



<b>Unit Title:</b>	Unit 9- Economics and Global Politics	
<b>Unit Vocabulary:</b>	<p><b>Key Vocabulary Part 1:</b></p> <p><b>Causes of US involvement in WWI</b> militarism, alliances, imperialism, nationalism (MAIN) Zimmerman Telegram Sinking of the Lusitania and unrestricted submarine warfare</p> <p><b>Homefront in SC</b> military bases in South Carolina (Charleston Shipyard, Camp Jackson, Parris Island) increased employment victory gardens and individual contributions Textile Production South Carolina State Council of Defense</p> <p><b>Migration and Artistic Expression</b> The Great Migration Exodusters Harlem Renaissance Charleston Renaissance</p> <p><b>Foreign Policy Debates</b> Isolationism vs Intervention</p>	<p><b>Key Vocabulary part 2 :</b></p> <p><b>Great Depression Impacts on SC Economy</b> U.S. Stock Market Crash (Bank failures and dropping farm prices)</p> <p><b>New Deal Acts and Programs:</b> Agricultural Adjustment Act (1933) Civilian Conservation Corps (1933) Federal Deposit Insurance Corporation (1933) Rural Electrification Act (1936) Santee Cooper Project Social Security Act (1935) Works Progress Administration (1935) Savannah River Nuclear Plant</p> <p><b>Key Vocabulary part 3 :</b></p> <p><b>Military and Economic Policies</b> Doolittle Raiders Tuskegee Airmen Double V Campaign American internment camps Wartime Production Board -James F. Byrnes -South Carolina wartime industries -Executive Order 9981</p> <p><b>South Carolina Military Bases</b> Charleston Naval Shipyard Columbia Army Air Base Fort Jackson Parris Island Shaw Field</p> <p><b>Pre/Post-War Economic Developments and Demographic Changes</b> Servicemen’s Readjustment Act Immigration and migration Hispanic immigration</p>

	Post-war Jewish refugees White flight	
<b>Upcoming Common Assessments (MasteryConnect) :</b>	Summative: Formatives:	

	<b>Standard(s) + Learning Objective</b>	<b>Activating Experience</b> (Opening, may include "Scholar Starter")	<b>Learning Experience</b> (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	<b>Formative or Summative Assessment(s)</b>	<b>Summarizing Experience</b> (Closing)	<b>WICOR, AVID and/or ELlevation Strategies</b> (aligned with learning objective)
<b>M O N D A Y</b>	<p><b>Standard</b> (write out): 8.4 CE Explain the causes and effects of World War I on South Carolina and the United States.</p> <p>8.4 E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</p> <p><b>Learning Objective</b> Skill (what), Content (why), Product (how): I can review and define the causes of WWI.</p>	<p><a href="https://engage.discoveryeducation.com/share/v8k2ft5">https://engage.discoveryeducation.com/share/v8k2ft5</a></p> <p>Mastery Connect review</p>	<p><b>Standards Based Materials &amp; Resources:</b> <a href="#">Causes of WWI Analysis</a> <a href="#">Causes of WWI Teacher Guide Slides</a></p> <p><b>Content/Academic Vocabulary:</b> -Militarism -Alliances -Imperialism -Nationalism</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> -Level 1 and 2 ML, struggling students complete Scholar Starter and part of the corroboration -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to read the entire doc. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p><b>Opportunities to SWRL:</b> <b>Reading</b> Guided notes <b>Writing</b> Guided notes</p>	<p>Formative: Guided notes Graphic organizer</p>	<p><a href="#">World War I M.A.I.N. Causes Assessment</a></p>	<p><b>Reading</b> Guided notes <b>Writing</b> Guided notes <b>Inquiry</b> MAIN causes of WWI <b>Organization</b> Guided notes <b>Collaboration</b> Students work in groups</p>

	<p>I will do this through guided notes.</p> <p>I will know that I am successful when I can explain the 4 main causes of WWI.</p>		<p><b>Speaking/Listening</b> turn and talk  <b>Berea MS Sentence Stems and frames:</b>  <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">T U E S D A Y</p>	<p><b>Standard</b> (write out):        8.4 CE Explain the causes and effects of World War I on South Carolina and the United States.</p> <p>8.4 E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</p> <p><b>Learning Objective</b>        Skill (what), Content (why), Product (how):        I can analyze the assassination of Archduke Ferdinand and the U.S. President's initial response to WWI.</p>	<p>Mastery Connect review</p> <p><a href="#">U9 Wilson-Isolationist Political Cartoon Analysis</a></p>	<p><b>Standards Based Materials &amp; Resources:</b>  <a href="#">World War I Assassination of Franz Ferdinand Primary Source.docx</a>  <a href="#">Assassination of Archduke Ferdinand, 1914</a>  <a href="#">Europe 1914 (pre-WW1), coloured and labelled.svg.png</a></p> <p><b>Content/Academic Vocabulary:</b>        -Assassination</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b></p> <ul style="list-style-type: none"> <li>-Level 1 and 2 ML, struggling students complete Scholar Starter, graphic organizer</li> <li>-Sentence stems, visuals, word banks</li> <li>-Have groups read shorter passages if struggling</li> <li>-Ask gifted students to read all the questions.</li> <li>-pair struggling students with higher level students</li> <li>-preferential seating</li> <li>-frequent redirects</li> </ul> <p><b>Opportunities to SWRL:</b>  <b>Reading</b>        Primary source/Political cartoon  <b>Writing</b>        Graphic organizer  <b>Speaking/Listening</b> using and listening to academic language in pairs or groups  <b>Berea MS Sentence Stems and frames:</b>  <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>	<p>Formative:        Graphic organizer</p>	<p><a href="#">Exit Ticket - Archduke Assassination and President Wilson's Response</a></p>	<p><b>Reading</b>        Primary source/Political cartoon  <b>Writing</b>        Graphic organizer  <b>Inquiry</b>        Archduke assassination/Wilson's response to WWI  <b>Organization</b>        Graphic organizer  <b>Collaboration</b>        Students work in groups</p>

	<p>I will do this by examining primary sources.</p> <p>I will know I have learned this when I can evaluate the decisions involved in both situations.</p>					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">W E D N E S D A Y</p>	<p><b>Standard</b> (write out): 8.4 CE Explain the causes and effects of World War I on South Carolina and the United States.</p> <p>8.4 E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</p> <p><u><b>Learning Objective</b></u> Skill (what), Content (why), Product (how): I can analyze WWI propoganda posters.</p> <p>I will do this by</p>	<p>Mastery Connect Review</p> <p><a href="https://engage.discoveryeducation.com/share/p6vatza">https://engage.discoveryeducation.com/share/p6vatza</a></p>	<p><b>Standards Based Materials &amp; Resources:</b> <a href="#">WW1 Propaganda</a> Students will create their own WWI poster based on primary sources</p> <p><b>Content/Academic Vocabulary:</b> -Propoganda</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> -Level 1 and 2 ML, struggling students complete Scholar Starter, 1/3 of the DBQ graphic organizer -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p><b>Opportunities to SWRL:</b> <b>Reading</b> Slideshow <b>Writing</b> Poster creation <b>Speaking/Listening</b> using and listening to academic language in pairs or groups <b>Berea MS Sentence Stems and frames:</b> <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>	<p>Formative: Posters</p>	<p>Closing: Posting student artwork</p>	<p><b>Reading</b> Slideshow <b>Writing</b> Poster creation <b>Inquiry</b> WWI poster propoganda <b>Organization</b> Poster creation <b>Collaboration</b> Students work in groups</p>

	<p>completing my own poster.</p> <p>I will know I am successful when I can create a poster similar to the ones used in WWI.</p>					
<p><b>T H U R S D A Y</b></p>	<p><b>Standard</b> (write out): 8.4 CE Explain the causes and effects of World War I on South Carolina and the United States.</p> <p>8.4 E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</p> <p><b>Learning Objective</b> Skill (what), Content (why), Product (how): I can analyze and explain trench warfare.</p> <p>I will do this by completing a letter as a WWI soldier.</p> <p>I will know that I</p>	<p>Mastery Connect review</p> <p><a href="#">Trench Warfare</a></p>	<p><b>Standards Based Materials &amp; Resources:</b> <a href="#">Trench Letter</a> Students write a letter pretending to be a WWI soldier. The following doc along with the opening slideshow will help students describe things: <a href="#">trench rats primary source.pdf</a></p> <p><b>Content/Academic Vocabulary:</b> Rats or vermin Disease No man’s land Machine gun fire Infection Bombs Exhaustion Death Trench foot Cold (weather not illness) mustard gas (attack) rations</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b> -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the letter -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects</p>	<p>Formative: Trench warfare letter writing</p>	<p><a href="https://www.warmuseum.ca/overthetop/">https://www.warmuseum.ca/overthetop/</a></p> <p>Canadian War Museum WWI Role play -student friendly</p>	<p><b>Reading</b> primary sources on trench warfare <b>Writing</b> letter writing <b>Inquiry</b> trench warfare <b>Organization</b> letter writing <b>Collaboration</b> Students work in groups</p>

	<p>have learned this when I can create a letter that explains some of the difficulties of trench warfare.</p>		<p><b><u>Opportunities to SWRL:</u></b>  <b>Reading</b>  primary sources on trench warfare  <b>Writing</b>  letter writing  <b>Speaking/Listening</b> using and listening to academic language in pairs or groups  <b><u>Berea MS Sentence Stems and frames:</u></b>  <a href="#">Berea MS Sentence Stems and Frames (1).pdf</a></p>			
<p style="text-align: center;"><b>F R I D A Y</b></p>	<p><b>Standard</b> (write out):  8.4 CE Explain the causes and effects of World War I on South Carolina and the United States.</p> <p>8.4 E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</p> <p><b><u>Learning Objective</u></b>  Skill (what), Content (why), Product (how):  I can evaluate the U.S. entering WWI.</p> <p>I will do this by doing a secondary source analysis.</p>	<p>Mastery Connect  Review Question</p> <p><a href="#">Over Here The Homefront During WWI, Part 5 - Military Camps.mp4</a></p> <p><a href="#">Triangle Circle Square - Elevation.pdf</a></p>	<p><b><u>Standards Based Materials &amp; Resources:</u></b>  <a href="#">U9 Textbook Excerpt Why did the US enter WWI</a>  <a href="#">Why Did the US Enter WWI?</a></p> <p>Optional 2: <a href="#">Guided Notes Organizer - America Enters WWI.pdf</a></p> <p><b><u>Content/Academic Vocabulary:</u></b>  -Lusitania  -Zimmerman Telegram</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b>  -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the analysis  -Sentence stems, visuals, word banks  -Have groups read shorter passages if struggling  -Ask gifted students to complete the entire graphic organizer.  -pair struggling students with higher level students  -preferential seating  -frequent redirects</p> <p><b><u>Opportunities to SWRL:</u></b>  <b>Reading</b>  secondary sources sources  <b>Writing</b>  review worksheet  <b>Speaking/Listening</b> using and listening to academic language in pairs or groups</p>	<p>Formative:  Review  Worksheet</p>	<p><a href="#">Exit Ticket: U.S. Enters the War</a></p>	<p><b>Reading</b>  secondary sources sources  <b>Writing</b>  review worksheet  <b>Inquiry</b>  Why the U.S. entered WWI  <b>Organization</b>  Review worksheet  <b>Collaboration</b>  Students work in groups</p>

	<p>I will know that I have learned this when I explain my opinion on whether or not America should have entered the war.</p>		<p><b><u>Berea MS Sentence Stems and frames:</u></b> <a href="#"><u>Berea MS Sentence Stems and Frames (1).pdf</u></a></p>			
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