book includes a summary of 1 – 2 sentences.	No Book Summary Present	
<b>Table of Contents</b>	Book contains a table of contents with all required elements present.	Book contains a table of contents with fewer than four required elements present.	No Table of Contents Present	
<b>Author’s Profile</b>	Book contains profiles of a few sentences about each of the authors.	Book contains a profile of only one of the authors.	No Author’s Profile present.	
<b>Book Format</b>	The finished product looks like a book.		The finished product does not look like a book.	
Illustrations	5 points	3 points	0points	Total
<b>Illustrations</b>	Minimum of 1 content-related illustration per page	Some pages lack illustrations	No illustrations present	
<b>Lettering</b>	Words typed or written neatly.	Book somewhat hard to read.	Book is unreadable.	
<b>Grammar and Spelling</b>	Grammar and spelling correct.	2 - 4 grammar and/or spelling errors.	More than 5 grammar and/or spelling errors.	
<b>Age Appropriate Content</b>	Book is written for a 10 – 12 year-old.	Parts of the book are age inappropriate.	Book is written at the wrong age level.	
Content	5 points	3 points	0points	Total
<b>Causes of WWI</b>	Element fully explained.	Element partially explained.	Element not present.	
<b>US Neutrality</b>	Element fully explained.	Element partially explained.	Element not present.	
<b>US role in the war</b>	Element fully explained.	Element partially explained.	Element not present.	
<b>War effort at home</b>	Element fully explained.	Element partially explained.	Element not present.	
<b>Technological Advances</b>	Element fully explained.	Element partially explained.	Element not present.	
<b>Treaty of Versailles</b>	Element fully explained.	Element partially explained.	Element not present.	
<b>Final Cost/ Impact</b>	Element fully explained.	Element partially explained.	Element not present.	

TOTAL \_\_\_\_\_/100

**1920s Children’s Book**                      **Names:**

Format	5 points	3 points	4 points	Total
<b>Book Cover</b>	Title of book and illustration included.	1 required element missing	No Book Cover present	
<b>Title Page</b>	Title page includes book title, authors’ names, class period.	1- 2 required elements missing	No Title Page present	
<b>Book Summary</b>	Back of the book includes a summary of 3 – 4 sentences.	Back of the book includes a summary of 1 – 2 sentences.	No Book Summary Present	
<b>Table of Contents</b>	Book contains a table of contents with all required elements present.	Book contains a table of contents with fewer than four required elements present.	No Table of Contents Present	
<b>Author’s Profile</b>	Book contains profiles of a few sentences about each of the authors.	Book contains a profile of only one of the authors.	No Author’s Profile present.	
<b>Book Format</b>	The finished product looks like a book.		The finished product does not look like a book.	
Illustrations	<b>5 points</b>	<b>3 points</b>	<b>0points</b>	<b>Total</b>
<b>Illustrations</b>	Minimum of 1 content-related illustration per page	Some pages lack illustrations	No illustrations present	
<b>Lettering</b>	Words typed or written neatly.	Book somewhat hard to read.	Book is unreadable.	
<b>Grammar and Spelling</b>	Grammar and spelling correct.	2 - 4 grammar and/or spelling errors.	More than 5 grammar and/or spelling errors.	
<b>Age Appropriate Content</b>	Book is written for a 10 – 12 year-old.	Parts of the book are age inappropriate.	Book is written at the wrong age level.	
Content	<b>5 points</b>	<b>3 points</b>	<b>0points</b>	<b>Total</b>
<b>Fear of Communism</b>	Element fully explained.	Element partially explained.	Element not present.	
<b>18<sup>th</sup> &amp; 19<sup>th</sup> Amendments</b>	Element fully explained.	Element partially explained.	Element not present.	
<b>Mass Production</b>	Element fully explained.	Element partially explained.	Element not present.	
<b>Advertising &amp; Consumerism</b>	Element fully explained.	Element partially explained.	Element not present.	
<b>Impact of Radio &amp; Movies</b>	Element fully explained.	Element partially explained.	Element not present.	
<b>Cultural Movements</b>	Element fully explained.	Element partially explained.	Element not present.	

TOTAL \_\_\_\_\_/100