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| U.S. Foreign Policy during the Interwar Years |
| U.S. History II/ International Relations/World History |

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| This unit is intended to be a transitional unit linking U.S. foreign policy interests and decisions from 1900 to 1940 that culminate with the U.S. entry into World War II. Information from previously taught units (within US II course) will be called upon to frame understandings within this unit. Sub-Title of Unit: What were the drivers behind early 20th century U.S. foreign policy? How does that policy evolve during that time? |

*The Massachusetts History & Social Science Frameworks includes multiple pathways for the following courses in grade 8-12*

* *US History I*
* *US History II*
* *World History I*
* *World History II*

*Please adjust the literacy standards and rubrics to meet the grade level at which this course is taught.*

*These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards, as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.*

*The contents of this model curriculum unit were developed under a grant from the U. S. Department of Education. However, these contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.*

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| Table of Contents  Unit Plan 3  Lesson 1 6    Lesson 2 13  Lesson 3 18  Lesson 4 27  Lesson 5 37  CEPA 40 |
| |  |  |  | | --- | --- | --- | | **Stage 1 Desired Results** | | | | **MA Curriculum Frameworks**  USII.7 Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty.  US II.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.  SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data  SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain  RH.11-12.7 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.  WHST.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | ***Transfer*** | | | ***Students will be able to independently use their learning to…***  T1: Understand how recurring patterns in history can inform judgments about current events and other issues.  T2: Critically appraise historical and contemporary claims/ decisions. | | | ***Meaning*** | | | **UNDERSTANDINGS**  ***Students will understand that…***  Nations make decisions based on similar motives to people.  The political and social contexts of an era influence a nation’s decisions  History is a series of causal events | **ESSENTIAL QUESTIONS**  What creates change?  How does the context of an era influence outcomes in history? | | ***Acquisition*** | | | ***Students will know…***  The impact of Wilson’s foreign policies on the United States**.**  The reasoning behind the policy of isolationism.  Key alliances and agreements of the interwar era.  The causes of the tensions of the interwar years and how they led the United States to focus on domestic issues. | ***Students will be skilled at…***  Identifying cause and effect of historical events on foreign policy decisions  Organizing a factually based conclusion from primary and secondary source documents  Recognizing types of foreign policy  Identifying causal relationships  Selecting and using multiple sources of information  Organizing a written explanation of historical events | | **Stage 2 - Evidence** | | | | **Evaluative Criteria** | **Assessment Evidence** | | | See Rubrics in CEPA section | **CURRICULUM EMBEDED PERFOMANCE ASSESSMENT**  Tier 1   * Pathway One is the most accessible to all students. Students will compare the League of Nations objectives to one of four post WWII presidential speeches. Students will use these later speeches to determine how the US foreign policy evolved (if at all) and what enduring objectives are evident. Finally, students will craft priorities for world peace and prosperity for the 21st century.   Tier 2/3   * Pathway Two and Three are designed to provide students an opportunity to examine a variety of international organizations’ structures and purposes. Students will assess the progress/evolution of international cooperation and determine the enduring influence of Wilson’s League of Nations. Finally, students will craft a world peace and prosperity agenda or mission statement for international leaders of the 21st century. | | |  | **OTHER EVIDENCE:**  Primary source analyses  Video worksheet  Map activity  Oral responses to essential questions  Think/Pair/Share  Vocabulary Quiz | | | **Stage 3 – Learning Plan** | | | | ***Summary of Key Learning Events and Instruction***  **Pre-Assessment:** Have students watch clip of President Obama’s April 2007 Speech to the Chicago Council regarding foreign policy. Once speech is completed, complete a Think/Pair/Share with the class. What do the students understand about Obama’s take on foreign policy?  **Learning Tasks:**   1. Introduction of the essential questions and pre assessment and Overview of the era and connected terminology 2. Timeline of interwar years (to introduce causal analysis) 3. Inquiry into Dr. Seuss isolationist political cartoons - YouTube video on butter battle, LOC and OPTIC cartoon analysis worksheets 4. Examination of various policies of the era (Dawes Plan, Young Plan, Kellogg-Briand Pact, Locarno Treaty, Neutrality Acts) 5. Examination of inter war year maps to identify factors leading up to US entry into WWII 6. CEPA 7. CEPA   **Progress Monitoring:**  Daily Think/Pair/ Share  Inaugural Speech GRASP activity  Foreign Policy Plan (CEPA)  Primary Source Analysis/ Jigsaw  Political Cartoon Analysis  Crash of 1929 film questions  Vocabulary Quiz  Locarno Treaty Mapping Activity | | | | Adapted from Understanding by Design 2.0 © 2011 Grant Wiggins and Jay McTighe Used with Permission July 2012 | | | |

Lesson 1

**Brief Overview:** This is the introduction of the unit, essential question and unit terminology

**Prior Knowledge Required:**

**Estimated Time:** 1 class period

**Resources for Lesson:** Computer, projector, screen/board, anticipation guide, speech link

<http://www.youtube.com/watch?v=N1knWWGQUhY>

**Content Area/Course:** US History II/ International Relations

**Unit:** U.S. Foreign Policy during the Interwar Years

**Time (minutes):** 1 class period

**Lesson:** #1 Unit overview, questions and terminology

**Overview:**

*By the end of this lesson students will know and be able to:*

Articulate the key terminology by completing Frayer Model vocabulary charts

**Essential Question addressed in this lesson:**

What creates change?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

USII.6 Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I

US II.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.

RH.11-12.7 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.

**Instructional Resources/Tools (list all materials needed for this lesson)**

Anticipation Guide (see Resources)

THIS LESSON IS AN EXEMPLAR of using any current event topic to hook students into the unit to better comprehend the relevance of a nation’s foreign policy on individual citizens.

Other hooks that align to this sample lesson include posing questions tied to current events:

As per July 2103, with the drawn-down of troops in Afghanistan, a teacher could identify a policy statement by the President while starting with the question for discussion, “Looking forward to graduating from high school, you may consider joining the military. As a potential member of the US armed forces, does the US draw-down in Afghanistan positively or negatively impact your choice to sign up?” Or, “From a domestic policy point of view, a teacher could provide information on the current budget sequester. Potential discussion questions are, “Do you support the reduction of funding of the US armed forces? How do you think that affects your safety and wellbeing at home, how does it impact others abroad?”

Link to President Obama speech in foreign policy <http://www.youtube.com/watch?v=N1knWWGQUhY>

Text of President Obama’s Speech (see Resources)

Frayer Model terminology sheets <http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html>

Anticipated Student Preconceptions/Misconceptions

Student may see that at the conclusion of WWI, a peace treaty signed would indicate world peace when, in fact, these very instruments of peace laid the seeds for WWII.

Instructional Model

Teacher assessing current knowledge through the Anticipation Guide and students making connections between a primary source (exemplar lesson that uses President Obama’s foreign policy speech) and this unit’s goals

Instructional Tips/Strategies/Suggestions:

Pair Share around Anticipation Guides and connections made to media content presented, exemplar being Obama speech.

Think Aloud to model use of Frayer Model vocabulary charts

Silent Chalk Talk

For this entire unit, students will need to bring previously learned information into this learning. Depending on their level of mastery, some content may need to be re-taught or spiraled.

Pre-Assessment

Anticipation Guide

What students need to know and are able to do coming into this lesson (including language needs):

Students will need to be able to comprehend the text of a short speech – video support will assist second language speakers. Students will also need to be able to think through terminology and its application to the larger concepts of the Unit

**Information for Teacher**

This lesson is designed to introduce basic content through terminology and larger concepts through examining the same idea, foreign policy, from a present day speech. It is encouraged to wrap up the lesson making connections to the end of WWI and how that set a tone in the world which encouraged isolationism.

**Lesson Sequence**

**Silent Chalk Talk (5-10 minutes):**

The “Silent Chalk Talk” is a way to reflect, generate ideas, assess background knowledge, check on learning, develop projects, or solve problems. Because it is done completely in silence, it gives groups a change of pace and encourages thoughtful contemplation.

The facilitator explains very briefly that the chalk talk is a silent activity. No participant may talk at all. Anyone may add to the chalk talk, as they please. One can add new ideas in word or symbol form as well as comment on the ideas of others simply by drawing a connecting line, etc., to the comment.

The teacher will write the essential question for this Unit on the board: What creates change? After a series of students have contributed to the Chalk Talk, the teacher will add an extension thought: How does war create change? Students will continue to add to the dialogue through participating in the Chalk Talk.

How the facilitator chooses to interact within the chalk talk influences its outcome. To allow the student group to build its own collective experience/product… the facilitator should take a “less is more” approach. Interact as little as possible to keep the flow going and in the direction you are wanting. However, many times it is valuable to allow students to take a new or unexpected tack in order to truly evaluate the thinking of the entire group.

The facilitator then leads a discussion (debrief) of the content learning, if applicable, as well as the process of the chalk talk itself. This step is crucial, and should never be skipped or slighted in any scenario. This step cements the content learning that happened during the experience as well as supercharges the meta-cognitive nature of the lesson. Consider having students write one or two summarizing statements of the entire lesson on a sticky note, or index card. Have them tape/stick the note on the chart in a blank space on the way out of the room for the day. These cards add another layer of thought onto the chart and are often a visible evaluation of the processes within the chalk talk.

**Anticipation Guide (5 minutes):**

Preview the purpose of Anticipation Guides and explain to students that the purpose of them is to benchmark their knowledge so as to measure their growth by the end of the Unit. They also provide the teacher with awareness of a students’ prior knowledge.

Mid Unit, the teacher can revisit the answers students’ selected originally and ask them to reflect on their thinking and learning. According to Robert Marzano’s research, this evaluation of one’s thinking is a high yield strategy.

**Unit Terminology (30 minutes):**

Use the Frayer Model template <https://wiki.ncscpartners.org/mediawiki/index.php/File:FrayerModel.jpg> for students to work through the following terms:

* Neutrality
* Isolationism
* Reparations
* Treaty
* Foreign Policy
* Domestic Policy

Students should also be aware of the following terms from a unit on WWI: Young Plan, Kellogg-Briand Pact, Locarno Treaty, and Neutrality Acts

If time is an issue, the teacher can provide the definitions and the students can complete the remaining sections. Another way to address issues of time is for students to jigsaw the term. A term will be assigned to a small group they will complete the Frayer Model template and then post to share with the class who will learn from their peers.

**Formative assessment:**

3 Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. If needed, you can put some of the following prompts up for students to follow:

* After reading and listening to the speech, I wonder…
* Facts I learned from the speech are…
* Things that are still unclear to me are…

**Preview outcomes for the next lesson**:

The next lesson will focus students’ attention on the chronology of this era. Having an understanding of the larger concepts through an examination of the associated terminology will help students discuss the impact of the events on the timeline.

**Summative Assessment:**

Frayer Model vocabulary charts

**Resources for Lesson 1**

April 24, 2007

## Excerpt: Remarks of Senator Barack Obama to the Chicago Council on Global Affairs

Whether it's global terrorism or pandemic disease, dramatic climate change or the proliferation of weapons of mass annihilation, the threats we face at the dawn of the 21st century can no longer be contained by borders and boundaries.

The horrific attacks on that clear September day awakened us to this new reality. And after 9/11, millions around the world were ready to stand with us. They were willing to rally to our cause because it was their cause too - because they knew that if America led the world toward a new era of global cooperation, it would advance the security of people in our nation and all nations.

We now know how badly this Administration squandered that opportunity. In 2002, I stated my opposition to the war in Iraq, not only because it was an unnecessary diversion from the struggle against the terrorists who attacked us on September 11th, but also because it was based on a fundamental misunderstanding of the threats that 9/11 brought to light. I believed then, and believe now, that it was based on old ideologies and outdated strategies - a determination to fight a 21st century struggle with a 20th century mindset.

There is no doubt that the mistakes of the past six years have made our current task more difficult. World opinion has turned against us. And after all the lives lost and the billions of dollars spent, many Americans may find it tempting to turn inward, and cede our claim of leadership in world affairs.

I insist, however, that such an abandonment of our leadership is a mistake we must not make. America cannot meet the threats of this century alone, but the world cannot meet them without America. We must neither retreat from the world nor try to bully it into submission - we must lead the world, by deed and example.

Video link: <http://www.youtube.com/watch?v=N1knWWGQUhY>

**http://www.realclearpolitics.com/articles/2007/04/remarks\_of\_senator\_barack\_obam.html** at August 01, 2012 - 10:12:47 AM PDT

**Anticipation Guide for U.S. Foreign Policy during the Interwar Years**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*For each of the statements below select agree (A), disagree (D), or not sure (NS).*

1. President Wilson wanted the US involved in European affairs. A D NS

2. The US emerged from WWI as a world power. A D NS

3. The end of WWI brought security to Europe. A D NS

1. Isolationism was practiced by Germany post WWI. A D NS

1. Reparations assisted Germany after WWI. A D NS
2. The League of Nations was a success at keeping peace in Europe. A D NS

7. The Neutrality Acts assisted the US in supporting England and France

pre WWII. A D NS

8. Germany lost territory as a consequence of WWI. A D NS

9. The United Nations is an example of the world’s powers attempting

to promote a permanent peace. A D NS

10. The war brought may changes in US foreign policy. A D NS

Lesson 2

**Brief Overview:** This lesson is intended to provide students a chance to see the whole era in a chronology of events

**Prior Knowledge Required:**

**Estimated Time:** 1 class period

**Resources for Lesson:** Computer, projector, screen/board, textbook

**Content Area/Course:** US History II/ International Relations

**Unit:** U.S. Foreign Policy during the Interwar Years

**Time (minutes):** 1 class period

**Lesson:** #2 Timeline of events related to inter-war years 1918-1935

**Overview:**

*By the end of this lesson students will know and be able to:*

Identify the main events that bridged WWI and WWII by constructing a timeline and reflecting on the connection between events

**Essential Question addressed in this lesson:**

How does the context of an era influence outcomes in history?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

USII.7 Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty.

US II.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.

**Instructional Resources/Tools (list all materials needed for this lesson)**

Text book and other electronic/ print resources

Anticipated Student Preconceptions/Misconceptions

Some students do not understand the concept of a timeline or how to make it useful for learning. The teacher may want to provide a list of minimal events that must be placed and/or a timeline template to assist those students.

Instructional Model

Facilitation of student work

Instructional Tips/Strategies/Suggestions:

Small group work

Pre-Assessment

N/A

What students need to know and are able to do coming into this lesson (including language needs):

Students will need to be able to identify events that are related to US Foreign Policy between WWI and WWII. This may take some degree of reading through text to select events.

Students will need to be able to organize events chronologically.

**Information for Teacher**

To support students with language and learning needs, you may choose to provide the list of events in advance and ask students to research the dates and impact.

Some key events that should be on the timeline are:

* Treaty at Versailles
* League of Nations
* Neutrality Acts
* Dawes Act
* Locarno Pact
* Young Plan

**Lesson Sequence**

**Brainstorm (5-10 minutes):**

Ask students to brainstorm, independently, responses to the following question: What purposes do timelines serve?

After 3-4 minutes, have students report their lists out to the class. The teacher will then make a list of the various purposes on the board.

The teacher will then introduce the lesson for the day. Explain that each student will be constructing a timeline of the foreign policy (individual timelines for student notebooks) for the purposes events between the end of WWI and the early stages of WWII.

The teacher will then draw a sample of a timeline on the board to show students an exemplar. The timeline should have the date (labeled accurately on the line), the name of the event, and a one sentence summary of the event.

**Timeline development (30 minutes):**

Place students in groups of 2-3 so that students can develop a big paper timeline to present to the class. The teacher will provide materials (text books and other non-fiction materials, large paper, rulers, pencils…)

The teacher will walk around the class assisting students where needed, ensuring that the key events listed previously are present on the timeline.

Half-way through the work time, if the teacher notices the key events are not being identified, they can pull the class’ attention back and list them on the board, then let student locate the appropriate date and summary sentence.

**Wrap Up (10 minutes):**

To conclude the class, give each student a sticky note and ask them to select two events from the timeline then write a statement that connects them. If needed, the students could be prompted with the question: How do these two events connect? What do they have in common?

Post the timelines around the room and ask the students to circulate and provide feedback about the strengths of each one.

**Formative assessment:**

Students will be asked to identify a minimum of three self-selected foreign policy events to add to their timeline. The teacher will used these events to determine if the student has a grasp of foreign policy.

**Preview outcomes for the next lesson**:

The next lesson will focus the impact of the events that are listed on the timeline on the American ideology of isolationism.

**Summative Assessment:**

Timelines

**Resources for Lesson 2**

<http://theodorgeisel.weebly.com/political-cartoons.html> (overview of Theodor Gisel’s work in the genre of political cartoons with samples)

<http://www.pbs.org/independentlens/politicaldrseuss/film.html> (PBS site providing a history of Theodor Gisel’s work)

<https://www.google.com/search?q=dr+seuss+political+cartoon+isolationism&hl=en&tbm=isch&tbo=u&source=univ&sa=X&ei=uG9lUZbfHoy70QGxw4C4Cw&ved=0CDAQsAQ&biw=1600&bih=805> (many examples of Dr. Seuss cartoons from google)

<http://www.teachersdomain.org/resource/pres10.socst.ush.dww.lendlease/> (American Experience 4+ minute video on the Lendlease Act – you will need a free account to PBS Teachers Domain at [www.teachersdomain.org](http://www.teachersdomain.org) )

Lesson 3

**Brief Overview:** Inquiry into Dr. Seuss isolationist political cartoons

**Prior Knowledge Required:** An understanding of isolationism and the ways in which the US practiced it post WWI.

**Estimated Time:** 1 class period

**Resources for Lesson:** computer, projector, screen/board, Links for Dr. Seuss political cartoons

**Content Area/Course:** US History II/ International Relations

**Unit:** U.S. Foreign Policy during the Interwar Years

**Time (minutes):** 1 class period

**Lesson:** #4 Inquiries into Dr. Seuss isolationist political cartoons

**Overview:**

*By the end of this lesson students will know and be able to:*

Critique various political cartoons for their message on US isolationism and their impact on US foreign policy by analyzing various political cartoons and writing a short analysis of their findings.

**Essential Question addressed in this lesson:**

How does the context of an era influence outcomes in history?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

USII.7 Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty.

US II.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.

RH.11-12.7 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.

SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Instructional Resources/Tools (list all materials needed for this lesson)**

Link to political cartoons\*:

<http://theodorgeisel.weebly.com/political-cartoons.html> (overview of Theodor Gisel’s work in the genre of political cartoons with samples)

<http://www.pbs.org/independentlens/politicaldrseuss/film.html> (PBS site providing a history of Theodor Gisel’s work)

<https://www.google.com/search?q=dr+seuss+political+cartoon+isolationism&hl=en&tbm=isch&tbo=u&source=univ&sa=X&ei=uG9lUZbfHoy70QGxw4C4Cw&ved=0CDAQsAQ&biw=1600&bih=805> (many examples of Dr. Seuss cartoons from google)

<http://www.teachersdomain.org/resource/pres10.socst.ush.dww.lendlease/> (American Experience 4+ minute video on the Lendlease Act – you will need a free account to PBS Teachers Domain at [www.teachersdomain.org](http://www.teachersdomain.org) )

<http://www.history.com/news/9-things-you-may-not-know-about-dr-seuss> (History Channel site listing 9 unique facts about Dr. Seuss, may help broaden students’ perceptions of him)

\*You may choose to use only some of these resources, they are mainly meant to be a support, not a requirement for this lesson.

Anticipated Student Preconceptions/Misconceptions

Some students will only know Dr. Seuss as a children’s book writer. Consider discussing his various other interests, like politics, to broaden their ideas. Students will also need to have an understanding of left and right leaning politics and bias to be able to discern the messages from the political cartoons.

Instructional Model

Facilitation of student work

Instructional Tips/Strategies/Suggestions:

Pre-lesson activity: Have a student bring in a political cartoon or provide one for students to view as a whole and discuss what visual cues indicate point of view of the cartoonist/message of cartoon.

Class discussion to process understanding of cartoon messages and impact

Pre-Assessment

Share a current political cartoon (or use exemplar cartoon with students and ask them to determine its message:

Students should be able to discuss how President Obama’s success is connected to the efforts of others in history.

The teacher can use this activity to check for understanding on students’ capacity to analyze cartoons and provide scaffolding as needed.

What students need to know and are able to do coming into this lesson (including language needs):

Students will need to be able to determine a political message and bias in political cartoons

**Information for Teacher**

To support students with language and learning needs, you may choose to provide a list of key terms that students can use when crafting their analysis. Examples might be: conservative (right), liberal (left). This would look like a Word Bank or Word Storming chart. Teachers may also consider starting each class with a Concept Sort. The teacher would prepare index cards with all of the Unit terminology (one per card) and explanations/definitions (one per card). Students then need to match them correctly which allows them to get familiar with the academic vocabulary of the Unit.

Provide images of visual cues found in political cartoons.

**Lesson Sequence**

**Preview various political cartoons (20-30 minutes):**

The teacher will introduce overarching questions for students to consider as they analyze the political cartoons: What messages are being shared about US involvement in world/foreign affairs? What policies are supported or challenged by these messages?

Share various Dr. Seuss political cartoons with students either in hard copy or electronically. Have students select 3-4 that they will use to complete the Cartoon Analysis Worksheet after it has been modeled by the teacher in a gradual release format (I do, We do, You do). (See Resources for Lesson 3 for two options)

The teacher will move throughout the classroom as students select the cartoons they want to analyze and support students where needed.

**Wrap Up (10 minutes):**

Select a few students’ samples of cartoon analysis worksheets to share with the class. Ask students to discuss their agreement or disagreement with the analysis.

The teacher will then connect the students’ work back to the objective of the lesson by reminding them that different people have different ideas about what the US should do regarding foreign policy.

**Formative assessments:**

Ask students to complete a Ticket-To-Leave (you can use a sticky note or scrap of paper) where they state their own opinion about US involvement in world/foreign events between WWI and WWII. If students need additional prompting, the teacher can pose the following question: Explain whether or not you think the US should have been deeply involved in Europe after WWI.

Cartoon Analysis Worksheet

**Preview outcomes for the next lesson**:

Students will use the understanding and knowledge they gain from this lesson to write an information piece in the next class outlining the various tensions the US was dealing with post WWI.

**Resources for Lesson 3**

**Cartoon Analysis Worksheet**

|  |  |  |
| --- | --- | --- |
| **Level 1** | | |
| ***Visuals*** | | ***Words*** (not all cartoons include words) |
| 1. List the objects or people you see in the cartoon. | | 1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon. |
| **Level 2** | | |
| ***Visuals*** | ***Words*** | |
| 1. Which of the objects on your list are symbols? 2. What do you think each symbol means? | 1. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 2. List adjectives that describe the emotions portrayed in the cartoon. | |
| **Level 3** | | |
| 1. Describe the action taking place in the cartoon. 2. Explain how the words in the cartoon clarify the symbols. 3. Explain the message of the cartoon. 4. What special interest groups would agree/disagree with the cartoon's message? Why? | | |

<http://www.archives.gov/education/lessons/worksheets/cartoon.html> National Archives

**OPTIC Image and Cartoon Analysis Worksheet**

As you analyze visual texts, including paintings, photographs, advertisements, maps, charts/graphs, and cartoons, the **OPTIC** strategy can help you construct meaning. **OPTIC** stands for **Overview, Parts, Title/Text, Interrelationships, and Conclusion.** As you examine your cartoons, respond to each element:

**O —** Write a brief ***overview*** of the image: in one complete sentence, what is this image about?

**P —** Key in on all of the ***parts*** by noting any details that seem important. This can be anything: color, figures, textures, scenery, groupings, shadings, patterns, numbers, labels, buttons, etc. Write down any elements or details that seem important. What do they suggest individually?

**T —** Use the ***title*** (if available) to clarify the subject of the image. Consider both literal and metaphorical meanings. What does the title suggest? Is there any ***text*** in the image—a caption, or words in the image itself? What might this text suggest? Is it necessary?

**I —** Specify the ***interrelationships*** in the image. In other words, how the parts are related, both to one another and the image as a whole. Consider how the parts come together to create a mood or convey an idea or argument.

**C —** Write a ***conclusion*** paragraphabout the image as a whole: think about what the artist, photographer, creator, or designer might be trying to capture and convey, and what ideas, arguments, or implications all the part of this image combine to present.

## Analyzing Visual Texts with OPTIC Strategy Type of Visual: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **O**verview - Write a brief ***overview*** of the image: in one complete sentence, what is this image about? |  |
| Parts - Key in on all of the *parts* by noting any details that seem important. This can be anything: color, figures, textures, scenery, groupings, shadings, patterns, numbers, etc. |  |
| **T**itle/Text - Use the ***title*** to clarify the subject of the image. Consider both literal and metaphoric meanings. What does the title suggest? Is there any ***text*** in the image—a caption, or words in the image itself? What might this text suggest? |  |
| **I**nterrelationship - Specify the ***interrelationships*** in the image. In other words, how the parts are related, both to one another and the image as a whole. Consider how the parts come together to create a mood or convey an idea or argument. |  |
| **C**onclusion - Write a ***conclusion paragraph*** about the image as a whole: think about what the artist, photographer, creator, or designer might be trying to capture and convey, and what ideas, arguments, or implications this image presents. |  |

SOURCE: <http://www.tealighthouse.org/ela/classroom_strategies/strategies.php>

Lesson 4

**Brief Overview:** This lesson will uncover formal foreign policy statements (Dawes Plan, Young Plan, Kellogg-Briand Pact, Locarno Treaty, Neutrality Acts) that shaped actions of the US during the interwar years.

**Clarify world context: May draw from history content from WH 2**

**Prior Knowledge Required:**

**Estimated Time:** 1-2 class periods

**Resources for Lesson:** Links and rubrics embedded in the lesson

**Content Area/Course:** History and Social Studies

**Unit:** U.S. Foreign Policy during the Interwar Years

**Time (minutes):** 1-2 class periods

**Lesson 4:** Examination of various policies of the era that drove and reinforced American isolationism

**Overview:** This lesson will uncover formal foreign policy statements (Dawes Plan, Young Plan, Kellogg-Briand Pact, Locarno Treaty, Neutrality Acts) that shaped actions of the US during the interwar years.

**Lesson Objective:** *By the end of this lesson, students will know and be able to:*

Understand the tension of American ideology of isolationism while, at the same time the US struggled with the impulse to support allies during the impending onset of WW2. Explain why the US entered WW2 ultimately.

**Essential Question addressed in this lesson:**

How does the context of an era influence outcomes in history?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

US II.14. Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.

SL11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

WHST.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Instructional Resources/Tools (list all materials needed for this lesson)**

United States history textbook

**Internet sources**

Woodrow Wilson: “Peace Without Victory”

<https://www.mtholyoke.edu/acad/intrel/ww15.htm>

Dawes Plan

<http://www.foreignaffairs.com/articles/68652/r-r-kuczynski/a-year-of-the-dawes-plan>

<http://quizlet.com/dictionary/dawes-plan/>

Young Plan

<http://history.state.gov/milestones/1921-1936/Dawes>

<http://www.time.com/time/magazine/article/0,9171,732364,00.html>

<http://www.loc.gov/lawweb/servlet/lloc_news?disp3_l205402337_text>

Kellogg-Briand Pact

<http://www.yale.edu/lawweb/avalon/imt/kbpact.htm>

<http://avalon.law.yale.edu/subject_menus/kbmenu.asp>

<http://avalon.law.yale.edu/20th_century/kbbib.asp>

Bibliography for sources on Kellogg-Briand Pact

<http://history.state.gov/milestones/1921-1936/Kellogg>

Locarno Treaty

<http://avalon.law.yale.edu/20th_century/locarno_001.asp>

Neutrality Acts

<https://www.mtholyoke.edu/acad/intrel/interwar/neutralityact.htm>

Lend-Lease video. <http://www.teachersdomain.org/asset/pres10_vid_lendlease/>

What perceived ideas might students have that might impede understanding, and that teachers should address?

Students may struggle with why the US struggled to maintain its neutrality despite the national sentiment to remain isolationist (and let the rest of the world solve its own problems.)

Students may struggle with differentiating political policy from economic policy. Likewise, they may struggle with how these two types of policies converge.

What incorrect understandings (misconceptions) should teachers determine in order to correct the misconceptions?

Terminology and clarifications are addressed in lesson one.

**Instructional Model**

1. Instructional Tips/Strategies/Suggestions:

This lesson utilizes formal foreign policy agreements, plans/acts that shape US foreign policy during this time period. Students will continually dip back into the previous unit to recall outcomes of WW1 that contribute to the tumultuous post WW1 period in Europe and to better understand the impulse of the US to remain neutral in the face of increasing tensions in Europe.

An important instructional strategy to remember throughout this lesson is to continually return to background knowledge that contextualizes this unit’s content.

Examples of strategies to achieve this are:

* Use reflective writing to practice integration of background knowledge with this unit’s content.
* Know-Want to Know More-Learned (K-W-L)
* Think-Pair-Share
* Exit Slips

Pre-Assessment

**Quiz** based on information from Timeline activity, lesson 2

What students need to know and are able to do coming into this lesson (including language needs):

Students need to have studied and understood the troubled era of post-WW1 Europe. Details of this period include: Wilson’s 14 Points, the Treaty of Versailles, the challenges placed upon Germany to pay war reparations to include knowledge of the Dawes Plan and the Young Plan.

**Information for Teacher**

Explain to the teacher anything they need to know to teach this unit, such as:

* Focus student activity on critical thinking and questioning
* Technology requirements: Access to computer lab for research
* Websites: noted above
* Overarching philosophy or beliefs - students construct meaning through structured dialogue as evidenced by this classroom activity of this lesson.
* Student speaking and listening critical to the success of this unit

Consider using the resources from the Stanford History Education Group to support students’ reading, thinking and writing skills. Their curriculum focuses on building the skills needed to read and write like a historian <http://sheg.stanford.edu/>

**Lesson Sequence**

Review the definition and purpose of primary sources and policy statements. Remind students that the activity of deconstructing these policy documents is similar to what they did with political cartoons. Teacher may also decide to excerpt the policy documents for the students so they have access to the most necessary part of the document only.

This lesson may be conducted in small groups or student pairs.

Students are assigned one US foreign policy document and report out on it by doing the following:

1. Deconstruct the document into simple, accessible terms to share with fellow students. A graphic organizer may be used. See Resources for lesson 4, *Deconstructing Foreign Policy Documents*.
2. Students become a policy expert on their assigned policy document. In that capacity, students interact with one other student in a public forum (within the classroom) to conduct a dialog with one other policy expert. Through the following guided questions, students discuss and uncover underlying motives of US policy and the unforeseen consequences of stated policy (that may be counterintuitive to US values.) Questions include: How is one policy a relevant indicator of US foreign policy sentiment? How did this policy impact the actions of the US in the face of the unfolding WW2 in Europe? How do these policies serve the ideology of isolationism? How do these policies act as a barrier for other foreign policy impulses?
3. “Observing’/listening” students remain silent and take notes on the conversation between the policy experts. These students craft questions in response to the “public” discourse. “Listening” students write a reflection on the information presented to them, answering the prompt, “What is the impact of this specific foreign policy statement on the course of history?” Likewise, ‘listening’ students take a turn at ‘speaking’ students and visa versa. See Resources for lesson 4, *Speaking and Listening Rubric*.

**Formative assessment:**

Essay

Purpose: To ask students to review lessons from previous units that contributed to the better understanding of this current unit on the interwar years. Students may go back to the failure of the 14 Points, the weaknesses of the Treaty of Versailles, the overburdening of Germany with war reparations, the psychological defeat of Germany and the consequent appeal of Hitler, the Dawes and the Young Plans.)

Essay Prompt:

After reading through and learning about various US Policies post WWI, write a one page report that describes key factors of post-WWI Europe that set the stage for WW2? Your report should include the academic vocabulary of the Unit and consider the following: political instability, economic stress, tension between/among nations

Resources:

History Textbook; assorted primary documents available on line or within textbook

See Resources for lesson 4, *Essay Rubric*.

**Preview outcomes for the next lesson**:

What were the contradictory considerations that confounded U.S. foreign policy leading up to its entry into WW2?

Examine the multi-varied forces and considerations that the U.S. had to grapple with in regard to its foreign policy stance during this period.

**Formative Assessment:**

Classroom activity: Speaking and Listening Assessment.

See Resources for lesson 4, *Essay Rubric*.

**Resources for Lesson 4**

Template for deconstructing acts/treaties/policies

|  |  |
| --- | --- |
| **Title of Agreement** | **Date of Agreement:**  Term of Agreement (is there an end date?) |
| **Signatory Nations** (What nations signed this agreement?) | |
| **Purpose of Agreement** | |
| **What historic conditions set the stage for this agreement?** | |
| **List Key Features of the Agreement/Statement** | |
| **Impact/Consequences of this agreement** | |
| **Positive Outcomes** | **Negative Outcomes** |

**Essay Rubric (Formative Assessment Essay)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceptional** | Proficient | **Approaching** | **Well Below** |
| **Thesis (30%)** | • Well developed thesis that directly addresses the topic  • Takes a clear position  • Arguments/analysis are highly persuasive and effective | • Clear thesis addressing the topic  • Takes a position  • Arguments/analysis are persuasive and effective | • Thesis indicates some aspect of the topic; more a restatement of than a point about the topic  • Weak, vague position  • Arguments/analysis adequate but unevenly developed | • No discernible thesis and/or serious misunderstanding of the topic  • No discernible position  • Arguments not effective or have significant logical gaps |
| **Use of Facts & Evidence (50%)** | • Very strong use of facts, and historical evidence to support thesis  • Consistently relates the evidence back to proving the thesis  • Ideas and interpretation show critical thinking and analysis  • Demonstrates careful reading of sources and shows thorough knowledge of topic | • Strong use of facts and historical evidence to support thesis  • Often relates the evidence back to proving the thesis  • Some critical thinking and analysis  • Shows understanding of sources and knowledge of topic | • Some use of facts and historical evidence to support thesis  • Sometimes relates the evidence back to proving the thesis  • Little critical thinking and analysis  • Incomplete knowledge of topic; some source material not carefully interpreted. | • Limited or no use of facts and historical evidence to support thesis  • Rarely or never relates the evidence back to proving the thesis  • Critical thinking and analysis not evident  • Very limited knowledge of topic |
| **Structure & Writing Conventions (20%)** | • Organization contributes to argument; has a clear introduction, argument, and conclusion  • Fluid, engaging and varied transitions made between paragraphs  • Varied and precise vocabulary  • Well written in appropriate standard English; free of grammatical/spelling errors or colloquialisms | • Organization shows clear plan with an introduction, argument, and conclusion  • Clear transitions made between paragraphs  • Effective vocabulary  • Clearly written in appropriate standard English; few grammatical/spelling errors or colloquialisms | • Organization somewhat unclear; contains at least two of the following: introduction, argument, and conclusion  • Some transitions seem mechanical or forced  •Adequate but uneven vocabulary  • Understandable; grammar/spelling errors or colloquialisms evident, but do not interfere with the argument | • Illogical organization  • Lack of clear transitions between paragraphs  • Limited, monotonous, or inappropriate vocabulary  • Frequent grammatical/spelling mistakes and/or inappropriate colloquialisms that interfere with understanding |

**Speaking Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary** | **Proficient** | **Needs Improvement** | **Unsatisfactory** |
| **Organization** | Student presents information in logical, interesting sequence which audience can follow. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because student jumps around. | Audience cannot understand presentation because there is no sequence of information. |
| **Subject Knowledge/Historical Accuracy** | Student demonstrates full knowledge (more than required) by providing insightful commentary and answering all class questions with explanations and elaboration. | Student is at ease with content knowledge and able to answer all questions, but fails to elaborate. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student does not have grasp of information; student cannot answer questions about subject. |
| **Analysis** | Make insightful historical connections, identify relevance in relation to other events/ideas/documents. Use knowledge appropriate to historical context. | Make historical connections, identify and describe relevant aspects of information being presented. | Identify some historical connections, identify few relevant aspects of information being presented. | Make few historical connections, do not identify any relevant aspects of information being presented. |

**Listening Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary** | **Proficient** | **Needs Improvement** | **Unsatisfactory** |
| **Organization of Knowledge Gained as a Listener** | Student is able to listen and to organize information presented in a logical and useful manner to facilitate access to presented information now and later. | Student is able to listen and to organize most of the information presented in a logical and useful manner to facilitate access to presented information now and later. | Student is able to listen and to organize some of the information presented in a logical and useful manner to facilitate access to presented information now and later. | Student is unable to listen and/or organize presented information sufficiently to access the presented information now or later. |
| **Question Knowledge Presented for Clarification/Relevance/Historical Impact** | Student demonstrates full understanding of knowledge presented by (more than required) by posing insightful questions to gain deeper meaning of historical evidence. | Student is at ease with most of the content knowledge and able to question aspects of knowledge presented. | Student is uncomfortable with information presented and is able to pose only rudimentary questions. | Student does not have grasp of information; student cannot pose relevant questions about subject. |
| **Reflection Analysis** | Make insightful historical connections, identify relevance in relation to other events, ideas and historical documents. Use knowledge appropriate to historical context. | Make historical connections, identify and describe relevant aspects of information being presented. | Identify some historical connections, identify few relevant aspects of information being presented. | Make few historical connections, do not identify any relevant aspects of information being presented. |

Lesson 5

**Brief Overview:** Examination of inter war year maps to identify factors leading up to US entry into WWII

**Prior Knowledge Required:** Map interpretation skills, deductive reasoning and understanding of US foreign policy from previous lessons

**Estimated Time:** 1 class period

**Resources:** Link to interactive map, projector and board

**Content Area/Course:** US History II/ International Relations

**Unit:** U.S. Foreign Policy during the Interwar Years

**Time (minutes):** 1 class period

**Lesson:** #5 Examination of inter-war year maps to identify factors leading up to US entry into WWII

**Overview:**

*By the end of this lesson students will know and be able to:*

Interpret an interactive map of the interwar years and draw conclusions that are written in a graphic organizer

**Essential Question addressed in this lesson:**

How does the context of an era influence outcomes in history?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

US II.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.

RH.11-12.7 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.

**Instructional Resources/Tools (list all materials needed for this lesson)**

Technology is required for this lesson, either teacher led with a projector in the classroom or student access to computers

<http://www.worldology.com/Europe/inter-war_imap.htm> (link to interactive map)

Instructional Model

Facilitation of student work

Instructional Tips/Strategies/Suggestions:

The teacher may consider doing a think aloud with one link and model how to complete the graphic organizer before releasing students to work independently

What students need to know and are able to do coming into this lesson (including language needs):

Students will need to be able to understand how maps communicate information

**Information for Teacher**

To support students with language and learning needs, you may choose to add sentence starters or stems to the graphic organizer.

**Lesson Sequence**

**Introduction (10 minutes):**

The teacher will show students the interactive map and talk them through the structure and how information is conveyed. The teacher will then do a think aloud while modeling how to complete the graphic organizer by selecting one nation and working through the process for students.

**Student independent work (30 minutes):**

Students will work independently analyzing the events on the interactive map and drawing conclusions. They will then select two nations and complete the graphic organizer.

The teacher will circulate around the room checking in on progress and understanding. If the class seems to be struggling, the teacher can model one more example.

**Wrap Up (10 minutes):**

Ask various students to share their conclusions out loud and lead a discussion around other students’ responses.

**Formative assessment:**

Monitor student questions and responses during the think aloud session early in the lesson

Drawing conclusions graphic organizer

**Preview outcomes for the next lesson**:

The CEPA will incorporate knowledge and skills from all previous lessons

**Resources for Lesson 5**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Drawing conclusion from an Interactive Map***

1. Examine the interactive map found at <http://www.worldology.com/Europe/inter-war_imap.htm>
2. After you read through the causes and consequences for some of these nations, select two and complete the note taker below.

Nation #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| What happened to this nation? | What do you think the consequences are? What conclusions can you draw? |

Nation #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| What happened to this nation? | What do you think the consequences are? What conclusions can you draw? |

**Curriculum Embedded Performance Assessments (CEPA)**

**U.S. Foreign Policy during the Interwar Years:**

**Goal**:

Students will address the transfer learning:

* T1: Understand how recurring patterns in history can inform judgments about current events and other issues.
* T2: Critically appraise historical and contemporary claims/ decisions.
* Make connections between historic and modern international objectives

Below is listed a variety of approaches to this CEPA. They are described by tiers, tier 1 the most accessible to all students. These tiered approaches are as follows:

Tier 1

* Pathway One is the most accessible to all students. Students will compare the League of Nations objectives to one of four post WWII presidential speeches. Students will use these later speeches to determine how the US foreign policy evolved (if at all) and what enduring objectives are evident. Finally, students will craft priorities for world peace and prosperity for the 21st century.

Tier 2/3

* Pathway Two and Three are designed to provide students an opportunity to examine a variety of international organizations’ structures and purposes. Students will assess the progress/evolution of international cooperation and determine the enduring influence of Wilson’s League of Nations. Finally, students will craft a world peace and prosperity agenda or mission statement for international leaders of the 21st century.

Students will answer the questions:

* What specific links are evident between Wilson’s objectives (stated within his League of Nations proposal) to subsequent efforts on the international stage to create mechanisms for supporting peace, freedom, and prosperity?

Students will push beyond specific historic references to draw their own conclusions by answering the following prompts:

* Has the US and the world made significant progress towards collaboration for peace and prosperity? (Students will be able to point to specific organizations to support their answers)
* What do you see as remaining barriers to international cooperation that would bring enduring peace to the world? (Students may use current issues as examples of continuing challenges to world peace, freedom and prosperity)

.

**Pathway One**: Use post WWII presidential speeches to determine enduring values and objectives that parallel the League of Nations’ purpose. Students will examine one of four seminal statements of US presidents during the 20th century. Students will examine both Wilson’s work and one of four documents listed below. Students will deconstruct their document and make specific textual references that compare to Wilson’s objectives stated in his League of Nations proposal.

Drawing from seminal documents (all documents are identified and either recommended or required\* Primary Source Documents required for US I and USII in MA HSS Frameworks)

* Franklin Roosevelt’s “Four Freedoms” speech (1941)\* [http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CEwQFjAE&url=http%3A%2F%2Fweb.utk.edu%2F~mfitzge1%2Fdocs%2F374%2FFFS1941.pdf&ei=PzL5UfmtC\_Xl4APQ0oCwCg&usg=AFQjCNHt9acaxTPc6ZsS29XjJR6Yw8pVlQ&sig2=r0k7RgXLO4D\_UN3r8f3zgw&bvm=bv.49967636,d.dmg](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CEwQFjAE&url=http%3A%2F%2Fweb.utk.edu%2F~mfitzge1%2Fdocs%2F374%2FFFS1941.pdf&ei=PzL5UfmtC_Xl4APQ0oCwCg&usg=AFQjCNHt9acaxTPc6ZsS29XjJR6Yw8pVlQ&sig2=r0k7RgXLO4D_UN3r8f3zgw&bvm=bv.49967636,d.) OR

<http://www.ourdocuments.gov/doc.php?doc=70>

* Truman Doctrine (1947)\* <http://www.fordham.edu/halsall/mod/1947TRUMAN.html>
* John F. Kennedy’s Inaugural Address (1961)\* <http://www.ourdocuments.gov/doc.php?doc=91&page=transcript>
* Ronald Reagan’s speech at Moscow State University (1988) <http://millercenter.org/president/speeches/detail/3416>

**Pathway Two**: Use post WWII international organizations to examine how these organizations have been able to move forward toward achieving world peace/prosperity and/or the spread of freedom.

Drawing from post-WWI international systems of cooperation

* United Nations <http://unfccc.int/2860.php> (Charter- <http://www.ourdocuments.gov/doc.php?doc=79>
* European Union <http://www.un.org/en/>
* NATO [www.**nato**.int](http://www.nato.int)

### *Others to include (CHOOSE FROM)* = <https://en.wikipedia.org/wiki/List_of_military_alliances>

**Pathway Three**: Use post WWII international organizations that are governmental or non-governmental. These organizations may be designed to support economic growth, human development/health, trade alliances, etc. These organizations have specific objectives and students will determine their relevance, impact and overall influence over world peace, freedom and prosperity.

International Organizations (this is a suggested list of international organizations and not exhaustive of those from which to choose)

International Trade-

* NAFTA (North American Free Trade Agreement) <http://www.ustr.gov/trade-agreements/free-trade-agreements/north-american-free-trade-agreement-nafta>
* OPEC (Organization of Petroleum Exporting Countries) [www.**opec**.org](http://www.opec.org)

Public Health-

* United Nations Children’s Fund (UNICEF) [www.**unicef**usa.org](http://www.unicefusa.org)
* Doctors without Borders [www.**doctorswithoutborders**.org/](http://www.doctorswithoutborders.org/)
* Red Cross [www.**redcross**.org](http://www.redcross.org)

International Peace / Human Rights/Political Freedom

* Amnesty International [www.**amnesty**.org/](http://www.amnesty.org/)
* Helsinki Committees for Human Rights [www.**helsinki**.org.rs/](http://www.helsinki.org.rs/)
* Human Rights Watch[www.hrw.org/](http://www.hrw.org/)
* Peace Corps [www.**peacecorps**.gov](http://www.peacecorps.gov)

Economic Development:

* World Trade Organization (WTO) <http://www.wto.org/>
* World Bank <http://www.worldbank.org/>
* Organization for Economic Cooperation and Development (OECD) <http://www.oecd.org>
* International Monetary Fund (IMF) [www.**imf**.org/](http://www.imf.org/)
* OXFAM <http://www.oxfam.org/>

Environmental Protection-

* United Nations Framework Convention on Climate Change (UNFCCC or FCCC) <http://unfccc.int/2860.php>
* List of Environmental Protection Organizations <http://en.wikipedia.org/wiki/List_of_environmental_organizations>

**Description of TASK**

Students will examine through the study of documents or international organizations, the state of international cooperation for international peace and prosperity. Once students have established an understanding of the document/organization they have investigated, the class will be organized into an international summit for world peace and prosperity.

Pathway ONE: Within this forum, students will assess historic and subsequent presidential speeches. The task is that students will craft key talking points they deem essential for the next president to promote in an inaugural speech. Again, depending upon the class, a teacher may have students actually craft that speech and/or create political cartoons to promote their objectives and/or write sound-bit messages for a presidential campaign.

Pathway TWO and THREE: Based upon historic and current models of international efforts, the class will create a 21st century charter of cooperation to further the objectives of peace, prosperity, environmental protection, etc (depending on the Pathway chosen for this activity.)

**CEPA Teacher Instructions:**

Prior to beginning this CEPA, the teacher must determine which Pathway to utilize for this activity

Class Period # 1

1. Teacher will describe the CEPA, the purpose of it (to make connections between the effots of Wilson and the US in general during the Interwar Years and subsequent efforts in the area of world peace,) the culminating activity and expected learning outcomes.

2. Assign student groups. Optimally, students should work in groups of 2-3 at the most.

* Pathway ONE: Assign each group one presidential speech to examine
* Pathway TWO or THREE: Allow students to select one specific international organization to investigate. Teacher discretion to determine international organizations to examine. A teacher may choose one area of focus, such as trade or public health.

Whichever approach the teacher chooses, by the end this class period, small groups will select one presidential speech OR international organization to examine.

3. Time allowing, students should be given an opportunity to access online resources on their topic and begin to build a list of resources to utilize beyond the home page of that organization OR text of the presidential speech.

Class Period # 2 and 3

Conduct research and build out research worksheets associated with Pathway to establish key, essential features of their subject of examination.

See Worksheet templates for Lessons 2/3

# Class Period # 4

## Conduct World Peace and Prosperity Forum

All *ambassadors* (students representing their document/international organization) will converge on a simulated peace forum. All students will work to negotiate a set of objectives that serve world peace and prosperity for the 21st century and beyond. This activity may be as structured as a teacher chooses to be, depending on the ability of the groups to work productively and independently. A more structured activity would be that the teacher would create a protocol for interaction at a conference table, appointing specific roles to students – spokesmen, scribe, advisors, for instance. The teacher may choose to have all groups at the same table or to break into smaller groups. If the latter is chosen, the learning goal, at minimum, is to have students understand that various, self-driven policy objectives are not easy to achieve in a meaningful way yet the process is critical to world peace and prosperity, no matter how challenging the task.

**CEPA Student Instructions:**

Using resources gathered over the course of this unit and their topic-based outside research, students will craft key policy objectives. See CEPA Resources, *International Policy Objectives Worksheet*

Student s will strategize and target other groups in the classroom who are potential allies/partners in achieving objectives at the Peace Forum. (This aspect further facilitates 21st century learning in cooperation and collaboration skills.)

During the *Peace Conference Day,* nations will negotiate with other nation’s ambassadors to craft objectives statement (Pathway ONE will at minimum, create a list of key talking presidential talking points.) At the end of the Peace Conference Forum Activity, students will post their final agreements/objectives. See CEPA Resources:

Pathway ONE: *Presidential Key Objectives Worksheet*

Pathway TWO and THREE: *Mission and Objectives Worksheet*

**CEPA Rubric**:

See CEPA Resources:

*Presidential Key Objectives Worksheet*

*Mission and Objectives Worksheet*

**CEPA Resources:**

Students will have access to all the information from this unit to include various foreign policy treaties/plans/acts, the timeline, interactive map, history textbook content on this unit.

Websites attached to CEPA directions

Template for deconstructing acts/treaties/policies- Lesson 4 Worksheets

Other Supporting worksheets:

***Pathway ONE***

1. *Deconstruction of Primary Source Document (For Individual presidential speeches)*
2. *OVERVIEW of Presidential/Interwar Years Key Objectives Worksheet (See all Presidential points on one doc)*
3. *Venn Diagram on Presidential Objectives over Time (What is historic, what is new, what is both!)*
4. *21st C Presidential Key Policy Objectives Worksheet: PROPOSAL for President to Adopt (What does the class propose to a new president?)*

***Pathway TWO / THREE***

1. *Deconstruction of International Organization Policy and Structure*
2. *International Policy Objectives Worksheet*

**For individual Presidential Speeches:**

**1. Deconstruction of Primary Source Document**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Doc** | **Name of President** | | **Date** |
| **Key Points within Doc** | | **Cite Document (line, page, abbreviated quotation)** | |
| **1.** | | **.** | |
| **2.** | |  | |
| **3.** | |  | |
| **4.** | |  | |
| **5.** | |  | |

**2. OVERVIEW of Presidential/Interwar Years Key Objectives Worksheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Wilson/Interwar Year\*** | **FDR** | **Truman** | **JFK** | **Reagan** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**\*Wilson Objectives= League of Nations**

**\*Interwar Years Objectives may include other foreign policy statements beyond the League of Nations studied within this unit**

**3. Diagram on Presidential Objectives Over Time**

|  |  |  |
| --- | --- | --- |
| **Historic Foreign Policy Objectives** | **Historic + 21st Century Foreign Policy Objectives** | **21st Century Foreign Policy Objectives** |
|  |  |  |

**4. 21st C Presidential Key Policy Objectives Worksheet**

**PROPOSAL for President to Adopt**

|  |  |
| --- | --- |
| **Title of Policy Statement** | **Date of Presidential Debate/Campaign/Inaugural Address (Hypothetical)** |
| **Policy Bullet** | **Rationale for Policy** |
| **Policy Bullet** | **Rationale for Policy** |
| **Policy Bullet** | **Rationale for Policy** |
| **Policy Bullet** | **Rationale for Policy** |
| **Policy Bullet** | **Rationale for Policy** |

**Pathway TWO / THREE**

**1. Deconstruction of International Organization Policy and Structure**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Organization** | | | |
| **Members** | | **Overall Objective (Economic, Political, Social, etc)** | |
| **General Information** | | | |
| **HQ** | **Funding** | **Governmental or Non-Governmental** | **Structure of Organization** |
| **Key Objectives** | | **Rationale** | |
|  | |  | |
|  | |  | |
|  | |  | |

|  |  |
| --- | --- |
| **Signature of Representative (student name)** | **Political Party affiliation/area of interest/other identifying characteristics** |

**2. International Policy Objectives Worksheet**

|  |
| --- |
| Title of Mission Statement: |
| Mission/Objectives Statement: |

|  |  |
| --- | --- |
| ***Specific Policy Objective*** | ***Rationale (political, economic, etc)*** |
| ***Key International Participants*** |
| ***Specific Policy Objective*** | ***Rationale (political or economic)*** |
| ***Key International Participants*** |
| ***Specific Policy Objective*** | ***Rationale (political or economic)*** |
| ***Key International Participants*** |
| ***Signatory Agents (Student Names)*** | ***Organizations Represented at Forum*** |

|  |  |
| --- | --- |
| **Signature of Representative** | **Signatory International Representatives** (What entities signed this agreement?) |