**Social Studies Standards for Q3**

SS5H2 Describe U.S. involvement in World War I and post-World War I America.

The intent of this standard is for students to describe the impact of World War I on American life, and what events led the United States to enter the war in Europe. Furthermore, students must understand that the war’s destruction and loss of life led many Americans to believe that such a conflict should not occur again. These beliefs resulted in the United States following a policy of isolationism. Students should describe the impact of the Treaty of Versailles.

**a**. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.

When World War I or the Great War, began in 1914, the United States was not immediately involved. Students should understand that countries during this time were following policies of militarism, alliances, nationalism, and imperialism. The assassination of the Archduke Franz Ferdinand was a spark that brought about war.

Vocabulary: impact, destruction, isolationism, treaty, contributions, militarism, alliances, nationalism, imperialism, assassination, alliances, neutral, neutrality, submarine, allies, revolution, political, diplomacy, trenches, cease fire, negotiations, reparations

Resources: World War I Begins in Europe: PBS: The Great War: For an excellent resource on the war, visit the following site: http://www.pbs.org/greatwar/It includes images, sound recordings, other primary sources, and historical commentary, as well as a simple yet thorough timeline of events leading up to the war, the actual conflict, and its aftermath. Eyewitness to History – multiple topics provide good teacher background (ads on site) “Assassination of Archduke Ferdinand, 1914” http://www.eyewitnesstohistory.com/duke.htm “U-boat attack, 1916” http://www.eyewitnesstohistory.com/sub.htm United States Involvement World War I Library of

**b**. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).

To demonstrate mastery of this element, students must describe life in the 1920s, with specific references to the movements, activities, inventions, and individuals listed in this element.

Vocabulary: culture, cultural, renaissance, transatlantic, innovation, tradition, jazz, urbanism, modernism, industrialization, Prohibition, religious fundamentalism, urban, status quo, suffrage, migration, professional baseball, mass production, assembly lines, airplanes, aviation Resources: Jazz Age: Scholastic – History of Jazz concise overview of blues and jazz

SS5H3: Explain how the Great Depression and New Deal affected the lives of millions of Americans.

To demonstrate mastery of this standard, students must understand the massive economic instability that affected the United States in the 1930s, brought about by the stock market crash and the depression that followed. Students must identify and discuss the Stock Market Crash of 1929, the roles of Hoover, Roosevelt, the Dust Bowl, and soup kitchens as events and people playing a role in the Great Depression.

**a**. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.

The Stock Market Crash of 1929 ended a decade of growth in the Stock Market that occurred during the Roaring Twenties. The “crash” occurred on October 29, 1929, when 16 million shares were traded in a single day causing thousands to lose their investments and billions of dollars in loss. This period known as the Great Depression was a period of high unemployment and a lack of confidence in financial institutions.

Vocabulary: economic instability, stock market crash, economic depression, Roaring Twenties, investments, unemployment, financial institutions, drought, windstorms, mortgage, federal government, prosperity, government assistance

Resources: Stock Market Crash: PBS: Stock Market Crash – a brief background essay <http://www.pbs.org/fmc/timeline/estockmktcrash.htm>

Library of Congress – Resources related to the Great Depression, includes images, documents, lesson plans <http://www.loc.gov/teachers/classroommaterials/themes/great-depression/>

The Dust Bowl: Living History Farm, York, Nebraska – information on the Dust Bowl, along with photos and oral history accounts of this time

<http://www.livinghistoryfarm.org/farminginthe30s/water_02.html>

Library of Congress: Dust Bowl teacher’s guide and m any resources <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>

Herbert Hoover: History.Com: Hoover – article, videos, pictures, and speeches on Hoover (note: this site contains ads) http://www.history.com/topics/us-presidents/herbert-hoover

Franklin Roosevelt and The New Deal: Library of Congress: The New Deal Teacher’s Guide http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/

**b**. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.

Vocabulary: inauguration, poverty, corps, natural resources, employed, infrastructure Resources:

Resource: <https://www.ourdocuments.gov/doc.php?flash=true&doc=65>

**c.** Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

Vocabulary: development, culture, composer, prolific, genres, jazz, blues, swing, orchestra, athlete, Olympics, racial discrimination Resources:

Resource: Jesse Owens Teaching With the Library of Congress: “An Olympian Effort…” blog about primary sources available here and teaching suggestions for how to use them with students. <https://blogs.loc.gov/teachers/2012/07/an-olympian-effort-the-story-of-jesse-owens-in-library-of>

SS5H4 Explain the reasons for America’s involvement in World War II.

To demonstrate mastery of this standard, students must be able to explain why the United States became involved in World War II, and discuss how this involvement affected the lives of its citizens. In addition, students must be able to describe important events and individuals essential to understanding this time period. Students must also describe the societal and economic changes that the war brought to the United States at home and abroad.

**a**. Describe German aggression in Europe and Japanese aggression in Asia.

Following

**b**. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, DDay, VE and VJ Days, and the Holocaust.

**c.** Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.

**d**. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.

**e.** Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen

**f**. Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.