Much that defines the modern United States emerged during the late 1800s and early 1900s. This unit explores imperialism, the 1920s, and the Great Depression through the conceptual lenses of change, imperialism, and standard of living.

**Imperialism- Expansion of American Power**
- Industrialization created a need for markets and raw materials
- Annexation of territories
- Spanish-American War

**World War I**
- American neutrality questioned as economic activities led to involvement in the war
- American home front during the war
- New technologies change the face of warfare
- Debate & negotiation to end WWI

**Roaring 20’s**
- Prosperity of America
- Conflict between traditional and modern values
- Prosperity was not experienced by all Americans equally

**Great Depression**
- Personal financial choices of the 1920’s create perfect environment for Stock Market Crash of 1929
- Economic circumstances of the Great Depression
- Hoover’s response
- Great Depression changed American society
- Dust Bowl
- Impact of Roosevelt’s decisions
<table>
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<tr>
<th>Unit Enduring Understanding(s)</th>
<th>Unit Essential Question(s)</th>
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| • New technology often changes warfare.  
  • Rapid economic growth can cause economic instability.  
  • A nation’s economy affects citizens’ standard of living. | • How did the introduction of new military technology change warfare during WWI?  
  • How did rapid economic growth in the 1920’s cause economic instability in the US?  
  • How did the nation’s economy affect the standard of living for Americans in the 1920’s and 1930’s? |

**Essential State Standards**

<table>
<thead>
<tr>
<th>Priority Objectives</th>
<th>Supporting Objectives</th>
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| **8.H.2.1** Explain the impact of economic, political, social and military conflicts on the development of North Carolina and the United States.  
**8.H.2.2** Summarize how leadership and citizen actions influenced the outcome of key conflicts in North Carolina and the United States.  
**8.G.1.3** Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States.  
**8.E.1.1** Explain how conflict, cooperation, and competition influenced periods of economic growth and decline.  
**8.E.1.2** Use economic indicators to evaluate the growth and stability of the economy of North Carolina and the United States.  
**8.E.1.3** Explain how quality of life is impacted by personal financial choices. | **8.H.2.3** Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.  
**8.H.3.2** Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States.  
**8.C&G.1.3** Analyze differing viewpoints on the scope and power of state and national governments.  
**8.C&G.2.1** Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States.  
**8.C.1.3** Summarize the contributions of particular groups to the development of North Carolina and the United States. |
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<th>“Unpacked” Concepts (students need to know)</th>
<th>“Unpacked” Skills (students need to be able to do)</th>
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<td>• 8.H.2.1 the impact of economic, political, social and military conflicts on the development of North Carolina and the United States.</td>
<td>• 8.H.2.1 Explain the impact of economic, political, social and military conflicts on the development of North Carolina and the United States.</td>
<td>8.H.2.1 Understand</td>
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<td>8.H.2.2 how leadership and citizen actions influenced the outcome of key conflicts in North Carolina and the United States.</td>
<td>8.H.2.2 Summarize how leadership and citizen actions influenced the outcome of key conflicts in North Carolina and the United States.</td>
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<td>8.G.1.3 how human and environmental interaction affected quality of life and settlement patterns.</td>
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<td>8.E.1.1 Understand</td>
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<td>8.E.1.2 economic indicators to evaluate the growth and stability of the economy</td>
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<td>8.E.1.2 Application</td>
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<td>8.E.1.3 how quality of life is impacted by personal financial choices.</td>
<td>8.E.1.3 Explain how quality of life is impacted by personal financial choices.</td>
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<tr>
<td>• Imperialism</td>
<td>• Diplomacy</td>
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<td>• Traditional</td>
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<td>• Modern</td>
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<td>• Prohibit</td>
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<td>• Indicator</td>
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<td>“Standard of Living”</td>
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<td>Prosper/Prosperity</td>
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<td>• Panama Canal</td>
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<td>• Selective Service Act</td>
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<td>• Charles Lindbergh</td>
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<td>“Talkies”</td>
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<td>Eleanor Roosevelt</td>
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<td>Specific New Deal Programs (i.e. FDIC, TVA, WPA, CCC, etc.)</td>
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<td>• Gross Domestic Product (GDP)</td>
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<th>Unit “Chunking”</th>
<th>Suggested Lesson Essential Questions</th>
<th>Potential Factual Content</th>
<th>North Carolina Essential Standards</th>
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</table>
| Imperialism-Expansion of American Power | How did competition influence American imperialism and what were the impacts? | • Need for markets for goods produced by industry  
• Annexation/control of territories  
• Spanish-American War  
• Americas involvement in the construction of the Panama Canal  
• Impacts of imperialism | 8.H.2.1 Explain the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States.  
8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline. |
| World War I | How did American economic and political decisions lead to the US involvement in WWI? | • Neutrality  
• Trade with Germany, Great Britain & France  
• Lusitania  
• Zimmerman Telegram | 8.H.2.1 Explain the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States.  
8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline. |
| --- | --- | --- | --- |
| | How was life on the American home front affected by the US decision to go to war? | • Draft  
• Propaganda  
• Women in the workforce  
• African Americans & the Great Migration | 8.H.2.1 Explain the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States.  
8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States. |
| | How did new technologies impact warfare during WWI? | • Trench warfare  
• Tanks  
• Chemical weapons  
• Airplanes in battle | 8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States. |
| | How were debate and negotiation used as nations sought an end to WWI? | • Wilson’s plan for peace  
• Treaty of Versailles  
• US reception of the Treaty  
• League of Nations | 8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States. |
| Roaring 20’s | What created the prosperity of America in the 1920’s? | • Factories no longer producing military supplies begin to focus on consumer goods  
• Manufacturing was becoming more efficient-assembly line  
• More efficient factories = lower prices for consumer goods  
• Rise of industries sparked the start of related industries (EX. Automobile industry created the need for steel, rubber, and oil industries.)  
• Introduction of credit  
• Increase in the buying of stock as industry boomed and confidence in the market rose | 8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline. |
| --- | --- | --- | --- |
| | How did the conflict between traditional and modern values change the culture of America in the 1920’s? | • Prohibition  
• Flappers  
• Harlem Renaissance  
• Mass media & it’s impact | 8.H.2.1 Explain the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States.  
8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States. |
| | Did all Americans experience prosperity during the 1920’s? | • Nativism  
• Immigration quotas  
• Lack of prosperity for  
  • Farmers  
  • African-Americans  
  • Hispanics  
• Increase of intolerance-KKK | 8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline.  
8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and |
The Great Depression

How did personal economic decisions of the 1920’s set the stage for the stock market crash in 1929?

- Consumer economy of the 1920’s – families borrowed money to purchase goods
- Buying on the margin
- Stock Market Crash
- “Black Tuesday”

What economic circumstances caused the Great Depression?

- Uneven distribution of wealth - over 70% of Americans had no savings and couldn’t afford consumer goods that were being produced
- Overproduction - demand was lower than supply - factories closed and unemployment rose
- Unstable banking - farmers bought equipment on loans; crops failed & they couldn’t repay loans - banks closed
- International Economic Hardship - other nations unable to buy American goods

How did the US government respond to the Great Depression?

- President Hoover
- Federal government not responsible… state and local governments should step in to help
- Voluntary action - not effective
- Public works projects
- Lent money to banks, railroads, and insurance companies

8.E.1.3 Explain how quality of life is impacted by personal financial choices.

8.H.2.1 Explain the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States.

8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline.

8.H.2.2 Summarize how leadership and citizen actions influenced the outcome of key conflicts in North Carolina and the United States.

8.C&G.1.3 Analyze differing viewpoints on the scope and power
| **How did the Great Depression change American society?** | • Provided money to state governments for relief & public works | **8.H.2.1** Explain the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States. |
| **How did human & environmental interaction in the mid-west affect the quality of life for the American farmers?** | • “Hoovervilles” & Homelessness  
• Unemployment  
• Women in the workforce  
• Lifestyle changes-conservation, reusing/repurposing items, etc… | **8.G.1.3** Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States. |
| **How did President Roosevelt’s decisions impact life in America?** | • Help for the banks  
• Fireside Chats  
• New Deal programs  
• Farm subsidies | **8.H.2.2** Summarize how leadership and citizen actions influenced the outcome of key conflicts in North Carolina and the United States. |

**Sub Concepts**

<table>
<thead>
<tr>
<th>HISTORY</th>
<th>GEOGRAPHY</th>
<th>CIVICS &amp; GOVERNMENT</th>
<th>ECONOMICS</th>
<th>CULTURE</th>
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</thead>
</table>
| Patterns  
Leadership  
Conflict | Migration  
Rural/Urban | Nationalism  
Domestic & Foreign Policy  
Politics  
Regulation | Scarcity  
Supply & Demand Value  
Personal Finance | Values & Beliefs  
Technology  
Cultural Expressions |
## Language Objective EXAMPLES

- **Key Vocabulary LO:** SWBAT **define and explain** the terms *imperialism, prohibit, scarcity, and depression.*

- **Language Functions LO:** SWBAT **explain** the *causes of the depression.*

- **Language Skills LO:** SWBAT **listen** to a Fireside Chat and **write a summary** of the radio address. *(Listening passages should be chosen/modified in accordance with the LEP students’ zone of proximal development).*

- **Grammar and Language LO:** SWBAT **use comparatives** in writing assignments *(more than, less than, greater, shorter, longer, etc.)* by **comparing** the modern and traditional values of the 1920s. *Ex. Modern values include women wearing less clothing and more makeup.*

- **Lesson Tasks LO:** SWBAT **watch a video and summarize** the role that technology played in WWI and **explain this summary to a group.**

- **Language Learning Strategy LO:** SWBAT develop a cause/effect graphic organizer **analyzing** and **identifying the causes and effects** of The Great Depression. *(The linguistic load will vary from LEP student to LEP student. Level 1-2 LEP students may need a word bank or other supplement to complete this activity using this strategy).*