



Unit Planner: Conflict & Wars

U.S. History 2

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High School > 2018-2019 > Grade 11 > Social Studies > U.S. History 2
(C) > Week 34 - Week 35

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Conflict & Wars

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Big Ideas / Enduring Understandings

Conflict is often inevitable between countries who compete for natural resources but power is often challenged when innocent lives are sacrificed in the process.

Essential Questions

How do nations work together to ensure peace and stability throughout the world?

Why is conflict between countries inevitable?

What role does nationalism play in wars?

Common Core Standards and Indicators

NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 11-12

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. 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.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. 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.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. 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).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. 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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

World War I

- Archduke Ferdinand
- Militarism
- Alliances
- Nationalism
- Imperialism
- Militarism
- Lusitania,
- Zimmerman Telegram
- Armistice
- Big Four
- Espionage and Sedition Act
- Schenck v. U.S.
- War Propaganda
- Socialism
- Reparations
- Selective Service Act
- War Bonds
- Trench Warfare
- Submarine Warfare,
- Communism
- Capitalism
- Treaty of Versailles,
- Fourteen Points,
- Woodrow Wilson,
- League of Nations

WWII

- Neutrality
- Appeasement
- United Nations
- Holocaust
- Atomic Bomb
- Hiroshima & Nagasaki
- Manhattan Project
- Nuremberg Trial

Skills / Strategies

- Identify and summarize events that led up to U.S. getting involved in the wars
- Look up key vocabulary words
- Describe the cause/effect of a particular event through primary and secondary source documents
- Analyze how wars got the U.S. into debt and took us out of debt

<p>Key Terms / Vocabulary</p> <p>Propaganda M.A.N.I.A.C Lusitania Manhattan Project Atrocities Nuremberg Trial Assassination War Bonds Rationing</p>	
<p>Learning Plan & Activities</p> <p><i>Please include Theatre Modalities when appropriate</i></p> <p>Locate and identify the different WW I Alliances on a map</p> <p>Analyze various propaganda techniques (war, posters, music) to determine effectiveness</p> <p>Analyze Zimmerman Telegram</p> <p>Analyze League of Nations Political cartoons for American response/acceptance</p>	<p>Assessments</p> <p>Depth of Knowledge (DOK) Levels</p> <p>Wars Multiple Choice</p> <p>Summative: DOK 3 Strategic Thinking: Test: Standardized</p> <p>Assessment on all the wars for review</p>
<p>Resources</p>	

